



**School of
Education**

**The University
of North Carolina
at Chapel Hill**

School Counseling Program

Clinical Manual

2026-2027

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INTRODUCTION

The purpose of this clinical manual is to acquaint you with some core beliefs of the School of Education at the University of North Carolina at Chapel Hill, as well as the School Counseling program's practicum and internship expectations, requirements, and evaluation procedures for students pursuing the Master's in Education degree. The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is designed to meet the licensure requirements established by the North Carolina Department of Public Instruction (NCDPI) for licensure as a preK-12 school counselor.

The information outlined in this clinical manual is grounded in a central assumption: students in a professional school counseling program should begin to adopt the attitudes, behaviors, and ethical standards of the profession they are preparing to enter. This includes demonstrating punctuality, initiative, self-directed learning, and the ability to form strong working relationships with peers, faculty, and field-based professionals. It also requires ongoing awareness of the ethical implications of their behavior and a willingness to examine—and, when needed, improve—their intra- and interpersonal functioning. Many students are surprised by how much personal growth is required alongside academic and clinical development.

The role of the faculty is to provide the knowledge base and supervisory support necessary for students to develop as a competent, ethical, and reflective school counselor. However, students are the central agent in their own education, and their success in the program will ultimately depend on the commitment, engagement, and professionalism they bring to the experience.

FIELDWORK

Fieldwork, comprised of the practicum and the internship, is a vital part of the M.Ed. in School Counseling program, connecting coursework with real-world application in K–12 schools (three full-time days per week at the school site) during the August to June K-12 public school year while under supervision.

Fieldwork supervision includes on-site guidance from a practicing school counselor, along with individual, triadic, and group supervision provided by UNC-Chapel Hill faculty. Students are expected to demonstrate competencies that support academic, career, and social-emotional development through individual and group counseling, classroom guidance, and systemic interventions.

The practicum portion of the fieldwork experience takes place over 10 weeks, beginning alongside university classes in August, and running through late October. During this time, students will engage in the following:

- Field experiences during which students observe and document school counselors performing their professional duties. Students may participate in performing tasks under supervision to a limited extent.
- A minimum of 100 hours, including 40 direct service hours to students, teachers, and parents.
- Completion of the EDUC 705: Practicum in School Counseling course.

The internship portion of the fieldwork experience begins after successful completion of the practicum experience and runs through the end of the school site year in either late May or early June. During this time, students will engage in the following:

- Field experiences during which students engage in the duties of a school counselor according to the ASCA Model. Students are expected to move from participating in performing tasks under supervision to a limited extent to functioning more independently and carrying a regular caseload of students and activities.
- A minimum of 600 hours, including 240 direct service hours to students, teachers, and parents.
- Completion of the EDUC 766: Internship in School Counseling course.

SCHOOL COUNSELING PROGRAM MISSION AND OBJECTIVES

Mission: The UNC School Counseling Program prepares culturally responsive counselors who leverage strengths-based, human-centered practices to design and deliver comprehensive school counseling programs that remove barriers, expand opportunity, and support the academic, career, and social-emotional development of all students in diverse K–12 settings.

Overarching Program Objectives:

- Prepare culturally responsive school counselors who apply strengths-based, research-informed practices within comprehensive school counseling programs.
- Prepare school counselors who engage in advocacy and leadership to promote equity, access, and social justice in K–12 schools.
- Prepare school counselors to collaborate across school, family, and community contexts to support student success and well-being.
- Advance the school counseling profession through research, scholarship, and contributions to policy and practice.

Specific Program Objectives: Student Learning Outcomes (corresponding to each of the eight 2024 CACREP foundational curriculum areas and the school counseling specialized practice area):

1. **Program Objective 1:** Students will demonstrate an understanding of the history and philosophy of the counseling profession and the profession of school counseling.
2. **Program Objective 2:** Students will demonstrate cultural humility and empathy through culturally responsive counseling conceptualization and skill implementation.
3. **Program Objective 3:** Students will demonstrate knowledge of the systemic and environmental factors that affect human development, functioning, and behavior.
4. **Program Objective 4:** Students will demonstrate the ability to identify and use assessment tools and techniques relevant to career and postsecondary planning and decision-making.
5. **Program Objective 5:** Students will demonstrate essential interviewing, counseling, and case conceptualization skills.
6. **Program Objective 6:** Students will demonstrate effective group counseling skills, including the ability to recruit, screen, and select group members.
7. **Program Objective 7:** Students will demonstrate the ability to use assessment data for intervention planning purposes.
8. **Program Objective 8:** Students will demonstrate the ability to evaluate counseling interventions and programs.
9. **Program Objective 9:** Students will analyze and use data to inform decision making and advocate for students and programs.

CLINICAL EXPERIENCES: PRACTICUM AND INTERNSHIP

Practicum and internship are essential components of the School Counseling Program, providing students with supervised opportunities to apply classroom learning in K–12 school settings. Through these experiences, students develop and strengthen the knowledge, skills, and professional dispositions needed to provide effective school counseling services to students, families, and school communities.

Successful completion of a school-based practicum and internship will prepare students to:

1. Design, deliver, and evaluate comprehensive school counseling services that support students' academic, career, and social-emotional development.
2. Apply counseling theories, research, and evidence-informed practices to individual, group, classroom, and other school-based interventions.
3. Establish effective, culturally responsive helping relationships with students from diverse backgrounds and experiences.
4. Provide individual counseling, group counseling, classroom instruction, consultation, and collaboration appropriate to the role of the professional school counselor.
5. Use assessment and data to identify student needs, guide interventions, evaluate outcomes, and inform school counseling programming.
6. Support students' academic, career, and postsecondary development through developmentally appropriate planning and interventions.
7. Demonstrate professional, ethical, and legally responsible practice consistent with CACREP standards, the ASCA National Model and Ethical Standards, and applicable state requirements.
8. Demonstrate leadership, advocacy, and collaboration to promote student well-being, educational access, equity, and systemic change.

The field experience is the component of the counselor preparation program that allows students to implement within the schools what they learned in their classes on campus. As such it represents the most critical portion of their educational program. Their work in the field is governed by the following practices:

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:
<https://www.schoolcounselor.org/Membership/Proof-of-Insurance>

School districts require that students complete criminal background checks before they can begin their field placement (i.e., practicum and internship) experiences. The clinical

coordinator will direct students to complete background checks once placements have been determined.

2. Field placement sites are assigned with consideration given to the level (elementary, middle, or high) students share with the program and are normally scheduled in school districts adjacent to Chapel Hill, which tend to be located within a 40-mile radius of Chapel Hill (approximately).¹ All students are expected to provide their own transportation to these sites. As such, students are required to have a vehicle, including the legal ability to both own and operate said vehicle in the state of North Carolina, prior to the start of the program.
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 may be dismissed from the program.
4. Students will be expected to be at their school site three days a week during both the practicum and internship experiences throughout the entire course of the school year. School day schedules vary and professional school counselors often work beyond the student schedule. Their site placement will begin in August and conclude in June.
5. Students must complete a **minimum** of 100 supervised clock hours of work in practicum and 600 supervised clock hours of work in internship. Of these, 40 hours in practicum and 240 hours in internship must be devoted to direct service.

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. Direct service includes 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 they 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.

***Please note that the hours students spend providing services (indirect and direct) as part of their field experience are to be supervised clock hours. The School Counseling program is designed so that each week a student is on site they are**

¹ Please note that students who are a part of the Fellows for Inclusive Excellence learning opportunity may not be placed within this 40-mile radius.

receiving a minimum of one (1) hour of supervision from their Site Supervisor as well as either two and one-half (2.5) hours of Group Supervision or one (1) hour of Individual/Triadic Supervision per week.

6. Students are required to monitor their direct service and total supervised hours in the field placement very closely. Forms on which to record their hours are available on our website at <https://ed.unc.edu/academics/programs/school-counseling/supervisor-resources/>. Students will be required to turn one copy of these records into the program, and they should keep one copy for their own files. **Students should always maintain an original and a copy of all records of fieldwork hours.**

Falsification of these documents in terms of hours completed, supervision engaged in, forging of a Site Supervisor's signature, and/or having the document signed without verification of activities with the Site Supervisor is considered both an ethical violation and violation of the [Student Code of Conduct](#), which can lead to student dismissal from the program.

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.

	Practicum Total*	Fall Internship	Spring Internship	Summer Internship	Internship Total
Direct Hours	40	40	160	40	240
Indirect Hours	60	110	190	60	360
Total Hours	100	150	350	100	600
Weekly Supervision	1 hour of Site Supervision <u>and</u> 2.5 hours of Group Supervision <u>or</u> 1 hour of Individual/Triadic Supervision				

*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 can impact a student's ability to complete the required number of supervised hours, which may affect their ability to meet the program's clinical requirements.** Personal circumstances such as illness or a death in the family, as well as

external factors like inclement weather, may lead to missed days at the field placement. To avoid delays in program completion, students are strongly encouraged to **plan proactively and aim to accumulate more than the minimum required number of direct and total service hours**, even if no interruptions occur

Student field experience will begin in August. They are expected to start their placement **no later than one week before K–12 students return**, based on their school district’s calendar. (Student are to confirm their exact start date with both their district calendar and site supervisor.)

Their placement will continue through the **final week of the public school calendar year**, regardless of whether they have already met the 700-hour minimum requirement.

Once placed in a school, students should establish a consistent attendance schedule that:

1. Follows the school’s policies regarding arrival and departure times,
2. Is approved by their field supervisor, and
3. Allows them to **exceed** the 700-hour minimum.

Attendance on **teacher workdays is required**, even when students are not present, unless a practicum or internship student is excused by their site supervisor. These days offer valuable opportunities for consultation, collaboration, and participation in meetings that are often difficult to schedule during regular instructional time.

8. The official calendar for the school district in which a student has been placed is the calendar that will govern their work, **not** the university’s calendar. Accordingly, they should plan their winter holiday break to begin at the point that their **school site** adjourns for the holiday. However, they may plan for their break to end when **UNC** reconvenes.

a. School District Websites:

- [Alamance-Burlington School System](#)
- [Caswell County Schools](#)
- [Chapel Hill-Carrboro City Schools](#)
- [Chatham County Schools](#)
- [Durham Public Schools](#)
- [Granville County Schools](#)
- [Orange County Schools](#)
- [Person County Schools](#)
- [Wake County Schools](#)

b. Student Well-being Days:

These dates are important breaks for the campus community in the academic calendar, but they are not official University holidays, so the campus will remain open and

operational. Students in professional schools (including those in the School Counseling Program) should consult their schools' academic calendar, which may differ from the official University calendar. ***Please note that when a well-being day falls on a day for group supervision, students do not have this time off and are expected to be in class.***

In addition, when observed, the schools and deans will make clear that these wellness days are intended as breaks from the semester – not for studying – so faculty will be instructed to avoid scheduling exams, quizzes and other major assignments on days following these breaks. These dates are intended to give our community as much of a break as possible.

c. Spring Break and End-of Semester:

To support student professional development and meet internship hour requirements, the following expectations regarding spring break and semester-end schedules are to be observed:

- During UNC's Spring Break:
Although UNC classes will not meet during this time, students are **expected to attend their internship site** if their assigned school district is in session.
- During a Student's Site District's Spring Break:
Students are **required to attend all scheduled UNC classes**, even if their internship site is closed.
- For Students Placed in Year-Round Schools:
Students may take their internship spring break during the scheduled spring break of **traditional schools** within their district, unless otherwise arranged with their site supervisor.
- After the UNC Spring Semester Ends:
Students are **expected to continue attending their internship site three days per week** until the end of their assigned K–12 school district's academic year.

Please note: The opportunity to earn clinical hours for practicum and internship is a **privilege, not a right**. A student's site placement is made possible through a formal agreement between the school site, administration, site supervisor, the UNC School Counseling Program, and them.

As part of this agreement, students are expected to:

- Conduct themselves professionally and in accordance with all relevant ethical codes (e.g., ACA and ASCA),

- Consistently attend their school site **three days per week**, according to the assigned schedule (M/W/F or T/Th/F), and
- Prioritize their field placement when planning any personal commitments.

Students should not schedule personal travel or activities that conflict with any of the following calendars:

- a. their assigned school site,
 - b. the School Counseling Program, or
 - c. UNC-Chapel Hill’s academic calendar.
9. Students will continue to be involved in supervision throughout their clinical placement. Any deviation from this schedule—other than for illness or a serious family emergency—must be approved in advance by both their university and site supervisor.
 10. **Please note:** A common misunderstanding among students is the assumption that reaching 700 total supervised hours allows them to reduce their time at their field site. **This is not the case.** Students are expected to remain at their sites for the full duration of the placement, regardless of when they reach the minimum hour requirement. In fact, many students complete **850 or more** supervised clock hours over the course of their practicum and internship.
 11. The school to which a student is initially assigned in the fall semester serves as their primary placement, and the vast majority of their time should be spent at this site. However, there may be opportunities to engage in additional experiences at schools serving other grade levels. These opportunities will be discussed during their practicum and internship courses. The goal is to broaden their awareness of how the role and responsibilities of school counselors can differ across educational levels
 12. During all phases of the field experience, students are required to receive a minimum of one hour per week of individual or triadic supervision from their site supervisor. In addition, they must receive either two and one-half hours of group supervision or one hour of individual/triadic supervision per week from their university supervisor. It is not uncommon for students to participate in additional supervisory activities with their university supervisor beyond the required minimum. **All supervision hours must be accurately documented** on *both the School Counselor-in-Training Weekly Log and the Field Placement Hours Summary Log*. These logs can be found on the [School Counseling website](#).
 13. Student are responsible for documenting their time spent in the field placement, including the types of activities engaged in while on the site, using the “School Counselor in Training Weekly log, which must be verified by the site supervisor. It requires that they differentiate their time between direct and indirect service. In addition, they will be

required to keep an on-going record of your hours using the “Field Placement Hours Summary” sheet. These logs can be found on the [School Counseling website](#).

14. Students are responsible for documenting their development in core skill areas, including individual and group counseling, classroom guidance, consultation with teachers and parents, advocacy, collaboration, coordination, and the use of assessment tools. While some documentation may be submitted through oral or written reports, the **primary form of documentation must be video recordings**, as they allow for more accurate evaluation of counseling skills. **Audio recordings may only be used when video is not feasible or appropriate.** Students are therefore expected to have access to a device with reliable video and audio recording capabilities. Failure to submit sufficient documentation may result in delayed program completion or dismissal.
15. In all aspects of the field experience, students are expected to follow the rules and policies of their assigned school, the ethical codes of the American School Counselor Association (ASCA) and the American Counseling Association (ACA), as well as all applicable laws of the state of North Carolina.
16. It is expected that students earn a grade of “**Pass**” in each of the clinical experience courses (**EDUC 766** and all offerings of **EDUC 705**). If, in any semester, a student earns a grade of “**Low Pass**” or “**Fail**” in one of these courses, they will no longer be eligible to continue in the School Counseling Program. **Incomplete (IN)** and **Absent (AB)** grades **are rarely granted** and are considered only under **extenuating circumstances**, at the discretion of the full program faculty. **Please note that if a student is issued an Incomplete (IN) grade in practicum or internship**, they will be required to complete the remaining coursework in the following academic year. **This will delay the student’s program completion and graduation timeline.**

CLINICAL COURSE SEQUENCE PROGRESSION REQUIREMENTS

This section outlines the requirements a student must meet in order to complete the clinical course sequence in the School Counseling program. The progression is as follows:

1. EDUC 705: Practicum in School Counseling;
2. EDUC 766 (Fall): Internship in School Counseling and Consultation;
3. EDUC 766 (Spring): Internship in School Counseling and Consultation; and
4. EDUC 766 (Summer I): Internship in School Counseling and Consultation.

To successfully pass EDUC 705: Practicum in School Counseling students must demonstrate all 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 professional dispositions, assessed by university and site supervisors.
3. Satisfactory completion of all other required EDUC 766: Practicum in School Counseling assignments.
4. 40 hours of supervised direct service
5. 60 hours of supervised indirect service

A student cannot progress to EDUC 766 (Fall): Internship in School Counseling until they have met all five requirements. Please note that if all requirements are not satisfactorily completed within the ten (10) week timeframe, a grade of “F” will be assigned. **This means a student will become ineligible to continue graduate study.**

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

To complete the clinical sequence of EDUC 766: Internship in School Counseling Fall, Spring, and Summer, students must successfully complete the following requirements:

1. Continued demonstration of basic counseling skills and use of theory and structure in counseling sessions.
2. Continued demonstration of effective counselor characteristics and professional dispositions.
3. Satisfactory completion of all assignments for EDUC 766: Internship in School Counseling Fall, Spring, and Summer.
4. 240 hours of supervised direct service.
5. 360 hours of supervised indirect service.

Please note: If a student fails to meet all five requirements, they will earn an “F”. This means they will become ineligible to continue graduate study.

PROFESSIONAL BEHAVIOR

Students are expected to conduct themselves professionally at all times while at their clinical sites and to follow the policies, procedures, schedules, and professional expectations of their assigned schools. Students must maintain appropriate confidentiality and adhere to the ethical standards of the American Counseling Association (ACA) and American School Counselor Association (ASCA).

Students are responsible for fulfilling the duties outlined in their practicum/internship agreement and maintaining regular communication with their site supervisor regarding their activities, progress, needs, and concerns. Any needed modifications to the agreement should be discussed with the site and university supervisors.

Professional conduct will be evaluated by both site and university supervisors. Students' behavior and professional presentation reflect both the student and the UNC School Counseling Program. Significant or repeated concerns regarding professional conduct may result in an unsatisfactory course grade, removal from the clinical placement, and/or dismissal from the program.

Professional expectations include, but are not limited to:

- Dressing professionally and appropriately for the educational setting.
- Arriving promptly and attending all required clinical activities, counseling sessions, classroom lessons, supervision, and meetings.
- Notifying both the site and university supervisor promptly when delayed or absent.
- Treating students, families, colleagues, supervisors, and other school community members with dignity and respect.
- Demonstrating honesty and integrity in all professional activities.
- Refraining from embarrassing, disparaging, or otherwise behaving inappropriately toward students, families, or colleagues.
- Using cell phones and other personal communication devices only in accordance with site and program expectations.
- Adhering to applicable laws, professional ethical standards, and site and program policies and procedures.
- Maintaining confidentiality and appropriately securing clinical information and recordings.
- Deleting all audio and video recordings of counseling sessions as required by the program.

KEY PROFESSIONAL DISPOSITIONS

In addition to developing counseling knowledge and skills, students are expected to demonstrate professional dispositions appropriate to their stage of training. Site supervisors play an important role in observing these dispositions during practicum and internship and providing feedback regarding students' professional development.

Students are evaluated in the following areas:

KPD	Site Supervisor May Observe
1. Ethical Practice	Maintains confidentiality, professional boundaries, follows ethical requirements, and seeks consultation when needed.
2. Professional Conduct & Communication	Communicates professionally, demonstrates punctuality and preparedness, and interacts respectfully with students, families, and school personnel.
3. Respect for Diversity	Demonstrates cultural humility and respect for cultural and individual differences and avoids biased or discriminatory behavior.
4. Self-Awareness & Bias Management	Reflects on personal reactions, beliefs, and biases and considers how they may influence professional practice.
5. Emotional Regulation	Maintains composure and responds constructively to stress, challenges, and difficult interactions.
6. Responsiveness to Feedback	Receives supervisory feedback constructively and demonstrates efforts to incorporate feedback into practice.
7. Professional Responsibility & Accountability	Follows through on responsibilities, completes required documentation, and demonstrates reliability.
8. Recognition of Professional Limits	Recognizes when additional guidance or supervision is needed and avoids practicing beyond their level of competence.
9. Adaptability & Professional Growth	Demonstrates flexibility, adjusts appropriately to changing circumstances, and actively works toward professional growth.

Site supervisors should communicate concerns regarding a student's professional dispositions to the university supervisor as early as possible. Concerns should be based on observable behaviors and, when possible, discussed directly with the student. The School Counseling Program faculty are responsible for determining whether additional supervision, remediation, or a formal Professional Development Plan is warranted.

SUPERVISION

Supervision is a key component of both the practicum and internship. To support student professional development and learning during this time, they will receive at least two kinds of supervision: on-site supervision and university-based supervision.

Practicum students must meet weekly for on-campus individual and group clinical supervision with a faculty supervisor and weekly for on-site individual clinical supervision with a site supervisor.

Internship students must meet weekly for university-based group supervision [peer] and weekly for on-site individual clinical supervision. During individual and group supervision, both on-campus and on-site, students will receive assistance with skill development and guidance on client-related and professional development matters. In addition, their university supervisor, who also leads the group supervision, can discuss and develop solutions with them for the complex problems that occasionally arise in a placement.

The site supervisor must be a qualified professional. The counseling program defines **a qualified site supervisor as a person holding a master's degree in a recognized helping profession, preferably school counseling, for at least two years prior to being a supervisor.** Related professions with counseling equivalent qualifications such as psychology or social work may qualify with prior approval from the clinical coordinator. [NOTE: school counseling interns should seek supervision primarily from a licensed school counselor].

SITE SUPERVISOR QUALIFICATIONS AND RESPONSIBILITIES

The cooperating counseling professional who will have direct responsibility for the practicum or internship student at the workplace will be designated the site supervisor. Although practicum or internship students potentially perform a number of tasks and frequently work with different staff members, for purposes of continuity, overall supervision and final evaluation is done by one site supervisor designated for each student's entire practicum or internship.

Site Supervisor Qualifications

The site supervisor must possess the following credentials:

- At least a master's degree in counseling or a closely related field
- A minimum of two years of experience as a licensed school counselor
- Have worked at their current school for at least one year

Note: Although practicum and internship students potentially perform a number of tasks and frequently work with different school counselors, only one school counselor can be designated as the site supervisor for weekly supervision, oversight, and evaluation. In addition to the educational and professional requirements outlined above, site supervisors must also have relevant training in counseling supervision per (CACREP) standards.

The Counselor Education program hosts an annual training that is required of all site supervisors. In the event that you are unable to attend, you will be required to complete an online module. In signing the Practicum/Internship agreement, you will attest (via initial) that you have attended this training.

Site Supervisor Responsibilities Outlined in Site Agreement

- Provide student with an overall orientation to the school's mission and goals, administrative structure, and internal operation procedures as well as introduce student to various members of the faculty and staff.
- Assist students in gaining experiences related to the school counselor role including direct services (e.g., individual and small group counseling, core curriculum lessons) and indirect services (e.g., multidisciplinary meetings, consultation/collaboration with stakeholders), and experiences related to course and program requirements.
- Provide weekly, individual/triadic supervision for at least one hour per week; additional supervision may be necessary or required.
- Maintain regular consultation with the University supervisor.
- Complete online mid-semester and final evaluation of the student.
- Review and sign student's hour logs

Additional Responsibilities of Site Supervisors

- Meet with student to discuss and complete the practicum or internship site agreement.

- Assist counselor-trainee in identifying students with whom they might work both individually or in a group.
- Assist students to identify appropriate clients to be audio recorded and assist interns in obtaining permission from the parents or legal guardians of those clients.
- Orient the student to the role of the school counseling office within the overall school setting.
- For Practicum students: Help counselor-trainee become familiar with the culture, management, and operation of a school at your level (elementary, middle or secondary). This is the first time that many of the practicum students have been in a school since they were students.
- For Practicum students: Provide shadowing opportunities and then observe practicum student's provision of individual and group counseling, and core curriculum lessons. Many students will be able to ultimately conduct these services on their own.
- For Interns: For at least the first couple of weeks, observe interns in the delivery of individual and group counseling, core curriculum lessons, and parent consultation. Once the site supervisor has observed some initial sessions and classes, it is important that the intern be allowed to provide these services on their own. This is not only important for the professional growth of the intern, but it also leads to higher levels of self-confidence and counseling and classroom self-efficacy.
- Engage in on-going assessments of performance by student and communicate with the university supervisor instructor about problems with the student's performance early.

Developing the Practicum or Internship Agreement

The site supervisor should meet with the practicum or internship student to discuss and complete the practicum/internship agreement. During this meeting, the student shares with the site supervisor their goals for the clinical experience (i.e. what they want to develop, strengthen, gain, etc). The supervisor should provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of the clinical experience. It is required that all activities and goals of the clinical experience be written down as part of the Practicum/Internship Agreement.

Orientation

The site supervisor is responsible for providing an orientation to the practicum or internship position. This orientation should include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. The site supervisor should also make sure that the practicum or internship student is formally introduced to other staff in the site and individuals in other areas with whom the student will interact.

Supervision

The site supervisor is expected to spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined

activities. As the clinical experience progresses, this time should be spent reviewing the students' progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics.

This time is designed to provide the practicum or internship student with feedback on his or her performance and clinical skills, and for the practicing professional to share insights and experience with the student.

Role Modeling

The site supervisor is expected to serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As such, the site supervisor is expected to possess appropriate training, knowledge, and experience in a recognized helping profession - preferably school counseling. Site supervisors are expected to hold at least a master's degree in their field, with appropriate licenses from the state pertaining to the clinical setting, and at least two years (2) of work experience in the field of counseling or other mental health profession.

Recording

All practicum or internship sites must allow for a taped supervision review process of students. This further facilitates the professional development of students and assists in quality control of services delivered to clients. If audio or video taping is not allowed at a site, students will have to be re-assigned to an alternative site. Site supervisors should help students identify clients that will be amenable to audio or video taping of sessions for university supervision purposes.

Practicum and internship students will be instructed to create a "permission to record" form using the template provided by the UNC-CH School Counseling program. The permission to tape form is only required when students are audio or video taping clients for supervision purposes. This form is not to be considered a general permission form for students to counsel clients.

Site Visits

A site visit by the university course instructor is expected for all practicum and internship students. These visits should occur each semester when a student is enrolled in a clinical experience. The instructor will contact the site supervisor to arrange this meeting. [NOTE: If for any reason site visits cannot be made, the university instructor will be in contact with site supervisors via phone and/or email].

Evaluation

The site supervisor is expected to provide on-going feedback to the student concerning his or her overall performance and behavior at the practicum or internship site. The practicum or internship student will provide the site supervisor with a link to complete a formal evaluation via Qualtrics during each semester. Copies of all evaluation forms are provided in **Canvas files**.

Site supervisors are encouraged to conduct a mid-semester evaluation conference with each student. It is at this point that any modification to the practicum or internship agreement should be made if necessary and should occur after consultation and approval with the practicum or internship course instructor. The university practicum or internship course instructor should also be notified of any concerns the site supervisor may have at this time about the student's general performance.

UNIVERSITY SUPERVISOR RESPONSIBILITIES AND ADDITIONAL POLICIES

The practicum and internship experience is more than a clinical exercise in the school counseling program—they represent a significant opportunity for career and personal development. As such, the more time, effort, and resources a student commits to this process, the more likely they will be to find their place in the profession. In addition to the site supervisor, the university supervisor has a key role in this process and is a partner with both the site supervisor and school counselor-in-training during this process.

University Supervisor Responsibilities

- Consult with the site supervisor throughout the semester
- Facilitate group supervision and/or individual/triadic supervision
- Read and provide feedback on relevant reports, logs, recording critiques
- Review and provide feedback on recordings
- Evaluate practicum or internship student progress regarding course requirements, clinical supervision, attitudes toward students, and working in the public school environment
- Review logs submitted by interns.
- Collect and review the evaluations submitted by site supervisors. This material will be used in determining the grade for the internship experience of the student.
- Be available for scheduled appointments with students to discuss any aspect of their clinical skill development and other aspects of their clinical experience.

Policy on Accepting Paid School Counseling Internships

Students are able to take a paid internship **with the current placement**, performing the role of a school counselor, if and when **all** of the following conditions have been met. ***Changing schools for a paid position during the academic year is NOT permissible.***

1. Written approval from the university supervisor **and** program director or other appropriate program administrator;
2. Letters of support from the school internship site supervisor and school administrator; **and**
3. Written guarantees of continued appropriate university and on-site supervision in the paid position through completion of all of the internship and other program requirements.

The student may not have the title or get the pay of a fully licensed school counselor, but must instead work as a substitute, with the equivalent pay until successful completion of the program. The student also must remain enrolled in the internship course and any other

required courses and follow all requirements of internship as stated by the Counselor Education Program.

Notification of the transition into a paid position under provisional license must be forwarded to the Program Coordinator with the written program approval, letters of support from the school site supervisor and school administrator, and written guarantees of continued supervision by an approved supervisor.

Students may not accept paid positions without all of the above, and until they receive a letter from the appropriate university faculty member approving the paid internship. At the end of the internship, the School Counseling program will need all completed student clinical forms to recommend the student for his or her North Carolina school counseling license.

School Trip Chaperone Policy

Students engaged in their practicum or internship work in a professional training capacity as part of their graduate program but are **not school employees**. Because of this, they are not covered by the host school site's insurance policies. Therefore, no practicum or internship student will chaperone or assume primary responsibility for students in any type of school event or trip.

Practicum or internship students may assist or accompany other school officials on such trips, with the understanding by all that the practicum or internship student is not to be placed in a position of primary responsibility for school students. Before participating on such trips, the practicum or internship student must specify, in writing, the date and time of the trip, the nature of the trip, and their role and involvement during the trip, and submit this to their course instructor. All relevant individuals sign the form (usually a school site representative, the student, and the course instructor).

Liability Insurance Through ASCA

All practicum and internship students must have liability insurance in effect while in their clinical experience. School counseling interns can acquire this insurance through their student membership in the American School Counselor Association [ASCA] www.schoolcounselor.org.

It is essential that students preparing for their clinical assignments apply for liability insurance prior to clinical sign-ups and maintain their coverage throughout practicum and internship.

We also recommend that all practicum and internship site supervisors maintain professional liability insurance through a professional organization.

TIPS FOR A SUCCESSFUL CLINICAL EXPERIENCE

Practicum and internship students and their site supervisors are encouraged to consider the following practices to support a successful clinical experience:

- **Plan ahead.** Submit required course and evaluation materials on time and maintain personal copies of all clinical and supervision hour records. UNC-Chapel Hill does not retain these records indefinitely after graduation.
- **Plan for flexibility in clinical hours.** Identify sufficient direct and indirect service opportunities to account for inclement weather, school closures, illness, or other unexpected disruptions.
- **Seek additional professional experiences.** When appropriate, participate in after-school or evening events, school activities, and professional development opportunities that contribute to clinical hours and professional growth.
- **Coordinate calendars.** Be aware that school-site and UNC-Chapel Hill calendars, holidays, and breaks may differ.
- **Become part of the school community.** Build professional relationships with counselors, teachers, administrators, student support personnel, and other members of the school community.
- **Communicate regularly.** Students should maintain open communication with site and university supervisors regarding questions, concerns, progress, and professional development needs.
- **Prepare for employment.** Treat the clinical experience as an opportunity to develop your professional reputation. Maintain an updated résumé, seek feedback from school personnel, consider a mock interview, and request professional references when appropriate.
- **Prioritize wellness.** Develop strategies for managing the professional and emotional demands of clinical work and seek appropriate support when needed.

APPENDIX A

Examples of Direct and Indirect Services

Direct Services: Within the CACREP standards, direct service has been defined as “face-to-face” interaction and includes the application of counseling, consultation, or human development skills (such as assessment, training, classroom guidance, etc.).

Direct Services

Individual Counseling

- Meet with individual student to address needs, concerns, and barriers to success
- Meet with individual student to address attendance and school performance
- Check in with student to identify progress (brief contacts)

Group Counseling

- Specific topic small group sessions
- Academic Study Skills Groups
- Peer mediation training with students
- Non-confidential small group session such as New Student Groups
- Specific topic small group sessions
- Mediation between students
- Psycho-education groups

Classroom/Large Group Guidance

- Facilitating classroom guidance lessons meeting NC Guidance Essential Standards and for special topics
- Facilitating the implementation of Career or College Day
- Facilitating the implementation of a school-wide Character Education presentation
- Presentations to students for transition to middle and high school
- Bullying prevention classroom guidance
- Student/Parent Orientation presentations
- Leading a college-access/scholarship presentation for parents
- Facilitating a financial aid or student/parent information nights
- Facilitating a Career Night for students/parents
- Co-Teaching collaboratively with Teachers

Consultation* (with teachers, parents, student support personnel, referring agencies, etc.)

- Conducting a home visit
- Participating in Parent/teacher conferences
- Consultations about a specific student with community and school resources (School Psychologist, Social Workers, administrators, DSS and other Community Agencies service providers)
- Consulting with teachers/parents/other school personnel about a student’s functional behavior assessments
- Referrals to outside agencies for specific student/family services
- Calling in and working with the crisis team regarding specific student(s)
- Student Success Team consultation or grade level consultation with stakeholders regarding a student’s behavioral concerns

*For the purposes of practicum and internship, consultation will be allowed as direct service (per CACREP definition). Please be aware that ASCA generally classifies consultation as an indirect service.

Individual Student Planning/Individual Assessment and Observations/Other

- Student course advisement and placement (individual or pairs)
- Student Career Development advising
- Conducting student meeting of graduation requirements (individual or pairs)
- Collecting data from student records/consultations for creating a Functional behavior Assessment
- Observing a student or group of students for purpose of assessment of student behavior
- Interviewing individual or paired students for appropriateness for small group counseling
- ACT/SAT test interpretation/information sessions for individual or small groups of students
- Student achievement individual meetings
- Graduation conferences with students (individual or pairs) to assess needs and develop college plan/college access
- Conducting mock interviews for scholarships/employment
- Completing student enrollment documents with student/parent
- Leading a small group (or individual) of high school students to review their transcript, consider 4-year plan, and selecting courses for the upcoming school year
- Advising for Elementary to Middle School and Middle to High School regarding course selection & registration
- Meeting with individual students about Scholarship/Summer Camp opportunities
- Working with students to understand their results on the ACT or College Foundation of North Carolina (CFNC) assessments
- Administering or proctoring annual assessment of academic progress (i.e. EOGs)
- Presenting at a district, state or other professional conference (classifies as other)
- Providing staff development segments to address student barriers, cultural diversity, and differentiation (classifies as other)
- Facilitating staff in-service training on student development, college recommendation letter-writing, coping and stress management, student test-taking anxiety/coping skills, etc. (classifies as other)
- Leading a college-access/scholarship presentation for parents (classifies as other)

Indirect Services

Program Planning/Coordinating

- Coordination and planning of school wide activities and programs
- Creating and maintaining a program calendar
- Conducting analysis of data to drive program
- Working within Teacher Professional Learning Communities (PLCs) to integrate the NC Guidance Essential Standards; integrating character traits into classroom lessons
- Data evaluation meeting as it pertains to school counseling program which supports the school improvement plan
- Coordinating testing or annual assessment of academic progress (i.e. EOGs)
- Planning and coordinating a Career Day
- Planning and implementation of Peers as Leaders (PALs) or Peer-Assisted Learning Strategies (PALS) mentor program

- Leading school wide programs and activities such as Red Ribbon Week, College Application Week, Food Drives, Thanksgiving and Christmas lists of needy families, Backpack buddies
- Community outreach
- Consultations with community and school resources (Career Development Coordinators, Social Workers, SROs, Community agencies) and college liaisons about services they provide
- Implementing school-wide positive behavior programs such as "Bucket Filling"
- Participating on committees (Response to Intervention [RTI], Sheltered Subject Matter Teaching [SSMT], Positive Behavioral Intervention and Supports [PBIS], 504, Individualized Education Plan [IEP], School Improvement Team, etc.)
- Facilitate grade level meetings
- Distribute scholarship information and head the scholarship committee
- Substance Abuse initiatives with community agencies

Work to develop programs of study and assist with student registration and schedule changes

- Academic Awards Night preparations/presentations
- Planning and assessing a Career Night for students/parents
- Serving as a resource for staff, parents, community
- Website planning/creation/updating
- Planning and coordinating Open house, Parent Night, Special Seasonal Night meetings
- Collaborative planning with staff for specific unit related to the counseling curriculum

Professional Development

- Working in Counselor PLC's for planning, monitoring and data analysis of comprehensive school counseling program
- Attending staff in-service training on student development, college recommendation letter-writing, coping and stress management, student test-taking anxiety/coping skills, etc.
- Attending district, statewide professional development
- Completing Professional Development

APPENDIX B

School Counselor-in-Training Weekly Log

School Counseling Student - Weekly Log

Student Name: _____ Site: _____ Week of: _____

Supervisor Name: _____ Supervisor Signature: _____

Codes:

DS - Direct Service

IS - Indirect Service

FS- Field Supervision

Specifiers for DS & IS:

DS-IC Indivd. Counseling

DS-T Test admin./interp.

IS-R Referral

IS-Pd Prof. Dev.

IS-CI Clerical act.

DS-GC Group Counseling

DS-CN Consultation

IS-M Meetings

IS-Pr Preparation

IS-Cm Committee work

DS-CG Class. Guidance

IS-Co Coordinating act.

IS-Ob Observation

IS-O Other

DS-O Scheduling ,Screening, e.g.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time
7:00 - 7:30						7:00 - 7:30
7:30 - 8:00						7:30 - 8:00
8:00 - 8:30						8:00 - 8:30
8:30 - 9:00						8:30 - 9:00
9:00 - 9:30						9:00 - 9:30
9:30 - 10:00						9:30 - 10:00
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2:30 - 3:00						2:30 - 3:00
3:00 - 3:30						3:00 - 3:30
3:30 - 4:00						3:30 - 4:00
4:00 - 4:30						4:00 - 4:30
4:30 - 5:00						4:30 - 5:00
Other						Other
Other						Other

DS =	0	DS =	0	DS =	0	DS =	0	DS =	0	0 Weekly DS Total
FS =	0	FS =	0	FS =	0	FS =	0	FS =	0	0 Weekly FS Total
IS =	0	IS =	0	IS =	0	IS =	0	IS =	0	0 Weekly IS Total
Total =	0	Total =	0	Total =	0	Total =	0	Total =	0	0 Weekly Grand Total

APPENDIX C

Field Placement Hours Summary Sheet

Field Placement Hours Summary

Total Service Hour Requirement: 100 hours

Direct Service Hour Requirement: 40 hours

Name _____ Year _____

	Week of	Direct Service Hours	Field Supervision Hours	Indirect Service Hours	Total Hours in the Field	University Individual/Triadic Supervision
1					0	
2					0	
3					0	
4					0	
5					0	
6					0	
7					0	
8					0	
9					0	
10					0	
11					0	
12					0	
13					0	
14					0	
15					0	
16					0	
17					0	
18					0	
19					0	
20					0	
	Totals =	0	0	0	0	0

APPENDIX D

Case Conceptualization Worksheet

Purpose

The purpose of this worksheet is to help you reflect on your counseling sessions, strengthen your clinical thinking, and prepare for supervision. You are not expected to have all the answers. Instead, use this worksheet to thoughtfully consider what you observed, the decisions you made, and the areas where you would like additional guidance and support.

Student Information (Brief)

- Student's Initials:
- Grade/Age:
- Setting: ☐ Individual ☐ Group ☐ Classroom
- Date of session:
- Length of Session:

1. Presenting Concern(s):

Briefly describe the primary concern that brought the student to counselor or guided this session:

Primary Area of Concern (check one):

- ☐ Academic
- ☐ Behavior
- ☐ Career
- ☐ Emotional
- ☐ Social
- ☐ Family

How does the student appear to understand or explain the concern?:

2. Relevant Context

What information helped you better understand this student or influenced your counseling approach?

Consider only the information that was relevant to this session.

You might include:

- Developmental considerations
- Academic, behavioral, or attendance information
- Family, cultural, linguistic, or community factors
- Student strengths and protective factors
- Available supports or resources

(Bullets are encouraged.)

3. Making Sense of the Session

Based on what you learned during this session...

- What do you believe was the student's greatest need during this session?
- What information most influenced your decisions?
- Which counseling theory or approach best helped you understand this student? Briefly explain why.
(*Only one theory or counseling approach is required.*)
- How did developmental, cultural, or contextual factors influence your understanding of the student and your counseling approach?

4. Your Counseling Decision

Describe the counseling strategies or interventions you used (or intended to use).

Consider the following:

- Why did you choose these strategies?
- How did they fit this student's developmental level and cultural context?
- What did you hope the student would gain from this session?

5. Reflection

Take a few minutes to reflect on your work.

- What went well during this session?
- What challenged you?
- If you could conduct this session again, what might you do differently?
- What question, decision, or intervention would you like to discuss during supervision?

APPENDIX E

Accuracy of Session Transcription

Supervisor or Support Personnel Name:

School Counselor-in-Training Name:

Date Session Occurred:

My signature below is verification of the following:

- That the above-named school counselor-in-training completed the session contained in the accompanying transcription in my presence;
- That to the best of my knowledge the accompanying transcription is a complete and full representation of the entire aforementioned session;
- And that the accompanying transcription is an accurate depiction of the entire aforementioned session.

Supervisor Signature

Date

APPENDIX F

Unable to Obtain Permission Form

Supervisor Name:

School Counselor-in-Training Name:

Week Of (please list Monday – Friday Dates):

My signature below is verification of the following (please mark those items accomplished with a check (✓); and those either not accomplished or not applicable with an “x”):

_____ That the above-named school counselor-in-training distributed personalized Counseling Recording Permission Forms to students and/or parents/guardians at the school this week;

_____ That as of this week, no forms providing permission for the above-named school counselor-in- Training to video record have been returned;

_____ That this week there was not an opportunity for the above-named school counselor-in-training to video record a session with a student.

Additionally, I and my supervisee understand that regularly submitting video recordings for both Group Supervision, as well as Triadic/Individual Supervision, is an expectation of their training while participating in clinical experiences. If I notice difficulty with being able to find students and or parents/guardians willing to provide permission for video recording, I will communicate this to the clinical coordinator, Dr. Lewis Hatcher via email (lewis.hatcher@unc.edu).

Supervisor Signature

Date

APPENDIX G

Practicum/Internship Agreement Form

Purpose

This agreement is completed collaboratively by the school counselor-in-training and site supervisor at the beginning of the clinical experience. It establishes shared expectations and outlines the student's anticipated practicum or internship experiences. The agreement may be updated as opportunities or needs arise. Significant changes should be discussed with the university supervisor.

1. Student and Placement Information

Student Information

- Student Name:
- UNC Email:

Placement Information

- School Name:
- School District:
- School Level: Elementary / Middle / High / Other

Site Supervisor Information

- Site Supervisor Name:
- Email:
- Phone:
- Position/Title:

Site Supervisor Eligibility

Please confirm:	Yes	No
I hold a graduate degree in school counseling or a related counseling field.	☐	☐
I have been licensed/credentialed as a school counselor for at least two years.	☐	☐
I have at least two years of professional school counseling experience.	☐	☐

Have you completed the UNC School Counseling Site Supervisor Training or an approved alternative?

- Yes
 - No
 - Not yet, but I will complete it before/during the clinical experience
-

2. Shared Responsibilities

UNC School Counseling Program

The program agrees to:

- Provide university supervision and oversight of the clinical experience.
- Provide relevant program requirements, resources, and evaluation materials.
- Maintain communication with the site supervisor and evaluate student progress toward program requirements.

Site Supervisor

The site supervisor agrees to:

- Orient the student to the school, counseling program, policies, personnel, and resources.
- Provide appropriate workspace and opportunities to engage in required school counseling activities, including individual and group counseling, classroom instruction, consultation, and collaboration.
- Provide at least one hour of individual/triadic supervision each week and ongoing feedback on the student's development.
- Assist with required counseling recordings, including identifying appropriate students and obtaining permissions.
- Review and verify clinical hours, complete required evaluations, and communicate concerns to the university supervisor in a timely manner.

School Counselor-in-Training

The student agrees to:

- Follow UNC program requirements and school/district policies, applicable laws, and ACA and ASCA ethical standards.
- Maintain confidentiality, professional boundaries, and accurate clinical records.
- Attend the clinical site as scheduled and communicate promptly regarding absences or changes.
- Actively seek opportunities to fulfill clinical requirements and participate fully in site and university supervision.
- Seek consultation when needed and respond constructively to feedback.

3. Planned Clinical Experience

The student and site supervisor should discuss how the student's time will generally be distributed across school counseling responsibilities. The clinical experience should provide opportunities to support students' academic, career/postsecondary, and social-emotional development.

Projected Use of Time

Service Area	Projected % of Time
Direct Services — activities involving direct interaction with students, families, teachers, or other stakeholders	____%
Indirect Services — planning, coordination, data use, meetings, referrals, supervision, professional development, and appropriate fair-share duties	____%
Total	100%

Projected percentages are estimates and may change as opportunities and needs arise during the clinical experience. For UNC clinical hour reporting purposes, consultation involving direct interaction with parents, teachers, or other stakeholders regarding student needs may be classified as direct service consistent with CACREP requirements.

Which direct-service opportunities do you anticipate will be available to the student at this site?

Select all that apply.

- Individual counseling
- Group counseling
- Classroom instruction/guidance
- Academic, career, and postsecondary planning
- Consultation with parents, teachers, and other stakeholders
- Other direct student services: _____

Does this site provide sufficient opportunities for the student to meet UNC's required direct-service hours?

- Yes
- No
- Unsure

Are there any required clinical experiences that may be difficult to obtain at this site?

Yes / No

If yes, please explain:

[Text Box]

4. Weekly Site Supervision

Please indicate the anticipated plan for weekly individual/triadic supervision:

- ☐ Consistent day/time each week
 - ☐ Scheduled weekly based on availability
 - ☐ Other: _____
-

5. Agreement and Acknowledgment

We confirm that we have reviewed and developed this agreement together and agree to the responsibilities and planned clinical experiences described above.

- ☐ **We Agree**

Student Name: _____

Site Supervisor Name: _____

The UNC School Counseling Program will review submitted agreements. The student and site supervisor will be contacted if revisions or additional information are needed.

APPENDIX H

Counseling Session Rubric – Overview and Instructions

This rubric is designed to evaluate a school counseling student's use of foundational counseling skills during a recorded or live counseling session. The goal is to assess skill development in the context of a practicum experience and to provide structured, formative feedback to support professional growth. Supervisors should consider the student's developmental level and stage of training when assigning ratings.

The rubric includes 18 micro-skills grouped into key counseling domains (e.g., attending behaviors, exploration, deepening, session management). For each skill, rate the student using the 5-point scale provided. Use “**NA**” (**Not Applicable**) if the skill was not relevant to the session, and “**NP**” (**Not Performed**) if the student had an opportunity to demonstrate the skill but did not.

5 Excellent skill level, highly developed

4 Good skill level, well developed

3 Average skill level, somewhat developed

2 Poor skill level, limited development

1 Unacceptable skill level, little to no development evident

NA Skill not applicable at this time

NP not performed, but had opportunities to do so

For Further Definition of ratings 1-5 note Grading Rubric Scale

I. SHOWS INTEREST AND APPRECIATION

1. **Eye contact:** maintains culturally and contextually appropriateness

1 2 3 4 5 NA NP

2. **Body Language:** Maintains open and relaxed posture. Maintains professional dress.

1 2 3 4 5 NA NP

3. **Encouragers:** Repeats key word and phrases. Uses prompts. Uses silences helpfully

1 2 3 4 5 NA NP

4. **Vocal Tone:** Uses vocal tones that match the sense of the session and goals. Communicates caring

1 2 3 4 5 NA NP

5. **Evoking and Punctuating Client Strengths:** Includes questions and reflections related to assets and competencies, positively reframes client experiences

1 2 3 4 5 NA NP

Average Score _____

Comments:

II. ENCOURAGES EXPLORATION

1. **Questioning:** Asks open questions that encourage the client to continue talking and to provide information. Does not overuse questions. Uses when needed and theoretically consistent.

1 2 3 4 5 NA NP

2. **Requesting Concrete and Specific Examples:** Asks for concrete and specific instances when clients provide vague generalities.

1 2 3 4 5 NA NP

3. **Paraphrasing:** Engages in brief, accurate, and clear rephrasing of what the client has expressed

1 2 3 4 5 NA NP

4. **Summarizing:** Makes statements at key moments in the session that capture the overall sense of what the client has been expressing

1 2 3 4 5 NA NP

Average Score: _____

Comments:

III. DEEPENS THE SESSION

1. **Reflection of Feeling:** States succinctly the feeling and the content of the problem faced by the client

1 2 3 4 5 NA NP

2. **Immediacy:** Recognizes here and now feelings, expressed verbally something occurring at the moment within the session. Counselor makes note of patterns, themes, client/counselor relationship issues, and discussion of currently experienced emotions

1 2 3 4 5 NA NP

3. **Observing Themes and Patterns:** Identifies more overarching patterns of acting, thinking, or behaving in problem situations and processes those with client.

1 2 3 4 5 NA NP

4. **Challenging/Pointing out Discrepancies:** Expresses observations of discrepancies. Discussion of differences in statements and emotion

1 2 3 4 5 NA NP

5. Reflecting Meaning and Values: Reflects spoken or unspoken meanings from clients. Looks for behind the words meanings and expresses them to the client accurately.

1 2 3 4 5 NA NP

6. Broaching the Subjects of Race, Ethnicity, and Culture: Explores/Identifies how sociopolitical factors such as race, ethnicity, or culture influence the client's counseling concerns.

1 2 3 4 5 NA NP

Average Score _____

Comments:

IV. DEVELOPS THE THERAPEUTIC RELATIONSHIP

Consistently engages in a caring manner with client, such as genuineness, warmth, acceptance, respect and positive regard. Level of empathy skill used is a main defining characteristic for this area. Student displaying poor empathy or even subtractive empathy receive 1-2, basic empathetic responses 3, and good to advanced types of additive empathy 4-5.

1 2 3 4 5 NA NP

Average Score _____

Comments:

V. MANAGES THE SESSION

1. Opening the Session

Smoothly and warmly greets client, offers summary of last session if applicable, transitions into working part of session

1 2 3 4 5 NA NP

2. Directing the Session

Exploring story, developing understanding, clear evidence of working with interventions, creating change

1 2 3 4 5 NA NP

3. Closing the Session

Timely ending of session, summarizes session, planning for future sessions if needed

1 2 3 4 5 NA NP

Average Score ____

Comments:

	Rating	Description
☐	Exceeds Expectations	The session demonstrates highly developed counseling skills. The student applies a wide range of micro-skills with confidence, empathy, and intentionality. The session is well-structured, client-centered, and ethically sound. There is clear evidence of strong counselor identity and advanced readiness for internship or independent practice. Behavioral Indicators: • Consistently uses advanced micro-skills (e.g., immediacy, advanced empathy, confrontation) • Structures sessions with clear beginning, middle, and end • Tailors interventions to client needs using appropriate theory • Demonstrates strong cultural responsiveness and ethical awareness • Shows professional presence, initiative, and emotional maturity
☐	Meets Expectations	The session reflects developmentally appropriate use of counseling skills for practicum or early internship. The student demonstrates foundational competence in empathy, rapport-building, and basic session structure. They show self-awareness and openness to supervision and are ready to continue skill development with typical levels of support. Behavioral Indicators: • Effectively uses basic micro-skills (e.g., open questions, reflections) • Maintains client focus and demonstrates rapport-building • Session shows logical flow and structure • Responds appropriately to supervision and integrates feedback • Begins to apply counseling theory to practice

	Emerging	The student shows some understanding of core counseling skills but demonstrates inconsistency or gaps in application. Areas for growth may include session structure, empathy, or intentionality. Ongoing support and feedback are needed to develop competence and confidence. Behavioral Indicators: • Uses some micro-skills inconsistently or ineffectively • Session lacks cohesion or clear structure • Struggles to stay client-centered or explore client affect • Requires frequent prompting during supervision • Demonstrates basic theory knowledge with limited application
	Does Not Meet Expectations	The session lacks demonstration of key counseling competencies or raises significant concerns about readiness. Deficits may include ethical issues, disorganization, or lack of empathy. Immediate remediation and increased supervision are required before progressing. Behavioral Indicators: • Rarely uses appropriate micro-skills; may rely on advice-giving or closed questions • Session is disorganized or lacks a clear purpose • Fails to demonstrate empathy or cultural awareness • Does not apply supervision feedback or reflect on practice • Exhibits professionalism concerns or ethical red flags

Suggested Cut Scores (Based on Average Rubric Ratings)

Average Rubric Score	Corresponding Global Rating
4.5 – 5.0	Exceeds Expectations
3.5 – 4.4	Meets Expectations
2.5 – 3.4	Emerging
1.0 – 2.4	Does Not Meet Expectations

APPENDIX I

Counseling Skills Scoring Sheet - Supervisor Version

Instructions: Observe a live counseling session or review a recorded counseling session. Rate the school counselor-in-training's performance using the scale below and provide comments as appropriate. Consider the student's developmental level and stage of training when completing this evaluation.

Circle or highlight the score for each skill (1 = Unacceptable, 5 = Excellent). Use NA (not applicable) or NP (not performed) where appropriate. Provide brief comments if needed.

I. Shows Interest and Appreciation

Skill	Rating (1–5, NA, NP)	Comments
Eye Contact		
Body Language		
Encouragers		
Vocal Tone		
Evoking and Punctuating Client Strengths		

II. Encourages Exploration

Skill	Rating (1–5, NA, NP)	Comments
Questioning		
Requesting Concrete and Specific Examples		
Paraphrasing		
Summarizing		

III. Deepens the Session

Skill	Rating (1–5, NA, NP)	Comments
Reflection of Feeling		
Immediacy		
Observing Themes and Patterns		
Challenging/Pointing out Discrepancies		
Reflecting Meaning and Values		
Broaching the Subjects of Race, Ethnicity, and Culture		

IV. Develops the Therapeutic Relationship

Skill	Rating (1–5, NA, NP)	Comments
Empathy and Positive Regard		

V. Manages the Session

Skill	Rating (1–5, NA, NP)	Comments
Opening the Session		
Directing the Session		
Closing the Session		

Overall Global Rating for Recorded Session

	Rating	Description

<input data-bbox="204 254 269 317" type="checkbox"/>	Exceeds Expectations	The session demonstrates highly developed counseling skills. The student applies a wide range of micro-skills with confidence, empathy, and intentionality. The session is well-structured, client-centered, and ethically sound. There is clear evidence of strong counselor identity and advanced readiness for internship or independent practice. Behavioral Indicators: • Consistently uses advanced micro-skills (e.g., immediacy, advanced empathy, confrontation) • Structures sessions with clear beginning, middle, and end • Tailors interventions to client needs using appropriate theory • Demonstrates strong cultural responsiveness and ethical awareness • Shows professional presence, initiative, and emotional maturity
<input data-bbox="204 926 269 989" type="checkbox"/>	Meets Expectations	The session reflects developmentally appropriate use of counseling skills for practicum or early internship. The student demonstrates foundational competence in empathy, rapport-building, and basic session structure. They show self-awareness and openness to supervision and are ready to continue skill development with typical levels of support. Behavioral Indicators: • Effectively uses basic micro-skills (e.g., open questions, reflections) • Maintains client focus and demonstrates rapport-building • Session shows logical flow and structure • Responds appropriately to supervision and integrates feedback • Begins to apply counseling theory to practice
<input data-bbox="204 1562 269 1625" type="checkbox"/>	Emerging	The student shows some understanding of core counseling skills but demonstrates inconsistency or gaps in application. Areas for growth may include session structure, empathy, or intentionality. Ongoing support and feedback are needed to develop competence and confidence. Behavioral Indicators: • Uses some micro-skills inconsistently or ineffectively • Session lacks cohesion or clear structure • Struggles to stay client-centered or explore client affect • Requires frequent prompting during supervision

		• Demonstrates basic theory knowledge with limited application
☐	Does Not Meet Expectations	The session lacks demonstration of key counseling competencies or raises significant concerns about readiness. Deficits may include ethical issues, disorganization, or lack of empathy. Immediate remediation and increased supervision are required before progressing. Behavioral Indicators: • Rarely uses appropriate micro-skills; may rely on advice-giving or closed questions • Session is disorganized or lacks a clear purpose • Fails to demonstrate empathy or cultural awareness • Does not apply supervision feedback or reflect on practice • Exhibits professionalism concerns or ethical red flags