

SCHOOL MENTOR/SUPERVISOR'S
MANUAL FOR MICRO INTERNSHIP
School Counseling Department

SCED 502: Academic Development & Consultation
SCED 506: Personal/Social Development & Consultation

2017 - 2018

Lewis & Clark College

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A: Opening Letter

To the School Mentor/Supervisor:

We appreciate your willingness to serve as a school mentor/supervisor for our intern from the program in School Counseling at Lewis & Clark College. The students are just beginning and need these opportunities to observe a counselor in his or her natural setting. With the team approach between you, the intern, and the Lewis & Clark Supervisor, we trust that the experience will be a positive and productive one for all involved. We understand how busy your schedule is, but request that you take the time to read through the next few pages to assure agreement about the objectives, procedures, and attitudes that will make the internship process a successful experience. Lewis & Clark also **requires** a copy of your **resume** be filed with the Placement Office each year. Please email your resume to the placement office. Thank you.

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B: The School Counseling Program at Lewis & Clark College

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

- 1) Introduction to School Counseling
- 2) Academic Development and Consultation with Micro Internship
- 3) Career Development and Consultation
- 4) Personal/Social Development and Consultation with 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 Leadership Skills for School Counselors
- 10) Disability in the Educational Context
- 11) Educational Research and Assessment
- 12) School Counseling Internship
- 13) And for Track II students, Practicum

The Lewis & Clark 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 actions, school counselors will enhance students' achievement, and sense of competence and confidence.

The courses are designed to allow measurement of a student's performance at four levels of proficiency based on, the Oregon Administrative Rules (OARs) which define the skills needed for preliminary licensure by 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 concepts of the ASCA National Model and the Oregon Framework for Comprehensive Guidance and Counseling Programs are integrated throughout the program (see pages 7-8).

More information about the program is available to the school mentor/supervisor by request from the Lewis & Clark Supervisor who is working with the intern and your school. You may also visit the website at http://graduate.lclark.edu/departments/educational_leadership/school_counseling/ or call the School Counseling Department office at (503) 768-6142.

C: Student Intern Hour Commitment for Micro Internship

	<u>Academic (502)</u>	<u>Personal/Social (506)</u>
1. Direct Service	55	55
2. On Site Supervision	6	6
3. L&C Supervision Class	12	12
4. Indirect Service (planning/organizing)	27	27
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Total Hours:	100	100

1. Direct Service: Hours include guidance, prevention activities and consultation. As well as counting the intern's own service, the intern may receive direct service hours when he or she is observing someone else conducting these activities.
2. On Site Supervision: The intern is required to obtain a minimum of three hours of individual on-site supervision by his or her mentor/supervisor.
3. L&C Supervision Class: The intern is required to attend a School Counseling Internship class for the semester. They may count the hours as listed above.
4. Other Hours: These should be the easiest hours for the intern to fill because they include any related readings, writing up notes, and additional training experiences.

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 – but like most, may be just beginning the process of identifying a “style” as a counselor);
- 3) and the particular circumstances of your school setting (e.g. size; demographics; counselor/student ratio; administrative and other support; special needs).

The school mentor/supervisor plays three roles:

- 1) Counselor – for example: participating with the intern in self-exploration, establishing boundaries, becoming aware of one’s values and possible biases, confronting the range of emotions that inevitably occur, and other issues.
- 2) Teacher – for example: imparting new knowledge; demonstrating skills with individuals, groups and in classrooms; being a role model; assuring that the intern has a range of experiences; and then providing feedback about what happened and why.
- 3) Consultant – respond to questions the intern might have regarding approach/technique, style, process, etc.; emphasis on professional commitment and improvement.

Some guidelines to follow in achieving internship goals:

- 1) Acquaint intern with the culture and norms of the school. This includes understanding the professional relationships with supervisors, peers, support staff, and related agencies.
- 2) Provide appropriate experiences for the intern.
- 3) Assist interns in understanding basic counseling skills.
- 4) Meet, as necessary, to debrief situations.
- 5) Provide regular feedback to the intern about what he/she is observing and doing. Complete and go over the evaluation at the end of the semester.
- 6) Review and sign off on the intern’s record of hours spent in direct and indirect service.
- 7) Continually be aware of the intern’s needs.
- 8) Meet once with the Lewis & Clark supervisor and the intern together.
- 9) Provide back-up personnel to assist with the mentoring if you are not available.
- 10) Discuss the limits of confidentiality during your first meeting with the intern.

E: School Mentor/Supervisor Responsibility Checklist

- 1) No later than two weeks after placement of the intern at your site provide a signed pre-agreement to your intern who will deliver it to his/her L&C Supervisor for inclusion in his/her departmental file. Submit a current resume to the placement office.
- 2) Meet one hour face-to-face each week with your school counselor intern.
- 3) At the end of the semester complete the **School Counseling Intern Evaluation Form** to indicate your professional assessment of the counseling intern's demonstrated knowledge, skills, and competencies. Review with the counseling intern.
- 4) At the end of the semester review with the counseling intern and sign:
Micro Weekly Record of Direct Service Hours
Micro Weekly Record of Supervision Hours
Micro Record of Hours for Other Activities
Micro Final Internship Hour Summary Form (compilation of the above three forms)
- 5) Provide experience for the counseling intern to job shadow you and other key faculty members.
- 6) 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.
- 7) Provide the intern with experience in observing and conducting consultation sessions with staff, parents, and community representatives.
- 8) For your information, the intern will evaluate his or her site placement experience at the end of the term. Lewis & Clark College will use this information to evaluate the effectiveness of the placement and address concerns.

F: Intern Activity Responsibilities

Your intern will provide you with a list of activities and experiences required during the semester.

G: Communication and Evaluation

You are encouraged to communicate with the Lewis & Clark College supervisor ((L&C supervisor) as frequently as you think is appropriate, by telephone, e-mail, or personal conference. These students are just beginning the program. We will carefully place them at their sites; but instances may occur where a plan for correction may be required. Hopefully, with open communication from the start between the school mentor/supervisor and the L&C supervisor, this will not be an issue. The counseling faculty will be fully supportive of the school mentor/supervisor and the intern in arriving at the most favorable solution for all. We want this experience to be beneficial and enjoyable for both you and the intern. Therefore, please notify the L&C supervisor as soon as you determine there is a reason for concern.

H: Finally...

For all your efforts, you will:

- a) receive the heartfelt appreciation of your intern, the School Counseling faculty, and all future counselees and parents of the intern;
- b) have the option to do it all again!

The Lewis & Clark Supervisor will:

- a) arrange a minimum of one visit to establish a relationship with you and your intern, find out how the internship is progressing, and provide assistance as needed.
- b) give support, guidance, feedback, suggestions as appropriate or requested.

I: 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)

J: 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 himself/herself as a counselor, with sense of his/her 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 Micro Internship Manual.
- 12) Familiarity with, and implementation of, the ASCA Codes of Ethics.

FORMS

The following forms can be downloaded from the School Counseling website at http://graduate.lclark.edu/departments/educational_leadership/school_counseling/documents/

- 1) 502/506 Micro Pre-Agreement Form
- 2) Field Supervisor/Mentor Resume Form(may be substituted for resume)
- 3) 502/506 Micro Internship Final Evaluation by Mentor