



SCHOOL COUNSELING HANDBOOK

PREPARING STUDENTS TO BECOME CERTIFIED SCHOOL COUNSELORS

June 1, 2024



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** All policies & procedures contained in this handbook are subject to change at any time and without prior notice. Last modified: October 15, 2024*



SCHOOL COUNSELING HANDBOOK

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INTRODUCTION TO AMBERTON UNIVERSITY:

Amberton University is designed exclusively for the mature, working adult who seeks to benefit from the richness of a relevant, educational experience. The adult who attends Amberton University will find the atmosphere like that of professional schools – law, medicine, and engineering. At Amberton University, the student is exposed to a diverse group of working adults who share interests and ideas. Amberton University's desire is to equip its students with the practical knowledge, tools, and character necessary to cope effectively in the situations and challenges that lie ahead. In short, Amberton University educates for lifelong learning.

SCHOOL COUNSELING PROGRAM DESCRIPTION:

The Master of Arts in School Counseling prepares students to satisfy academic requirements for the Professional School Counseling Certification in the State of Texas. Graduates will be counselors, academic advisors and advocates who create conditions of academic achievement for children in public and private school. The program is comprised of forty-eight (48) graduate hours and includes a minimum of 160 actual clock practicum hours. Students who complete this degree, pass a background check, have a T.E.A. identification number and pass the TExES examination for School Counseling are eligible for employment as a school counselor in an educational setting in the state of Texas. Students admitted to the School Counselor Certification Program are required to complete the forms for application and documentation. *The PROGRAM is offered in the campus-based, classroom, lecture mode only; however, some classes are offered via distance learning.*



School Counselor Certification Program Application & Documentation Requirements

If you are a student who has been admitted to Amberton University and are pursuing a Master of Arts in School Counseling, you must also apply for admission to the School Counseling program and provide the required documentation. The following information and processes must be completed and/or submitted to the University to be considered for formal admission to the Master of Arts School Counseling program:

1. Application for Admission to Amberton University,
2. School Counselor Program Application (see page #8),
3. A TEAL account and a TEA ID number,
4. Official Transcripts from all previously attended institutions,
5. 2.5 overall GPA required on most recent bachelor's degree or higher or on most recent 60 hours. For students with less than a 2.5 GPA, please contact the Program Director at CMoffitt@Amberton.edu.
6. Completion of School Counseling Program Questionnaire (included as a part of Program Application),
7. Payment of \$35 non-refundable TEA Assessment Fee.
Students with a valid Amberton ID (AUID) may make payment through the University Portal. Contact an advisor for assistance.
8. Signed Retention & Dismissal Policy Form.
9. Signed School Counseling Ethics Form.

General Information

- The School Counseling program requires the student to complete 24 credit hours in Counseling prior to approval to take the TExES, be a student in good standing, and have at least a 3.0 GPA on coursework completed at Amberton.
- Amberton University will not approve a student to take the TExES until the student is admitted formally to the program and met the University's requirements to take the exam.
- The Texas State Board for Educator Certification requires a passing score on the TExES.

Requirements to be issued School Counselor Certificate

1. Complete and provide the above required information to the University.
2. Be formally admitted to the Master of Arts School Counseling program at Amberton University.
3. Successfully complete the TExES School Counselor Exam; and
4. Graduate with a Master of Arts – School Counseling degree from Amberton University.
5. Pass a background check (required before employment in a TEA recognized school or ISD.)

Master of Arts in School Counseling

A student with a Master of Arts in School Counseling will be able to:

- Demonstrate a comprehensive knowledge of the functional areas of school counseling to implement a guidance program in a school setting.
- Apply critical thinking skills to student services and academic achievement issues.
- Demonstrate an understanding of ethical issues within school counseling settings.
- Demonstrate the ability to conduct relevant research appropriate to the discipline.

The minimum requirements for a Master of Arts in School Counseling are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 48 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required

SCHOOL COUNSELING DEGREE PLAN:

I. Required Graduate Studies: 3 hours

RGS6035 Theory & Application of Research Methods 3 hours

II. Major Requirements: 45 hours

CSL6801 Life Span Development..... 3 hours

CSL6782 Theories/Methods in Counseling 3 hours

CSL6832 Multicultural Counseling..... 3 hours

CSL6833 Counseling Children & Adolescents 3 hours

CSL6837 Strategies for Behavioral Interventions 3 hours

CSL6745 School Counseling Ethics..... 3 hours

CSL6779 Counseling in Schools..... 3 hours

CSL6798 Child & Adolescent Psychopathology 3 hours

CSL6800 Counseling Assessment..... 3 hours

CSL6803 Career Counseling/Guidance..... 3 hours

CSL6805 Group Counseling/Therapy 3 hours

CSL6830 Advanced Counseling Skills & Techniques 3 hours

CSL6833 Counseling Children & Adolescents..... 3 hours

CSL6870 School Counseling Practicum I..... 3 hours

CSL6875 School Counseling Practicum II..... 3 hours

CSL6880 School Counseling Practicum III..... 3 hours

Total: 48 hours

COURSE SCHEDULE RECOMMENDATIONS:

The counseling faculty of Amberton University recommends the following progression of courses.

| Course | Lecture | Online |
|--|----------------|---------------|
| TIER ONE FOUNDATIONS | | |
| RGS6035 Research Methods | √ | √ |
| CSL6801 Life Span Development | √ | √ |
| CSL6782 Theories & Methods of Counseling | √ | √ |
| CSL6803 Career Counseling & Guidance | √ | √ |
| CSL6805 Group Counseling & Therapy | √ | |
| CSL6832 Multicultural Counseling | √ | √ |
| CSL6800 Counseling Assessment | √ | √ |
| TIER TWO SPECIALTY | | |
| CSL6798 Child & Adolescent Psychopathology | √ | √ |
| CSL6833 Counseling Children & Adolescents | √ | √ |
| CSL6745 School Counseling Ethics | √ | √ |
| CSL6779 Counseling in Schools | √ | √ |
| CSL6837 Strategies for Behavioral Interventions | √ | |
| CSL6830 Advanced Counseling <i>Recommended to take in quarter prior to Practicum I</i> | √ | √ |
| TIER THREE FIELDWORK | | |
| CSL6870 School Counseling Practicum I <i>Students must pass the TExES state exam prior to registering for CSL6870</i> | √ | |
| CSL6875 School Counseling Practicum II | √ | |
| CSL6880 School Counseling Practicum III | √ | |

* Refer to Amberton University website for current offerings, Course descriptions are in the university catalog.

CSLInfo in Moodle:

The counseling faculty of Amberton University has provided study guides for the majority of the counseling courses required for a degree in School Counseling. The study guides are available the in Moodle course application for all students.

Obtaining a Second Degree:

Upon completion of your initial degree, students who wish to obtain an additional degree at Amberton should complete the "Request for Second Degree" form found on the Amberton University website and consult the current Academic Catalog for details.



School Counseling Program

Admission Forms and Questionnaire



Application for Admission/Re-admission School Counseling Certification Program

Please complete and return this application along with the required documents listed on page #4. All information is required. You may attach separate page(s) for the Program Questionnaire. Mail to: Registrar, Amberton University, 13601 LBJ Fwy, Garland, TX 75041; or FAX to 972/279-9773; or email scanned documents to SchCslAdm@Amberton.edu. Be sure your name is on all documents submitted. In accordance with the American With Disabilities Act (ADA), please attach a description of the nature of your disability and the special accommodation required.

Student Information:

Social Security Number: _____ (required by TEA/SBEC)
Amberton ID (AUID): _____ TEA ID#: _____

Full name: _____
Maiden name (if applicable): _____
Address: _____
City: _____ State: _____ Zip: _____
Telephone Home: _____ Work: _____ Cell: _____
Email address: _____
Employer: _____

Date of birth: _____ Gender: ___ Male ___ Female
Ethnicity: Hispanic/Latino ___ Yes ___ No
Race: ___ White (1) ___ Amer Indian/Alaska Native (2) ___ Black or African Amer (3)
___ Asian (4) ___ Hawaiian/Pacific Islander (5) ___ Other (6)

List of degrees awarded (Bachelor's degree first):
Table with 5 columns: Institution, Degree awarded/Hours Completed, State, Date

Do you hold a valid Texas Teaching Certificate? (Optional)

Yes No
If so, what name is on the certificate: _____

I certify that the information I have provided is correct. If I am formally admitted to the School Counseling Program, I agree to abide by the policies, rules, regulations, and ethical standards of the University. I understand that the willful submission of false information is grounds for rejection of my application, withdrawal of any offer of acceptance, cancellation of enrollment, and/or disciplinary action. I authorize Amberton officials to verify any information relevant to my acceptance and/or continued enrollment with the University, including but not limited to the right to request verification of degrees and/or courses completed at transferring institutions. The submission of this application does not constitute acceptance to the Master of Arts School Counseling program or admission to Amberton University. I understand my application, supporting documents, and other requirements will be reviewed by the University. I understand I will be notified in writing of acceptance or denial to the program. I understand I must notify Amberton University in writing of my acceptance of admission in the Program to be formally admitted. I understand that I must pass a background check before being certified and employed as a Certified School Counselor in the state of Texas.

Student Signature: _____ Application Date: _____



School Counselor Certification Program Program Questionnaire

Instructions: Each of the following questions must be answered. Responses can be typed and/or written on separate pages. Please limit your response to each question to two (2) paragraphs. You must respond to all questions to be considered for admission to the School Counseling Program. Incomplete responses to the Application for Admission or Program Questionnaire will result in denial of admission.

School Counseling Application Questions

1. Describe how you view yourself transitioning from your current career to a school counselor. (Looking for leadership and advocacy opportunities, serving as many underserved children as possible being an agent for change in educational programs, engaging in guidance activities that give children skills in development of social/emotional areas.)
2. What personal qualities do you have that you believe would make you a good candidate for the School Counseling Program, please give an example? (Looking for expressions and examples of empathy, compassion, and service leadership.)
3. What led you to choose School Counseling as your graduate study? (Looking for expressions of working with the whole child through education and life span development, individual and group learning experiences through developmental levels)
4. How do you see yourself as the School Counselor, functioning in a leadership position in your school setting? (Looking for specific examples of individual and team collaboration, being able to have individual leadership qualities as well as being part of a team)
5. Give a brief example of how your relationship with a child/young person enhanced their educational achievement. (Looking for an example of viewing the problem, understanding the child, and being able to solve it within the school culture)
6. What qualities do you bring to an institution that makes you stand out from other candidates? (Looking for motivation, passion for learning, perseverance as a working adult)
7. Tell in detail a time when you have been culturally aware of a child/young person's culture, how it differed from your own, and how it benefited a the child. (Looking for cultural sensitivity and assistance to students, understanding of what cultural issues were impeding student progress either academically or personal-socially.)
8. Graduate school is a great undertaking for students both in time and personal resources. Describe in detail how you will make your degree happen, what sacrifices will you have to make? (Looking for specifics to individual, time, research, attention to fieldwork, monetary sacrifices, vacations)

School Counseling Narrative Rubric

Student Name _____

AUID/SSN _____

| Question | 3 | 2 | 1 |
|--|--|--|---|
| Describe how you view yourself transitioning from your current career to a school counselor. 3 2 1 | Describes leadership opportunities, serving all children, being an advocate, and understanding of children's developmental social/emotional needs. | Narrative stated tentative ideas about being a leader, limited statements about advocacy for all students, limited statements about socio/emotional needs. | Narrative lacked any ideas about transitioning from current career to counselor role that impacts student development, advocacy, or leadership. |
| What personal qualities do you have that you believe would make you a good candidate for the School Counseling Program? Please give an example. 3 2 1 | Narrative stated expressions of self-knowledge appropriate empathy, compassion for students in need, heart for service leadership. | Narrative expressed few attributes of self-knowledge related to counseling empathy, compassion, and servant leadership. | Narrative lacked any self-knowledge of helping relationship and definition of traits related to counseling. |
| What led you to choose School Counseling as your graduate study instead of another specialty? 3 2 1 | Narrative stated a commitment to school counseling as change agent for student behavioral, academic, and personal social issues. | Narrative to a limited extent gave reasons for selecting school counseling as a change agent for students in a school setting. | Narrative lacked discernable reasons for school counselors as a change agent for student issues. |
| How do you see yourself as the School Counselor, functioning in a leadership position in a school setting? 3 2 1 | Narrative expresses need individual and team collaboration. Specific ideas for individual and team leadership opportunities. | Narrative had limited statements about how individual and team efforts would benefit students. | Narrative lacked any initiatives for individual or team leadership opportunities. |
| Give a brief example of how your relationship with a student/young person enhanced his/her educational achievement. | Narrative gave specific problem, how the child/young person was affected by it, and a creative or compassionate way to solve the problem to | Narrative gave problem with a solution that was expected, no expansion on how the student's affective/educational | Narrative gave little insight into the student's problem or emotional reaction connected to it. |

| | | | |
|--|---|---|--|
| 3 2 1 | the person's advantage. | development. | |
| What qualities do you bring to an institution that makes you stand out from other candidates? 3 2 1 | Narrative was specific to attributes and positive as to the influence of this candidate being admitted. | Narrative indicated positive attributes but did not differentiate candidate from others. | Narrative stated positive attributes but did not further explanation of differentiation from other candidates. |
| Tell in detail a time when you have been culturally aware of a child/young person's culture, how it differed from your own, and how it benefited a student 3 2 1 | Narrative gave specifics about culture that the candidate was sensitive to and how it benefited a student in their purview. | Narrative gave cultural details but did not go into detail how child/young person benefited by their sensitivity. | Narrative lacked any specific details about cultural differences between candidate and child/young person. |
| Graduate school is a great undertaking for student both in time and personal resources. Describe in detail how you will make your degree happen, what sacrifices will you have to make? 3 2 1 | Candidate gave specific examples of how the graduate school process will affect them personally and their relationships. | Candidate gave superficial answers, not related to their personal lifestyle or situations that will be affected. | Candidate gave little insight into how much effort and resources will be needed for graduate school success. |

Total Points: ___/24_____

Reviewer's Comments:

Reviewer's Signature: _____

Title: School Counseling Program Director

Date _____

Recommended for Admission: Yes No



Procedures for ADA Admission and Accommodations

Amberton University is designed for the working adult. The average age of the Amberton student is 40 years old. According to these factors, the facility and services offered are aligned to accommodate students who can function in the workplace. While limited funds and no federal or state support limits the reasonable accommodation Amberton University can provide to disabled students, the institution continues to develop its facilities and services to meet the needs of disabled, working adults. All students at Amberton receive the same amount of instructions and the goal is to accommodate the disabled student to the level of learning of all students.

ADMISSION FOR STUDENTS WITH DISABILITIES

As a part of the admission process, students identify their disability requests. All applications with disability requests are sent to the A.D.A. Official (the Vice President for Strategic Services, VPSS@Amberton.edu). The A.D.A. Official contacts the student and requests additional information concerning the disability. Documentation describing the disability and verifiable professional medical documentation of the disability as well as details of the accommodations requested are needed in order to determine that the student will be able to function in both on ground and online classes as appropriate for completion of the degree. Examples of accommodations include extended time for timed activities, permission to record classes, and possibly a quiet place to take exams free from distractions that could interrupt one's train of thought.

The requested documents, the evidentiary documents and the accommodation documents are then reviewed by the A.D.A. official to see how Amberton can meet the learning requests needed. Once this determination is made a letter is prepared for the student documenting the accommodations that will be provided. The student confirms agreement of the accommodations outlined in the letter and receives a copy in addition to a copy placed in the student file. The student is encouraged to provide a copy of this letter to his/her professors prior to or early in the class so there will be ample time to make adjustments in the activities for the class. The student is responsible for letting the professor know of the accommodations. The nature of the adult student is that s/he prefers to be in control of sharing his/her accommodations. Once the information is shared with a professor, adjustments are made in line with the accommodations. Any questions the professor has that cannot be answered by the student are directed to the A.D.A. Official (VPSS@Amberton.edu).



TExES Forms for Test Approval

Amberton University
School Counseling
TExES Registration/Certification Information

TExES Registration for School Counseling

Amberton University requires students pass the TExEs Examination for School Counseling prior to enrolling in CSL6870 Practicum School Counseling I. Students may be approved to take the TExES examination if they: 1) are in good financial standing with the University (defined as having no outstanding balance from a previous session), 2) have completed at least 24 graduate credit hours in School Counseling degree program, and 3) have a grade point average above 3.0 and have an assigned T.E.A. identification number.

It recommended that the following courses be successfully completed prior to taking the TExES exam:

| | |
|---------|-----------------------------------|
| CSL6745 | School Counseling Ethics |
| CSL6779 | Counseling in Schools |
| CSL6833 | Counseling Children & Adolescents |

Students must request approval to register for the School Counseling (252) examination by submitting the TExES Examination Approval Request Form to the Academic Services Office. The request form is on page #15 of this Handbook and is available on the University's website under Forms & Publications, along with the School Counseling Handbook.

If a student is certified as a teacher in Texas, they already have an account with S.B.E.C., and the T.E.A. identification number is accessible. This information at the S.B.E.C. website <https://tea.texas.gov/texas-educators/certification/educator-certification-online-system> should be verified and the common information requested during the registration process at <https://tea.texas.gov/texas-educators/certification> must match, otherwise, an error will occur.

Be advised that you cannot update your Educator profile Information in the online registration system <http://www.tx.nesinc.com/Home.aspx>, but rather you must go to the S.B.E.C. website at <https://tea.texas.gov/texas-educators/certification/educator-certification-online-system> to verify your information.

Once approval has been granted, students may register for the examination using one of two (2) methods noted below:

- a. Website: <https://tea.texas.gov/texas-educators/certification/educator-testing/test-registration-and-preparation>:
- b. Telephone: **(800) 877-4599** or **(413) 256-2898**
Mon–Fri: 7:00 a.m.–7:00 p.m. Central time, excluding holidays
Sat: 8:00 a.m.–4:00 p.m. Central time, excluding holidays
(Automated Information System available 24 hours daily)

Steps to School Counseling Certification

1. Eligible students complete and submit the TExES Examination Approval Request Form.
2. Amberton University personnel enter Educator Profile/Examination information into the T.E.A. system and notify students by email that approval to register for the TExES examination has been granted.
3. Students verify the information at the S.B.E.C. web site <https://tea.texas.gov/texas-educators/certification/educator-certification-online-system> with the common information requested during the registration process at <https://tea.texas.gov/texas-educators/certification/educator-testing/test-registration-and-preparation>
4. Student registers and pays for the TExES School Counseling Examination. Confirmation of a successful registration will be emailed (email address provided in the S.B.E.C. Educator Profile) to individuals by the Pearson Testing Service <http://www.tx.nesinc.com/Home.aspx>
5. Student receives test results.
6. Students may pay the appropriate fee and apply for Certification at <https://tea.texas.gov/texas-educators/certification/certification-applications-and-status> when the test results are known or they may apply for Certification after the Master of Arts degree in School Counseling has been awarded.
7. The Academic Dean's Office recommends the student for certification ONLY after the Master of Arts degree in School Counseling has been AWARDED.
8. Students will generally have electronic access to their Certifications within 24 hours of the recommendation made by the Academic Dean's Office.



**RETENTION & DISMISSAL POLICIES FOR AMBERTON UNIVERSITY
SCHOOL COUNSELING STUDENTS***

All students desiring to be admitted to the School Counseling Program at Amberton University will receive information on these policies and must attest to their understanding of and compliance with the policies contained herein before and during acceptance into the program. It is the responsibility of the student to review this document and to thoroughly understand its contents before signing and submitting it to the University.

Candidates applying for and students enrolled in Amberton University’s Master of Arts School Counseling Program are expected to understand and adhere to the ethical and academic standards as outlined in the current Amberton University Catalog, Educators’ Code of Ethics (Chapter 247, Title 19, Texas Administrative Code), Texas Counseling Association Code of Ethics, and American School Counselor Association Code of Ethics. Those standards are incorporated by reference into this document. In addition, domestic violence, dating violence, sexual misconduct, including assault, stalking, or any form of sexual harassment is unethical and will not be tolerated by Amberton University. See the University’s website for the complete Sexual Misconduct and Non-Discrimination (Title IX and Title VII) Statements.

Amberton University caters to working adults. Each student’s behavior is to reflect a refined maturity and attitude that complies with the academic and ethical standards outlined in the University’s current catalog and the Codes of Ethics referenced above. The Amberton School Counseling Program is obligated by professional ethics and University procedure to assess students on an ongoing basis as to their potential for meeting expectations of school counseling professionals. Attendance at Amberton University is a privilege, not a right. If, in the judgment of the University, a student’s academic performance or personal conduct is substandard, the University retains the right to deny the student further enrollment.

Violations of Amberton University’s academic or ethical standards or the Codes of Ethics referenced above that are expected of school counseling students may result in disciplinary action. Such action may take the form of a reprimand, probation, suspension, legal sanctions, and/or expulsion from the University. Suspension and any discipline short of expulsion are not considered punishment, but a part of the educational process. A student may be suspended for an indefinite period, depending upon the offense. Expulsion from the School Counseling Program and from Amberton University is permanent.

"Due Process" in the handling an alleged violation will follow the specific guidelines presented in the current Amberton University Catalog under “Due Process in Handling Violations of Ethical Standards” should a student be accused of violating academic or ethical standards.

By my signature below, I attest that I have read, fully understand, and will comply with the ethical and academic standards as noted in this document and referenced above.

Signature

Date

Printed Name

*NOTE: This notification is required per Texas Education Code Section 228.20.h

AMBERTON UNIVERSITY

COMPLAINT POLICY AND COMPLAINT PROCESS FOR THE EDUCATOR PREPARATION PROGRAM

The Texas Administrative Code (Rule §228.70) requires that Educator Preparation Programs (EPP) maintain a process for filing and resolving complaints and provide information for filing formal complaints with the Texas Education Agency (TEA). If you have a complaint about the Amberton University Educator Preparation Program, please follow the institution's "Student Grievance and Appeal" Process. For the purpose of this instruction, the terms "grievance" and "complaint" are used interchangeably.

1. First, whenever possible, the matter in question should be discussed directly with the person causing the grievance. Every effort should be made to resolve the grievance on a one-on-one basis. If the grievance concerns a grade earned in a class, the student must understand that he/she cannot challenge the judgment of the instructor but only the accuracy of the grade and/or fact.
2. If the student is not satisfied with the outcome of the one-on-one effort (or if the student does not know who the specific individual is who caused the grievance), the student may contact the appropriate administrator for assistance (Academic Dean for academic-related and student services appeals; Vice President for Administrative Services for financial appeals). The appeal to an administrator should be in writing.
 - A. The student's written grievance should be explicit and include any support materials.
 - B. The University will respond to all written grievances and include them as a part of institutional records.
 - C. All grievances will be processed expeditiously.
3. If the student is dissatisfied with the solution proposed by the designated administrator, the student may appeal, in writing, to the President. The student may include additional information or facts in the written appeal. The President may make a final decision immediately or elect to form a grievance-hearing committee to consider the complaint. The committee, if appointed, will review all written documents, and forward their recommendation to the President, whose decision shall be final. All student grievances must first be addressed internally.
4. Texas Education Agency Complaint: If you believe that the Amberton University EPP has violated state law or rule in resolving your complaint, you may file a formal complaint with the Texas Education Agency. The complaint process allows for an applicant, candidate, employee, or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate's transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC §247), fingerprinting (TAC §§227, 232) and certification

(TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

Further information on the TEA Complaint Process and access to the TEA Complaint Form may be found on the TEA website. Go to:

https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/

AMBERTON UNIVERSITY

NATIONAL CRIMINAL HISTORY BACKGROUND CHECKS

The State Board for Educator Certification (SBEC) requires all applicants to submit fingerprints for a national criminal history background check. All applicants for Texas educator certification must complete the national criminal history background check through the DPS and the FBI. There are no exemptions for those who were fingerprinted in another state. More information on national criminal history background checks and the fingerprinting process may be found on the TEA website:

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

<https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-for-certificate-applicants>

Effect of Criminal History on Certification

Having a criminal history may prevent individuals from becoming certified. If you have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense, you are strongly encouraged to request a Preliminary Criminal History Evaluation. Visit the TEA page on Preliminary Criminal History Evaluation FAQs and National Criminal History Checks FAQs for more information.

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

BEST PRACTICES BEFORE SCHOOL COUNSELING PRACTICUMS & FIELDWORK 2023-24

Begin planning two sessions prior planning to enroll in Practicum I

IMPORTANT! Download and print the School Counseling Handbook on Amberton website & review it carefully. Below are some important points to stay aware of as you work towards your goal of becoming a school counselor.

1. When you have completed at least 24 graduate hours towards your M.A. in School Counseling and have a GPA of 3.0 or better, you may request approval to register for the School Counseling Exam by submitting the TExES Examination Approval Request Form to the Academic Services Office. (The request form is in the School Counseling Handbook).
2. **All students MUST pass the TExES 252 exam before registering for CSL6870-Practicum I. Follow all instructions in the handbook about how to register for the TExES 252 exam.**
3. Plan ahead! Decide on the date you wish to take the exam and the time frame in which you plan to complete your course work and be ready for enrolling in the School Counseling Practicums.
4. Prepare for the TExES 252 exam thoroughly by reviewing and studying all counseling course materials available. After completing the exam, check the site to determine if you have earned a passing score. (If not, repeat the exam).
5. Review the Site Supervisor Handbook (included in the School Counseling Handbook) that you downloaded from the Amberton website.

COMPLETE THE STEPS BELOW BEFORE THE FIRST WEEK OF PRACTICUM I.

6. Meet with your school Principal and Guidance Director and make them aware of your intention to enter the Practicum phase of your training and the time frame in which you want to complete the training.
7. Ask for assistance from your Guidance Director about a referral to a suitable Site Supervisor in your area (this is the person who will supervise your fieldwork during practicums). Select a Site Supervisor who will be able to help you plan meaningful activities and allow you to participate as a school counselor in-training during your three Practicums.
8. Meet with the Site Supervisor and review ideas about how you can participate and learn the duties of a school counselor in your district and school. Discuss how/when you will meet with the Site Supervisor on a weekly basis throughout the three Practicums. Make sure your Site Supervisor has a copy of the Site Supervisor Handbook and is aware of the duties involved.
9. **Review the Applications-Contract in the School Counseling Handbook.** Read all pages carefully and note the information you will need to supply to Amberton in order to enroll in the School Counseling Practicums. **Note that obtaining this information will take approximately 2-3 weeks.** Plan accordingly. (Note: You will need a number of signatures from your Site Supervisor, Principal, and Guidance Director).
10. **Complete the two Applications (AU Application & Practicum Site Application) with all signatures & required forms. Be ready to turn them in to the Practicum Professor the first week of CSL6870-Practicum I.**
11. **APPLICATIONS INSTRUCTIONS:**
 - A. The Amberton University & Practicum Site Applications begin on page #23 of the handbook. **ALL pages MUST be completed and signed as directed.**
 - B. You **MUST** have a copy of your **malpractice insurance that shows the dates of coverage and liability**, etc. An ID card alone will not suffice.

- C. **Do not submit any blank pages** on your completed application. Attach the appropriate documents to the pages where they belong.
- D. You **MUST** submit your Site Supervisor Goals on the appropriate page.
- E. You must submit your signed acceptance form that states you have **READ** the Handbook & **UNDERSTAND** what is required of you to participate in the program
- F. Submit each application separately in PDF form. Make sure your own name is on the email you send. Send both completed applications to CMofitt@amberton.edu .

Be aware that if you do not have the required applications and paperwork completed & turned in by the end of the second week of the CSL6870 Practicum I class, your name will be turned in to the Academic Services Office. They may elect to drop you from the roster and advise you to re-enroll for the course the following session.

SCHOOL COUNSELING PRACTICUM DESCRIPTIONS/REQUIREMENTS:

CSL6870 School Counseling Practicum I

All Practicum I students MUST meet on the Amberton University campus at the designated first night of class. Prior to the beginning of the session in which you are enrolled in CSL6870, try to plan your calendar with field work activities that will enable you to obtain a minimum of 50 hours during the session. Your relationship with the Site Supervisor and careful scheduling are the keys to getting all of the hours you will need. The hours of supervision with your Site Supervisor are of the highest importance, and you must obtain & document at least one hour of supervision with your Site Supervisor per week. You will have one Field Observation during CSL6870 School Counseling Practicum I. The Practicum I Observation is a **Guidance Lesson** which will be observed & graded by your Field Supervisor. This lesson may be done with your own class if you are a teacher or you may follow the district's guidance curriculum and gain experience with an approved grade level. All instructional materials must be made available to the Field Supervisor.

CSL6875 School Counseling Practicum II

During CSL6875, you will be required to complete a minimum of 50 additional hours of field work. At the end of Practicum II, you will have accrued two thirds of the state requirement of one hundred-sixty hours of field experience. The Practicum II Observation is an **Individual Counseling** session which will be observed & graded by your Field Supervisor. For this observation you will conduct four individual counseling sessions with a student. You will need to secure parent permission to work with the student and provide case notes for each individual counseling session to your Field Supervisor. Your third or fourth counseling session will be observed by your Field Supervisor.

CSL6880 School Counseling Practicum III

Practicum III requires a minimum of sixty hours in addition to the 100 hours from the two previous practicums, for a minimum of 160 total clock hours. The CSL6880 course will offer extended field experiences that allow students to demonstrate their ability to implement a comprehensive guidance program according to state requirements. A complete participation in the school calendar year offers a wider range of exposure to the four facets of the Texas Guidance Plan: guidance curriculum, response services, individual planning, and system support. The final Observation for CSL6880, Practicum III is a **Group Counseling** session. You will research, design, and conduct a four-session group (theme to be decided with your Site Supervisor, based on the needs of the school where you are a practicum student). A signed parental consent will be needed for each student participating and a full description of your group & a list of materials/resources you plan to use must be provided to

your Field Supervisor for review.

(In some cases, a Consultation Observation may be substituted for the Group Observation. In a Consultation Observation, practicum students are required to chair one of the following: a parent conference, a student assistance team (Response to Intervention) meeting, an American with Disabilities (504) meeting, or ARD meeting for a Special Education student).

A Final School Counseling Practicum Checklist will accompany all other materials in each student's clinical folder. If all materials listed are not noted in the folder, the student will receive a grade of Incomplete for the session until the folder is completed and signed off by the Program Coordinator/Practicum Instructor. If the student's folder is not complete by 30 days after the end of the session in which the student was enrolled in CSL6880-Practicum III, the student will receive a grade of "F" for the course and the student will be required to retake CSL6880 in its entirety (including the accumulation of a minimum of 60 hours of field work).

Students may not meet existing or potential counseling clients on the premises of Amberton University for any reason.

Students often want experiences with other instructional levels. If you would like an experience outside the grade levels on your school campus, discuss this with your Guidance Director and Site Supervisor. There may be opportunities for you at other grade levels. The accumulation of your field work hours will continue during the university's session break.



Application & Contract for Practicum Applicants

AMBERTON UNIVERSITY

MATERIALS NEEDED BY SCHOOL COUNSELING PRACTICUM APPLICANTS

INSTRUCTIONS:

An applicant for a counseling practicum should review all the materials attached each session.

APPLICATION FOR COUNSELING PRACTICUM and

EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT (Two Copies)

Both copies (Amberton University Copy & Practicum Site Copy) must be completed and submitted to the Practicum I Professor by the student on the first day the Practicum I class meets.

The Application and Agreement must be together by Site Copy

The Application and Agreement must be together by University copy.

Application must be first, then the Agreement.

Once approved & signed by the Practicum Professor, the student will return the Site Copy to the Site Supervisor.

**YOUR SITE SUPERVISOR MUST SIGN THAT THEY HAVE RECEIVED
THE SITE SUPERVISOR HANDBOOK (pages 56-83).**

**ALL REQUIRED DOCUMENTS ARE DUE BY THE END OF THE
2ND WEEK OF CLASS.**

**IF YOUR FILE IS NOT COMPLETE AT THAT TIME, YOUR
NAME WILL BE GIVEN TO THE ACADEMIC SERVICES OFFICE
& YOU MAY BE REQUIRED TO DROP THE PRACTICUM I
COURSE & RE-ENROLL NEXT SESSION.**

**AMBERTON UNIVERSITY
CHECKLIST FOR APPLICATION FOR A SCHOOL COUNSELING PRACTICUM**

To be completed by the student applicant:

Students must provide all information requested in this application. The application and all other requested documents **MUST** be properly completed and submitted to the Practicum Professor **BEFORE THE END OF THE 2ND WEEK OF THE PRACTICUM I COURSE**. The following documents **MUST** be included with this application:

1. Application for School Counseling Practicum, with signatures of District Guidance Director, Building Principal and Agreement with Site Supervisor, (on University Application), and Educational Experience Agreement attached. Additionally, the Ethics, Confidentiality, Professional Behavior Standards.

Student will have two copies:

- a. Amberton University Copy
- b. Practicum Site Copy

2. Copy of student's liability insurance, number, and card, indicating coverage for practicum tenure. Professional educator's insurance will be accepted. Check American School Counselor's Association for insurance.
3. Copy of student's official document indicating passing of TExES exam, (obtained from State Board of Educator Certification)
4. **TEACHERS ONLY:** Copy of student's teaching certificate indicating a valid status. (Obtained from State Board of Educator Certification.)
5. Copy of Site Supervisor's teaching certificate **AND** signed receipt of Site Supervisor Handbook
6. District Policies and Procedures regarding Counseling Practicum if any
7. Copy of student's Electronic degree plan and Electronic Transcript reflecting a minimum 3.00 G.P.A. and completion of all course work.

**ALL REQUIRED DOCUMENTS ARE DUE BY THE END
OF THE 2ND WEEK OF CLASS.
IF YOUR FILE IS NOT COMPLETE AT THAT TIME, YOUR NAME WILL BE
GIVEN TO THE ACADEMIC SERVICES OFFICE & YOU MAY BE REQUIRED
TO DROP THE PRACTICUM I COURSE & RE-ENROLL NEXT SESSION.**

SITE SUPERVISOR'S STUDENT GOALS

Guidance Curriculum – Provide guidance content in a systemic way to all students. Purpose is to demonstrate awareness, skill development, and application of the skills needed in everyday life. This assessment includes observing the student delivering the curriculum in a teaching environment.

Site Supervisor Goal for Student:

Responsive Services – Address the immediate concerns of students for the purposes of prevention and intervention.

Site Supervisor Goal for Student:

Individual Planning – Assist students in monitoring and understanding their own development for the purposes of student planning and goal setting.

Site Supervisor Goal for Student:

System Support – Includes program and staff support activities and services for the purposes of program delivery and support.

Site Supervisor Goal for Student:

SITE SUPERVISOR SITE SUPERVISOR’S AGREEMENT

Practicum Site: _____

Address: _____

Site Supervisor Name: _____ Phone: _____

Site Supervisor’s Email: _____

The student applicant has been accepted for field experience in School Counseling at _____
Name of School
_____ to begin _____ and end _____
First Date of Beginning Semester Last Date of Last Semester

I understand that the student must complete and document a total of actual 160 clock hours under my supervision in the twenty-two weeks of the field experience. In addition, each student is required to complete at least 40 hours of direct student contact during field experience. A Formative Evaluation is required by the Site Supervisor during week nine of the Practicums I & II experiences. A Summative Evaluation is required during week nine of the Practicum III experience. During the three quarters of field experience, students will participate in three Observations conducted by their assigned Field Supervisor. They will consist of the student delivering a guidance lesson (Practicum I), completing an individual counseling session (Practicum II), and leading a SEL small group (Practicum III). These observations will be observed and graded by the student’s assigned Amberton University Field Supervisor. I understand & accept the requirement that I must meet one hour per week with my practicum supervisee during all three quarters of the field experience.

As the Site Supervisor, I understand and accept the responsibilities involved in supervising, guiding, and sharing my professional experiences with the student applicant. I understand that I must have completed at least three years of experience as a Professional School Counselor in order to provide appropriate supervision at the Practicum Site. In addition, **I have received and reviewed the Site Supervisor Training Handbook provided by Amberton University.**

I have been a Professional School Counselor for _____ years.

Site Supervisor Signature Date

Administrative Approval of Practicum and Site Supervisor

In compliance with 19 TAC §228.2 (12), (23), and (30):

Practicum Student, _____ will be supervised by

Site Supervisor _____,

At _____ School,

In the _____ School District.

This Site Supervisor meets the certification, experience, and accomplishment as an educator in the field of School Counseling.

District Guidance Director Signature

Date

Building Principal Signature

Date

STUDENT ACKNOWLEDGMENT AND RELEASE

I certify that the information provided within this application is correct. I authorize the field experience site Site Supervisor and/or representative to release any and all information concerning me and/or my performance to Amberton University.

Student Name

Student Signature

Date

Application Approved: YES NO

Practicum Professor Signature
Dr. Carla Moffitt
CMoffitt@amberton.edu
972-279-6511 ext. 139

Date

AMBERTON UNIVERSITY
EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT

THIS AGREEMENT, effective _____, is between _____
First Day of Semester
_____ (“Practicum Site”) with its principal office located at _____, and Amberton University (“Amberton”), a non-profit corporation, having its principal office at 13601 LBJ Fwy, Garland, Texas 75041.

WHEREAS, Amberton operates facilities located at 13601 LBJ Freeway in the City of Garland, State of Texas, and therein provides educational services.

WHEREAS, Amberton provides academic courses with respect to and periodically desires to provide students in such courses with educational experience by utilizing appropriate facilities and personnel of third parties (“Program”); and

WHEREAS, Amberton desires to cooperate with Practicum Site to establish and implement from time to time one or more Programs involving the students and personnel of Amberton and the facilities and personnel of Practicum Site.

NOW, THEREFORE, in consideration of the mutual promises herein, Amberton and Practicum Site agree that any Program established and implemented by Amberton and Practicum Site during the term of this Agreement shall be covered by and subject to the following terms and conditions:

1. **Program Agreement:** To become effective, all agreements with respect to a Program (“Program Agreement”) shall be reduced to writing, executed by authorized representatives of Amberton and Practicum Site.
2. **Conflict:** In the event of conflict between the text of Program Agreement and the text of this Agreement, this Agreement shall govern.
3. **Amendment of Program Agreement:** No amendment to a Program Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Amberton and Practicum Site.
4. **Responsibility of Practicum Site:** Except for acts to be performed by Amberton pursuant to the provisions of this Agreement, Practicum Site will furnish the premises, supervision, services, and all other items necessary for the educational experience specified in the Program Agreement. In connection with such Program, Practicum Site will:
 - a. Comply with all applicable federal, state, and municipal laws ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by Amberton.
 - b. Permit the authority responsible for accreditation of Amberton’s curriculum to inspect the facilities, services, and other items provided by Practicum Site for purposes of the

educational experience; and

- c. Appoint a person to serve for Practicum Site as supervisor (“Site Supervisor”) will enforce the following procedure:
 - i. Practicum Site shall submit to Amberton the name of the Site Supervisor prior to the date the appointment is to become effective.
 - ii. Practicum Site shall assure that the Site Supervisor meets all requirements as outlined in the attached document, “Site Supervisor Requirements”.
 - iii. No person shall act as Site Supervisor without the approval of Amberton.
 - iv. In the event the Site Supervisor approved by Amberton later becomes unacceptable and Amberton so notifies Practicum Site in writing, Practicum Site will appoint another Site Supervisor.

5. Responsibilities of Amberton: Amberton will:

- a. Furnish Practicum Site with the names of the students approved by Amberton to participate at the designated site.
- b. Assign only those students who have satisfactorily completed those portions of Amberton’s curriculum that are prerequisite to Program participation; and
- c. Designate a member of the Amberton faculty (“Field Supervisor”) to coordinate the educational experience of students participating in the Program with the Practicum Site Supervisor. Amberton shall give Practicum Site written notice of the name of the University Representative.
- d. Inform student that s/he is required to comply with the rules and regulations of Practicum Site while on premises of Practicum Site and is required to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Practicum Site;
- e. Require student(s) assigned to Practicum Site to have appropriate malpractice liability insurance coverage and require student(s) to show evidence of such coverage if requested.
- f. Inform student(s) that s/he must meet Practicum Site program criteria based on criminal background checks and drug screens. (Checks and screening to be done through Practicum Site.)
- g. Amberton shall notify Practicum Site of Amberton’s approval or disapproval of the Practicum Site Site Supervisor within ten (10) days after receipt of notice of selection from Practicum Site.

6. Notices: All notices under this Agreement or a Program Agreement shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested. Such notices

shall be deemed given when received by such party's designated representative.

7. **Oral Representations:** No oral representations of any officer, agent, or employee of Amberton or Practicum Site shall affect or modify any obligations of either party under this Agreement or any Program Agreement.
8. **Amendment to Agreement:** No amendment to this Agreement shall be valid unless reduced to writing, signed by an authorized representative of each party.
9. **Assignment:** Neither this Agreement nor a Program Agreement may be assigned by either party without prior written approval of the other party.
10. **Performance:** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder or give rise to any claim for damages.
11. **Term and Effective Date:** This Agreement shall become binding at the time Practicum Site accepts an Amberton applicant for training and Amberton University submits an applicant and approves a Practicum Site Supervisor. This Agreement is effective as long as there is mutual involvement between Amberton University students and Practicum Site and terminates at the conclusion of involvement or by agreement approved, in writing, by both parties. Either party may terminate this Agreement by giving the other written notice of intention to terminate.
12. **Applicable Law:** The validity, interpretation, performance, and enforcement of this Agreement and any Program Agreement shall be governed by the laws of the State of Texas.
13. **Indemnification:** To the extent authorized under the Constitution and laws of the State of Texas, Amberton shall hold Practicum Site harmless from liability resulting from Amberton's acts or omissions within the terms of this Agreement provided, however, Amberton shall not hold Practicum Site harmless from any claims, demands, or causes of action arising in favor of any person or entity resulting directly or indirectly from negligence (whether sole, joint, concurring or otherwise) of Practicum Site.
14. **Waiver of Liability:** The Practicum Student shall adhere to Practicum Site risk management policies. The Practicum Student is advised of the potential risks while providing services to student at the Practicum Site as well as other designated school settings where services maybe rendered such as offices and other school facilities. Practicum site risks may include assault, sexual harassment, civil or criminal lawsuits, students who become threatening or violent, and exposure to environmental hazards.

AMBERTON UNIVERSITY and PRATICUM SITE ACCEPTANCE

Amberton University's placement of a student applicant at Practicum Site and Practicum Site's acceptance of the student applicant constitutes an agreement.

Practicum Student Signature

Date

Site Supervisor Signature

Date

Practicum Professor Signature

Date

Dr. Carla Moffitt
CMoffitt@amberton.edu
972-279-6511 ext. 139

Amberton University
Confidentiality and Practicum Agreement

As a Practicum student in the School Counseling Program at Amberton University, you will have limited authorization to act as a school official subject to the directions and control of the school's administrators and Site Supervisor. You may under limited circumstances, have access to student educational records and other information in connection with your authorized duties with students who you have been assigned to work with. Student educational records include all records, files, documents, and other materials that contain personally identifiable information on any student, as well as the personally identifiable information itself.

Confidentiality Agreement

1. Before viewing any student records or information, I will seek consent from the Site Supervisor.
2. I will not discuss with others, while serving as a counselor intern, the content of any specific confidential student records, nor will I disclose student educational records, personally identifiable student information in such records, other information regarding any student unless required by my Site Supervisor or university program.
3. Upon completion of my practicum, I will not disclose the content of any specific confidential student records or information learned during my practicum.
4. While in the possession and control of confidential student records, and while handling, distributing, organizing, mailing, or filing records, I understand that I must protect those documents from being viewed or obtained by non-authorized individuals.
5. I understand that questions about the content of confidential student records must be directed to the Site Supervisor who is authorized to review the record and comment on its content.
6. I will never take any confidential student records off campus or from the designated area.
7. I must report any breach or suspected breach in the confidentiality of student records or information immediately upon my discovery to the Site Supervisor. I understand and agree that my failure to maintain the confidentiality of student educational records and information to which I am given access, may disqualify me from completion of my practicum.

Practicum Agreement

1. As a School Counseling Practicum student, I have accepted the responsibility to be available on a regular and dependable basis, and if unable to serve as scheduled, I will notify the Site Supervisor as soon as possible.
2. I am agreeing not to be compensated in any way for my time.
3. I understand that as a school counseling practicum student, I will be coordinating with the mentoring counselor under the direction of the principal of the school.
4. As a practicum student, I will wear appropriate identification on the campus/district at all times.
5. For every student I am assigned to work with, I understand that I am obligated to report any suspected child abuse to my Site Supervisor.
6. I understand that I will meet with my assigned student only at the school site.
7. I will not transport students in my personal vehicle.
8. I will not give any student my personal or work phone numbers or engage with them through social networking sites.
9. I will not contact parents, guardians, or emergency contact persons without the permission and supervision of my Site Supervisor.
10. I will conduct myself in a friendly, courteous manner and not show partiality toward any student nor share my personal religious or political beliefs.
11. I understand that it is my responsibility to inform the Site Supervisor of any health/medical issues that may impact my assignment as a practicum student.
12. I will accept all responsibility for any social networking sites that reflect negatively on me through the duration of my practicum responsibilities.

Additional requirements of the Practicum Site

13. _____

14. _____

Practicum Student Signature

Date

Site Supervisor Signature

Date

CODE OF ETHICS POLICY

All Amberton University students are expected to abide by the “Ethical Standards Expected of Students” as stated in the *Student Handbook* section of the Amberton University *Catalog*. In addition, all students admitted to the University’s Master of Arts – School Counseling EPP are expected to adhere to the Educators’ Code of Ethics and to sign a statement attesting to such adherence.

Violations of the ethical standards expected of students may result in disciplinary action. Such action may take the form of a reprimand, probation, suspension, legal sanctions, and/or expulsion from the University. Suspension and any discipline short of expulsion are not considered punishment but a part of the educational process. A student may be suspended for an indefinite period of time, depending upon the offense. Expulsion is permanent.

A student who violates the Educators’ Code of Ethics may be subject to the same disciplinary actions as a student who violates the University’s “Ethical Standards Expected of Students”. Amberton University will consider any legal actions taken as a determining influence in reaching a decision relative to the institution.

Ethics Statement Acknowledgement

As a candidate for the Amberton University Master of Arts in School Counseling degree, I hereby acknowledge an understanding of the *Code of Ethics and Standard Practices for Texas Educators* Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 (Dec 2016) and *the American School Counselor Association Ethical Standards for School Counselors* (2016) and agree to abide by these codes in fulfillment of my responsibilities as an educator in the state of Texas.

Practicum Student Signature

Date

Practicum Role-Play Agreement Form

I, the undersigned, as a student of Amberton University enrolled in either CSL6870 School Counseling Practicum I or CSL6875 School Counseling Practicum II or CSL6880 School Counseling Practicum III understand that all role-playing done in this class is for educational purposes and “counseling demonstration” only. I understand that the role-play does not represent a professional counseling relationship with any other student or professor who may be serving as the “counselor.”

I also agree to use actual issues that I may have during the role-play at my comfort level, and I agree to “make up” or create a fictional persona for role-play demonstrations.

If personal issues arise resulting from my active or passive participation in any role-play, I have the right to withdraw immediately from the role-play. If necessary, I agree to seek personal counseling outside of the university.

Student Name

Student Signature

Date

COPY OF
MALPRACTICE INSURANCE

Card or letter stating the dates
of coverage, not the complete
policy

**COPY OF
OFFICIAL TEXES RESULTS**
(blue & white copy)

If it has been more that 90 days since you received results, and you did not save a copy,
contact the testing service.

COPY OF
YOUR TEACHING
CERTIFICATE OBTAINED
FROM
THE TEXAS
EDUCATION AGENCY WEBSITE

OBTAINING COPY OF TEACHING CERTIFICATE FROM THE TEA WEBSITE:

A teaching certificate from the Texas Education Agency/State Board of Educator Certification is public information. To be eligible for Amberton University's School Counseling Program, teaching experience is not a requirement. Obtaining a copy of teaching certification from the TEA website is optional but it will offer further information regarding the student's qualifications to proceed in the school counseling program.

**CERTIFICATE OF YOUR SITE SUPERVISOR
OBTAINED FROM
THE TEXAS EDUCATION AGENCY WEBSITE**

COPY OF YOUR DISTRICT'S POLICIES AND PROCEDURES
REGARDING COUNSELING PRACTICUM

IF APPLICABLE, CIRCLE NONE IF THERE ARE NOT ANY

**AMBERTON UNIVERSITY
CHECKLIST FOR APPLICATION FOR A SCHOOL COUNSELING PRACTICUM**

To be completed by the student applicant:

Students must provide all information requested in this application. The application and all other requested documents must be properly completed and submitted to the Practicum Professor during the first class meeting. The following documents MUST be included with this application:

1. Application for School Counseling Practicum, with signatures of District Guidance Director, Building Principal and Agreement with Site Supervisor, (on University Application), and Educational Experience Agreement attached. Additionally, the Ethics, Confidentiality, Professional Behavior Standards.

Student will have two copies:

- a. Amberton University Copy
 - b. Practicum Site Copy
2. Copy of student's liability insurance, number, and card, indicating coverage for practicum tenure. Professional educator's insurance will be accepted. Check American School Counselor's Association for insurance.
 3. District Policies and Procedures regarding Counseling Practicum

**ALL REQUIRED DOCUMENTS ARE DUE BY THE END OF THE 2ND
WEEK OF CLASS.**

**IF YOUR FILE IS NOT COMPLETE AT THAT TIME, YOUR NAME WILL BE
GIVEN TO THE ACADEMIC SERVICES OFFICE & YOU MAY BE REQUIRED
TO DROP THE PRACTICUM I COURSE & RE-ENROLL NEXT SESSION.**

SITE SUPERVISOR'S GOALS FOR FIELD WORK:

Guidance Curriculum – Provide guidance content in a systemic way to all students. Purpose is to demonstrate awareness, skill development, and application of the skills needed in everyday life. This assessment includes observing the student delivering the curriculum in a teaching environment.

Site Supervisor Goal for Student:

Responsive Services – Address the immediate concerns of students for the purposes of prevention and intervention.

Site Supervisor Goal for Student:

Individual Planning – Assist students in monitoring and understanding their own development for the purposes of student planning and goal setting.

Site Supervisor Goal for Student:

System Support – Includes program and staff support activities and services for the purposes of program delivery and support.

Site Supervisor Goal for Student:

SITE SUPERVISOR'S AGREEMENT

Practicum Site: _____

Address: _____

Site Supervisor: _____ Phone: _____

Site Supervisor's Email: _____

The above-named student has been accepted for field experience in School Counseling at _____
Name of School
_____ to begin _____ and end _____
First Date of First Semester Last Date of Last Semester

I understand that the student must complete and document a total of actual 160 clock hours under my supervision in the twenty-two weeks of the field experience. In addition, each student is required to complete at least 40 hours of direct student contact during field experience. A Formative Evaluation is required by the Site Supervisor during week nine of the Practicums I & II experiences. A Summative Evaluation is required during week nine of the Practicum III experience. During the three quarters of field experience, students will participate in three Observations conducted by their assigned Field Supervisor. They will consist of the student delivering a guidance lesson (Practicum I), completing an individual counseling session (Practicum II), and leading a SEL small group (Practicum III). These observations will be observed and graded by the student's assigned Amberton University Field Supervisor. I understand & accept the requirement that I must meet one hour per week with my practicum supervisee during all three quarters of the field experience.

As the Site Supervisor, I understand and accept the responsibilities involved in supervising, guiding, and sharing my professional experiences with the student applicant. I understand that I must have completed at least three years of experience as a Professional School Counselor in order to provide appropriate supervision at the Practicum Site. In addition, **I have received and reviewed the Site Supervisor Training Handbook provided by Amberton University.**

I have been a Professional School Counselor for _____ years.

Site Supervisor Signature

Date

PRACTICUM SITE COPY

Administrative Approval of Practicum and Site Supervisor

In compliance with 19 TAC §228.2 (12), (23), and (30):

Practicum Student, _____ will be supervised by

Site Supervisor _____,

At _____ School,

In the _____ School District.

This Site Supervisor meets the certification, experience, and accomplishment as an educator in the field of School Counseling.

District Guidance Director Signature

Date

Building Principal Signature

Date

STUDENT ACKNOWLEDGMENT AND RELEASE

I certify that the information provided within this application is correct. I authorize the field experience site Site Supervisor and/or representative to release any and all information concerning me and/or my performance to Amberton University.

Student Name

Student Signature

Date

Application Approved: YES NO

Practicum Professor Signature

Date

Practicum Professor:
Dr. Carla Moffitt
CMoffitt@amberton.edu
972-279-6511 ext. 139

**AMBERTON UNIVERSITY
EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT**

THIS AGREEMENT, effective _____, is between _____
_____ (First Day of Semester
_____) (“Practicum Site”) with its principal office located at _____
_____, and Amberton University
 (“Amberton”), a non-profit corporation, having its principal office at 13601 LBJ Fwy, Garland, Texas
75041.

WHEREAS, Amberton operates facilities located at 13601 LBJ Fwy. in the City of Garland, State of Texas,
and therein provides educational services.

WHEREAS, Amberton provides academic courses with respect to and periodically desires to provide students
in such courses with educational experience by utilizing appropriate facilities and personnel of third parties
 (“Program”); and

WHEREAS, Amberton desires to cooperate with Practicum Site to establish and implement from time to time
one or more Programs involving the students and personnel of Amberton and the facilities and personnel of
Practicum Site.

NOW, THEREFORE, in consideration of the mutual promises herein, Amberton and Practicum Site agree that
any Program established and implemented by Amberton and Practicum Site during the term of this Agreement
shall be covered by and subject to the following terms and conditions:

1. **Program Agreement:** To become effective, all agreements with respect to a Program (“Program Agreement”) shall be reduced to writing, executed by authorized representatives of Amberton and Practicum Site.
2. **Conflict:** In the event of conflict between the text of Program Agreement and the text of this Agreement, this Agreement shall govern.
3. **Amendment of Program Agreement:** No amendment to a Program Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Amberton and Practicum Site.
4. **Responsibility of Practicum Site:** Except for acts to be performed by Amberton pursuant to the provisions of this Agreement, Practicum Site will furnish the premises, supervision, services, and all other items necessary for the educational experience specified in the Program Agreement. In connection with such Program, Practicum Site will:
 - a. Comply with all applicable federal, state, and municipal laws ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by Amberton.
 - d. Permit the authority responsible for accreditation of Amberton’s curriculum to inspect the facilities, services, and other items provided by Practicum Site for purposes of the educational experience; and

- e. Appoint a person to serve for Practicum Site as supervisor (“Site Supervisor”) who will enforce the following procedure:
 - v. Practicum Site shall submit to Amberton the name of the Site Supervisor prior to the date the appointment is to become effective.
 - vi. Practicum Site shall assure that the Site Supervisor meets all requirements as outlined in the attached document, “Site Supervisor Requirements”.
 - vii. No person shall act as Site Supervisor without the approval of Amberton.
 - viii. In the event the Site Supervisor approved by Amberton later becomes unacceptable and Amberton so notifies Practicum Site in writing, Practicum Site will appoint another Site Supervisor.

5. Responsibilities of Amberton: Amberton will:

- a. Furnish Practicum Site with the names of the students approved by Amberton to participate at the designated site.
- b. Assign only those students who have satisfactorily completed those portions of Amberton’s curriculum that are prerequisite to Program participation; and
- c. Designate a member of the Amberton faculty (“Field Supervisor”) to coordinate the educational experience of students participating in the Program with the Practicum Site Supervisor. Amberton shall give Practicum Site written notice of the name of the University Representative.
- d. Inform student that s/he is required to comply with the rules and regulations of Practicum Site while on premises of Practicum Site and is required to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Practicum Site;
- e. Require student(s) assigned to Practicum Site to have appropriate malpractice liability insurance coverage and require student(s) to show evidence of such coverage if requested.
- f. Inform student(s) that s/he must meet Practicum Site program criteria based on criminal background checks and drug screens. (Checks and screening to be done through Practicum Site.)
- g. Amberton shall notify Practicum Site of Amberton’s approval or disapproval of the Practicum Site Site Supervisor within ten (10) days after receipt of notice of selection from Practicum Site.

6. **Notices:** All notices under this Agreement or a Program Agreement shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested. Such notices shall be deemed given when received by such party’s designated representative.

7. **Oral Representations:** No oral representations of any officer, agent, or employee of Amberton or

Practicum Site shall affect or modify any obligations of either party under this Agreement or any Program Agreement.

8. **Amendment to Agreement:** No amendment to this Agreement shall be valid unless reduced to writing, signed by an authorized representative of each party.
9. **Assignment:** Neither this Agreement nor a Program Agreement may be assigned by either party without prior written approval of the other party.
10. **Performance:** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder or give rise to any claim for damages.
11. **Term and Effective Date:** This Agreement shall become binding at the time Practicum Site accepts an Amberton applicant for training and Amberton University submits an applicant and approves a Practicum Site Supervisor. This Agreement is effective as long as there is mutual involvement between Amberton University students and Practicum Site and terminates at the conclusion of involvement or by agreement approved, in writing, by both parties. Either party may terminate this Agreement by giving the other written notice of intention to terminate.
12. **Applicable Law:** The validity, interpretation, performance, and enforcement of this Agreement and any Program Agreement shall be governed by the laws of the State of Texas.
13. **Indemnification:** To the extent authorized under the Constitution and laws of the State of Texas, Amberton shall hold Practicum Site harmless from liability resulting from Amberton’s acts or omissions within the terms of this Agreement provided, however, Amberton shall not hold Practicum Site harmless from any claims, demands, or causes of action arising in favor of any person or entity resulting directly or indirectly from negligence (whether sole, joint, concurring or otherwise) of Practicum Site.
14. **Waiver of Liability:** The Practicum Student shall adhere to Practicum Site risk management policies. The Practicum Student is advised of the potential risks while providing services to student at the Practicum Site as well as other designated school settings where services maybe rendered such as offices and other school facilities. Practicum site risks may include assault, sexual harassment, civil or criminal lawsuits, students who become threatening or violent, and exposure to environmental hazards.

AMBERTON UNIVERSITY and PRATICUM SITE ACCEPTANCE

Amberton University’s placement of a student applicant at Practicum Site and Practicum Site’s acceptance of the student applicant constitutes an agreement.

Practicum Student Signature

Date

Site Supervisor Signature

Date

Practicum Professor Signature

Date

Dr. Carla Moffitt
CMoffitt@amberton.edu
972-279-6511 ext. 139

Amberton University
Confidentiality and Practicum Agreement

As a Practicum student in the School Counseling Program at Amberton University, you will have limited authorization to act as a school official subject to the directions and control of the school's administrators and Site Supervisor. You may under limited circumstances, have access to student educational records and other information in connection with your authorized duties with students who you have been assigned to work with. Student educational records include all records, files, documents, and other materials that contain personally identifiable information on any student, as well as the personally identifiable information itself.

Confidentiality Agreement

1. Before viewing any student records or information, I will seek consent from the Site Supervisor.
2. I will not discuss with others, while serving as a counselor intern, the content of any specific confidential student records, nor will I disclose student educational records, personally identifiable student information in such records, other information regarding any student unless required by my Site Supervisor or university program.
3. Upon completion of my practicum, I will not disclose the content of any specific confidential student records or information learned during my practicum.
4. While in the possession and control of confidential student records, and while handling, distributing, organizing, mailing, or filing records, I understand that I must protect those documents from being viewed or obtained by non-authorized individuals.
5. I understand that questions about the content of confidential student records must be directed to the Site Supervisor who is authorized to review the record and comment on its content.
6. I will never take any confidential student records off campus or from the designated area.
7. I must report any breach or suspected breach in the confidentiality of student records or information immediately upon my discovery to the Site Supervisor. I understand and agree that my failure to maintain the confidentiality of student educational records and information to which I am given access, may disqualify me from completion of my practicum.

PRACTICUM SITE COPY

Practicum Agreement

1. As a School Counseling Practicum student, I have accepted the responsibility to be available on a regular and dependable basis, and if unable to serve as scheduled, I will notify the Site Supervisor as soon as possible.
2. I am agreeing not to be compensated in any way for my time.
3. I understand that as a school counseling practicum student, I will be coordinating with the mentoring counselor under the direction of the principal of the school.
4. As a practicum student, I will wear appropriate identification on the campus/district at all times.
5. For every student I am assigned to work with, I understand that I am obligated to report any suspected child abuse to my Site Supervisor.
6. I understand that I will meet with my assigned student only at the school site.
7. I will not transport students in my personal vehicle.
8. I will not give any student my personal or work phone numbers or engage with them through social networking sites.
9. I will not contact parents, guardians, or emergency contact persons without the permission and supervision of my Site Supervisor.
10. I will conduct myself in a friendly, courteous manner and not show partiality toward any student nor share my personal religious or political beliefs.
11. I understand that it is my responsibility to inform the Site Supervisor of any health/medical issues that may impact my assignment as a practicum student.
12. I will accept all responsibility for any social networking sites that reflect negatively on me through the duration of my practicum responsibilities.

Additional requirements of the Practicum Site

13. _____

14. _____

Practicum Student Signature

Date

Site Supervisor Signature

Date

CODE OF ETHICS POLICY

All Amberton University students are expected to abide by the “Ethical Standards Expected of Students” as stated in the *Student Handbook* section of the Amberton University *Catalog*. In addition, all students admitted to the University’s Master of Arts – School Counseling EPP are expected to adhere to the Educators’ Code of Ethics and to sign a statement attesting to such adherence.

Violations of the ethical standards expected of students may result in disciplinary action. Such action may take the form of a reprimand, probation, suspension, legal sanctions, and/or expulsion from the University. Suspension and any discipline short of expulsion are not considered punishment but a part of the educational process. A student may be suspended for an indefinite period of time, depending upon the offense. Expulsion is permanent.

A student who violates the Educators’ Code of Ethics may be subject to the same disciplinary actions as a student who violates the University’s “Ethical Standards Expected of Students”. Amberton University will consider any legal actions taken as a determining influence in reaching a decision relative to the institution.

Ethics Statement Acknowledgement

As a candidate for the Amberton University Master of Arts in School Counseling degree, I hereby acknowledge an understanding of the *Code of Ethics and Standard Practices for Texas Educators* Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 (Dec 2016) and the *American School Counselor Association Ethical Standards for School Counselors* (2016) and agree to abide by these codes in fulfillment of my responsibilities as an educator in the state of Texas.

Practicum Student Signature _____

Date _____

**COPY OF MALPRACTICE
INSURANCE**

Mentorship and Coaching Activities

Mentorship/Coaching Questionnaire

What type of assistance does the mentee want from the mentor?

What are the mentor's expectations of the mentee?

What are the mentee's expectations of the mentor?

What time(s) in your schedule will be the best for meeting?

What will be your method(s) of communication?

Who will be responsible for scheduling the meetings?

What are the ground rules for your discussions (i.e., confidentiality, openness, truthfulness, etc.)?

If problems arise, how will they be resolved?

We have agreed that our initial meetings will focus on these three topics:

- 1.
- 2.
- 3.

Are there any additional areas/issues that you want to discuss and agree to?

Mentoring/Coaching Opportunities

| Guidance Services | Response Services | Individual Planning | System Support | Supervision |
|---------------------------------|--|---|---|---|
| Classroom Guidance | Individual Counseling | Schedule/Credit Check | Testing | Cumulative One hour per week with Mentor Counselor MUST HAVE |
| Parent Education | Group Counseling | 4yr/6yr Plan Review | Staff Development related to Counseling | Counselor Meetings with director monthly/weekly |
| Staff Development Presentations | Crisis Counseling onse Team | Admission Review and Dismissal, 504, Dyslexia, Response to Intervention Meetings preparation and meetings | College Night/Career Day | Peer Supervision Groups |
| Lesson Planning | Parent conferences | Consultation with teachers and parents | Transition Nights | One on One meetings with Principal/Assistant Principal |
| | Institutional Coaching | Positive Behavioral Intervention Planning | Counseling Conferences/Training | In-Service related to mental health issues |
| | Review Psychotherapy.net and YouTube for counseling related videos | Review of Test Performance with Student | Regional Educational Service Center Workshops | |
| | | Writing reports, doing individual assessment | Campus Committees Leadership/Site Based | |
| | | Researching resources for student help | TCA/ASCA Webinars for credit (TEA) | |
| | | | Visit to referral agencies | |
| | | | Reading extra outside materials. | |

Tips for Coaching Graduate Students to be School Counselors

Coaching graduate students to become effective school counselors requires a blend of professional guidance, personal support, and skill-building. Here are some targeted tips to help you guide them toward success:

1. Emphasize Relationship Building

- **Tip:** Encourage students to develop strong rapport-building skills with both students and staff. Demonstrate active listening, empathy, and trust-building in your coaching sessions.
- **Application:** Use role-playing exercises to simulate counseling sessions where graduate students can practice communication and empathy.

2. Focus on Cultural Competence

- **Tip:** Equip students with strategies to work effectively with diverse student populations. Encourage self-awareness and reflection on their own biases.
- **Application:** Assign readings or case studies on cultural competence, followed by discussions about how to apply these concepts in real-world counseling situations.

3. Teach Practical, Real-World Skills

- **Tip:** Go beyond theory by incorporating practical experiences, such as mock counseling sessions or discussions about case management, assessment, and record-keeping.
- **Application:** Use case studies and simulations to give students opportunities to assess situations and develop counseling strategies.

4. Highlight Ethical and Legal Responsibilities

- **Tip:** Stress the importance of understanding the ethical codes (like ASCA's ethical standards) and legal guidelines related to school counseling.
- **Application:** Discuss real-world ethical dilemmas and role-play difficult situations, such as reporting abuse or managing confidentiality.

5. Encourage Self-Care and Boundaries

- **Tip:** School counseling can be emotionally draining, so it's essential that future counselors learn how to care for their mental health and set appropriate boundaries.
- **Application:** Promote self-care techniques, such as mindfulness, and coach students on maintaining work-life balance.

6. Develop Consultation and Collaboration Skills

- **Tip:** Teach students how to collaborate with teachers, administrators, and parents in advocating for students. Consultation is key in school counseling.
- **Application:** Offer scenarios where students must work with school staff to address academic or behavioral concerns.

7. Support Crisis Intervention Skills

- **Tip:** Prepare graduate students for high-pressure situations, such as crisis intervention and suicide prevention, by providing evidence-based training.
- **Application:** Provide crisis scenario exercises where students can practice de-escalation and emergency response.

8. Focus on Data-Driven Decision-Making

- **Tip:** Teach students how to use data (like student performance metrics and surveys) to inform their interventions and advocacy.
- **Application:** Give assignments involving data collection and analysis to help students understand how to track progress and outcomes.

9. Offer Supervision and Reflective Practice

- **Tip:** Provide regular supervision to allow graduate students to reflect on their experiences and receive feedback. Reflection is key to growth.
- **Application:** Conduct debriefs after role-playing or actual practicum experiences, focusing on areas for growth and professional development.

10. Prepare Them for Career-Long Learning

- **Tip:** Stress the importance of ongoing professional development and staying updated on new research and counseling techniques.
- **Application:** Encourage participation in professional organizations, conferences, and workshops.

By focusing on these areas, you'll help your graduate students become not only technically proficient school counselors but also emotionally resilient and ethically grounded professionals.

Site Supervisor Suggested Activities for Coaching During Fieldwork Experience

Active Site Supervisors assisted in compiling a resource of activities that were most beneficial to Internship students. It was suggested that the intern observe, record the content and process, and then debrief with the Site Supervisor during supervision. The following activities were suggested from the group;

Observe the Site Supervisor teaching a Guidance Lesson,

Conducting an Individual Counseling session,

Conducting a Group Counseling session.

Attending district counselor meetings,

Observing the Site Supervisor conducting a Suicide assessment,

Observing the Site Supervisor conducting a Child Abuse assessment and reporting,

Attending, and if needed, participating in Section 504/ American with Disabilities Act,

Attending Staff and Parent Presentations at the intern's campus.

Models of Supervision

School Counselor Supervision Discrimination Model

Goals, Functions, Roles, Supervision Model

Professional School Counselor Supervision Model

Multicultural Supervision Model

The Discrimination Model of School Counseling Supervision

The Discrimination Model of Supervision (Bernard, 1979, 1997) was originally developed as a conceptual framework to assist new supervisors in organizing supervisory efforts. This model provides a tangible structure for the supervisor to use in selecting a focus for supervision and in determining the most effective way to deliver particular supervision interventions (Luke and Bernard, 2006).

Focus of Supervision

There are three foci of supervision: intervention skills, conceptualization skills and personalization skills. These skills are used in the clinical supervision of counseling.

Intervention skills are all observed behaviors that distinguish counseling as an interpersonal activity. An example is a head nod, to the delivery of counseling strategy. Overt behaviors.

Conceptualization skills are a subtler dimension of a counselor's ability. This is the counselor's ability to choose an appropriate intervention to make sense of what a client/student is presenting. An example of conceptualization skills is demonstrating an organization of themes by the counselor, as well as establishing process and outcome goals. Covert behaviors.

Personalization skills are observed as the counselor uses one's self appropriately as a counselor. This includes interpersonal warmth, intrapersonal cohesion, ability to draw on the strengths of one's cultural characteristics, and lack of defensiveness. It also includes the ability of the supervisee to hear feedback from both counselee and supervisor, and the ability to recognize and be comfortable with the counselor's own feelings, values, and attitudes.

Supervisor Roles

The DM has been described as a social role model. There are three different role postures that supervisors assume to stimulate the professional development of their supervisees.

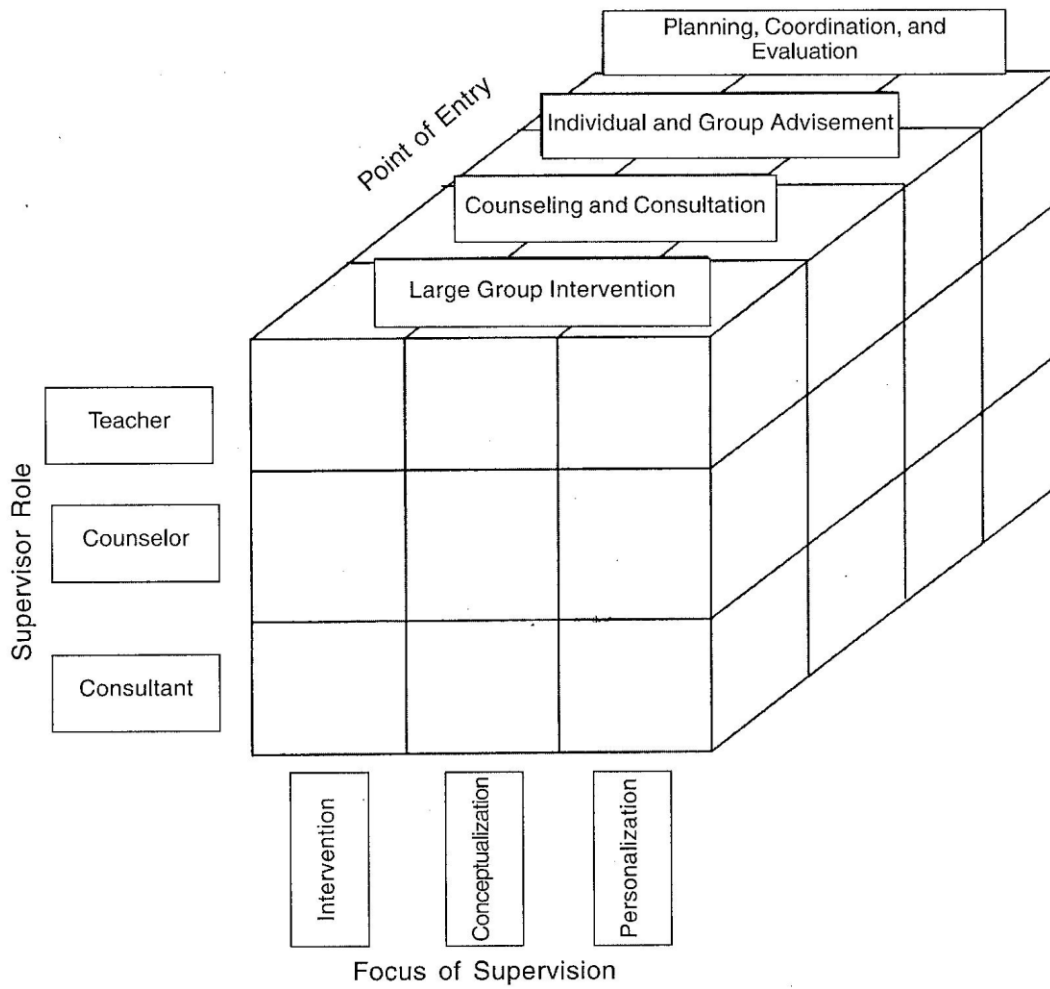
Teacher Role is a role assumed when the supervisor believes that the supervisee needs structure and includes instruction, modeling, and giving direct feedback.

Counselor Role is typically asking supervisees to reflect on an activity, on their thoughts, or on their internal reality. They are not telling supervisees how to proceed; rather they are assisting the supervisee to take advantage of a critical moment for reflection about their internal reality rather than cognitions.

Consultant Role is when the supervisor acts as a resource for supervisees but encourages them to trust their own thoughts and feelings in their work. Responsibility is deliberately shared for learning and development with the supervisee.

Point of Entry

In the school counseling, the supervisor may come into supervision at any of the four domains of the comprehensive guidance program using any of the three focus areas and any of the three roles. Below is a diagram describing a point of entry based on focus area, role, and program domain.



School Counseling Supervision Model

| Focus of Supervision | Teacher | Counselor | Consultant |
|--------------------------------|--|--|---|
| Process skills or intervention | <p>Intern would like to learn a specific skill.</p> <p>Supervisor teaches the skill.</p> | <p>Intern rarely addresses feelings during sessions.</p> <p>Supervisor attempts to help intern determine how discussing feelings impacts him/her and how this might be limiting him/her ability to focus on feelings in session.</p> | <p>Intern wants to use a sand tray technique in session.</p> <p>Supervisor works with intern to identify resources that provide information about the technique.</p> |
| Conceptualization Skills | <p>Intern is unable to identify themes between counseling sessions.</p> <p>Supervisor points out connections between sessions, helping intern identify overarching themes.</p> | <p>Intern is unable to identify appropriate goals for counselee.</p> <p>Supervisor helps intern identify personal triggers that may be blocking ability to identify goals in session.</p> | <p>Intern would like to conceptualize counselee from a different theoretical orientation.</p> <p>Supervisor discusses beliefs of that particular theory and how conceptualization might look.</p> |
| Personalization Skills | <p>Intern is unaware that his/her tendency to maintain direct eye contact makes counselee uncomfortable.</p> <p>Supervisor talks about multicultural diversity and the fact that making direct eye contact is considered disrespectful in some cultures.</p> | <p>Intern becomes defensive when counselee indicates preference for a different intern.</p> <p>Supervisor discusses why being liked is so important to the intern.</p> | <p>Intern would like to feel more comfortable and competent working with gay or lesbian counsees.</p> <p>Supervisor helps intern to identify several things that might help to increase both his/her comfort and competence with counsees who are gay or lesbian.</p> |

The Goals, Functions, Roles, and Systems Model

The GFRS Model is a composite of supervision models that best fit the school counseling culture and supervisory needs. School counseling supervision involves several more systems of individuals that must be considered during supervision. The unique interactional system in schools that have an influence on supervision warrant a model that incorporates the distinctive features of school counseling supervision and preparation for working in a PK-12 school setting, such as necessary consultation interactions between school counselors and various individual in the systems that interplay with the school age child and their system supports.

Central to understanding the GFRS Model is the awareness of the specialized systems in school counseling settings that can influence supervision goals and interactions. These interactional, dynamic systems are realities that make supervision of school counseling interns unique in comparison to other forms of supervision.

GFRS Supervision Suppositions

1. Supervision is a constructivist process whereby the goals are subsequent functions of supervision and are determined within the context of the multiple, dynamic systems involved in school counselor training.
2. There is symbiotic link between the goals of supervision, the experiential activities during school counselor training in internships, and the functions of supervision.
3. Shared agreement about the activities, expectations, and optimum outcomes that are negotiated between the university supervisor, field supervisor, site supervisor and intern is key to the successful supervision experience.
4. Successful supervision is contingent on the intern's ability to recognize and work both within and between the multiple systems in the school counseling profession.

Elements of the GRFS Model

Goals

1. Enact a *leadership* role within the school whereby the school counselor advances the school's educational improvement efforts and substantially contributes to the overall mission of the school.
2. Develop *advocacy* skills that will assist educationally vulnerable and underserved students and their families.
3. Successfully *team* and *collaborate* with teachers, administrators, and the community to help students and their families.
4. Engage in *assessment* and *use of data* to determine the academic, personal/social, career development needs of students to design, successfully, educationally, interventions that will provide the most tailored assistance to students and the school as a whole.
5. Optimize the role of the school counselor in *system support*, learning to use the skills of the school counselor in activities that are necessary for the functioning of the school.
6. Design and execute *individual planning* activities for students. This goal incorporates (a) mastery of specific skills, (b) enlarging one's understanding of clients, (c)

- deepening one's understanding of concepts and theory, and (d) maintaining standards of service.
7. Develop and deliver a *guidance curriculum* that is based on national standards, prioritizes student/school needs, and supports the academic success of students.
 8. Master brief counseling skill and crisis management within a PK- 12 school setting as a part of *responsive services* including (a) mastery of specific skills, (b) enlarging one's understanding of clients/students, (c) enlarging one's awareness of process issues, (d) deepening one's understanding of concepts and theory, and (e) maintaining standards of service.

Functions

The functions of supervisors during supervision evolve from what is required to assist interns with the accomplishment of individualized, established, and co-constructed goals. This includes:

- (a) *Monitoring/evaluating*- A supervisor of a school counseling intern must monitor the professional growth of the intern as well as his/her on-site professional practice. Evaluation means providing ongoing feedback on performance and final assessments of the intern's readiness to enter the profession. In this function, the supervisor maintains the power and the communication is unidirectional, delivered by the supervisor.
- (b) *Instructing* – This function requires the supervisor to provide direct information, often through didactic means. Most certainly a supervisor uses this function when giving information about the school system, policies, proven interventions, and so forth. Again, in this function, the supervisor holds the power and communication is unidirectional.
- (c) *Advising* - Sometimes it is necessary for a school counselor to give guidance when there is no clear-cut answer. This situation calls for the advising function wherein the supervisor provides suggested strategies. Some power is shared with the intern, but the communication is primarily unidirectional.
- (d) *Modeling* – In this function, the supervisor directly demonstrates good practice and optimal professional behavior. The power in supervision during this function is for the most part, shared power, and communication is largely bidirectional because there is generally negotiation on what is to be modeled.
- (e) *Consulting* - Supervisors often help through dialogue and by sharing their experience and knowledge, while soliciting perspective and ideas from the school counseling intern as both parties engage in collective problem solving. This function is known as consulting. During consultation, the power is shared between the supervisor and the intern, and communication is bidirectional.
- (f) *Supporting and sharing* - Sometimes school counseling interns need caring and encouragement. This is similar to a concept of a “bond” in the working alliance/supervisory working alliance. In working alliance theory, bond refers to the extent to which the supervisor and intern trust, respect, care about, and feel cared about. This is the core of the supporting function in supervision. Sharing can be a way

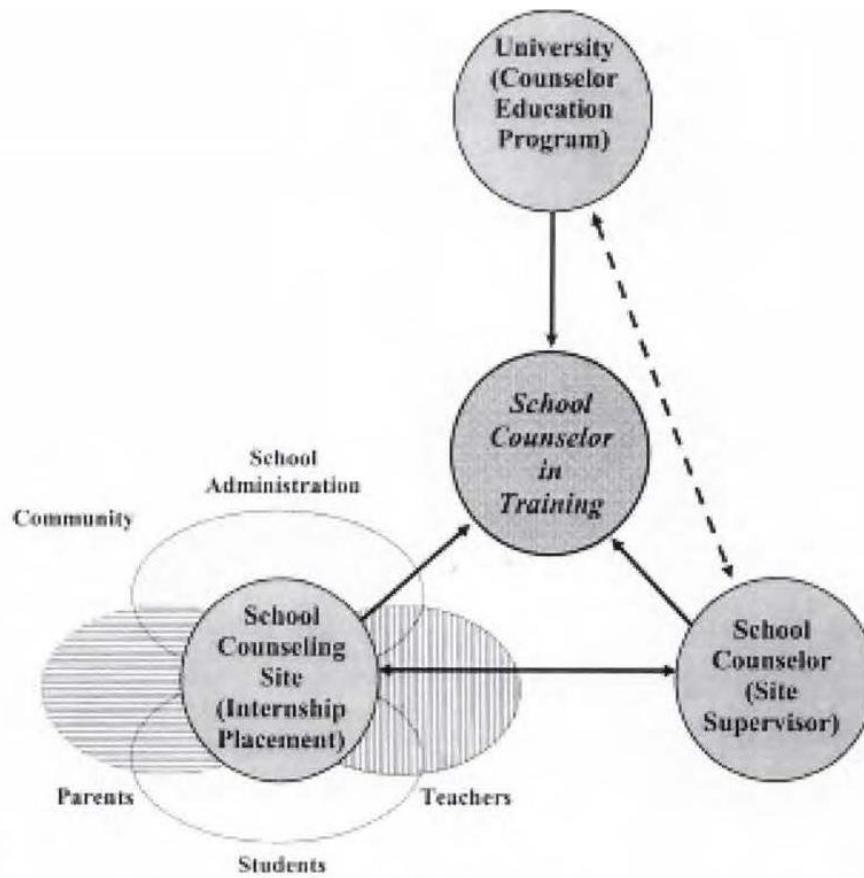
of supporting interns as well. This may involve challenging the attitudes of the interns or engaging in constructive confrontation on specific training or even personal issues.

Roles

1. *Evaluator* – Giving constructive feedback to interns on their performance contributes to their professional development. To accomplish this task, a supervisor must successfully function in the role of evaluator.
2. *Advisor* – The advisor role can be conceptualized as that of an expert consultant. In this role, the supervisor provides guidance in decision making; for example, a supervisor might assist an intern with a menu of potential intervention options for a given student problem.
3. *Coordinator* – This role is unique to supervision in school counseling. Because school counseling responds to such a wide range of demands within a school and requires such a variety of professional activities, the supervisor may often need to be a coordinator of internship experiences for the intern.
4. *Teacher* – Sometimes a supervisor is asked to provide instruction or to disseminate information necessary for becoming an effective school counselor. This requires the supervisor to be a teacher, direct an intern with the appropriate how-to information when necessary. In the teacher role, a supervisor might be called on, for example to train the intern in the school's crisis intervention procedures.
5. *Mentor* – In the mentor role, the supervisor helps foster the professional development of the intern. This could include assisting in professional networking with fellow school counselors and assisting with the job search process. In this role, the supervisor might even help an intern learn to balance the demands of professional life.

Systems

The major elements of the systems perspective can be used to avoid developing problematic patterns of interaction that can thwart the effectiveness and success of supervision. PK- 12 schools have patterns of problematic behavior interactions, as do parents/guardians, administrators, and school counselors. These same systems operate during the actual functions of supervision relationships. The roles required of supervising interns are enacted within the context of these systems. Supervisors need to be aware of how systems are influencing roles within supervision.



**The Goals, functions, Roles, and Systems Model:
Relationships of Goals, Functions, Roles, and Systems in School Counseling Supervision**

| Goals | Function | Role | System |
|--|---|--|---|
| <p>Leadership Faculty in-service on purpose and procedures.</p> <p>Shaping school policy and procedures through committees.</p> | <p>Modeling, instructing, advising, consulting, supporting, sharing</p> | <p>Teacher, advise, mentor</p> | <p>School, school administration, teachers, students, school counselor, university/counselor education program, intern</p> |
| <p>Advocacy Lobbying on behalf of a parent or student for a beneficial educational placement for the student.</p> <p>Using disaggregated data to identify specific student groups in need of specialized interventions</p> | <p>Modeling, supporting, and sharing</p> <p>Instructing, consulting</p> | <p>Teacher, Mentor</p> <p>Teacher, advisor</p> | <p>School, parents, school administrators, teachers, school counselors, intern</p> <p>School, school administration, teachers, parents, community</p> |
| <p>Teaching and Collaboration Working with teachers, administrators, and community resources to design intervention for students.</p> | <p>Modeling, instructing</p> | <p>Teacher</p> | <p>School, school administration, teachers, parents, community</p> |

| Goals | Function | Role | System |
|---|--|---|--|
| <p>Assessment and Use of Data</p> <p>Presenting individual, group, and school data on achievement, attendance, discipline.</p> <p>Disaggregating data to identify educationally vulnerable groups within school</p> <p>Conducting needs assessment</p> | <p>Modeling, consulting, advising</p> <p>Instructing</p> <p>Instructing, modeling</p> | <p>Teacher, advisor</p> <p>Teacher</p> <p>Teacher</p> | <p>School, school administration, teachers, community</p> |
| <p>System Support</p> <p>Organizing programs</p> | <p>Modeling, coordinating, advising</p> | <p>Teacher, advisor</p> | <p>School, school administration, teachers, community</p> |
| <p>Individual Planning</p> <p>Assisting student in developing individual educational/occupational plans</p> | <p>Instructing, modeling</p> | <p>Teacher</p> | <p>School, school administration, teachers, school counselor, students</p> |
| <p>Guidance Curriculum</p> <p>Designing guidance lessons</p> <p>Delivering guidance lessons</p> | <p>Instructing, modeling, supporting, and sharing, advising, monitoring/evaluating</p> | <p>Coordination, teacher, advisor, evaluator</p> | <p>School, school administration, teachers, students, school counselor, university counselor education program, intern</p> |

Wood, C., Dixon Rayle, A. (2006). A model of school counseling supervision: The goals, functions, roles, and systems model. *Counselor Education and Supervision*, 45, 253–266

Professional School Counselor Supervision Model

The Professional School Counselor Supervision Model (PSCSM), by Tuchscherer Franklin, K. (2015) incorporates all elements of the American School Counselor Program. Four parts of the Delivery System, Guidance Curriculum, Individual Planning, Responsive Services and System Support are operationally defined. The four parts of the ASCA Model, Foundation, Management, Delivery, and Accountability are included with subcomponents for each part. The Model themes of Leadership, Advocacy, Collaboration and Systemic Change are defined with subcomponents. The model uses evaluative levels of intern accomplishment. The visual format is a 3x12 diagram.

Description of the Twelve Domains for the Developmental Supervision of Professional School Counselors Using the Professional School Counseling Supervision Model

Guidance Curriculum

In the Guidance Curriculum component, the school counselor teaches, team teaches, or supports the teaching of structured activities that provide all students opportunities to master guidance and counseling competencies. This component also includes school wide activities in which the counselor (usually in collaboration with others) organizes and conducts large group sessions.

Individual Planning

The Individual Planning component includes activities and procedures that assist students in understanding and periodically monitoring their career, academic, and personal/social development. School counselor work with parents and teachers to develop, analyze, evaluate, and carry out educational, occupational, and personal goals and plans. The following methods are used to deliver the Planning component:

Appraisal: Student's abilities, interests, skills, and achievements are assessed and interpreted.

Advisement: Self-appraisal information along with personal-social, educational, career and labor market information are used to help students reach personal, educational, and occupational goals.

Placement/ Follow-Up: Counselors assist students in making transitions, including school to school, school to work, or school to additional education and training.

Response Services

In the Responsive Services component, the counselor organizes guidance and counseling techniques, methods, and resources to respond to problems students are experiencing personally, socially, and academically. The following strategies are used in the implementation of the component:

Consultation: The counselor consults with parents, teachers, staff, and community agency personnel regarding strategies to help students manage and resolve personal/social, educational, and career concerns.

Personal counseling: Counselors provide small-group and individual counseling for students who are struggling with relationships, personal concerns or crises, or normal developmental tasks.

System Support

The System Support component involves the administration and management of the comprehensive guidance and counseling program. It includes activities such as the following:

Research and Development:

Program evaluation, follow-up studies, and the continued development and updating of guidance curriculum activities.

Professional Development:

Participants in school professional development activities professional meetings, postgraduate coursework, and contributions to the professional literature.

Staff/Community Public Relations:

Orientation of staff, parents, and the community to the counseling program including activities such as newsletters, local media, presentations of in-service training to share expertise with other stakeholders.

Committee/ Advisory Boards:

Serving on departmental curriculum committees and community committees or advisory boards.

Community Outreach:

Activities designed to help the school counselor to become knowledgeable about community resources, employment opportunities and the local labor market.

Program Management:

Planning and managing tasks performed to support the activities of a comprehensive guidance and counseling program.

Fair-share Responsibilities:

Routine “running of the school” responsibilities shared by all members of the school.

Foundation

In the Foundation domain, counselors:

- Articulate and demonstrate an understanding of the beliefs, philosophies, and mission statements that align with current school improvement and school success initiatives at the school, district, and state level.
- Understand and use district, state, and national student standards and competencies for students; academic, career, and personal and social development to drive the implementation of comprehensive school counseling program.
- Understand and effectively apply the legal and ethical standards and principles of the school counseling professional and educational systems, including district and building policies. Legal and ethical issues may include:
 - Confidentiality and informed consent.
 - Understanding when and how to report abuse to Protective Service Agencies.
 - Effective and appropriate interventions for students who are a danger to themselves or others, and “duty to warn” laws.
 - Balancing parent’s rights and student’s rights.
 - Understanding school district policies and procedures as they affect the school counselor’s role.

Management

In this domain, counselors:

- Negotiate, develop, and present the school counseling management system.
- Participates in professional organizations, personal reflection, consultation, and supervision to promote professional growth and development.
- Use leadership skills to establish and meet with an advisory council for the comprehensive school counseling program and subsequently analyze and incorporate advisory council feedback.
- Collect, analyze, and disaggregate relevant student outcome data in order to implement effective interventions and to identify policies, practices and procedures leading to student success, systemic barriers, and the need for systemic change to close the achievement, opportunity and information gap.
- Organize and manage time, including the development of calendars, to implement an effective school counseling program which includes an appropriate distribution of school counselor time based on the comprehensive school counseling model.
- Use academic and behavioral data to design and implement action plans to develop guidance curriculum and closing-the-gap interventions and can identify ASCA domains, standards, and competencies that are addressed in the plan.

Accountability

In this domain, counselors:

- Use formal and informal methods of program evaluation, including the use of data from results reports, to design, evaluate, and modify the comprehensive school counseling program.

- Collects process, perception, and results data attained from various avenues including, school guidance curriculum and closing-the-gap activities and can use data to demonstrate the value the school counseling program adds to student achievement.
- Collaborate with the school counseling team and administration to determine how school counseling programs are evaluated and how results are shared.
- Advocates for appropriate school counselor performance appraisal based on school counselor competencies.
- Conduct self-appraisals.
- Conduct a program audit, identify areas for improvement, and share the results with appropriate stakeholders.

Intrapersonal Issues

These are issues that pertain to the school counselor individually and personally. For example, the school counselor may be dealing with personal issues such as:

- Unresolved mental health issues (i.e., substance abuse, depression).
- Unethical behavior (i.e., inappropriate self-disclosure, tardiness, or unexcused absences).
- Lack of motivation exhibited by a lack of initiative or enthusiasm related to the internship experiences.
- Outside events of a personal nature which may be affecting the school counseling intern's performance.

Leadership

When displaying leadership, counselors:

- Collaborate with other professionals in the school and community to influence system wide changes and implement school reform to ensure success for every student.
- Understand and define leadership and its role in a comprehensive school counseling program.
- Identify and demonstrate professional and personal qualities and skills of effective leaders.
- Creates a plan to challenge the non-counseling tasks that are often assigned to school counselors.

Advocacy/Diversity

In this domain, counselors:

- Understand and define advocacy and its role in comprehensive school counseling programs.
- Actively support causes, ideas, or policies that promote and assist student academic, career, and personal/social needs.
- Actively identify underrepresented students and support them in their efforts to perform at their highest level of academic achievement. Counselors attend to issues such as a greater number of discipline referrals and suspensions, and/or a higher incidence of academic failure of students of color.

Additional topics that may arise in supervision related to this domain included:

- Discomfort on the part of the school counselor when counseling or providing services for students who are different from them.
- Personal development of the school counselor to racial identity development and multicultural counselor development.
- Multicultural issues that may be present in the supervision/supervisee relationship.

Collaboration/Interpersonal Issues

This domain pertains to school counselors' relationships with others, counselors:

- Establish rapport and work effectively with students, parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.
- Build effective teams and a sense of community by encouraging collaboration among students, professional and support staff, parents or guardians and community members to work toward the common goals of equity, access, and academic success for all students.
- Provide vital resources to parents or guardians, educators, and community agencies in the areas of education, information, and training to enhance the educational opportunities for students and their families.
- Understands how to facilitate group meetings to effectively and efficiently meet group goals.
- Work effectively in a supervisor/supervisee relationship.

Systemic Change

In this domain, counselors:

- Understand the role of system change in the comprehensive school counseling program and that system change affects the entire system, is transformational, affects more than an individual or series of individual, and that its focus is upon the dynamic of the environment, not the individual.
- Act as systems change agents who use leadership skills to involve all critical players in the creation of an environment promoting and supporting student success.

Understand the impact of school, district, and state educational policies, procedures and practices supporting and/or impeding student success and develop plans to deal with persona; and institutional resistance impeding change process.

View Diagram of PSCSM Level of Entry for Supervision Next Page.

Supervision Methods and Techniques

Administrative Supervision

Program Supervision

Clinical Supervision

Administrative Duties

Administrative duties are the part of supervision that focuses on organizational topics, such as district policies regarding the school counselor's role and function within the confines of the school environment. The intern should have a review of policies and procedures that are standard operating procedures for school counselors in your district. Hard or electronic copies should be made available for the intern to familiarize himself/herself with the expectations of the district and provide feedback and questions during the initial supervisory sessions.

Such information could be a copy of the district's policy and procedure book, the district's counseling handbook or procedure policies relating to the school's counseling program and counselor functional roles. District referral resources and how the referral process is deemed useful to students and families is also a consideration during internship.

Administratively, the intern should be made aware of site and field supervisor expectations. Accompanying forms and calendars would be beneficial with timelines and dates for field observations and weekly supervisory times.

Planning of counselor district meetings, workshops and other opportunities for internship hours would ideally be planned during the initial supervisory session. If there is an opportunity for the intern to observe or work in different levels of the developmental counseling program this would be in line with best practices. The opportunity to get a total overview of the district's counseling program is an organizational experience that is most beneficial to a comprehensive understanding of program totality.

Some recommended internship experiences would be:

Programs and Meetings: student conferences, parent conferences, teacher conferences, administrator conferences, ADA/504, Response to Intervention/RtI, ARD/admission, review and dismissal/SPED, At-Risk Student identification procedures. Even if the intern is not on a committee it is part of the comprehensive school program that needs to be observed.

Counseling Duties of Direct Service: Individual counseling, group counseling, Parent Education programs

Guidance Lessons: designing, implementing, presenting, and data collection of results.

Data Management and Testing: Test interpretation of criterion and norm referenced tests used in the district at all levels. Disaggregation of school data, demographically, by state testing data, and behavioral indicators of attendance and discipline for intervention purposes.

District policies: CPS reporting, suicide evaluation, and outside referrals.

Site Supervisor: Your supervision requirements and duties related to the intern would also be stated in the application and contract for the internship/practicum experience. This includes any experiences that you believe would enhance the internship experience, those activities that you assign.

Program Supervision

Program duties include program development, management, and accountability. Topics of district

accountability measures must be included in supervision so that the intern understands how the district is accountable to stakeholders and the school community. Included in the program supervision will be content, process, and outcome accountability. This information will also be helpful to the intern being accountable in program development on the campus.

Other items in the program domain would be examining demographic data of the campus. Including discipline, attendance, and state testing would also be part of the program domain.

The intern would benefit from understanding how the use of data is used on the campus to make academic, behavioral, and counseling program decisions.

Site supervisor assistance in articulating a vision and mission statement with the intern is an activity that would be an integral part of the fieldwork process. Having the intern put in describable terms how he/she views their vision of school counseling helps make the experience definable. Aligning the vision statement with the schools or their own mission statement carries the school counselor role into definable and measurable terms.

Essential to intern experience is to understand how the school counselor is evaluated in the district. Differences in counselor evaluation from teacher evaluation criteria will help the intern understand the district's perception of how a counselor is to function in the district.

Clinical Supervision

Clinical supervision involves a focus on counseling topics such as case conceptualization, interventions, and the counseling process.

Theoretical Orientation of Supervisor and Intern

Theoretical orientation is a very important part of the supervisory process. It is incumbent on the supervisor to discuss with the intern their theory of counseling and how the selection process worked for them. The use of the supervisor's particular theory and how it is used in the school counseling setting is a best practice of supervision. Additionally, the same discussion must be had with the intern. The intern and the supervisor must be in tune with each other's theoretical orientation if they do not share the same orientation. Choice of theory in the counseling process is the basis for change and intervention. The intern learns from the supervisor and the supervisor is a seasoned professional who can lend insight and technique into any theory.

Techniques of Clinical Supervision

Self-Report is the most commonly used intervention. The supervisee makes a verbal report of what happened in one or more sessions with the client/student.

Limitations are that the intern reports only what was consciously heard and observed through whatever biases and unconscious filters govern the intern's awareness. The intern can choose what to report and what not to report, as well as what to emphasize or de-emphasize.

Usefulness of this approach over time enhances an intern's self-reports and reveals what information is apparently outside the intern's awareness. Patterns and themes of omissions become evident. Nevertheless, self-reports at beginning levels are instructive, and changes in self-reports can be useful in evaluating intern progress. The case note format is used for reference and the following format is recommended:

Case Notes for School Counselors

Hanson, S., (2009-2012) Confidentiality and the school counselor. Retrieved from www.schoolcounseling

-zone.com/confidentiality.html

The time and date you spoke to the student.

Exactly what the student said “in quotes”;

Interventions you did at the time – be specific.

Recommendations or suggestions you made to the student.

Follow-up calls you made with anyone – be specific (i.e. who, when, content of call, quote when significant);

Recommendations, referrals, and sources offered to parents and

Other details you want in writing for future reference.

Role-Plays – Are a very versatile supervision intervention. They can be used for several different purposes and goals, including practicing skills and exploring client dynamics. Most typically the supervisee/intern is in the counselor role and the supervisor in the client/student role with the intern working on a particular skill deficit or learning and practicing a new technique. Advantages are the intern can get immediate feedback; they can practice the skill or technique until they are ready to use them. Role plays can be instructive about dynamics and relationship issues. Supervisor does need to be alert to the possibility that interns might inject some of their own dynamics into the role-play of the client/student.

Modeling – Is a component of teaching skill development. It is effective, especially when combined with guided rehearsal and focused feedback. Supervisors serve as an overt and subtle model during every moment of interaction. Modeling of counseling skills could include establishing goals, reward risk taking, challenge and confront, pointing out progress, the skills that interns use in counseling sessions. Very important to the supervision process is how you interact and respect the efforts of the intern and the experience of acquired new skills.

Process notes – Process notes are distinct from case notes. The latter are a report of the session content, including the client/student’s report, the identified problems, and the counseling interventions used. In contrast, process notes are the intern’s reflections on the processes of the client/student, the intern, their interactions, and relationship.

To be effective, at least in early use of this approach, supervisors need to provide a structure or format that encourages introspection and reflections. Typically, these formats include questions focused on the counselor’s feelings and thoughts about the client/student, a rationale for interventions used in the session; preferred alternative hypotheses about the client/student, client/student-intern interactions, and session content and flow: attention to potential diversity issues and perhaps questions concerning the client/student’s thoughts and feelings about the intern. This is best used when the supervisor is able to review a video sample or is present during the intern’s session with the client/student. These notes are kept by the supervisor and used for the supervision experience. Some questions that might be helpful for the supervisor to ask are:

Leads that Inspire Affective Exploration

- How did that make you feel?
- How did that make you feel about him/her?
- Do you remember what you were feeling?
- Were you aware of any feelings?
- Were you aware of any feelings?
- What did those feelings mean to you?
- Does that feeling have any special meaning to you?
- Is it a familiar feeling?
- What did you do (or decide to do) about that feelings you had?
- Did you want to express that feeling at any time?
- Did you have any fantasies of takings any risk?

Leads that Check Out Unstated Agendas

- What would you have liked to have said to her/him at this point?
- What's happening here?
- What did you feel like doing?
- How were you feeling about your role as counselor at this point?
- What had that meant to you?
- If you had more time, where would you have liked to have gone?

Leads That Encourage Cognitive Examination

- What were you thinking at that time?
- What thoughts were you having about the other person at the time?
- Something going on there?
- Anything going on there?
- Had you any ideas about what you wanted to do with that?
- Were you able to say it the way you wanted to?
- Did you want to say anything else then?
- Did you have any plans of where you wanted the session to go next?
- Did you think that the other person knew what you wanted?
- What kind of image were you aware of projecting?
- Is that the image you wanted to project?
- Can you recall what effect the setting had on you or the interaction?
- Can you recall what effect you thought that the setting had on the other person?
- Did the equipment affect you in any way?
- (If reaction to the recorder) What did you want, or not want, the recorder to hear from you?

Leads That Get at Images

- Were you having any fantasies at that moment?
- Were any pictures, images, or memories flashing through you mind then?
- What was going on in your mind at that time?
- Did it remind you of anything?
- Did you think that you had "been there before"? Is that familiar to you?

- Where had that put you in the past?

Leads That Explore Mutual Perceptions between Client and Counselor

- What did you think that she/he was feeling about you?
- How do you think that she or he was seeing you at the point?
- Do you think that she/he was aware of your feelings? Your thoughts?
- What message do you think that she/he was trying to give you?
- Did you feel that he/she had any expectations of you at that point?
- What did you think that she/he wanted you to think or feel or do?
- Do you think that your description of the interaction would coincide with her/his descriptions?
- Was she/he giving you any cues as to how she/he was feeling?
- How do you think that she/he felt about talking about this problem?
- How do you think that she/he felt about continuing to talk with you at this point?

Leads That Help Search Out Expectations

- What did you want her/him to tell you?
- What did you want to hear?
- What would you have liked from her/him?
- Were you expecting anything of her/him at that point?
- Did you want her/him to see you in some particular way? How?
- What do you think that her/his perceptions were of you?
- What message did you want to give to her/him?
- Was there anything in particular that you wanted her/him to say or do or think?
- Was she/he “with you”? How did her/his responses hit you?
- What did you really want to tell her/him at this moment? What prevented you from doing so?
- What did you want her/him to do?
- Did you want her/him to do something that would have made it easier for you?
- What would that have been?

Taken from Bernard & Goodyear (2014)

Resistance – Is a natural part of the supervision process. The intern’s anxiety and desire to perform well many times get injected into the supervisory relationship. Supervisors will expect to deal proactively with this process to the benefit of both the intern and the students they will be serving. The following are some best practices for dealing with resistance in the supervisory relationship.

1. Resistance to Revealing Ignorance

- a. It is difficult for supervisees to feel that their competence is tested during the process of supervision.
- b. An attempt to reduce anxiety to a manageable level and productive level or slow down the pace of learning.
- c. Supervision may give interns the environment to acknowledge their limitations than to feign knowledge at the risk of doing harm to the student/client.

2. Resistance to Self-Awareness

- a. Resistance also may indicate that the supervisory material is too close to some unresolved conflict or personal issue that threatens the supervisee’ current level of coping with that material.

- b. This process is of resistance to self-awareness gives the intern firsthand knowledge of what it is like for the client to display resistance in the counseling process.
 - c. Change could create a sense of betrayal because the supervisee is being asked to give up behaviors or ways of thinking that were learned from parents and other significant people in the supervisee's past.
3. Resistance to Change
- a. Supervisee resistance may be a reasonable response to inappropriate supervisor behavior (e.g. too rigid or dogmatic).
 - b. Supervisors can facilitate discussion of resistance by creating a safe and supportive environment that allow and encourage students to consciously express, identify, and explore their own resistance.
 - c. The intern's need to defend what has worked well in the past for them, as an individual or counselor.

Three Categories of Supervisor Response to Supervisee Resistance

Preventive Measures

Purpose is to be proactive making anxiety a part of the supervision agenda upfront.

1. Establish working contract and guidelines for supervision.
2. Anticipate and normalize anxiety.
3. Determine learning goals for supervision.
4. Conduct group or peer supervision.

Guidelines for Giving Feedback

Purpose is to avoid making global judgments and labeling so that the supervisee does not hear personal criticism.

1. Frame feedback in terms of learning goals.
2. Make specific, concrete statements about supervisee behavior.
3. Identify client'/student's response to supervisee's behavior.
4. Suggest alternative behaviors.
5. Help supervisee prepare to change behavior.
6. State goals positively.
7. Base goal attainment on attempting new behavior rather than perfection.
8. Point out small steps toward goals.
9. Help supervisee identify assets, resources, positive behaviors and attitudes they can use to make changes.
10. Use supervision interventions that take you and the supervisor out of the "expert" role.
11. Use the think-aloud approach.
12. Give feedback in the form of a metaphor for client/student, supervisee, and the counseling relationship.

Remedial Methods

Purpose is to deal more directly with resistance, that is resistant to other interventions.

1. Ignore.
2. Use humor (non-sarcastic).
3. Identify irrational beliefs or dysfunctional thoughts.

4. Focus on underlying issues.
5. Use Colombo technique, get the supervisee talking, and then slip in the real question.
6. Use confrontation.
7. Use purposeful self-disclosure.
8. Use non-defensive interpretation.
9. Use non-defensive immediacy statements about the supervisory relationship and process.
10. Use a metaphor for the supervisory relationship.
11. Use Interpersonal Process Recall.
12. Use paradoxical intervention.

Dealing with Conflict - Conflict is a natural part of the supervision process. This is how the intern learns. The cognitive or emotional dissonance that accompanies the learn process is natural and expected. In the best practice of counseling supervision, it is proactive to have a model for dealing and defining the nature of the conflict. Here are some best supervision practices.

Relational

1. Naming the difficulty
2. Validating and normalizing the conflict
3. Offering support
4. Anticipating challenges
5. Modeling
6. Addressing the parallel processes
7. Acknowledging mistakes when the supervisor has erred

Reflective

1. Efforts to encourage reflection on the part of both the supervisee and supervisor
2. Remaining patient and mindful
3. Processing countertransference
4. Reviewing case conceptualization
5. Seeking additional supervision from others

Confrontative

1. Begin with a degree of tentativeness that would progress toward more direct confrontation depending on the supervisee's responses and the nature of the conflict,
2. Carefully considering the qualities of the supervisee,
3. Details of the conflict,
4. Alternative methods,
5. Impact of confrontation before engaging in this category of interventions.

Avoidant

1. Encountered when cases are intractable.
2. When issues are in some ways unsettling or personally challenging to the supervisor and/or supervisee.

Questions for the Supervisee/Intern

1. Define what the conflict is before taking it to your supervisor.
2. Are you at odds with a particular theory or technique?
3. Do you believe that the supervisor is not giving you sufficient support?
4. Are you having difficulty accepting a critical observation by your supervisor?

5. What sorts of transference or countertransference issues might be present?
6. Are logistics, such as timing of supervision, a problem?
7. In thinking about the subject of a conflict, recognize that often the surface content of a conflict does not reflect the real difficulty.
8. Explore your actions and reactions to better understand your part in what is happening.
9. Get another opinion, not to prove that you are right but to understand what is happening.
10. Is your supervisor doing or saying things for reasons that might not be immediately evident to you but that might make perfect sense from the supervisor's position?
11. Is your supervisor aware that a conflict exists? If so, how would the supervisor define the conflict differently from how you would?
12. Ask yourself what was learned from this conflict about yourself and the supervisory process.

Module Four

Multicultural Supervision

Dimensions of Multicultural Competent Supervision

Intrapersonal Dimension of Identity – this sense of self draws from multiple identities that each human being maintains. The intern and the supervisor have a sense of self-schema drawn from gender, racial identity, ethnicity, sexual orientation, socio-economic status, etc.

Although interpersonal in nature, each of these identities is forged through and continues to be expressed in the individual's interaction with others. This looking-glass self is the idea that individual construct our sense of who we are based on what we believe others see of our characteristics and attributes. This sense of self affects interactions with others.

Interpersonal Dimension of Expectations, Bias, and Prejudice – this is the sense of people cognitively disposing to organizing their worlds, including the other people who populate those worlds into categories; categories that the supervisor and intern may identify with and that often “us” versus “others.”

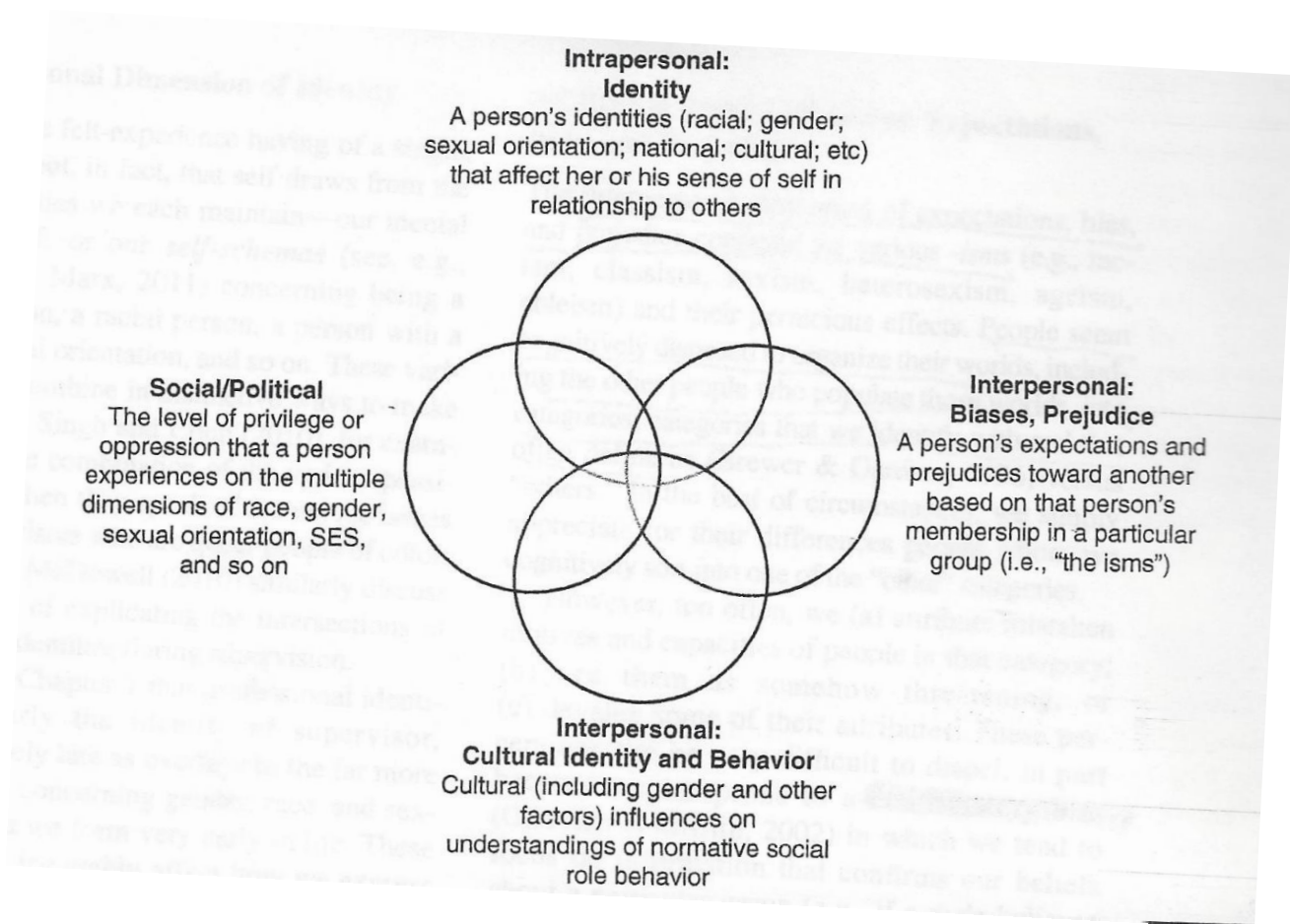
Two forms of expectations are confirmatory bias and stereotype threat. Confirmatory bias occurs when we tend to focus on information that confirms our beliefs about a particular group. This selective attention to information can make those beliefs quite resistant to change. The process of stereotypical threat is one in which people receive cues about the salience of a stereotype (e.g., racial, gendered) they believe others have of one of their attributes, which in turn results in their actually behaving in a way that confirms the stereotype. Additionally, the concept of micro-aggressions occurs through these attitudes and beliefs. A micro-aggression is a brief and commonplace daily verbal, behavioral, and environmental indignities whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group.

Interpersonal Dimension Addressing Others' Cultural Identity and Behavior – this is the perspective of how one relates to studying culture. The *etic* approach often maintains a universalist position, in which the person focuses on that which they believe is universal across people and doing so at the expense of recognizing cultural variation. The *emic* approach is supervision that is quite analogous to taking an empathic stance and looking at the world through the eyes of the other person. It means being open to learning and hearing the experiences of others and appreciating culturally normative differences.

It is especially important for supervisors to be aware of culturally normative social behavior as it may occur either in the supervisory or counseling relationships.

The Sociopolitical Dimension Privilege, Oppression, and Institutional -isms – is prejudicial treatment of people based on one or more of their characteristics. It also occurs in institutionalized forms, commonly involving the interrelated dynamics of privilege and oppression. Privilege refers to unearned advantages people have gained simply by virtue of some personal characteristic. The problem is that these advantages occur at a cost to others based on their characteristics that is oppression. Oppression entails a state of asymmetric power relations characterized by domination, subordination, and resistance.

Supervision is best when interns and supervisors are culturally responsive to each other and client/student needs. A working alliance between supervisor and intern make an important basis for multicultural supervision. An open and respectful communication is a hallmark of successful multicultural supervision.



Best practice bullet points from Bernard and Goodyear 2106 are:

- Multiculturalism is many-faceted
- The supervisor is pivotal in ensuring multicultural matters are address appropriately.
- Effective multicultural supervision requires a safe environment for addressing differences.
- Site Supervisors/Field Supervisors often lag behind supervisees in multicultural awareness and knowledge.
- Effective multicultural supervision requires a commitment to developing critical consciousness.
- Effective multicultural supervision requires identity development.
- A strong working alliance is a prerequisite to productive multicultural supervision.
- Our cultural selves should enrich and energize supervision, not deplete it.

Sue & Sue 2019, in their book *Counseling the Culturally Diverse Theory and Practice* established the following hallmarks for the supervision of a culturally diverse practice:

- People of color are not immune from having biases and prejudices.
- Avoid the “who’s more oppressed” trap. All oppression is damaging and serves to separate rather than unify.
- Don’t let interethnic/interracial conflict destroy intergroup unity. The facts are there is also misunderstanding and bias among and between populations of color. Validate one another’s experiences and credit and appreciate how each group has struggled.
- Not all bad things that happen to people of color are the results of racism. Although we need to trust our intuitive or experiential reality, it is equally important that we do not externalize everything.
- Know that understanding your own worldview (values, biases, and assumptions about human behavior) and how your worldview may potentially clash with that of clients/students of color is important. You might be guilty of cultural oppressing when you are unaware of the cultural differences between the counselor and the client/student.
- Realize how your communication style (direct versus subtle, passionate versus controlled) and nonverbal differences may impact the client/student.
- It is important to realize that your awareness of yourself as a racial/cultural being is paramount to effectively working with other clients of color.
- Be comfortable in addressing topics such as race, gender, and sexual orientation.
- White people can be valuable allies. Acknowledge and appreciate the fact that many White Americans are eager to help and represent powerful allies.
- Do not write off people’s racially insensitive remarks without a chance for rectification. Realize that we all need an opportunity to grow and learn. Helping one another understand the meaning of our words and actions must also be one of our primary responsibilities.
- We must form multicultural alliances. Recognize that we also need to reach out to each other to form multicultural alliances and to realize that race, culture, and ethnicity are functions of each and every one of us.
- Being bicultural or multicultural is not selling out. There is a major difference between our reactions related to forced compliance (cultural oppression via assimilation and acculturation) and freedom of choice in adopting functional values in all cultures. The issue before us is not whether to maintain one way of life but how we can function in a bicultural manner without losing our sense of integrity.

ASCA Ethical Standards for School Counselors
Can be found by following the URL below.

Please go to the following URL:

<https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities>

Texas Education Agency Code of Ethics can be found by following
the URL below.

<https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>

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