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**The University  
of North Carolina  
at Chapel Hill  
School Counseling  
Program Student  
Handbook  
2021-2022**

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## INTRODUCTION

Welcome to the School Counseling Program. Your 14 months in the program will be both rewarding and intense. This handbook was developed to provide guidelines for functioning during your brief time in the program. The policies set forth here are predicated on a simple assumption: Students in a professional school counseling training program should assume the attitudes and behaviors of the profession to which they aspire. This includes being punctual, showing initiative, being a self-directed learner, and establishing solid working relationships with your peers, professors, and people with whom you will be working in the field. It involves being aware of the ethical implications of your behavior. It may also mean that you will need to work toward examining and improving your interpersonal functioning, something few students expect when they enter the program.

The task of the faculty is to provide the knowledge base that you need to succeed as a professional and the supervision that you need to develop the skills of a professional school counselor. However, you are the principal actor in your education, and ultimately, your success or failure will be dependent upon your approach to the training program.

## MISSION AND OBJECTIVES

### SCHOOL OF EDUCATION

#### **Preparing Leaders in Education**

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings.

Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

#### For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure

that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

#### In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

#### SOE Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.

3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

### SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

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### **School Counseling Mission and Objectives**

Mission: Prepare high quality strengths-based professional school counselors who advocate and promote development and educational equity in diverse school communities within the context of the American School Counselor Association's National Model and Council for Accreditation and Related Educational Program standards.

Objectives:

- Prepare counselors who understand and utilize strengths-based theory and research within a comprehensive school counseling program.
- Prepare culturally competent practitioners who promote educational access and social justice.
- Prepare leaders and advocates within the school and broadly for the profession.
- Produce research and influence policy that enhances the school counseling field.

### **Preparation Model**

The M.Ed. program in School Counseling at the University of North Carolina is predicated on the Strengths-Based School Counseling (SBSC) model that asserts that the school counselor's primary role is to promote and advocate for positive youth development for all students and for the environments that enhance and sustain that development.

The SBSC approach characterizes positive youth development as nurturing and enhancing empirically-identified student strengths or competencies rather than focusing on student weaknesses and problem areas.

SBSC provides a framework to guide the practice of school counseling in the 21st century that is both compatible with and operationalizes many of the features of the ASCA National Model for School Counseling Programs.

Strengths-based school counselors employ a variety of direct (e.g., counseling, classroom guidance) and systemic (e.g., consultation, advocacy) level interventions to promote culturally relevant student development in the academic, personal/social, and career domains. The strengths-based perspective identifies the counselor as a school leader who works with students, teachers, administrators, parents, and other members of the community and promotes strengths-enhancing environments for all students. SBSC is guided by six principles listed below.

### **The Six Guiding Principles of Strengths-Based School Counseling**

#### Promote Context-Based Development for All Students

Contemporary developmental theorists and researchers emphasize the influential and interactive role that context (e.g., culture) and environment play in human development. Thus, school counselors should acknowledge and seek to incorporate contextual factors in their efforts to facilitate positive development for all students.

#### Promote Individual Student Strengths

Strengths-Based School Counseling focuses on helping students build on or further enhance their current culturally-relevant strengths and competencies as well as develop additional ones that have been shown to be associated with positive development.

#### Promote Strengths-Enhancing Environments

Strengths-enhancing environments are associated with positive youth development; therefore, an important function of the school counselor is to actively promote these types of environments through leadership, collaboration, advocacy and other system-level interventions.

#### Emphasize Strengths Promotion over Problem Reduction and Problem Prevention

Rather than placing the school counselor in a reactive mode of functioning by focusing on problem prevention and remediation, Strength-Based School Counseling focuses on promoting positive development which allows the school counselor to assume a more proactive role and serve a much larger number of students.

#### Emphasize Evidence-Based Interventions and Practice

Adhering to the premise that research knowledge provides the most reliable source of guidance in determining appropriate and effective interventions, the strengths-oriented school counselor is committed to evidence-based practice.

#### Emphasize Promotion-Oriented Developmental Advocacy at the School Level

In Strengths-Based School Counseling, school counselor's advocacy efforts will focus primarily on lobbying for system policies and environments that enhance development for all students and secondarily on identifying and removing barriers. The school

counselor's advocacy is concerned with assuring access, equity, and educational justice for all students, with a primary focus on the school or school system.

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**2016 Council for Accreditation of Counseling and Related Educational Program Standards (a full description of standards are located at [cacrep.org](http://cacrep.org)).**

**PROFESSIONAL IDENTITY**

Eight common core knowledge areas include:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. HELPING RELATIONSHIPS
6. GROUP WORK
7. ASSESSMENT
8. RESEARCH AND PROGRAM EVALUATION

**SCHOOL COUNSELING PROGRAM AREA**

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. In addition to the common core curricular experiences, programs must provide evidence that student learning has occurred in the following domains.

**1. FOUNDATIONS**

- A. history and development of school counseling
- B. models of school counseling programs
- C. models of school-based collaboration and consultation
- D. principles of school counseling, including prevention, intervention, wellness, education, leadership, and advocacy
- E. assessments relevant to P-12 education

**2. CONTEXTUAL DIMENSIONS**

- F. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- G. school counselor roles in consultation with families, school personnel, and community agencies
- H. school counselor roles in student support and school leadership teams
- I. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and other trauma-causing events
- J. competencies to advocate for school counseling roles
- K. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- L. common medications that affect learning, behavior, and mood in children and adolescents

- M. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- N. qualities and styles of effective leadership in schools
- O. community resources and referral sources
- P. professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling
- Q. legal and ethical considerations specific to school counseling

### **3. PRACTICE**

- R. develop school counseling program mission statements and objectives
- S. design and evaluate school counseling programs
- T. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- U. interventions to promote academic development
- V. use of developmentally appropriate career counseling interventions and assessments
- W. techniques of personal/social counseling in school settings
- X. strategies to facilitate school and life transitions
- Y. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- Z. approaches to increase promotion and graduation rates
- AA. interventions to promote college readiness
- BB. strategies to promote equity in student achievement
- CC. techniques to foster collaboration and teamwork within schools
- DD. strategies for implementing and coordinating peer intervention programs
- EE. use of accountability data to inform decision making
- FF. use of data to advocate for programs and students



## Program of Studies

1. Thirty (30) hours of content courses.
2. Twenty four (24) hours of skill/clinical courses
3. Six (6) hours of graduate level electives, approved by the advisor.

### Semester One – Summer

#### Summer Session I

EDUC 702: Introduction to Strengths-Based School Counseling, 3 hrs

EDUC 703: Theories and Techniques of Counseling, 3 hrs

#### Summer Session II

EDUC 712: Pre-practicum in School Counseling, 3 hrs

EDUC 714: Guidance and Group Counseling, 3 hrs

### Semester Two – Fall

EDUC 713: Tests and Measurements, 3 hrs

EDUC 766+: Practicum in School Counseling, 6 hrs

EDUC 827: Human Development, 3 hrs

EDUC 705+: Internship in School Counseling & Consultation (F), 3 hrs

EDUC 707: Promoting Cultural Competence and Social Justice in School Counseling, 3 hrs

### Semester Three – Spring

EDUC 704: Promoting Career Development, 3 hrs

EDUC 705+: Internship in School Counseling & Consultation (S), 9 hrs

EDUC 709: Seminar in Applied Investigations, 3 hrs

EDUC 752: College Access and College Admissions Counseling, 3 hrs

### Semester Four – Summer

#### Summer Session I

EDUC 705+: Internship in School Counseling & Consultation (Su), 3 hrs

EDUC 826: Promoting Mental Health and Wellness in Schools, 3 hrs

#### Summer Session II

Students typically take their elective courses during Summer Session II, but other options are possible.

Elective courses, 6 hrs

## About the Practicum and Internship Courses

Fall Practicum runs August through October (10 weeks).

Fall Internship runs November through December. Internship continues in spring and summer.

Students must spend a minimum of 100 (40 direct service) clock hours in practicum and 600 (240 direct service) in internship in their field experiences during the August to June K-12 public school year. The schedule for accumulating the required 700 hours is typically completed in three full time days per week at the school site and/or arranged with both the field supervisor and the EDUC 766 and 705 instructors.

### **Electives**

Examples of appropriate elective courses are listed below.

This list is not exhaustive. Courses may be taken elsewhere and transferred in. You may consider online courses in the UNC system, or an independent study with a faculty member. If you'd like to take an elective course not listed below, it must be considered at the graduate level at UNC-CH and you must get approval from your advisor in writing. Courses numbered 400 to 600 are combined graduate/undergraduate courses and are counted as graduate level credit hours. If you are unsure about a course, check with the Office of Student Affairs to verify that it is at the graduate level.

EDUC 689: Foundations of Special Education or another graduate level course in special education is highly recommended.

++Denotes courses recommended by faculty.  
From the School of Education

EDUC 403: Families, Schools and Community Services  
EDUC 689: Foundations of Special Education++  
EDUC 708: School Consultation Methods++  
EDUC 710: Statistical Analysis of Educational Data I  
EDUC 724: Parent and Community Engagement for the School Executive  
EDUC 727: The Social Context of Educational Leadership  
EDUC 796A: Independent Study (Master's level)  
EDUC 758: Immigration and Education  
EDUC 762: Child Development and Disability  
EDUC 763: Biological Bases of Children's Development  
EDUC 767: Educational Innovation and Technology, Integrative Seminar I  
EDUC 771: Seminar in Social Foundations of Education

EDUC 772: Educational Sociology  
EDUC 774: Social and Educational History of the United States  
EDUC 776: Gender, Race and Class Issues in Education  
EDUC 779: Contemporary Philosophies of Democratic Schooling  
EDUC 781: Theories and Research in Human Development  
EDUC 782: Psychology of Learning in the School  
EDUC 784: Statistical Analysis of Educational Data II  
EDUC 785: Program Evaluation in Education  
EDUC 800: Diversity in Education  
EDUC 811: Problems in School Counseling  
EDUC 817: Introduction to Educational Research  
EDUC 904: Exploring Representations of Education in Popular Culture  
EDMX 733: Spanish for Educators  
EDMX 782: Behavioral Support Methods

From the School of Social Work

SOWO 500: Human Development in Context I: Infancy to Adolescents  
SOWO 700: Alcohol, Tobacco, and Other Drugs (ATOD): Abuse and  
Dependence  
SOWO 850: School Social Work: Policy and Practice++  
SOWO 853: Approaches to Brief Treatment

From the Department of Psychology & Neuroscience

PSYC 471: The Study of Adolescent Issues and Development  
PSYC 500: Developmental Psychopathology++  
PSYC 501: Theoretical, Empirical Perspectives on Personality  
PSYC 566: Attitude Change  
PSYC 761: Advanced Social Development

From the Department of Sociology

SOCI 425: Family and Society, Junior/Senior Section  
SOCI 427: The Labor Force (MNGT 427)



## GENERAL POLICIES

1. The School Counseling Program is governed by the policies of the Graduate School of the University of North Carolina at Chapel Hill. Therefore, you should be aware that:

- a. An F in any course disqualifies you from graduate study.
- b. Nine hours of L (Lowest Passing Grade) in your courses disqualifies you from graduate study.
- c. Dismissal from your internship site disqualifies you from graduate study.

In order to appeal a grade you should follow the procedure for Grade Appeals described in detail in the Graduate School Handbook. The School of Education follows this policy. Please review at <http://handbook.unc.edu>.

d. Up to 12 credit hours of graduate level courses toward the M. Ed. may be transferred from other institutions (within last 5 years, grade of B or better, not pass/fail). These credits must relate to school counseling and must be approved by your program advisor. During the summer semester any of the core faculty can serve as your advisor. During the regular year, your on-campus fieldwork supervisor is your advisor.

e. Electives must be approved by your advisor. As noted above your advisor is your university supervisor.

f. You must pass the Professional School Counselor subject assessment (Test Code 0421 or 5421) of the PRAXIS II to qualify for the M.Ed. degree. The PRAXIS is a standardized test that is required for licensure in North Carolina; it is also used as the programs comprehensive examination. The PRAXIS should be taken in either March or April. Before registering for the PRAXIS exam, you should review the information on the SOE website ([http://soe.unc.edu/services/student\\_affairs/licensure/masters.php](http://soe.unc.edu/services/student_affairs/licensure/masters.php)), as well as the information on the PRAXIS website (<http://www.ets.org/praxis/prxtest.html>). Whichever registration method you choose, you should be sure to include UNC's school code (5816) in both items 11 AND 12 (College where training was received AND Agencies to receive score reports, respectively). This is VERY important, as it is the only way that the University can receive your scores to be evaluated for exiting from the program and for licensure. A copy of your score report must be uploaded to your TaskStream account.

2. The School Counseling Program is approved by the North Carolina Department of Public Instruction to prepare licensed school counselors. To qualify for the NC K-12 School Counselor Licensure you must:

- a. Complete the training program without receiving an F or three L's in your course work.

b. Complete the training program by earning P's (Passing Grade) or better in your fieldwork. An L in either EDUC 766 Practicum in School Counseling or EDUC 705 (F, Sp, Su) Internship in School Counseling precludes you from licensure as a school counselor.

c. Pass the examinations prescribed for school counselors by the North Carolina Department of Public Instruction. As discussed above, students who will be licensed for the first time in North Carolina must take the PRAXIS II Subject Assessment (Test 0421 – Professional School Counselor). Students who currently hold, or have ever held, licensure in another concentration licensed by the North Carolina State Department of Public Instruction must also take the PRAXIS II specialty area examination for school counseling.

d. File an application for licensure through the School of Education Office of Student Affairs. Information on Licensure can be found online at: [http://soe.unc.edu/services/student\\_affairs/licensure/masters.php](http://soe.unc.edu/services/student_affairs/licensure/masters.php). The Office of Student Affairs is located in 103 Peabody Hall.

e. Students who hope to be licensed in states other than North Carolina should also contact the School of Education Office of Student Affairs (103 Peabody) or check the ASCA website to see about reciprocity. The link to ASCA's information regarding state certification requirements is: [www.schoolcounselor.org/content.asp?contentid=242](http://www.schoolcounselor.org/content.asp?contentid=242).

3. Related to licensure and certification, principles C.2.a., b., and c. of the *ACA Code of Ethics: As approved by the ACA Governing Council 2005* state that:

Counselors practice only within the boundaries of their competence, supervised experience, state and national professional credentials, and appropriate professional experience...C.2.a

Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience...C.2.b

Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience...

Accordingly, the School Counseling Program will endorse graduates for licensure as school counselors only if they have successfully completed the program and met the requirements specified in General Policies # 1 and 2 above.

Moreover, graduates will only be recommended for professional counseling positions (i.e., school counseling) for which they are qualified by virtue of their education, training, and supervised experience.

Individual faculty members do not “automatically” provide verbal and/or written endorsement (e.g., letters of recommendation); therefore, if you want a faculty member to provide a verbal and/or written endorsement for you, please make a specific request to that faculty member for an endorsement or letter of recommendation. In making a request, it is important to determine that the faculty member is knowledgeable about your performance in the program and is able to comment on the extent to which your qualifications are compatible with and appropriate for the position to which you are applying. In general, faculty members are happy to provide both verbal and written endorsements/recommendations for students and program graduates, as long as the endorsements are appropriate as described above. Please contact the UNC University Career Services office to inquire about having letters of recommendations put on file for future use. For more information on the Career Services Office, visit their website at: <http://careers.unc.edu/aboutucs/painter/>.

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## **PROFESSIONAL DEVELOPMENT POLICIES AND CREDENTIALLING**

The School Counseling Program is designed to train professional school counselors. The implication of this is that students entering the program are expected to develop the knowledge base and skills they need to fill the role of the professional school counselor. Just as importantly, they are also expected to develop and demonstrate the attitudes and behaviors of a professional counselor. Among other things being a professional school counselor means practicing ethically, participating in continuing education throughout one’s career, and joining and becoming involved in professional organizations. Accordingly, it is the policy of the School Counseling Program that each student will:

1. Purchase the 4<sup>th</sup> edition of the American School Counselor Association National Model (see ASCA website). The text will be available at UNC student bookstores and can also be purchased directly from the ASCA website. The text will be used throughout the program, e.g. Introduction to Strengths Based School Counseling, Practicum / Internship., Promoting Career Dev., etc.
2. Join the American School Counselor Association (ASCA) by **as part of your Introduction to School Counseling class (EDUC 702, first summer session)**.

You will need to provide verification of your membership to the Taskstream by August 1<sup>st</sup>.

Applications to the American School Counselor Association, the American Counseling Association, the North Carolina School Counseling Association (and related divisions) are available online. Links to the websites of these organizations can be found on the School Counseling Program website at: [http://soe.unc.edu/academics/med\\_sch\\_counseling/student\\_resources.php](http://soe.unc.edu/academics/med_sch_counseling/student_resources.php).

3. Attend at least one professional convention by **April 1, 2022**. The NCSCA annual conference is recommended by the faculty. Information about the NCSCA Fall Conference can be located at the NCSCA website:  
<http://www.ncschoolcounselor.org>.

4. As noted elsewhere, upon successful completion of the program you will be eligible for the Advanced Graduate License in School Counseling, which is required to practice as a school counselor in North Carolina.

Another immediate implication of completing your degree requirements is that you will be eligible for certification as a National Certified Counselor (NCC) providing that you complete the application and take and pass the National Counseling Examination (NCE). UNC-CH is a participating university in the NCC process. Information about the NCE and registration information is available from the National Board for Certified Counselors (3 Terrace Way Suite D, Greensboro, NC 27403-3660. NBCC's telephone number is 336-547-0607. They can also be reached by Fax (336-547-0017) or e-mail (nbcc@nbcc.org). **It is important to note that applications to take this examination usually must be submitted five months in advance. If you are interested in taking the NCE, please see the Program Coordinator.**

After years of practice, you may be eligible to apply for certification as a National Certified Counselor and National Certified School Counselor. Information about the NCSC can be obtained from the National Board for Certified Counselors. You can also work to be eligible for licensure as a Licensed Clinical Mental Health Counselor in North Carolina (LCMHC). Information about NCLCMHC can be obtained from the NCLCMHC State Board.

Finally you also can become eligible to become Nationally Certified by the National Board for Professional Teaching Standards (NBPTS). Information can be obtained from NBPTS.

**PLEASE NOTE THAT RECOMMENDATIONS AND ENDORSEMENTS BY THE PROGRAM FACULTY FOR CREDENTIALS AND EMPLOYMENT WILL BE LIMITED TO THOSE RELATED TO STUDENTS' QUALIFICATIONS.**



## PRACTICUM AND INTERNSHIP POLICIES

The field experience is the portion of your counselor preparation program that allows you to implement within the schools what you learned in your classes on the campus. As such it represents the most critical portion of your educational program. Your work in the field is governed by the following policies:

**1. Field work cannot begin until arrangements have been completed for liability insurance and the completion of criminal background checks.** The School of Education pays for professional liability insurance for school counseling students, and the program coordinator makes arrangements for this coverage as each new student cohort begins the program. Professional liability insurance is also provided by membership in ASCA. For more information this service of ASCA, visit:  
<http://www.schoolcounselor.org/content.asp?contentid=185>.

School districts require that students complete criminal background checks before they can begin their field placement (i.e., practicum and internship) experiences. The program coordinator will direct students to complete background checks once placements have been determined.

2. Field placement sites are normally scheduled in school districts adjacent to Chapel Hill. All students are expected to provide their own transportation to these sites which tend to be located within a 40 mile radius of Chapel Hill (approximately).

3. The primary purpose of the field experience is to provide students with the opportunity to develop skills in individual and group counseling, teacher and family consultation, and classroom guidance planning as well as leadership, advocacy, collaboration, and coordination of counseling and guidance activities. Students who lag behind in skill development will be asked to engage in additional activities including extra supervision sessions to promote skill acquisition. Students who have not developed the skills needed to function effectively as a school counselor by the end of the field experience will be asked to return for at least an additional semester of field experience.

4. You will be expected to be at your school site three days per week throughout the entire course of the school year. School day schedules vary and professional school counselors often work beyond the student schedule. Your site placement will begin in August and conclude in June.

5. You must complete a **minimum** of 100 clock hours of work in practicum and 600 clock hours of work in internship. Of these, 40 hours in practicum and 240 hours in internship must be devoted to direct service (i.e. face-to-face contact in individual, group counseling or co-counseling; leading or co-leading classroom guidance units, teacher and parent consultation or co-consultation; the administration or co-administration of counseling related tests or other assessment devices; and any other experience in which you are responsible or partially responsible for the delivery of services to students, parents or teachers). It does not include the observation of others delivering services.

**The CACREP definition of Direct Service is - interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients.**

6. Students are required to monitor their direct service and total hours in the field placement very closely. Forms on which to record your hours are available on our website at [http://soe.unc.edu/academics/med\\_sch\\_counseling/student\\_resource.php](http://soe.unc.edu/academics/med_sch_counseling/student_resource.php). You will be required to turn one copy of these records in to the program, and you should keep one copy for your own files. **You should always maintain an original and a copy of all records of fieldwork hours.** In order to ensure that program requirements are met, students should meet or exceed the following direct and total service guidelines as they proceed through the program.

#### Guideline to Acquiring Hours

	<b>Practicum Total*</b>	<b>Fall Internship</b>	<b>Spring Internship</b>	<b>Summer Internship</b>	<b>Internship Total</b>
<b>Direct Hours</b>	<b>40</b>	<b>40</b>	<b>160</b>	<b>40</b>	<b>240</b>
<b>Indirect Hours</b>	<b>60</b>	<b>110</b>	<b>190</b>	<b>60</b>	<b>360</b>
<b>Total Hours</b>	<b>100</b>	<b>150</b>	<b>350</b>	<b>100</b>	<b>600</b>

**\*Please note that practicum module coursework and clinical hours are distinct from internship module/coursework and clinical hours. Practicum requirements must be successfully completed before moving on to Internship. Additionally, we recommend students aim to complete 120 direct internship hours by March 1 (approximately), as direct hours become more difficult to acquire later in the academic year due to students' participation in standardized testing.**

7. Many factors may influence students' ability to complete the required amount of hours and thus the ability to complete the requirements specified above. Personal circumstances such as a death in the family and illness may cause students to miss work in the field placement. Inclement weather may also reduce the number of days spent in the field. Therefore students should engage in judicious planning that will result in more than the minimum number of direct and total service hours if no interruptions in the field placement occur.

8. Your field experience will begin as quickly as your placement is approved. Approval of site placements usually occurs around August 1<sup>st</sup>, sometimes earlier. You are expected to begin your placements no later than one week before the K-12 students report to the school (check with your district calendar and site supervisor for exact dates). Your

placement continues through the last week of the public school year, **regardless of the number of hours you have accumulated.** After you have been placed in a school, you should establish a schedule of attendance that (1) adheres to the policies of the school regarding arrival and departure time, (2) is approved by your field supervisor, and (3) will allow you to surpass the minimum 700 hour requirement. Your attendance on teacher workdays is required, even though students are not in attendance, unless your field supervisor releases you from attendance. Teacher workdays provide an excellent opportunity for consultations and meetings that are otherwise impossible to schedule.

9. The official calendar for the school district in which you have been placed is the calendar that will govern your work, **not** the university's calendar. Accordingly, you should plan your winter holiday break to begin at the point that your school site adjourns for the holiday and to end when your school reconvenes.

**Spring break:**

During the UNC spring break, there will be no classes. However, you will still be required to be at your internship site when your district is in session. During your district's spring break, you will be required to attend UNC classes. Students placed in year-round schools may take off from their internship site for spring break during the scheduled spring break for traditional schools in your district.

At the end of UNC's spring semester, you will continue working three days per week through the end of the public school year.

10. You will continue to be involved in supervision throughout your clinical placement.

**Deviation from this schedule for any reason other than illness or a death in the immediate family must be approved by both your university and field supervisor.**

**11. In the past it has been a common error for students to assume that when they complete 700 hours of course work they can reduce the amount of time they spend at their field sites. This is not the case! Some students spend more than 850 clock hours in the schools.**

12. The school to which you are initially assigned in the fall is your primary placement, and the vast majority of your time is to be spent in this school. However, you will have assignments for some additional experiences in schools at other levels. These assignments will be described in your practicum and internship syllabi. The goal of these assignments is to make you aware of the differences in the functioning of school counselors at different levels.

13. During all phases of the field experience you will receive individual/triadic supervision from your field supervisor, and one and one-half hour per week of group supervision from your university supervisor. In practicum, you will also receive an average of one hour per week of individual/triadic supervision from your university supervisor. CACREP defines triadic supervision as - a tutorial and mentoring relationship between a supervisor and two counseling students. In internship, you will receive an average of one hour every other week of triadic supervision from your university supervisor. However, it is not uncommon for students to be required to spend additional

time in supervisory activities with their campus supervisors. Of this supervision, only the time spent with your field supervisor should be recorded in your weekly counselor's log. Triadic supervision hours should be recorded weekly on the Field Placement Hours Summary log. Be sure to record the supervision received in the field on the log documents provided on the program website.

14. Students are encouraged to keep a reflective log during their fieldwork. This log should contain questions that arise each day (Questions that arose today were ---), sources of anxiety about your practice (Today I got nervous when ----) sources of satisfaction (I felt good today when -----). This log can be shared with both your university and field supervisor each week and can serve as the basis of some of your supervision.

15. It is the student's responsibility to document his/her time spent in the field placement, including the types of activities engaged in while on the site. Accordingly, each student will maintain a daily log that is to be summarized and verified by the primary site supervisor. This sheet can be found on the website and is called the "Counselor's Weekly Log." It requires that you differentiate your time between direct and indirect service. In addition, you will be required to keep an on-going record of your hours using the "Field Placement Hours Summary" sheet which can also be found on-line.

16. It is also the student's responsibility to document her/his skill development in the following areas: individual and group counseling; classroom guidance leadership; teacher and parent consultation; advocacy, collaboration, coordination, and the use of assessment devices. **A portion of this documentation can come through oral and written reports, but because of the nature of these skills, the bulk of the documentation must come through the presentation of audio and video recordings.** In order to provide this documentation each student should purchase a digital recorder that delivers clearly audible voice reproduction. Finally, many students have found it helpful to have a camcorder (or comparable item) to facilitate video recordings of groups. Failure to provide this documentation will result in either delay in completion of the program or dismissal from the program.

17. In all aspects of the field experience students are expected to follow both the rules and policies of the school in which they are working and the principles of the code of ethics of the American School Counseling Association and the American Counseling Association as well as the laws of North Carolina.

18. In all aspects of the field experience and in their courses, students are expected to demonstrate dispositions important to effective school counselors. Students will be evaluated on dispositions and professionalism by their university supervisors and site supervisors twice over the course of the program as part of their practicum and internship evaluations. Students also complete a self-evaluation. The specific counselor dispositions are listed on the practicum and internship evaluations.

### **Remediation Plan for Successful Completion of EDUC 766**

In order to continue on to EDUC 705, Fall Internship, you must successfully demonstrate all of the following requirements:

- 1) The ability to use basic counseling skills in an individual counseling session.
- 2) Satisfactory demonstration of the identified counselor characteristics and professionalism, assessed by university and site supervisors.
- 3) Satisfactory completion of all other assignments.
- 4) 40 hours of direct service
- 5) 60 hours of indirect service

You cannot progress to EDUC 705 Fall Internship until you have met all four requirements. If, at the end of October, you have not met all four requirements, a remediation plan will be put in place by the school counseling program faculty and your site supervisor, if necessary. You will receive an Incomplete in EDUC 766 and you will not be allowed to continue on to Fall Internship EDUC 705, until all requirements are met. If, at the end of the Fall semester, you have not met all of the aforementioned requirements, you will receive an F or L in the course and will not be dismissed from the program.

**\*\*\*\*All hours over the 40 hour direct service limit and 100 total service limit will not count as internship hours until enrolled in EDUC 705.\*\*\*\***

### **Remediation Plan for Completion of Clinical Sequence: EDUC 705 Fall, Spring, and Summer Internship**

In order to complete the clinical sequence of EDUC 705 Fall, Spring, and Summer, you must successfully complete the following assignments:

1. Satisfactory completion of all other assignments.
2. Continued demonstration of effective counselor dispositions and professionalism
3. 240 hours of direct service
4. 360 hours of indirect service

If you fail to meet all five expectations, you can choose one of the following two options:

1. Choose an L in the course, which means you will not be recommended for licensure, or
2. Choose an Incomplete, and return to complete the course during the next cycle of Fall Internship

## **COMMITMENT**

**2021-2022**

**After reading the policies and procedures of the School Counseling Program please sign below.**

I have read and agree to the policies governing my training in the School Counseling Program, and I agree to abide by them.

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**