

# School Counseling Fieldwork Intern Assessment Final 2010

Please fill in the following information:

Student First Name	Student Last Name	Site Supervisor First Name	Site Supervisor Last Name	Site	District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Bancroft/Kempton Elementary Schools	La Mesa Spring Valley
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Hoover High School	San Diego Unified School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Chaparral High School	GUHSD
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Chollas-Mead Elementary	SDUSD
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Point Loma High School	San Diego
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Point Loma High School	San Diego Unified School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Grossmont High School	Grossmont Union High School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	La Jolla High	San Diego Unified
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Monte Vista High School	Grossmont Union High School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	La Presa Middle	La Mesa-Spring Valley School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Chaparral	GUHSD
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	La Presa Middle School	La Mesa-Spring Valley School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	King-Chavez High School	SDUSD Charter
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Valley High School	Escondido High School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mission Bay High School	SDUSD
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	La Costa Canyon	San Dieguito Union High School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Metro Juvenile Court School	San Diego Unified School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	CTE dept/Santana High School	Grossmont
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mission Bay High School	San Diego Unified School District
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School	San Diego
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School	San Diego

Please also provide the following information for this student if applicable:

Faculty Advisor First Name	Faculty Advisor Last Name	Practicum Instructor First Name	Practicum Instructor Last Name
Erika	Nash		
Lonnie	Rowell	Patricia	Khalifa
Carol	Clark	Tanya	Bulette
Mary	Levinson	Jason	Shafer
Teresa	Zucchet	Jason	Schafer
Ian	Martin	Tanya	Bulette
Ian	Martin		
Erika	Nash	Tanya	Bulette
Carol	Clark	Tanya	Bulette
Ian	Martin	Jason	Schafer
Ian	Martin	Jason	Shafer
Erika	Nash	Patricia	Kalifa
Lonnie	Rowell	Heather	Dierolf
Heather	Dierolf	Ian	Martin
Heather	Dierolf	Ian	Martin

Term:

#	Answer	Response	%
1	Fall	21	100%
2	Spring	0	0%
3	Summer	0	0%
<b>Total</b>		<b>21</b>	<b>100%</b>

Year:

#	Answer	Response	%
1	2009	0	0%
2	2010	20	100%
<b>Total</b>		<b>20</b>	<b>100%</b>

Evaluation Type:

#	Answer	Response	%
1	Midterm Evaluation	0	0%
2	Final Evaluation	21	100%
<b>Total</b>		<b>21</b>	<b>100%</b>

**Course:**

#	Answer	Response	%
1	588P Practicum	0	0%
2	590F Fieldwork	19	100%
<b>Total</b>		<b>19</b>	<b>100%</b>

**Evaluator:**

#	Answer	Response	%
1	Student (Self-Assessment)	14	70%
2	On-Site Supervisor	6	30%
3	Practicum Supervisor	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

**Relationship/ Attending Skills:**

#	Question	1	2	3	4	5	Responses	Mean
1	1. Listens carefully and communicates an understanding of the student.	0	0	2	10	8	20	4.30
2	2. Is genuine and warm with student.	0	0	1	11	8	20	4.35
3	3. Is immediate with the student.	0	0	3	10	7	20	4.20
4	4. Is respectful of, and validates, the student.	0	0	1	10	9	20	4.40
5	5. Is appropriate regarding the cultural context of the student.	0	0	3	9	8	20	4.25
6	6. Is appropriate regarding the developmental context of the student.	0	0	5	10	5	20	4.00
7	7. Uses interpersonal strengths appropriately, including humor and self-disclosure.	0	0	2	9	9	20	4.35
8	8. Is comfortable with a variety of feelings and/or issues shared by the student.	0	0	3	11	6	20	4.15
9	9. Provides support to the student when appropriate.	0	1	1	12	6	20	4.15
10	10. Challenges the student when appropriate.	0	1	5	9	4	19	3.84
11	11. Tracks the main issues presented by the student	0	1	3	12	4	20	3.95

**Assessment Skills:**

#	Question	1	2	3	4	5	Responses	Mean
1	12. Is able to organize session data into meaningful frameworks.	0	1	3	15	1	20	3.80
2	13. Appreciates cultural and/or developmental issues that may affect assessment.	0	0	2	12	6	20	4.20
3	14. Is able to recognize normative from problematic behavior during assessment.	0	1	3	13	3	20	3.90
4	15. Can assist the student in considering different components and sequences that make up and sustain problems.	0	1	1	11	7	20	4.20
5	16. Is able to identify cognitive components of student issues.	0	1	3	12	4	20	3.95
6	17. Is able to identify affective components of student issues.	0	0	4	15	1	20	3.85
7	18. Is able to identify behavioral components of student issues.	0	0	4	11	5	20	4.05
8	19. Is able to identify systemic components of student issues.	0	2	1	12	3	18	3.89
9	20. Identifies appropriate process goals.	0	1	3	9	6	19	4.05
10	21. Can assist student in translating problems into realistic outcome goals.	0	0	4	10	6	20	4.10
11	22. Maintains an appropriate pace during sessions.	0	0	5	12	3	20	3.90
12	23. Uses questions skillfully.	0	1	2	13	4	20	4.00
13	24. Uses nondirective interventions skillfully.	0	1	5	12	1	19	3.68
14	25. Can direct the session in a meaningful manner.	0	0	2	13	5	20	4.15
15	26. Can deliver appropriate confrontations.	0	1	4	10	3	18	3.83
16	27. Can demonstrate an appropriate use of affective interventions.	0	0	3	15	2	20	3.95
17	28. Can demonstrate an appropriate use of cognitive interventions.	0	1	4	11	4	20	3.90
18	29. Can demonstrate an appropriate use of behavioral interventions.	0	0	2	14	4	20	4.10
19	30. Can demonstrate an appropriate use of systemic interventions.	0	1	3	13	2	19	3.84
20	31. Is able to effectively manage an appropriate case load.	0	1	5	13	1	20	3.70

**Professional Skills:**

#	Question	1	2	3	4	5	Responses	Mean
1	32. Is aware of personal issues (counter-transference/parallel processes) that might impact counseling.	0	0	2	10	6	18	4.22
2	33. Demonstrates openness to and use of supervision.	0	0	1	9	10	20	4.45
3	34. Appreciates own limits without overreacting to them.	0	0	2	10	7	19	4.26

## School Counseling Competencies

#	Question	1	2	3	4	5	Responses	Mean
1	35. Establishes and maintains productive counseling relationship(s).	0	0	2	13	5	20	4.15
2	36. Evaluates and validates changes in counsulee's and/or consultee's behavior.	0	1	2	10	5	18	4.06
3	37. Consistently demonstrates high facilitative responses in counseling and consulting relationships.	0	1	2	14	2	19	3.89
4	38. Utilizes appropriate technology in counseling documentation and for working with student information systems.	0	0	3	11	5	19	4.11
5	39. Organizes, leads, and evaluates group counseling experiences.	0	1	1	13	2	17	3.94
6	40. Organizes, leads, and evaluates classroom guidance experiences.	0	1	1	9	1	12	3.83
7	41. Demonstrates knowledge of indicators of physical and sexual abuse in the school population and appropriate counselor responses.	0	1	4	9	2	16	3.75
8	42. Demonstrates knowledge of indicators of eating disorders, clinical depression, and substance abuse in the school population and appropriate responses.	0	1	5	10	2	18	3.72
9	43. Demonstrates appropriate responses to potential suicide and other student crises.	0	0	4	14	2	20	3.90
10	44. Demonstrates awareness of and strategies for working with special education populations.	0	1	3	16	0	20	3.75
11	45. Demonstrates knowledge and understanding of developmental tasks appropriate to age groups served in school placement.	0	1	3	14	2	20	3.85
12	46. Demonstrates knowledge and understanding of counseling theory appropriate to age groups served in school placement.	0	0	4	12	4	20	4.00
13	47. Demonstrates understanding of cultural and ethnic diversity in schools and the influence of diverse family backgrounds on education and achievement.	0	0	2	11	7	20	4.25
14	48. Assesses environmental factors that negatively impact children and plans strategies for appropriate interventions.	0	2	1	13	3	19	3.89
15	49. Consults and collaborates effectively with parents and teachers in order to plan and promote successful learning and adjustment for students.	0	0	6	10	4	20	3.90
16	50. Demonstrates efforts to form positive relationships with teaching and other school staff.	0	0	5	7	8	20	4.15
17	51. Exhibits ability to evaluate and develop an annual plan for a comprehensive developmental guidance program.	0	3	3	9	0	15	3.40
18	52. Understands and advocates for the role of the counselor and guidance program to other school professionals.	0	1	2	14	1	18	3.83
19	53. Demonstrate competence in working with school-based information.	0	1	2	13	4	20	4.00
20	54. Demonstrates awareness of current issues in professional school counseling.	0	0	3	14	3	20	4.00
21	55. Conducts appropriate needs assessments.	0	0	3	12	5	20	4.10
22	56. Appropriately uses relevant assessment data (parents, student, and staff).	0	1	3	13	3	20	3.90
23	57. Demonstrates knowledge of methods, including use of appropriate technological resources, for implementing and evaluating the school guidance program.	0	1	2	14	1	18	3.83
24	58. Demonstrates professional commitment by active participation in professional organization for school counselors.	0	0	3	10	2	15	3.93

## Professional Behavior

#	Question	1	2	3	4	5	Responses	Mean
1	59. Behaves professionally (e.g., demeanor, dress, language, etc.).	0	0	0	3	16	19	4.84
2	60. Has regular and prompt attendance.	0	0	3	7	9	19	4.32
3	61. Willingly assumes responsibility.	0	0	0	5	14	19	4.74
4	62. Manages time well.	0	0	3	9	7	19	4.21
5	63. Shows commitment to providing service at site.	0	0	1	5	13	19	4.63
6	64. Follows through on professional commitments.	0	0	2	5	12	19	4.53
7	65. Maintains confidentiality of all personally identifiable information of clients and colleagues, except if disclosure is needed to provide professional service or comply with the law.	0	0	1	0	18	19	4.89
8	66. Demonstrates respect for clients, coworkers and supervisory staff regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background.	0	0	0	0	19	19	5.00
9	67. Shares weaknesses with staff in order to improve and is aware of skill and/ or ability limitations.	0	0	2	3	12	17	4.59
10	68. Accurately evaluates own counseling session performance.	0	0	2	2	14	18	4.67

## Candidate Strengths:

### Text Response

building relationships with student and staff, taking initiative with tasks, using time effectively, willingness to learn

Being committed, responsible, willing to help students and open to feedback

Knowledge and understanding in the field of school counseling, effective communicator with parents, students, and staff, takes initiative and ownership of projects to completion, interpersonal skills that help to encourage and instruct others, uses time and resources wisely, and consider efficiency, planning and accountability very important.

I have a genuine interest and a feeling of obligation for the well-being of the student and I strive to make contact with students whose well-being may be in doubt, addressing the issue, and then following up with the student to check for any adjustments or improvements to intervention. My counseling skills are coming along nicely. I am becoming increasingly comfortable with the facilitation of groups and evoking the involvement of all group members in an effort to make the group personally meaningful to each individual (giving each member a voice in their group experience). My work with open-ended questions has also improved - there are few times that I find myself having to restate a question to conform to an open-ended format.

The candidate is a team player and is willing to learn. Her positive attitude is very refreshing. She has gain strength in the areas of student issues with concentration on graduation requirements, financial aid, at risk parent events, etc.

I am friendly and personable. I am willing to approach students and have valuable conversations with them. I work efficiently and productively and can fulfill many different roles throughout the day.

I feel very comfortable to talk to students and provide them with a safe and genuine place to feel accepted and heard.

I think my strengths are: Making students comfortable talking to me. Using humor and self disclosure when appropriate. Time management and efficiency. Research: both researching group topics before group sessions or helping the counseling staff gather and analyze data for their end of the year presentations.

Some of my strengths are that I am open-minded to different ideas and opinions among other staff and students. I am committed to my profession and continuing to learn new knowledge to further prepare me in gaining effective counseling skills. I am willing to take on new responsibilities and have new experiences that will better prepare me as a school counselor. In addition, I have good communication skills and I am empathetic with students. Finally, I have gained time-management skills through my current experiences and plan on using these skills as a professional.

The candidate has demonstrated the ability to listen to and support children in a diverse setting. She has handled many different types of interventions in the three domains (academic, personal/social, career, crisis) and is always eager to expand her knowledge and experience. She openly discusses her goals and is open to feedback. She has excellent communication skills and shows professionalism when interacting with staff members, parents and community representatives. She has become more creative in her approach to interventions with students. Students appreciate her consistent follow-up with them after the initial intervention. Her strong organizational skills have been a big advantage. When dealing with crisis situations, she maintains a calm approach that enables students to feel safe. Her involvement has made a positive and measurable impact on her counselees. She has been a pleasure to work with and has demonstrated an ability to work well under pressure (including a newborn at home). Her kind, gentle demeanor is also a strength.

I feel that I have a very genuine concern for all students and I very good at reaching out to many students. Very professional presentation.

Very aware of his role and wants to improve his practice. Has good rapport with the students and parents and is knowledgeable about the profession and works to advocate for it.

This candidate's strength is definitely his ability to quickly form relationships and connections with students. His main focus is the need of the student and they are drawn to his welcoming personality. He doesn't just see what's on the surface, but looks deeper. He always comes to the site looking for more to do and things to learn. He will make a great counselor.

I tend to be able to form strong relationships with my clients and able to develop trust fairly quickly. I have a good connection with the school staff and teachers which allows me to use them as resources. In return the staff also feel comfortable enough to use me as a resource.

My strengths are my compassion and honesty. I am comfortable handling certain situations with students and developing goals. I feel I am a strong support system for the students

My strength has been meeting with students to understand the issues that are present.

My personal style is warm and attentive. Furthermore, I am organized and task oriented but flexible enough to change for the benefit of students.

This candidate's strengths include cultural sensitivity, awareness of personal issues that might impact counseling, organization, and professionalism. She seems to be enjoying her time with middle school students and is looking a lot more comfortable in her role as a counselor. She would do well as a counselor at a middle school, if that is the path she chooses.

Statistic	Value
<b>Total Responses</b>	18



## Areas of Growth:

### Text Response

More experience with guidance lessons and leading groups.

Working with large groups of students and conducting classroom presentations

Two areas of growth that I can identify right now are to be able to deliver appropriate confrontation and challenging students.

Admittedly, there is always room for improvement in the arena of the open-ended question, so I continue to work to find the question that helps the client evoke the most meaningful issues. I really enjoy working with the elementary school population. My experience with the population was limited prior to my fieldwork placement. Each day I am learning and improving at my elementary conversational skills. Simplicity, clarity and brevity are essential for this level and at times I find myself asking a question that may be too long or using words that may be too complex. Thankfully, the students do not hesitate to ask, "what do you mean?". Their immediate feedback has been helpful for me, and as a result, I have been getting less and less of those questions as the semester moves along. Lastly, time-permitting, I would like to work to develop a curriculum that is grounded in a theoretical framework (REBT or Solutions/Possibilities focused). From my individual, group and classroom experiences, I have been noticing a lack of structure amongst the students; structure enhances learning, so an area of growth for me is to find time and develop a program with structure in mind.

This candidate will continue to learn and grow in the area of classroom presentations, parent contacts and group.

I would like to become more confident giving classroom presentations, which I have been working on as I give presentations. I would like to become more speaking with parents and discussing student issues.

Would like to work on incorporating counseling theories into practice. I would also like to become much more knowledgeable about the school system administration and hierarchy.

Some things I could work on: Not trying to do too much in a counseling session. Focusing on one or two big things at a time. I also need to interact more with teachers at the school.

An area for growth is to continue to communicate with my current on-site supervisor on weaknesses and counseling skills I would like to continue to develop and practice. Other areas of growth are gaining leadership skills and continuing to practice these skills in my fieldwork site and among students. Areas of growth pertaining to counseling skills would be to continue to practice group counseling and facilitating classroom guidance lessons.

This candidate can expand her experience in the next internship by facilitating a counseling group or classroom guidance lesson. I also encourage her to formally observe other school counselors and educators at all levels (elementary, middle and high school) to experience different styles and approaches. Finally, a suggestion for any intern, including the candidate, is to build a personal library of counseling resources (periodicals, individual and group activities, brochures, parent educational materials, guidance curriculum, community contact information, etc.) to better serve the needs of students and parents. She is already registered to attend a conference in San Francisco where she will be able to begin gathering relevant resources.

I think I can definitely grow on the area of not being insecure about my Spanish accent and also being a little more careful with myself disclosure. I think managing my time better and cutting things out and moving on to my next activity or duty.

I would like to see this candidate foster more long term relations with the students and also with the staff on campus. Along with that I believe he could more effectively follow up with students and projects.

Every new counselor needs to really understand the college process especially if they are going into high school or even middle school counseling. That would be one thing that this candidate could learn more about.

I'm still learning the proper procedure when dealing with crisis situations. I think I need to focus on practicing my effectiveness in providing guidance lessons.

I can challenge the clients more and demonstrate more confidence in my counseling abilities.

As a counseling intern, I need to be in more classroom observations and guidance lessons a well.

Setting boundaries in the sense that I need to recognize what my limitations are. Self-care is something I also need to be better at.

This candidate has done a great job learning the procedures and processes of our counseling program. I am looking forward to working with her in our Spring Semester and am hopeful that she will become even more comfortable with the day to day expectations of a school counselor.

