



School Counseling Site Supervisor Orientation

6:00 -7:00 PM

Feb 11, 2021



Counseling Faculty

- Jody Fiorini, CLES Department Head
- Susan Bray, School Counseling Coordinator
- Practicum Instructors: Christie Henderson, Kay Bright, Marylou Harbin, Lyndsey Brown
- Internship Instructors: Jody Fiorini, Jason Li
- Philip Mullins, Tevera Support
- Leigh Ann, Tevera Support
- Jason Li, Tevera Support



Overview of the Practicum Course

- The hours: 100 total hours
- Direct hours: 40 hours of the 100 must be direct client contact.
- Indirect hours: 60 hours
- In the practicum course, the student needs to work primarily on improving the individual counseling skills learned the previous semester.
- Student should be in the building at minimum of 8 hours per week



Overview of the Internship Course

- The hours: 300 total hours
- Direct hours: 120 hours of the 300 must be direct client contact.
- Indirect hours: 180 hours
- As compared to practicums, internships take on the characteristics of a real job focusing on independent application of skills and knowledge in the workplace setting. Students are placed with on-site professionals who manage their workload and oversee their performance much as an administrator in an actual employment setting would. Compared to a practicum student, student interns would not only assist with lesson planning but collaborate with their supervising school counselor to create and instruct whole-group lessons independently.
- Student should be in the building at least 24-26 hours per week



Class Participation / Assignments

- It is expected that students will complete their practicum/internship by distributing their time in the practicum/internship site over the semester. Students will also participate in weekly individual supervision as required by the instructor.
- A minimum of 4 counseling sessions must be recorded and turned in to the practicum instructor for grading.
- A minimum of 2 counseling sessions must be recorded and turned in to the internship instructor for grading.
- A minimum of 5-hour group or psychoeducational sessions must be recorded in your Internship log.



Responsibilities of Site Supervisor

- Provide a range of experiences to acquaint the student with the various duties and responsibilities of a school counselor and provide oversight of the student's work including an orientation to the field site and its policies and procedures.
- Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct counseling activities. Students are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or without immediately accessible consultation services. Students who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.
- Provide a written evaluation of the student's progress at the midpoint and end of practicum/internship.
- Collaborate with the designated faculty instructor for practicum/internship and the School Counseling Coordinator **Dr. Susan Bray** regarding placement procedures and concerns.



Counseling Program

- The faculty instructor will be available for the site supervisor for consultation event of any professional, ethical, or legal concerns regarding the student.
- Coordination, in person, by phone, or by email, with the site supervisor at least once each semester to discuss student performance and any collaboration regarding student support needs. In order to foster regular consultation between the course instructor and site supervisor, after each semester starts, the course instructors make contact with the site supervisors to introduce themselves, share contact information, and to discuss any questions. Faculty make contact with the site supervisors at mid-term and the end of each semester. As needed, faculty reach out to the site supervisors on a case-by-case basis to check students' progress.
- Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the School Counseling Coordinator.
- Not generally visit your site unless requested or necessary

- Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
- Develop a weekly attendance and activity schedule with the field site supervisor
- Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
- While students are **not** required to be at the school during official university vacation periods (e.g., fall and spring breaks), this **must be discussed in advance** with the site supervisor so that the supervisor is aware that students are available during the university schedule and are not expected to work during university holidays.



Practicum Evaluations

- The students in practicum are evaluated on a continual basis:
 - Multiple times throughout the semester via multiple methods:
 - Group and individual supervision
 - Supervisor and Faculty observation of skills and dispositions
 - Use of recordings and the CCS-R assessment
 - Documentation
 - Professionalism



Site Supervisor's Evaluation

- Site Supervisor Evaluation:
 - Site Agreement
 - Weekly hour log
 - Site supervisor completes at mid-term
 - CCS-R
 - Final Site Supervisor Evaluation
 - Practicum Student Evaluation
 - Site Supervisor Survey
 - CCS-R

Internship Evaluations

- Site Supervisor Evaluation:
 - Site Agreement
 - Weekly hour log
 - Site supervisor completes at mid-term
 - CCS-R
 - Final Site Supervisor Evaluation
 - Internship Student Evaluation
 - Site Supervisor Survey
 - CCS-R
 - Group Leadership Rubric (recruiting, screening, and selecting members for a counseling group)

- Tevera is the official assessment and storing system of Counselor Education at Wichita State University. Tevera contains the site contracts, site supervisor information, site information, weekly activity forms, site supervisor's evaluation of intern for midterm and end of semester (this evaluation is the Counselor Competency Scale –Revised).
- This system is of no cost to site supervisors

The Field Instructor Workspace

Track your supervisee's
accomplishments ... and
your own.



Quick access to your
supervision tasks





Counseling Dispositions & Behaviors

Dispositions & Behaviors	Descriptions
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients
Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for all counseling site and course policies & procedures
Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)



Dispositions & Behaviors	Descriptions
Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship
Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback
Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations
Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”



Record Keeping: Weekly Logs

- Student responsibility to log their direct and indirect hours in Tevera
- Student responsibility to have you review and sign the weekly logs in Tevera
- Student responsibility to monitor the hours accumulated and keep *you* the site supervisor appraised of *their* progress toward hours needed.

- Students need recorded sessions for instructor feedback
- Students are responsible for getting the informed consent for the recording
- Any helpful hints you can give to help students obtain informed consent will be highly appreciated.



Thank You for Agreeing to be a Supervisor

- We could not do this without you!!!
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- Susan: susan.bray@wichita.edu
- Phil: philip.mullins@wichita.edu
- Jason: Jason.li@wichita.edu