THE SCHOOL COUNSELING INTERNSHIP

I. INTRODUCTION

The supervised internship experience will enable students to practice intermediate counseling skills within a supervised school counseling setting while integrating knowledge and skills learned in previous course work. In addition, students will focus on how to use the therapist/client relationship to foster client growth (CACREP, 2009, §§ II.G.3; II.G.5; III. Introduction).

II. PREREQUISITES

The prerequisites for Internship are as follows: COUN 601, 633, 634, 642 or 644, 645, 648, 650, and 669. In addition, students in the School Counseling specialty area must have completed COUN 676 and 678.

III. APPLICATION AND PREPARATION FOR INTERNSHIP

If you choose to complete your internship over two semesters, please make sure that you complete separate application forms for each semester of internship.

   a. Application Forms

   Deadlines: Students must submit the Application and Placement Request for Master’s School Counseling Internship (form available on Program web page) to clinicalcoord@odu.edu by November 15 for a summer semester internship, January 15 for a fall semester internship, and July 15 for a spring semester internship.

   All students specializing in school counseling must complete the Application and Placement Request for Master’s School Counseling Internship (form available on Program web page). The document contains four individual forms but may be completed and submitted together. The first form is application to the Counseling Program for permission to enroll in Internship. Approximately six months prior to the semester requested for internship, your request for placement (the remaining three forms) will be submitted by the Graduate Clinical Coordinator to the Office of Teacher Education Services in the College of Education. This office handles all educational placements with local school systems. Students will then receive notice of approval from the School Counseling Specialty Area Coordinator.
You have the opportunity to request a specific school and/or a school system by filling in the appropriate space on the “Request for Supervised Internship in Counseling Placement” form. The application forms for area school districts can be found on the TES website: http://education.odu.edu/tes/pages/teacchercandidateinternship.shtml If possible, the school system will honor your request; however, you need to be prepared to be placed in a different school from the one you may have requested. In addition, all students requesting placement must complete the Norfolk Public Schools forms (the two remaining in the document).

Note: Students should not contact school division or TES staff regarding placements for practicum, internship, or course observations until placements have been announced. Please direct all questions about your placement to the Clinical Coordinator.

In addition to submitting the application and placement request forms, the Internship preparation process includes attending an information session about the Internship process. Students are also responsible to register for the appropriate Internship course (see paragraph below), complete a Site Supervision Agreement (form available on the program website) as soon as placement information is received, coordinate scheduling with site and university supervisors, and view the online orientation session before the semester start.

On May 10, 2013, the 2013 General Assembly passed House Bill 2028 and Senate Bill 986 effective on July 1, 2013 for SCHOOL COUNSELORS:

§ 4. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

b. Other preparatory steps

Registration instructions: When university online registration opens, register for the section of COUN668 (School Counseling specialty area) that meets at your campus, for the number of credits that represents 1 per 100 hours you plan to complete that semester. If you are planning to complete 900 hours in 2 semesters, you may take 6 credits during either your first or second internship semester and the other 3 during the other semester, for a total of 9 credits.

Clearance: Trainees completing field experiences in school systems must obtain a clearance prior to starting the field experience. The clearance process can take up to eight weeks to complete. The clearance process includes a fingerprint, a social service/child protective service check, and a review of each candidate’s name through the Virginia State Police: Sex Offender Registry. Individuals will receive a placement upon successful completion of the clearance process.

Once a candidate is cleared, ODU will not require an additional clearance unless there is a break in attendance that requires the candidate to go through the reactivation process with the admissions office.

For candidates in the Hampton Roads area, please follow the procedures below:
Fingerprint clearance – ODU Police provide fingerprinting services for teacher candidates, via appointment only from 8:30 to 4:30, Monday through Friday. Call 757-683-4003 for scheduling.

You may also be able to have this completed at your local police station. Contact them directly to inquire.

The ODU Police Department is located at 4516 Monarch Way, Norfolk, VA. Each appointment requires fifteen minutes (this includes time to fill out the application).

1. Candidates must bring a valid government photo identification (eg. Driver’s License, or Passport)

2. Candidates will be responsible for mailing the fingerprint card to the state police at Virginia State Police, Central Criminal Records Exchange, Post Office Box 27472, Richmond, Virginia, 23261-7472. Please place the ODU tracking number 8298 on all fingerprint cards. Without this information, ODU will not receive a copy and it will be as if you did not complete the clearance.

3. Candidates will be responsible for mailing a check made out to the state police for $26.00. Please place the ODU tracking number 8298 on all checks.

Social Service/Child Protective Services Central Registry – Candidates must complete the Central Registry Release of Information Form. This form is fillable. Print the form after you complete it, have it notarized, and mail it, with the appropriate fee, to the address on the form.

1. The results are to be sent to Dr. Leigh L. Butler, ODU, Education Building Rm 152, Norfolk, VA, 23529.

2. The purpose to be checked is “volunteer”

3. Candidates are responsible for paying the $7.00 fee for this service. Payment must be in the form of a money order, company/business check, or cashier’s check. Personal checks or cash will not be accepted.

Lastly, each candidate’s name will be reviewed in the Virginia State Police Sex Offender Registry.

Please note that the fingerprint and the social service/child protective central registry process can take up to eight weeks. It is important that you begin this process immediately upon course registration or you may not receive a placement.

For candidates outside the Hampton Roads area, please follow the procedures below:

1. If a school division is requesting that you complete their clearance procedure, please also have a second fingerprint card with the ODU tracking number 8298 on the fingerprint card. Without this information ODU will not receive a copy and it will be as if you did not complete the clearance.

2. If your school division does not have a clearance process, please go to the nearest state or local
police for a state fingerprint. You will be required to take a valid photo ID. Please place the ODU tracking number 8298 on all fingerprint cards. Without this information ODU will not receive a copy and it will be as if you did not complete the clearance.

3. Candidates will be responsible for mailing a check made out to the state police for $26.00. Please place the ODU tracking number 8298 on all checks.

Social Service/Child Protective Services Central Registry – Candidates must complete the Central Registry Release of Information Form. This form is fillable. Print the form after you complete it, have it notarized, and mail it, with the appropriate fee, to the address on the form.

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Lastly, each candidate’s name will be reviewed in the Virginia State Police Sex Offender Registry.

Please note that the fingerprint and the social service/child protective central registry process can take up to eight weeks. It is important that you begin this process immediately upon course registration or you may not receive a placement.

Application and preparation steps are outlined in the following table:

<table>
<thead>
<tr>
<th>Task</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note</strong>: Placements requested through TES may not be determined until the week before the semester begins. First, do not worry! Second, please complete and submit your Site Supervision Agreement as soon as possible after receiving your placement notification, and before beginning to see clients or students at your internship sites.</td>
<td></td>
</tr>
<tr>
<td>1 Ensure you will have completed all of the prerequisite courses before the start of your internship semester.</td>
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<tr>
<td>2 Complete the Application and Placement Request for Master’s School Counseling Internship and email to <a href="mailto:clinicalcoord@odu.edu">clinicalcoord@odu.edu</a>.</td>
<td>November 15 for summer January 15 for fall July 15 for spring</td>
</tr>
<tr>
<td>3 Receive confirmation of your application’s approval.</td>
<td>Usually 3 weeks after the application due date, by email</td>
</tr>
<tr>
<td>4 Complete clearance procedures (school counseling trainees only)</td>
<td>At least 10-12 weeks before experience begins to avoid delays from the 8-week processing.</td>
</tr>
<tr>
<td></td>
<td>Sign a site supervision agreement with each of your site supervisor(s) and submit to <a href="mailto:clinicalcoord@odu.edu">clinicalcoord@odu.edu</a>.</td>
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<tr>
<td>6</td>
<td>Register for internship course in LeoOnline (choose the course section that gives you 1 credit per 100 hours you plan on completing).</td>
</tr>
<tr>
<td>7</td>
<td>Confirm start date, weekly supervision meeting times, and other details with site supervisor.</td>
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<tr>
<td>8</td>
<td>View Internship orientation BEFORE semester start.</td>
</tr>
<tr>
<td>9</td>
<td>Attend group internship class.</td>
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</tbody>
</table>

If you decide to postpone the start of your internship after submitting your application, please immediately inform the Clinical Coordinator.

Students may direct questions about the Internship process to the Clinical Coordinator and the Assistant to the Clinical Coordinator at clinicalcoord@odu.edu.

IV. SCHOOL INTERNSHIP SITE

After you have obtained your placement information from the Teacher Education Services Office, contact your on-site supervisor and plan to have the necessary forms completed. Your on-site supervisor should carefully read the Site Supervisor Agreement form. Because site supervisors may not be familiar with the recording requirement, please be sure to discuss it with them. Note that the on-site supervisor can make changes to this agreement directly in writing on the form. The Graduate Clinical Coordinator should be consulted for approval of any changes. Have your supervisor sign the Site Supervisor Agreement (form available on the Program web page), and submit it by email to clinicalcoord@odu.edu. Be sure to retain the original for your records and to ensure that you site supervisor keeps a copy.

Please make sure that you learn and comply with all policies relevant to the internship site in which you are working. If you have any difficulties on site, first talk with your on-site supervisor. If this does not resolve the problem, talk with your faculty group supervisor.

V. GOALS AND OBJECTIVES

This supervised internship experience will enable students to practice intermediate counseling skills within a supervised school counseling setting while integrating knowledge and skills learned in previous course work. In addition, students will focus on how to use the therapist/client relationship to foster client growth (CACREP, 2009, §§ II.G.3; II.G.5; III. Introduction).

The course objectives are:

a. To practice intermediate counseling skills. (CACREP, 2009, § II.G.5.c)
b. To expand repertoire of responses to clients.
c. To conceptualize client problems. (CACREP, 2009, § II.G.5.d)
d. To develop treatment plans based on case conceptualizations. (CACREP, 2009, § II.G.5.d)
e. To examine the personal characteristics needed to be an effective counselor. (CACREP, 2009, § II.G.5.b)
f. To keep case notes and records and learn referral skills. (CACREP, 2009, § II.G.1)
g. To understand the ethical and legal issues in counseling as applied in the internship setting. (CACREP, 2009, § II.G.1)]
h. To broaden one's theoretical basis for counseling strategies. (CACREP, 2009, § II.G.3.a-h)
i. To discuss multi-cultural issues as they relate to counseling clients of varying social/cultural/ethnic groups. (CACREP, 2009, § II.G.2)
j. To introduce and practice advanced counseling skills such as immediacy, confrontation, advanced accurate empathy, interpretation.
k. To examine how the counseling relationship can be used to foster client growth. (CACREP, 2009, § II.G.5.a; II.G.3)
l. To apply crisis intervention strategies. (CACREP, 2009, § II.G.3.c; II.G.5.g)
m. To learn to function professionally in a school setting.

VI. REQUIREMENTS

a. General Requirements

a. The 600 clock hour internship should include a minimum of 240 hours of direct service work with clients, including some group experiences (CACREP, 2009, § III.G.1). Additional expectations include the following: one (1) hour per week of individual supervision with your site supervisor, and one and a half (1.5) hours per week of group supervision with a university supervisor (CACREP, 2009, § III.G.3). Other internship related activities include observation, testing, attendance at conferences, consultation, and education.

b. State licensure requirements for school counselors mandate that students must have supervised clinical experiences in an elementary school setting (grades pre-k - 6) and middle or secondary school setting (grades 7 - 12). Thus, some students may opt to complete their internship in an elementary and middle school, while others may choose to be placed in an elementary and high school. All of the internship hours must be completed in a school setting and the hours should be divided equally between the elementary and middle or secondary level (as referred to above).

c. Students in school counseling can complete their internship in one semester or split their internship into two 300-hour field experiences taken over two semesters. Please note that school counseling internships are NOT available in the summer. School counseling students should complete their internship requirements during the fall or spring semesters. School counseling students are allowed to complete their internship in the summer only if (a) they submit a statement indicating the need for a summer internship; (b) a school or district representative is willing to agree that a school will provide an internship for the student, and (c) a placement has been arranged that meets the standards of program faculty for a meaningful school counseling experience.
d. For each semester they are enrolled in internship, students will be required to submit video or audio (video is preferred) recordings of their direct client work (CACREP, 2009, § III.G.5). Students must submit a tape evaluation with each tape. (University supervisors will provide students with evaluation guidelines.) Students will be required to submit a total of 5-8 audio or video recordings (video is preferred) during the semester of their direct client work. Before mid-semester, 2-3 recordings are required. After mid-semester, 3-5 recordings are required. Recordings should be separate/different sessions. The sessions must be recent within 1-2 weeks. UNDER NO CIRCUMSTANCES SHOULD STUDENTS UTILIZE A CELL PHONE OR LAPTOP FOR RECORDING. IF YOU DO SO, YOU WILL BE REMOVED FROM THE SITE. Students should submit an evaluation with each recording. (University supervisors will provide students with evaluation guidelines.) In addition, a minimum of two verbatim transcripts of client sessions will be due per academic term and two case conceptualizations to their university group supervisor.

Note: Each client (or parent of a minor client) must complete a "Consent to Participate in Recorded Supervised Counseling" form before beginning counseling with the client.

Full-time teachers who are completing their school counseling internship while they are employed must spend a minimum of 10 full days as a school counselor intern (5 days at an elementary school and 5 days at a secondary school). The remainder of the 600 hour internship may be spread out over more than semester and completed as the teacher can make arrangements to perform school counselor internship duties (during planning periods, after school, evenings, etc.). Full-time teachers may complete 450 hours at one level and 150 hours at the other level, rather than completing 300 hours at each level if an uneven split of hours would be helpful.

b. Semester Schedule and Record Keeping

While you are at your internship site, you should carefully complete your internship log each day. This log will assist you in discussions during your on-campus internship seminar (group supervision) and it will help you keep track of your hours. The logs will be collected by your university supervisor. A log form is available on the program web page. Please make as many copies as you need for the semester. If you wish to develop your own record keeping form, be sure it includes all the elements and signatures required on the program form.

A timeline of student responsibilities during the Internship semester is detailed on the Master's Student Clinical Completion Checklist (form available on the program web page). As in Practicum, these responsibilities include attending weekly supervision meetings (site, university group, and university individual); preparing, analyzing, and sharing 5 - 8 recordings of client sessions; two case conceptualizations with oral presentations; two verbatim transcriptions; maintaining all required documentation; and submitting a complete file in electronic format at semester end. Students must complete all of the requirements each semester they are enrolled in Internship. Students should retain all paper documentation and submit the semester end file to clinicalcoord@odu.edu within three days of the last day of classes. The semester end file will include:

- Individual University Supervision Agreement
- Consent for Recorded Supervision
- Site Supervision Agreement
- Skills and Techniques Competency scales Supervisor feedback on two case conceptualizations Supervisor
feedback on two verbatim transcriptions
Hours Log & Supervision Attendance Log with signatures
Evaluations by the student of site and site supervisor, and individual and group supervisors
Evaluations of the student by group, individual, and site supervisors

All forms are available on the Program web page. Students completing the program must also
include in the semester file their individual supervisor’s feedback on their School Counseling
Portfolio.

VII. EVALUATION OF STUDENTS

Each student will be enrolled in the appropriate internship course for one or two semesters. The
student will be evaluated a minimum of two times during each semester enrolled by his or her
supervisor(s) (CACREP, 2009, § III.G.6). The Counseling Skills and Techniques Competency
Scale (form available on Program web page) will be used to assess student skills at the beginning,
middle, and end of each semester. In addition, at the end of each semester, the student’s university
supervisor will complete the University Supervisor Evaluation of Counseling Student
form (available on Program web page).

The student will provide the site supervisor with the Site Supervisor Evaluation of the Intern form
(available on the Program web page). The supervisor should carefully complete this inventory as
the student approaches completion of work at that site and return it to the student. If the student is
working at more than one site, the evaluation must be provided to the supervisor at each
placement. The student should show the evaluation to the university supervisor and include it in
the student’s semester file. It will be used as one criterion in determining the student’s grade.
(CACREP, 2009, III.G.6)

At the end of each semester, the Graduate Clinical Coordinator will use these evaluations to
assist him or her in determining the student’s grade. In addition to this formal evaluation, it is
expected that the student’s supervisor will be offering ongoing “process” feedback (e.g., verbal,
written feedback). The course is graded on a “Pass/Fail” basis. In order to pass, a student must
meet all requirements as noted under "General Requirements" and demonstrate competency in:

a. applying core counseling skills,
b. understanding the relationship between specific client problems and particular treatment
   approaches, and
c. knowing one’s own attitudes and needs as they affect counseling while demonstrating
   sufficient personal adjustment to function ethically as a counselor.

If a student is not successfully progressing through practicum, the student, their supervisor, and
the Clinical Coordinator will work collaboratively to create a Professional Development Plan
(PDP). The PDP will serve as a guide with specific actions that should be taken by the student to
meet the requirements to pass the Internship course.

VIII. SUPERVISION OF STUDENTS

All supervision must be entered weekly onto the Weekly Hours Log (form available on program web
page).
a. University Supervision

Group Supervision

All students must receive a minimum of one and one-half hours (1 1/2) of group supervision per week for each semester the student is enrolled in practicum and internship. This requirement will be satisfied by a group supervision class.

Assignment to Group Supervision

Students will be provided with group supervision times from which to choose. These group times will constitute the internship class and may not correspond to times listed on LEO or Blackboard.

b. Site Supervision

All students must receive a minimum of one (1) hour per week of individual or triadic supervision by their site supervisor. Site supervisors should have a master’s degree in counseling or a related field and a minimum of two years of experience in mental health counseling, knowledge of the program’s expectations, requirements, and evaluation procedures for students, and relevant training in counseling supervision including appropriate licenses and credentials (CACREP, 2009, § III.C). Sites must also permit audio or video recording for review by the university supervisor. Weekly site supervision should be used to review goals, tasks as defined by the site supervisor, and progress toward those goals and tasks. Site supervision should also include processing of the student’s experience with clients. Site supervisors should have regular consultation with the student’s university group supervisor/instructor of record.

c. Evaluation of Supervisors

Students are required to complete written evaluations of their university and site supervisors (forms available on Program web page) at the end of each semester of internship. In addition, students should complete an evaluation of their group supervisor and submit this form directly to Saysha Malbon.

IX. LIABILITY INSURANCE COVERAGE

Old Dominion University covers all registered and enrolled students with liability insurance provided through the Commonwealth of Virginia. This policy applies to any students who are required by their curriculum to participate in supervised and graded service outside the University at various internship sites (CACREP, 2009, § I.S). Your group supervisor can provide you the proof of coverage.

Some sites may require students to carry their own liability insurance. Note that members of ACA (www.counseling.org) have easy access to this insurance.

X. TEACHER AND SCHOOL COUNSELOR CANDIDATE DISPOSITIONS

Teachers and other school professional candidates (e.g., school counselors) at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective education and counseling professionals throughout their program. Candidates understand that they must adequately and consistently demonstrate these dispositions in order to maintain good
standing in their School Counseling program at Old Dominion University. The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual).
2. Maintains a professional appearance.
3. Solicits feedback from others.
4. Adjusts behavior based on professional feedback.
5. Communicates effectively orally (articulate, animated, few grammatical errors).
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors).
7. Demonstrates sensitivity to others’ feelings and opinions (e.g., diplomatic).
8. Demonstrates cultural competence.
9. Shows ability and disposition to act as an advocate and leader for equitable education for all, including promoting systemic changes to remove barriers to student success.
10. Participates with others in a collaborative manner.
11. Treats others with respect.
12. Provides information to all constituents in a professional and timely manner.
13. Demonstrates a commitment to remain current in knowledge of subject area content.
14. Demonstrates knowledge about school counseling.
15. Participates in professional development activities that represent subject area currently or in the near future.
16. Enjoys working with diverse (e.g., special education, gifted, English language learners, from various racial/ethnic and religious groups and sexual orientations, etc.) PreK-12 learners.
17. Demonstrates effective decision-making and problem-solving skills.
18. Displays excitement about school counseling.

More information about the Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University can be found at http://education.odu.edu/tes/pages/forms1.shtml.

**XI. PORTFOLIO**

As a School Counseling Degree and Licensure requirement, all School Counseling internship students are required to complete a School Counseling Portfolio. This portfolio must be submitted to the individual university supervisor who will provide the student with an evaluation of the portfolio at the end of the semester. The university supervisor must state in writing if the portfolio met the requirements below for the student’s end of semester documentation to be complete.

a. Introduction:
   A professional school counselor portfolio is a collection of experience based and reflective materials that demonstrate dimensions of the school counselor trainee’s work, philosophy, abilities, attitudes and goals. The goal of the portfolio is to articulate how diverse activities and insights contributed to the student’s identity development as a professional school counselor.

b. Purposes
   There are two primary purposes for the portfolio, to facilitate students’ intentional shaping and synthesis of their learning and to provide a format for presentation of professional qualifications.
c. Portfolio Structure
   i. Physical Presentation: The portfolio should be a well-organized, attractive
      presentation of professional materials. It might be organized in a three-ring binder
      with a table of contents, and tabs for separate sections or it may be submitted on a
      compact disk. Appearance is left to the individual student.

   ii. Content: A guiding principle in deciding what to include in the entries is to ask, “How
      will this entry demonstrate my knowledge, awareness, skills and developing
      professional identity?” Include experiences and learning that occur outside the
      formal academic program, such as participation in volunteer, advocacy, and
      leadership activities in civic associations or other community/professional activities.
      Other questions to consider in creating the reflective portions of this document
      include: How did it help you grow? In retrospect, how would you do things
      differently? What did you learn? What attitudes, values and beliefs were validated
      and/or re-examined as a result of the experience? How does this help in the
      attainment of one’s professional goals?

d. Portfolio Content
   Please include:
   
   - Professional Resume
   - Two letters of recommendation
   - Narrative explaining how your experiences (including both your participation in the
     ODU program and life experiences outside of the program) have helped prepare you
     to be a Professional School Counselor
   - Theoretical orientation (with explanation/justification for its use in schools)
   - Philosophy of education
   - Self-assessment of strengths, needs, and “growing edges” or challenges- (these
     areas of growth should be addressed in your goals and professional development
     plan)
   - Statement of professional goals- including multicultural competence goal(s)
   - Plan for your professional development (including enhanced multicultural
     competence)
   - List of professional development activities (with a brief reflection on each)
   - Evidence of specific area of interest/focus/expertise in the SC field
   - Analysis of professional interpersonal relationships (include reference to culture)
   - Statement about your sense of professional identity as a school counselor
     (especially in your role as a leader, advocate, collaborator, and change agent)
   - Examples of “problem solving” using “actual” problems
   - List of courses taken and grades received
   - Representative work from classes and a reflection on what you’ve gained from
     participation in coursework and field experiences at ODU.