

SCHOOL MENTOR/SUPERVISOR'S
MANUAL FOR MACRO INTERNSHIP
School Counseling Program: SCED 516

**Lewis & Clark College
2014-2015**

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Forms

Forms may be downloaded from the Program Documents link on the School Counseling website.

A. Opening Letter

To the School Mentor/Supervisor:

We appreciate your willingness to serve as a mentor/supervisor for an intern in School Counseling at Lewis & Clark College. It is our intent to provide you with an intern who is well prepared and an appropriate placement for your school. With the team approach between you, the intern, and the Lewis & Clark Supervisor, we trust the experience will be a positive and productive. We understand how busy you are; however we ask you to carefully read the following pages to ensure we are all in agreement about the objectives, procedures, and attitudes that will make the internship process successful. Again, thank you so much for agreeing to supervise our intern.

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B. The School Counseling Program at Lewis & Clark College

Following are the courses a student must complete to become licensed:

- 1) Introduction to School Counseling
- 2) Academic Development and Consultation with a Micro Internship
- 3) Career Development and Consultation
- 4) Personal/Social Development and Consultation with a Micro Internship
- 5) Development of the Learner: Children and Adolescents
- 6) Social Justice, Diversity, and Cultural Issues in School Counseling
- 7) Ethical and Legal Issues in Education and School Counseling
- 8) Family Dynamics, Community Resources and Consultation
- 9) Group Facilitation Skills for School Counselors
- 10) Special Needs Populations in Schools
- 11) Educational Research and Assessment
- 12) School Counseling Internship
- 13) Teaching Practicum (Track II only)

The Lewis & Clark College Competency Based School Counseling Program prepares school counselors to deliver comprehensive counseling programs, promoting success for all students (pre K–12) in the areas of academic, career, and personal/social development. Through leadership, advocacy, collaboration, use of data and counseling interventions, school counselors will enhance students' achievement, and sense of competence and confidence.

The courses are designed to assess student performance at four levels of proficiency as measured against the Oregon Administrative Rules that define the skills needed for initial licensure in the State of Oregon. The program also carefully and thoroughly implements the National Standards for School Counseling Programs, developed and published by The American School Counselor Association, The ASCA National Model, and Oregon's Framework for Comprehensive Guidance and Counseling Programs. (A summary of The National Standards can be found on page 10.)

More information about the program is available on the website at
http://graduate.lclark.edu/departments/educational_leadership/school_counseling/; or call the School Counseling Program office at (503)768-6140.

C. Student Intern Time Commitment for Macro Internship

	<u>Macro Site</u>
1. Direct Service	270
2. Supervision On-Site	30
3. L&C Supervision	60
4. Other Hours	40
	Total Hours for 2 Semesters: 400

1. **Direct Service:**

Hours include individual, group and family counseling, guidance and prevention activities, and consultation. As well as counting the intern's own service, he/she may receive direct service hours when the intern is observing someone else conducting these activities.

2. **Site Supervision:**

At least one hour of supervision a week must be face-to-face one hour individual supervision between the school mentor/supervisor and the intern. L&C strongly recommends these meetings occur in a quiet office without interruption.

3. **L&C Supervision:**

The intern is required to attend a School Counseling Internship class for the academic year. The intern may count the hours as listed above.

4. **Other Hours:**

These hours include any related readings, writing up of notes, consultation, additional training experiences, duty at school site (unless direct student, faculty, or parent intervention takes place), and other on-site activities (e.g. school board; parent informational meetings, open houses, etc.).

Students are required to begin Internship when the K-12 school begins and continue with the same class throughout the school year (they should make sure to remember to register for class each term). The intern will begin to accrue Other Hours (see #4 above) for one month prior to the beginning of the Internship class but may not count direct service hours until the internship class begins (under direct L&C supervision). Students are expected to remain at their placement sites for the entire school year.

The number of hours spent at the intern's site varies according to the needs of the site and the students. Typically, interns can expect to spend between 12-15 hours per week at their site.

D. The Role of the School Mentor/Supervisor

The mindset and function of a school mentor/supervisor are similar to but not the same as a counselor. Indeed, your role will be unique, as it pertains to:

- 1) Your background, expertise, and personal approach;
- 2) The background, expertise, and personal approach of the intern (he/she may already have had counseling experience – or may still be in the process of identifying a “style” as a counselor);
- 3) And the particular circumstances of your school setting (size; demographics; counselor/student ratio; administrative and other support; special needs; and other factors).

The school mentor/supervisor plays three roles:

- 1) Counselor – participating with the intern in self-exploration; establishing boundaries; becoming aware of one’s values and possible biases; and confronting the range of emotions that inevitably occur.
- 2) Teacher – imparting new knowledge; refining skills as requested by the intern or as the occasion calls for; inquiring about the cognitive theoretical orientation of the intern; demonstrating by example as a role model; assuring the intern has a range of experiences; and observing and providing feedback on performance.
- 3) Consultant – meeting weekly with your intern; responding to intern special request for a conference to discuss a specific counselee, or approach/technique the intern utilized; emphasizing professional commitment and improvement.

E. School Mentor/Supervisor Responsibility Checklist

- 1) Submit a copy of your license/certificate to the Placement Coordinator to verify you meet the criteria for selection as a school mentor/supervisor (see page 9).
- 2) Provide a signed Pre-Agreement and a copy of your resume (or a Field Supervisor/Mentor Resume Form) to the School Counseling Office at Lewis & Clark College (your intern can deliver it) **within two weeks of placement** of the intern at your site.
- 3) Meet one hour face-to-face each week with your school counselor intern in a quiet and uninterrupted location.
- 4) Each semester, complete the **School Counseling Intern Evaluation Form for School Mentor/Supervisor and Intern**, utilizing the guidelines provided in the **School Counselor Performance Levels for Initial License** to indicate your professional assessment of the counseling intern's demonstrated knowledge, skills, and competencies in meeting objectives defined by TSPC. Review with the counseling intern.
- 5) Each semester, review the logs of hours that the counseling interns will be required to fill out with your intern and sign:

Weekly Record of Direct Service Hours

Record of Weekly Supervision

Record of Activities Other Than Direct Service and Supervision

- 6) At the end of the second semester, in addition to the hour logs mentioned in #5 above, also review and sign the **Final (End of Year) Internship Summary Form** which is a summary of the year's hours. This information is logged into the student's file and used as part of the determination of eligibility for K-12 licensure.
- 7) Provide experiences for the counseling intern to job shadow you and other key faculty members.
- 8) Provide the intern with experience in co-leading and leading individual, classroom, and small group counseling activities. Provide feedback to intern based on your observations.
- 9) Provide the intern with experience in observing and conducting consultation sessions with staff, parents, and community representatives.
- 10) For your information, the intern will evaluate his/her site placement experience at the end of the year. Lewis & Clark College will use this information to evaluate the effectiveness of the placement and address concerns.

F. Suggestions for Interns Transitioning to the School Site

School Mentor/Supervisor will introduce intern to:

- Department
- Key faculty members (e.g. department chairs)
- Administration
- Staff (who will assist with coordination of referrals, discipline, etc.)
- Other school or community individuals who are interactive with the department (e.g. school psychologist, special education).
- Key students (peer helpers, mentors, etc.)
- Participating parents

School Mentor/Supervisor will assist with:

- Intern class observations
- “Team” counseling in the beginning
- Intern observing (“shadowing”) the counselors
- Development of groups with intern as co-facilitator (e.g. divorce, academic, career issues, eating disorder, sexual minority, etc.)
- Attaining an intern caseload
- Individual counseling (beginning early on with consultation/supervision around each session...daily “debriefing”)
- Within 4 to 6 weeks, intern working independently with students and groups in consultation with school mentor/supervisor

School Mentor/Supervisor will address:

- Academic counseling... how/what – benchmarks, standardized testing
- Career counseling...how/what
- Individual career readiness counseling
- Large group career readiness counseling
- Career Fair...how/what
- Personal/social counseling...how/what
- Crisis intervention...who/how/what
- If secondary level: clarify academic and career criteria
- How transitions occur between schools
- Scheduling; forecasting
- Carefully outline procedures for special needs referrals and assistance (e.g. I.E.P.; 504)
- Procedures for reporting abuse
- Importance of understanding the educational and political climate
- Role of the counselor within the school (variation from elementary to middle to high school)
- Role of the counselor and department with administration and staff
- Obtaining of resources...within the school and from the community/district
- Daily schedules for counselors
- Yearly schedules for counselors

School Mentor/Supervisor will provide:

- One-on-one weekly supervision—one hour required.
- Physical area for individual counseling, and mailbox for school communications.
- Clear understanding of weekly supervision time, criteria, method.
- Calendar of school activities (e.g. parent conferences, staffings, site council, counselor meetings with parents, four-year plans, college planning, parent advisory, staff meetings, school board) and **require attendance to at least one of each**.
- Counseling time management strategies and prioritization strategies for daily activities.
- Regular feedback on classroom guidance, groups and individual...immediately and during weekly supervision...be specific...while allowing the intern to “brainstorm” what went wrong, what they would change, what was good.
- A packet with all school forms (e.g. referral, reporting, parental information) and Faculty Handbook.
- Clear agreement around days of week for intern at site, time for supervision, preparation needed for supervision (e.g. lists, video, questions/concerns).
- Clear understanding of expectations for growth and individuality.
- Awareness of business/school partnerships.

Additional hints for School Mentor/Supervisors and interns:

- Drive through the neighborhood – acquaint with area
- Do home visits (if appropriate)
- Introduce resources frequently utilized (e.g. youth service team)
- Discuss diversity and cultural issues of school and community...be clear and specific

G. Communication and Evaluation

You are encouraged to communicate with the L&C supervisor as frequently as you think is appropriate, by telephone, e-mail, or personally.

The following section outlines a remediation process to be used if the intern requires significant changes in personal and/or professional behavior. The counseling faculty will be fully supportive of the school mentor/supervisor and the intern in arriving at the most beneficial solution for all individuals who are involved.

Remediation Tips for Your Intern

- 1) Address your concerns immediately. Do so in a caring and concerned manner, offering the intern time for reflection and the opportunity to arrive at an alternative option.
- 2) Set a plan for correction if necessary. Make sure the intern is clear about expectations and steps for corrections.
- 3) Make the plan with the intern and brainstorm various solutions.
- 4) Develop short-term goals/objectives for the problem.
- 5) Develop long-term goals/objectives for the problem.
- 6) Put the plan in writing to be shared with the intern.
- 7) Include in the plan details for remedial supervision if necessary.
- 8) Include in the plan how attainment will be demonstrated/documentated.
- 9) If the above procedures are not working or other difficulties are becoming apparent, notify the L&C supervisor **immediately**. Schedule a time for the college supervisor to visit first with you, and then with you and the intern.
- 10) Lewis & Clark wants the internship experience to be beneficial for both you and the intern. Therefore, please notify the college supervisor immediately of concerns.

H. Criteria for Selection of School Mentor/Supervisor

- 1) Recognition of excellence in counseling from administrators, peers, teachers, parents, and students.
- 2) Commitment to quality education.
- 3) Understanding of counselor's role as supportive of the learning process.
- 4) Mature understanding of themselves as counselors, with sense of own professional efficacy and uniqueness.
- 5) Clear philosophy of counseling and learning.
- 6) Knowledge about, and respect for, the intellectual and social development of their students, including differences and similarities because of gender, race, ethnicity, social class, exceptionality, disabilities, linguistic experience, and sexual orientation.
- 7) Interest in participating and committing time to the program.
- 8) A License in School Counseling.
- 9) At least three years of post-degree experience.
- 10) Experience in supervising students.
- 11) Familiarity with the Lewis & Clark School Counseling Internship Manual.
- 12) Familiarity with, and implementation of, the ASCA Codes of Ethics.
- 13) A current copy of the school mentor/supervisor's résumé must be on file at Lewis & Clark's School Counseling Department within two weeks of your intern's arrival.

I. Responsibilities of Lewis & Clark Supervisor

L&C Supervisor Responsibilities

- 1) minimum of two site visits per semester;
- 2) small group supervision with intern;
- 3) video/audio tape review;
- 4) semester assessment of intern;
- 5) review of intern's portfolio;
- 6) support for both the intern and school mentor/supervisor during the year.

J. National Standards for School Counseling Programs

1. ACADEMIC DEVELOPMENT (AD)

- Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (AD: A)
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. (AD: B)
- Standard C: Students will understand the relationship of academics to the world of work, to life at home and in the community. (AD: C)

2. CAREER DEVELOPMENT (CD)

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (CD: A)
- Standard B: Students will employ strategies to achieve future career success and satisfaction. (CD: B)
- Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work. (CD: C)

3. PERSONAL/SOCIAL DEVELOPMENT (PSD)

- Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. (PSD: A)
- Standard B: Students will make decisions, set goals, and take necessary action to achieve goals. (PSD: B)
- Standard C: Students will understand safety and survival skills. (PSD: C)

K. The ASCA National Model: A Framework for School Counseling Programs

The Lewis & Clark School Counseling Program is defining a new direction for professional training for school counselors for the 21st century. This vision of a comprehensive school counseling program is detailed in this document, and is intended to guide a state, district or school through the process of designing, developing, implementing and evaluating a school counseling program committed to enhancing high achievement for every student. The ASCA National Model may be purchased at www.schoolcounselor.org/store_home.asp.

L. Oregon's Framework for Comprehensive Guidance and Counseling Programs

This framework suggests essential program elements that allow individual schools and school districts to design and develop their own programs unique to their students and their communities. The Framework links the School Counseling program to school improvement efforts and the program goals and content.

FORMS

(Download the following Adobe Acrobat PDF forms from the School Counseling website at:
www.lclark.edu/graduate/departments/educational_leadership/school_counseling/documents/

- 1) 516 Internship Pre-Agreement Form [online form](#)
- 2) Field Supervisor/Mentor Resume Form [online form](#) (a traditional resume is also acceptable)
- 3) Intern Evaluation Form Macro SCED 516 for School Mentor and Intern [online form](#)
- 4) School Counselor Performance Levels for Initial License [online form](#)