



FIELDWORK HANDBOOK  
SCHOOL COUNSELING PROGRAM  
ALBANY STATE UNIVERSITY

Greetings:

The faculty of the Counseling Program at Albany State University extends congratulations on the completion of your pre-requisite coursework for Practicum and Internship, also known as fieldwork. You are about to embark on a challenging yet rewarding experience that will culminate in your transition to the professional counselor role.

The Fieldwork Handbook outlines important timelines, procedures, and program requirements to enter and complete fieldwork successfully. Professional disposition dictates that fieldwork students will familiarize themselves with the contents of the Handbook and govern themselves accordingly. Should the need arise; contact the Fieldwork Coordinator or your advisor for clarification or additional assistance throughout your fieldwork experience.

We wish you the best as you begin your fieldwork and offer encouragement and support throughout your placement.

Sincerely,

The ASU Counseling Faculty

## **I. PRACTICUM/INTERNSHIP GOALS AND COMPETENCIES**

The fieldwork placement is comprised of experiences that will allow students to integrate theory and practice. While students enrolled in fieldwork will develop a set of individualized professional goals and competencies that stem from their e-portfolios and academic advising, the following competencies are essential to every fieldwork student enrolled in the School Counseling Program:

1. A comprehensive orientation and understanding of the school counseling profession as outlined by the American School Counselor Association (ASCA);
2. A professional identity that is synonymous with dispositions outlined by the ASCA, the American Counseling Association, and the codes of ethics associated with these two organizations;
3. Demonstrated application of human growth and development principles across multiple domains as it related to the development of the school counseling program's design, implementation, and evaluation;
4. Demonstrated application of counseling theory and its application to program delivery including individual and group (large and small) counseling, responsive services, and crisis intervention;
5. Demonstrated application of assessment, appraisal, and diagnostic principles in all facets of the counseling program;
6. Participation in clinical supervision at the university and onsite and a willingness to identify and improve areas targeted for remediation;
7. Demonstrated application of consultation and collaboration principles to address student, parental, educator, and community issues;
8. Demonstrated understanding of the various mandates that shape education, including those offered at the federal, state, and district levels.
9. Overall professional demeanor as evinced by
  - a. Adherence to ethical and legal mandates prescribed for professional school counselors and educators in general
  - b. Quality of work
  - c. Punctuality
  - d. Professional dress
  - e. Appropriate boundaries
  - f. Appropriate use of clinical supervision
  - g. Effective use of case management and referral resources in the school and local communities

## **II. STRUCTURE OF PRACTICUM AND INTERNSHIP**

The fieldwork component of the program is comprised of practicum and internship. Practicum, the first fieldwork course, is followed by Internship. Students may not register for practicum and internship in the same semester nor can you take internship first. The two courses are designed to be taken consecutively in a one year clinical training sequence.

### **COUN 5570 PRACTICUM**

Practicum is a three credit course designed to orient students to the school setting as well as the practice of school counseling. Students are to complete practicum at a site approved by the Fieldwork Coordinator, under the supervision of both a site supervisor and a university supervisor. Students are required to keep detailed and meticulous activity logs that are to be signed by the site supervisor and the university supervisor **weekly**. Students are to bring log of activities to supervision weekly, whether supervision is with the site supervisor or university supervisor. These logs are to document the **required 100 clock hours** of fieldwork. Students must complete a minimum of **40 hours of direct service with clients (face to face client contact)** and a minimum of **60 hour of indirect activities**. Indirect activities include but are not limited to meetings, training, orientation, paperwork, observations of others, and professional collaboration or consulting. It is strongly suggested that students contact their university supervisor to ensure that the indirect activity is an apt one. Inappropriate activities will **not** be used towards the required field experience hours. A template of the required logs is provided in the Field Experience Handbook.

A student enrolled in Practicum is **NOT** allowed to begin earning hours until all required documents have been submitted and approved.

### **COUN 5595 INTERNSHIP**

The internship experience represents the culmination of formal academic training in the School Counseling program. It is the opportunity students have to assume the role of a professional counselor-in-training (CIT) and to provide counseling services in a school setting, under appropriate supervision. Students have the opportunity to test the academic course work and formal training received thus far in the program; students are challenged to practice the counseling theories, techniques, and procedures learned in their program. Internship is undertaken at the conclusion of the student's program.

Students may register for internship the semester following **successful completion** of Practicum; successful completion of practicum means that the student completed all coursework and earned a grade of **Satisfactory** for the course.

Students are required to complete a minimum of 600 clock hours during the internship. Students must complete a minimum of **240 hours of direct service with clients (face to face client contact with an individual or in a group)** and a minimum of **380 hour of indirect activities**. Indirect activities include but are not limited to meetings, training, orientation, paperwork, observations of others, and professional collaboration or consulting. It is strongly suggested that

students contact their university supervisor to ensure that the indirect activity is an apt one. Inappropriate activities will **not** be used towards the required field experience hours.

Students are required to keep detailed and meticulous activity logs which are to be signed by the site supervisor and the university supervisor **weekly**. A template of the required logs is provided in the Field Experience Handbook. The logs document practicum hours and activities.

## **II. SUPERVISION**

Supervision offers the counseling student opportunities to receive feedback and guidance on skill acquisition and performance. The site supervisor will supervise the activities of the student at the field placement site and the university supervisor is responsible for coordination of the student's classroom learning and skill acquisition and performance. The site and university supervisors work in tandem to support student learning. The student has an extremely important role in the supervision process. Supervision is required as part of the fieldwork experience.

1. Students will receive a **minimum of one hour** weekly supervision on site during practicum and internship. The supervision will be conducted by the site supervisor who has been approved by the program to serve in this capacity.
  - a. Site supervisors must have a minimum of a Master's degree in counseling and at least two years of professional experience after earning the Master's degree.
2. Students will also receive individual or triadic supervision from a faculty member on a regular basis. Students will participate in an average of one and one half (1 1/2) hours per week of group supervision with the university supervisor.
3. Students will prepare for faculty supervision by preparing audio and/or videotape samples of client sessions, lesson plan review, and case conceptualization. Students may count supervision hours as indirect clinical hours on their fieldwork logs.

## **IV. SELECTION OF FIELD PLACEMENTS**

Choosing a field placement site is an important decision that students should not make based on factors such as convenience or knowing someone in the school. Rather, students should select a field site based on input gained through conference with the fieldwork coordinator and attendance at the mandatory practicum/internship orientation meeting. Students can choose fieldwork sites from a list of approved sites or they may request that a site of interest be evaluated by program faculty.

School counseling field placement students can benefit from completing field hours at all three levels of schooling (elementary, middle, and high). Familiarity with K-12 settings not only maximizes opportunities to integrate learning with students across developmental levels, but also may improve students' job marketability. Often, however, students complete fieldwork at the same

site throughout fieldwork and are required to reapply to provide updated information regarding their site and unless the site supervisor will be different.

Some students request to complete fieldwork in their places of employment. While the program does not have a policy prohibiting this, the following guidelines apply:

1. The potential site will be evaluated by the faculty for its ability to support the training of emerging school counselors;
2. the site supervisor must meet the criteria specified by CACREP;
3. the administrator responsible for daily operations of the site must agree and sign a contract allowing the student to complete fieldwork on the premises.

## **V. FIELDWORK SITE SUPERVISOR GUIDELINES**

The site supervisor is the person responsible for guiding the learning of the student in the field. The following guidelines detail site supervisor responsibilities:

1. Provide on-site individual supervision to the fieldwork student at least one hour per week during the entire fieldwork experience;
2. Ensure that she/he has at least two years of post-Master's experience in the counseling profession and the Master's degree needs to be in counseling profession;
3. Provide learning experiences that support the fieldwork student's induction into the school counseling profession. These experiences are comprised of
  - a. An initial orientation to the site that includes review of standard operating procedures, protocol for building emergencies, and introduction to building faculty and staff;
  - b. An explanation of site expectations and objectives including workload, schedules, and meetings;
  - c. Access to students for individual, group (large and small), and responsive services such as consultation, collaboration, and interviewing sufficient to complete clock hour requirements;
  - d. An appropriate work space that facilitates client confidentiality, access to computer technology, creation and review of audio or videotaping of client sessions;
  - e. Frequent observation of student direct service activities;
  - f. Promotion of student's identity as a professional school counselor through case conceptualization, participation in on-site professional development, interaction with other professionals, and professional resources such as assessment/appraisal instruments, print resources, and appropriate school data provided by federal, state, and district mandates.
4. Document student progress toward fieldwork goals, completion of hours, and contributions to the school counseling program

## **VI. UNIVERSITY SUPERVISOR RESPONSIBILITIES**

The University Fieldwork supervisor has the following responsibilities to the practicum site:

1. Provision of a fieldwork coordinator to collaborate with the site and site supervisor regarding any issues related to fieldwork
2. Provision of mandatory Group Supervision concurrent with the fieldwork experience;
3. Provision of a faculty supervisor who will provide individual and triadic supervision during the fieldwork experience;
4. Observation of the student conducting a direct service activity on site;
5. Ensuring that the student has active professional liability insurance prior to starting the fieldwork experience.
  - A. Students may purchase liability insurance from the professional counseling associations. These include the American Counseling Association and the American School Counseling Association (ASCA). Note that if you become a member of ASCA you are eligible to receive free liability insurance as long as you are a member.
  - B. The policy must offer at least \$1,000,000 of coverage.
6. Ensuring that the student has signed an agreement to read and adhere to the ethical codes of the American Counseling Association, American School Counseling Association, and the Code of Ethics for Georgia Educators;
7. Provision of site supervisor training prior to the beginning of fieldwork experience.

## **VII. Fieldwork Student Responsibilities**

### **1. PRACTICUM**

#### **Prior to Enrollment in COUN 5570**

- A. Provide proof of a passing GACE 103 score
- B. Attend mandatory orientation meeting prior to enrolling for practicum.
- C. Begin the selection process for the practicum site outlined on page four of the handbook.

#### **Throughout the Practicum Experience**

- A. Enroll in COUN 5570 Practicum in which the student will attend class and engage in group supervision, present counseling artifacts including audio or videotapes, lesson presentations, and role play sessions, complete self-critiques of counseling work, and provide feedback to peers regarding their counseling artifacts using the forms provided by the University Supervisor.
- B. Complete weekly logs that have been signed by the site supervisor;
- C. Attend scheduled individual or triadic supervision under the supervision of the University Supervisor having prepared sufficiently for this meeting. Sufficient preparation shall include cued audio or videotapes, case conceptualization, written case notes, and presentation of any student concerns or issues at the Practicum site.
- D. Completion of all forms that document the student's practicum experience including log sheets; evaluation of site and site supervisor and; evaluation of University supervisor and Group supervision (Form H).

## 2. Internship

### **Prior to enrollment in COUN 5595**

- A. Submit Internship site approval form to University supervisor if student would like to request a fieldwork site that differs from Practicum;
- B. Upon approval, submit the Site/University contract with appropriate signatures to the University supervisor;

### **Upon enrollment in COUN 5595**

- A. Attend group supervision meetings as scheduled;
  - B. Attend individual or triadic supervision as scheduled
  - C. Provide proof of insurance
8. Submit internship completion forms at the end of the semester including log sheets; evaluation of site and site supervisor and; evaluation of University supervisor and Group supervision.

## **VIII. STUDENT ROLES AT THE FIELDWORK SITE**

Fieldwork is the first step in your induction into the profession. As such, you must be prepared to adhere to the policies, procedures, and protocol of the site. It is helpful to consider yourself as a professional who is a part of the school community rather than as 'just a student'. Professional dispositions including appropriate dress, punctuality, meeting attendance, ethical and legal considerations, and boundaries should characterize your interactions with faculty, staff, students, and community members. While we encourage you to consider yourself as a professional, you are under the auspices of the site supervisor who has the responsibility of assisting you in your clinical and non-clinical activities at the site; consult with your site supervisor regularly in supervision and as needed for direction. It is helpful for site supervisors to identify a designee in cases where they may be absent or unavailable to the student for a short period of time.

Understanding the varied duties of school counselors is a key component of fieldwork. Accordingly, field placement is most beneficial when students participate in activities identified by the ASCA National Model ©. Of most concern to students, however, is the completion of direct service hours. Having access to sufficient numbers of students to develop responsive services skills is critical and by hosting the student, the site agrees to do this. If the student has concerns that the internship experience is not meeting the goals and competencies outlined by the program, the student can

- 1. Discuss the concerns with the Site Supervisor to generate solutions and clarification.
- 2. Inform the University Supervisor with any concerns you might have in a timely manner. In other words, do not wait until midterm or the end of the semester if you have concerns earlier in the semester.
- 3. If a solution cannot be reached, the University Supervisor, Site Supervisor and student will meet to discuss concerns and if no consensus is reached, the Program Coordinator will be consulted.

## **IX. PRACTICUM/INTERNSHIP UNIVERSITY SUPERVISOR ROLES AND RESPONSIBILITIES**

Each student enrolled in Practicum and Internship will receive supervision from a School Counseling Program member to assist with skill development, addressing client needs, and other issues related to becoming a professional school counselor. The University Supervisor will:

- A. Conduct one on one or triadic supervision with the fieldwork student throughout the duration of the field experience;
- B. Document supervision meetings in the student's fieldwork folder;
- C. Evaluate the student by providing specific and substantive feedback regarding the student's progress toward meeting fieldwork competencies;
- D. Completion of the student's evaluation form. Students will receive review the evaluation form prior to the first supervision meeting;
- E. Serve as liaison between the site and the Program to facilitate communication about student progress toward meeting fieldwork competencies;
- F. Serve as facilitator to the fieldwork student in exploring personal awareness, multicultural competence, emotional maturity, issues related to transference and counter-transference;
- G. Communicate with the student, site supervisor, and program faculty the progress of each supervisee in the field experience at regularly scheduled program faculty meetings.

## **INTERNSHIP CHECKLIST**

**OPTION 1 (600 hours completed in COUN 5595) and Option 2 (300 hours completed in COUN 5595 over two semesters)**

- a. Complete pre-internship activities outlined on page four of this handbook by submitting the Practicum Completion Form to the COUN 5595 instructor.
- b. Enroll in COUN 5595 and submit a copy of the signed approval form that verifies you are eligible to enter Internship.
- c. Work with the University supervisor to identify a site so that he or she can establish the site visit to confirm the appropriateness of the site and the site supervisor for the field experience.
- d. Begin fieldwork after receiving written approval from University supervisor.
- e. Based on their performance, students will be awarded the grade of IP or in progress and they will complete their internship work the following semester.

## **X. Emergencies/Crisis Management**

There are times during fieldwork when students may find themselves in emergency situations. These can include an active shooter on campus; concerns that a client may cause harm to self or harm to others; or the occurrence (or potential occurrence) of a natural or manmade disaster. Fieldwork students are **required to read and follow** the emergency protocols of their fieldwork site. Each school has a policy/procedure manual and fieldwork students are expected to know and

adhere to these policies immediately upon arrival at the fieldwork site. Fieldwork students are also expected to familiarize themselves with the site's emergency exits and building layout to facilitate staff members in the event of an emergency. Moreover, because each student is required to attend weekly supervision with their site and university supervisors, it is imperative that students thoroughly present their individual and group cases in supervision. Fieldwork students are expected to notify their site and university supervisors immediately if they have a concern, no matter its nature; it is better to be safe than sorry.

## **XI. Removal from Fieldwork**

Students can be removed from fieldwork for various reasons including but not limited to the following:

1. Failure to complete weekly supervision hours with site and/or university supervisors;
2. Failure to demonstrate professional dispositions such as BUT NOT limited:
  - a. violation of applicable codes of ethics (i.e., American Counseling Association, American School Counseling Code of Ethics, and the Georgia Code of Ethics for Educators.)
  - b. inconsistent or lack of class and/or site attendance;
  - c. failure to report emergencies that potentially involve clients' possible harm to self or other to the site and university supervisors
  - d. A report of disrespect towards the site supervisor, any other school personnel, or students.
3. Accruing fieldwork hours at an unauthorized site
4. Academic misconduct, not limited to falsifying fieldwork logs and documentation.
5. Failure to demonstrate the clinical skills expected of advanced candidates (practicum or internship). The decision to remove a student from fieldwork because of subpar skills, will be based BUT NOT limited to:
  - a. Site/university supervisor observations
  - b. Site/university supervisor evaluation

In the event a student is removed from fieldwork:

1. She/he may be placed on a remediation plan designed by the clinical coordinator and the school counseling program's faculty.
2. She/he may be reported to the university judicial board if the student has demonstrated academic misconduct.