

James Madison University

School Counseling Program, MA Ed
Site Supervisor Training & Contract

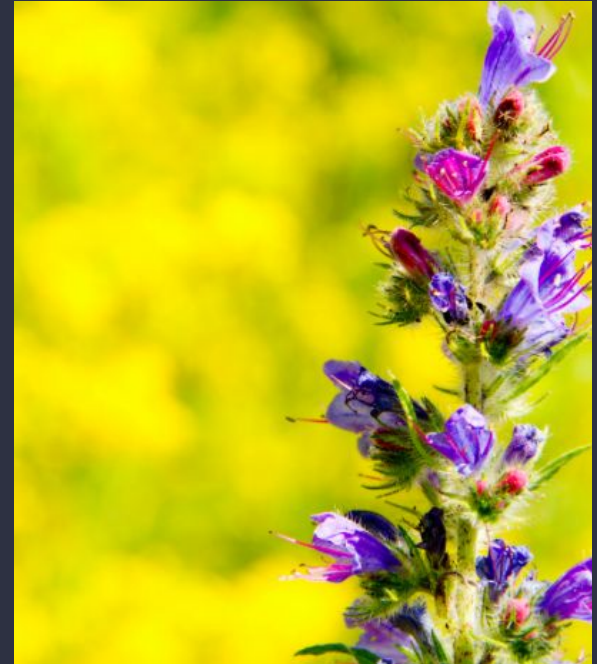
▼ *At the end of this presentation, please click on the link for a brief survey required for supervisors*

The purpose of this presentation is to give you a brief orientation to the clinical (practicum and internship) experiences in the MA Ed in School Counseling program as well as an overview of your role, our role, the student's role, and how we can all work together for an optimal learning experience.



About our Programs

We have 3 programs - all include practicum and internship experiences. This presentation will give information the School Counseling program in which you are supervising. If you would like to learn more about any of the other programs, please let us know. We are happy to share. The next slide has a link to all three programs (just click on the blue)





About the JMU Counseling Programs

School Counseling, M.Ed.,
Clinical Mental Health Counseling Ed.S., &
Counseling and Supervision Ph.D.



What to expect from this presentation

- Review of our counseling programs specific to site supervisors and community stakeholders;
- All about school counseling practicum and internships;
- The role of the site supervisor, faculty supervisor, and student;
- Overview of the purpose of counseling supervision;
- Clarification of accountability, accreditation, and code of ethics regulations; and
- Resources to support our most valuable partner – YOU.

Philosophy of Training

Our *national award winning counselor educators* are dedicated to training successful counselors who:

- provide effective, caring, and ethical counseling services to diverse populations;
- pursue a life-long process of personal and professional growth; and
- advance the counseling profession through research, innovation, training and service.

We offer small, experiential classes taught by experienced, dynamic and student-oriented faculty. Students receive constant feedback and supervision throughout their training. Great emphasis is placed on personal and professional growth and the practical application of skills at our on-campus practicum and internship sites. Due to the experiential nature of our programs, on-campus participation in classes is a necessary part of the learning experience.

Philosophy of Training

Our philosophy of training is based on five principles:

- ***We learn by working together.*** Our program is a community of learners committed to supporting one another in the formidable enterprise of becoming a successful counselor.
- ***We learn by doing.*** In virtually every class period, faculty members involve students in some activity that requires them to practice the craft of counseling - the process of observing, gathering information, conceptualizing, and taking action.
- ***We learn throughout our lives.*** Counseling professionals have two simple options - to grow as persons and professionals by challenging ourselves, or to stagnate.
- ***We learn by example.*** The heart of a counselor education program is not the curriculum, but its people. Actions do speak louder than words, so it is vital that both faculty and students exemplify the values of the counseling profession.
- ***When we learn, we change.*** As students progress through this program, they do more than acquire knowledge and develop skills - they transform themselves professionally and personally.

About about the School Counseling Program

Dr. Michele Kielty, Program Director <http://www.psyc.jmu.edu/gradpsyc/people/kielty.html>

- The school counseling program prepares students to be school counselors in elementary, middle or secondary school settings.
- The Master of Education degree in school counseling is in compliance with the Virginia State Board of Education licensure regulations for school counselors.
- The school counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs, an affiliate of the American Counseling Association
- The school counseling program is currently 54 credit hours and will be 60 credit hours by Fall 2023

More about the School Counseling Program: Primary Specialization Goal

Graduates are able to employ *trauma-informed and social-emotional learning best-practices with K-12 students*. Graduates are able to apply these approaches with children and adolescents in *socially and culturally responsive ways* that result in *positive outcomes related to mental health, social-emotional well-being, career success, and academic achievement*.



More about the School Counseling Program: Overall Goals for Entire Curriculum

- Graduates are able to take responsibility for embodying and practicing *professional and ethical standards* at the degree of mastery. Graduates are able to and hold themselves and colleagues *accountable* for practicing as ethical professional counselors.
- Graduates are able to work *collaboratively and responsibly* with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and competently addressing the beliefs and values of others.
- Graduates are able to *apply developmentally appropriate counseling theories and techniques*, which are ethically and culturally relevant, in the best interest of their clients.

More about the School Counseling Program: Overall Goals for Entire Curriculum, cont.

- Graduates are able to provide *developmentally appropriate career assessment and intervention strategies*. Accounting for the clients' varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends.
- Graduates are able to provide evidence-based counseling service to *diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice*. Program graduates are able to make decisions that are in the *best interests of their clients*.
- Graduates are able to *employ relevant assessments related to clients and programs* in their respective workplaces. Program graduates are able to *assess clients for serious and foreseeable harm* to self or others and/or abuse and neglect.
- Graduates are able to *critically evaluate research related to core areas of counseling practice and use data-informed decision-making practices* for program evaluation and management.

Course Sequence

FIRST YEAR

Summer Semester—Second Six Weeks

PSYC 660. Counseling Theories

PSYC 661. Counseling Techniques

Fall Semester

PSYC 600. Measurement and Statistics

PSYC 614. Advanced Developmental Psychology

PSYC 640. School Counseling

PSYC 664. Counseling Process

Workshops - Creative Interventions with Children in Schools; ASIST Training

Spring Semester

PSYC 665. Group Counseling

PSYC 685. Psychopathology: Diagnosis and Intervention Planning

PSYC 695. Practicum in School Counseling – *Updated Portfolio Due*

PSYC 710. Counseling Strategies: Brief Counseling and Crisis Intervention

Course Sequence, cont.

SECOND YEAR

Summer Semester

PSYC 642. Issues and Trends in K-12 Education

PSYC 749. Multicultural Perspectives of Intervention (Can be taken 2nd Spring Semester)

PSYC 669. Career Development

Fall Semester

PSYC 641. Prevention and Intervention in Schools

PSYC 663. Substance Abuse Counseling

PSYC 790. Internship (1st 3 hours)

Spring Semester

PSYC 607. Assessment Procedures in Counseling

PSYC 749. Multicultural Perspectives of Intervention (If not taken 2nd Summer Semester)

PSYC 790. Internship (2nd 3 hours) - *Updated Portfolio Due*

Total Credits: 54 (will become 60 by Fall of 2023)

About Supervision: The Role of the University Supervisor...US!

- Offer group supervision to practicum and internship students as stipulated by the CACREP Standards
- Communicate with counseling students who are not adequately progressing through practicum and/or internship
- Communicate with site supervisors as relevant regarding students' progress and needs.
- Manage all requirements of Internship syllabus (copy emailed to supervisors)

About Supervision: The Role of the Site Supervisor...YOU!

To qualify as a site supervisor for JMU's Counseling Programs:

Masters and EdS Programs:

- Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

About Supervision: The Role of the Site Supervisor...YOU!

The Site Supervisors will **supervise** the Intern in weekly sessions, **evaluate** the Intern's performance, and **certify** completion of the on-site hours. The weekly supervision involves **one hour** of individual supervision. The Site Supervisor will review and sign the weekly logs submitted by the Intern. Mid-semester and at the end of the semester, the supervisor will fill out an **evaluation** of the Intern's counseling skills, use of supervision, and work performance. The supervisor will recommend a "Satisfactory" or "Unsatisfactory" progress in the internship. These evaluations are an **important** part of our Intern's evaluation in our program.



School Counseling Practicum and Internship Information



Basic Expectations and Requirements: Practicum in School Counseling

Students:

- Complete 1 full school day per week – 100 hours/40 direct total by end of semester
- Fulfill course ALL syllabus requirements and supervision contract as agreed
- submit minimum of 5 hours per semester of counseling tapes to JMU supervisor

Supervisors Assist Student by:

- providing a minimum of 1 hour per week supervision time
- helping establish individual clients and audio recording permission from parents
- helping establish counseling group
- recognizing counseling program workshops in total hours (i.e. ASIST training, DBT, CPS, Motivational Interviewing)
- Complete mid-semester and end of semester student evaluation to the University

Basic Expectations and Requirements: Internship in School Counseling

Students:

- Complete 3 full school day per week – 300 hours/120 direct total by end of semester
- Fulfill ALL course syllabus requirements and supervision contract as agreed
- submit minimum of 5 hours per semester of counseling tapes to JMU supervisor

Supervisors Assist Student by:

- providing a minimum of 1 hour per week supervision time
- helping establish individual clients and audio recording permission from parents
- helping establish counseling group
- recognizing counseling program workshops in total hours (i.e. ASIST training, DBT, CPS, Motivational Interviewing)
- Complete mid-semester and end of semester student evaluation to the University

Basic Expectations and Requirements: What counts for direct hours?

Magic question: “Are you using *counseling skills* through direct contact with constituents you are serving?”

- **Counseling**

- Individual

- Group

- **Consultation**

- teachers, parents

- Advising during scheduling

- **Classroom Interventions**

- teaching/interacting with students directly

- classroom management

A photograph of a forest with tall, thin trees. The leaves are mostly yellow and orange, indicating autumn. Sunlight is streaming through the trees, creating a bright spot in the upper right. The ground is covered in fallen leaves and some logs.

Additional Information for Site Supervisors

Purpose of Counseling Supervision in Counseling Training Programs

- Provide direction
- Accountability
- Ethical practice
- Liability
- Uniformity

Types of Supervision

Administrative

Administrative supervisors oversee the therapist's work on behalf of an organization and that organization's goals to serve clients. Administrative supervision can have an impact on their employment and job related performance reviews.

Clinical

Clinical supervisors provide evaluation primarily for the purpose of the supervisee's professional/personal development.

Examples of Supervision Interventions

Because students rely on you to understand the daily nuances and responsibilities of the school counselor, we truly appreciate your ability and willingness to teach and train students on the administrative duties of the school counselor. Students can only effectively learn about these processes with you, on site!

Administrative Supervision Examples:

Showing interns how to use Powerschool, schedule students, and make program master schedules

Instructing students on college application completion and FAFSA requirements

Making master schedules for guidance lessons

Explaining child Study and eligibility meeting regulations

Teaching about school-wide initiatives

Aim for about 50% percent or less of supervisory interactions to be more developmentally focused!

Examples of Supervision Interventions

Developmental Supervision, meeting students' needs by taking into account their level of development and the task at hand (try to have a good balance between the three):

counseling role as a supervisor (not a personal counselor for the student): “It sounds like this student is reminding you of your own experience in high school How are you managing this in the session when she brings up her family situation with you?”

teacher role as a supervisor: “When a student says they have been feeling depressed, it is important that you use the depression screening all of the counselors use here in the office. Let me show it to you and explain how we use it.”

consultant role as a supervisor: “I like the mindfulness intervention for emotional regulation you learned in class last week. Can we implement it together in our group next week?”

Aim for about 50% percent or more of supervisory interactions to be more developmentally focused!

ACCOUNTABILITY

JMU Counseling Programs Abide By:

University Level Policies.

James Madison University (JMU) Policies.

Accreditation Standards.

Council for the Accreditation and Counseling and Related Educational Programs (CACREP);

Southern Associations for Colleges and Schools (SACS);

Ethical Guidelines and Professional Best Practices.

American Counseling Association (ACA);

American School Counselors Association (ASCA);

Virginia Board of Counseling

Virginia State Board of Education

Practica and Internship Expectations of JMU Counseling Students

- Comply with all practicum and internship site policies and procedures
- Abide by the *ACA Code of Ethics* (2014), *ASCA Ethical Standards for School Counselors* (2016), while working at their practicum/internship site;
- Maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances
- Arrive on time to their practicum/internship site
- Be flexible in scheduling their availability and works with the site to make changes or adjustments if scheduling issues arise
- Schedule additional hours on site to accrue direct hours if the student experiences a lot of no shows, trouble scheduling clients, transition issues, etc
- Provide counseling services at the practicum or internship site for the duration of the semesters in which the student is enrolled in the practicum or internship course
- Accurately and honestly record direct and indirect hours on their practicum/internship log;

Practica and Internship Expectations of Collaborating Site Supervisors

- Offer *one hour of individual supervision* to the counseling student each week throughout the practicum or internship placement
- *Allow student to audio record, with written parent or guardian permission, only for the purposes of supervision,* counseling sessions with the client's documented consent or conduct live observations of the student providing counseling services
- Communicate with faculty as *early as you can* if a practicum/internship student is not performing adequately to meet the site's standards
- Complete a *midterm and final evaluation* for the student based on observations of the student's work with clients for both practicum and internship
- *Offer students opportunities* to become familiar with a variety of professional activities/resources



Support and Resources

How we can support you...

Know that we are present for you

We are happy to share any resources we have or work with you to identify any that you may need

We're interested in your experience with particular students as well as your experience in the larger systemic processes. In other words, how can we all continue to work well together.

Additional training opportunities for you

Please see our counseling newsletter, which has a list of current workshops. If there is one you would like to attend, contact your faculty contact person and they can give you more details. The newsletter is a great way to stay in the know about program happenings:

[The Empathic Times Newsletter](#)

You are welcome to attend a Summer Institute program for free (non-credit options). Check out the Summer Institute site in the late Spring for details or contact your faculty contact person and they can give you more details:

[Summer Institute in Counseling](#)



More gratitude

Again, we thank you for your continued support and investment in our students. We appreciate the time you've taken to review this Site Supervisor Orientation. Please let us know if there is anything we can do to strengthen this collaboration!

Please see the last slide for the link to the survey



Required Survey: it is brief!

Finally, if you are supervising School Counseling practicum/internship student(s) please fill out this brief survey and agreement before the student begins their work with you:

http://jmu.co1.qualtrics.com/jfe/form/SV_e9cCrBCtZKjwDJ3