

# School Counseling Fieldwork Intern Assessment Midterm 2010

Please fill in the following information:

Student First Name	Student Last Name	Site Supervisor First Name	Site Supervisor Last Name	Site	District
				Valhalla High School	GUHSD
				Mt. Miguel HS	Grossmont
				Granite Hills High School	Grossmont Union School District
				Meadowbrook Middle School	Poway Unified
				Mark Twain High School	SDUSD
				La Presa Middle School	La Mesa Spring Valley
				Mission Hills High School	San Marcos Unified School District
				Mark Twain	San Diego Unified
				Bancroft/Kempton Elementary Schools	La Mesa-Spring Valley
				Point Loma High	San Diego
				Monte Vista High School	Grossmont Union High School District
				Valley High School	Escondido Union High School
				El Cajon Valley High School	GUHSD
				Gompers Preparatory Academy	Gompers Preparatory Academy

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
Lonnie	Rowell	Ian	Martin
Erika	Nash	Ian	Martin
Peggy	Hetherington	Jason	Schafer
Patricia	Khalifa		
Lonnie	Rowell	Mary	Levinson
Erika	Nash	Heather	Dierolf
Virginia	Vanderway		
Ian	Martin	Jason	Schafer

**Term:**

#	Answer	Response	%
1	Fall	13	93%
2	Spring	0	0%
3	Summer	1	7%
<b>Total</b>		<b>14</b>	<b>100%</b>

**Year:**

#	Answer	Response	%
1	2009	0	0%
2	2010	13	93%
3	2011	1	7%
<b>Total</b>		<b>14</b>	<b>100%</b>

**Evaluation Type:**

#	Answer	Response	%
1	Midterm Evaluation	14	100%
2	Final Evaluation	0	0%
<b>Total</b>		<b>14</b>	<b>100%</b>

**Course:**

#	Answer	Response	%
1	588P Practicum	0	0%
2	590F Fieldwork	13	100%
<b>Total</b>		<b>13</b>	<b>100%</b>

**Evaluator:**

#	Answer	Response	%
1	Student (Self-Assessment)	4	29%
2	On-Site Supervisor	10	71%
3	Practicum Supervisor	0	0%
<b>Total</b>		<b>14</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	8	4	14	4.14
2	2. Is genuine and warm with student.	0	0	1	6	7	14	4.43
3	3. Is immediate with the student.	0	0	3	4	6	13	4.23
4	4. Is respectful of, and validates, the student.	0	0	1	6	7	14	4.43
5	5. Is appropriate regarding the cultural context of the student.	0	1	2	5	6	14	4.14
6	6. Is appropriate regarding the developmental context of the student.	0	2	3	5	4	14	3.79
7	7. Uses interpersonal strengths appropriately, including humor and self-disclosure.	0	0	6	6	2	14	3.71
8	8. Is comfortable with a variety of feelings and/or issues shared by the student.	0	1	5	5	3	14	3.71
9	9. Provides support to the student when appropriate.	0	0	4	6	4	14	4.00
10	10. Challenges the student when appropriate.	1	1	4	6	2	14	3.50
11	11. Tracks the main issues presented by the student	0	1	4	6	3	14	3.79

## Assessment Skills:

#	Question	1	2	3	4	5	Responses	Mean
1	12. Is able to organize session data into meaningful frameworks.	0	3	2	6	2	13	3.54
2	13. Appreciates cultural and/or developmental issues that may affect assessment.	0	0	3	4	6	13	4.23
3	14. Is able to recognize normative from problematic behavior during assessment.	0	0	4	5	2	11	3.82
4	15. Can assist the student in considering different components and sequences that make up and sustain problems.	0	1	4	5	3	13	3.77
5	16. Is able to identify cognitive components of student issues.	0	1	4	5	2	12	3.67
6	17. Is able to identify affective components of student issues.	0	1	3	5	3	12	3.83
7	18. Is able to identify behavioral components of student issues.	0	1	3	4	4	12	3.92
8	19. Is able to identify systemic components of student issues.	0	1	4	5	2	12	3.67
9	20. Identifies appropriate process goals.	0	0	4	5	4	13	4.00
10	21. Can assist student in translating problems into realistic outcome goals.	0	0	4	5	4	13	4.00
11	22. Maintains an appropriate pace during sessions.	0	2	3	4	4	13	3.77
12	23. Uses questions skillfully.	0	0	4	5	4	13	4.00
13	24. Uses nondirective interventions skillfully.	0	2	3	5	3	13	3.69
14	25. Can direct the session in a meaningful manner.	0	1	5	3	4	13	3.77
15	26. Can deliver appropriate confrontations.	0	3	3	2	5	13	3.69
16	27. Can demonstrate an appropriate use of affective interventions.	0	0	5	4	3	12	3.83
17	28. Can demonstrate an appropriate use of cognitive interventions.	0	1	4	5	1	11	3.55
18	29. Can demonstrate an appropriate use of behavioral interventions.	0	1	4	3	4	12	3.83
19	30. Can demonstrate an appropriate use of systemic interventions.	0	2	3	5	2	12	3.58
20	31. Is able to effectively manage an appropriate case load.	0	2	4	1	4	11	3.64

## 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	3	8	2	13	3.92
2	33. Demonstrates openness to and use of supervision.	0	0	1	4	9	14	4.57
3	34. Appreciates own limits without overreacting to them.	0	0	3	2	9	14	4.43

## School Counseling Competencies

#	Question	1	2	3	4	5	Responses	Mean
1	35. Establishes and maintains productive counseling relationship(s).	0	0	3	5	5	13	4.15
2	36. Evaluates and validates changes in counsulee's and/or consultee's behavior.	0	1	2	7	3	13	3.92
3	37. Consistently demonstrates high facilitative responses in counseling and consulting relationships.	0	2	3	4	3	12	3.67
4	38. Utilizes appropriate technology in counseling documentation and for working with student information systems.	0	0	2	4	6	12	4.33
5	39. Organizes, leads, and evaluates group counseling experiences.	0	1	4	1	3	9	3.67
6	40. Organizes, leads, and evaluates classroom guidance experiences.	0	0	3	4	2	9	3.89
7	41. Demonstrates knowledge of indicators of physical and sexual abuse in the school population and appropriate counselor responses.	0	2	2	5	0	9	3.33
8	42. Demonstrates knowledge of indicators of eating disorders, clinical depression, and substance abuse in the school population and appropriate responses.	0	1	3	3	1	8	3.50
9	43. Demonstrates appropriate responses to potential suicide and other student crises.	0	1	3	2	1	7	3.43
10	44. Demonstrates awareness of and strategies for working with special education populations.	0	3	2	4	2	11	3.45
11	45. Demonstrates knowledge and understanding of developmental tasks appropriate to age groups served in school placement.	0	1	3	5	3	12	3.83
12	46. Demonstrates knowledge and understanding of counseling theory appropriate to age groups served in school placement.	0	0	4	4	2	10	3.80
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	7	3	12	4.08
14	48. Assesses environmental factors that negatively impact children and plans strategies for appropriate interventions.	0	2	1	6	2	11	3.73
15	49. Consults and collaborates effectively with parents and teachers in order to plan and promote successful learning and adjustment for students.	0	1	3	3	3	10	3.80
16	50. Demonstrates efforts to form positive relationships with teaching and other school staff.	0	0	5	2	4	11	3.91
17	51. Exhibits ability to evaluate and develop an annual plan for a comprehensive developmental guidance program.	0	1	2	4	0	7	3.43
18	52. Understands and advocates for the role of the counselor and guidance program to other school professionals.	0	1	4	4	1	10	3.50
19	53. Demonstrate competence in working with school-based information.	0	1	2	6	4	13	4.00
20	54. Demonstrates awareness of current issues in professional school counseling.	0	0	3	8	2	13	3.92
21	55. Conducts appropriate needs assessments.	0	1	3	6	2	12	3.75
22	56. Appropriately uses relevant assessment data (parents, student, and staff).	0	1	2	5	2	10	3.80
23	57. Demonstrates knowledge of methods, including use of appropriate technological resources, for implementing and evaluating the school guidance program.	0	1	1	5	2	9	3.89
24	58. Demonstrates professional commitment by active participation in professional organization for school counselors.	0	2	2	2	4	10	3.80

## Professional Behavior

#	Question	1	2	3	4	5	Responses	Mean
1	59. Behaves professionally (e.g., demeanor, dress, language, etc.).	0	0	2	3	9	14	4.50
2	60. Has regular and prompt attendance.	0	0	2	4	8	14	4.43
3	61. Willingly assumes responsibility.	0	0	0	3	11	14	4.79
4	62. Manages time well.	0	0	5	3	6	14	4.07
5	63. Shows commitment to providing service at site.	0	0	0	3	11	14	4.79
6	64. Follows through on professional commitments.	0	0	3	1	10	14	4.50
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	2	1	11	14	4.64
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	1	1	12	14	4.79
9	67. Shares weaknesses with staff in order to improve and is aware of skill and/ or ability limitations.	0	0	3	4	7	14	4.29
10	68. Accurately evaluates own counseling session performance.	0	0	4	2	8	14	4.29

## Candidate Strengths:

### Text Response

I feel that I have grown tremendously throughout my Fall semester interning at Valhalla High School. Under the supervision of my supervisor, I have learned much about the structure of the guidance team in relation to other student support systems in place at VHS. I have also grown as a school counselor by having the direct counselor interactions have with students in one-on-one and group settings. Having a feel for the culture within the district has really excelled my understanding of the students needs at VHS. Taking time to understand the nature of the dynamic racial and socio-economic population has benefitted me working with the students as I have a better understanding of how their communities and homelife look which mold them into the young people they are. Understanding all of this helps me to understand students' drives, passions, motivations, as well as hardships.

I believe that I have the ability to make my students feel comfortable with me and to encourage them to open up to me without being intrusive. I am a calm person in nature, so I believe that that makes a difference in my counseling practice. I also am a team player and like to take on responsibility. I try and provide assistance in any way that I can to best benefit the counseling team and office. In addition, I am very easy to work with and to get along with and I try to maintain a positive attitude in everything that I do.

My advisor is warm and caring with a genuine interest in student success. She is an effective communicator with students, has provided valuable lessons in small group presentations and an opportunity to present whole class guidance lessons. She has shown a dedication by being prepared for all sessions she is presenting. She has interacted effectively and professionally with staff and parents. She manages time well and is always willing to assist in any task. She has been an asset to our counseling department.

The candidate has initiated extra-curricular activities for our students that are sensitive to their needs. She is very passionate about the students on her caseload and these students have built a trusting relationship with her and have had high levels of disclosures.

Empathetic relationships and being able to handle multiple issues with clients

The candidate works very well with the students. The students have definitely taken a liking to him and seek his assistance on a regular basis.

I truly care about the students I interact with in my case loads (two sites) and in a group counseling context. I also care very deeply for the adult staff that I see daily at each site. Thus, I can genuinely empathize and sympathize with my clients and peers. This understanding can be helpful for clients and colleagues I have found.

The candidate is one of the strongest counseling interns I have ever had. She is confident, poised and knowledgeable. She has outstanding initiative, and just steps right in whenever and wherever needed. She has outstanding personal attributes, and is extremely professional in appearance and behavior. I would have no qualms in placing her in a counselor's role at any school right now. She is that ready. Excellent work ethic and she is willing try anything. She is not afraid to risk. Her consultative skills with teachers of all ages is outstanding. She is not the least bit hesitant to state her opinions, but does it so professionally and tactfully. Wonderful interpersonal skills. She will be an outstanding addition to a support staff and to a school in general. And the children love her! She maintains excellent rapport and relationships with both students and adults. Our teachers have seen her as a professional, not as an intern. She has good insight into the children as she works with them, and is able to tell when they are not being truthful or are deflecting her questions. I guess I can't say enough about her skills and personal attributes. I believe she is ready right now to step into the world of counseling and do a superior job of it.

Willingness to take on tasks that are given to her and completes in a timely manner. Is efficient, responsible, organized. My supervisor is bilingual in Spanish and has been a great help when working with and interacting with our Spanish Speaking students and parents.

This candidate is very personable and hardworking. He is gifted at building a rapport with students and staff. Since his first day, he jumped into his fieldwork experience and has been energetic and positive throughout. He works well with parents and has held a few one-on-one conferences in English and Spanish. He is quick to offer assistance when needed above and beyond Counseling duties.

This candidate demonstrates a strong understanding of current issues within the school counseling profession and displays a welcomed desire to share with others. She is quickly able to establish rapport with a variety of students of varying age, family and cultural backgrounds. She is eager to obtain feedback and puts suggestions to work in a timely manner.

This candidate is a dedicated member of our counseling team and school staff. She is quick to take on any duties assign and is committed to fostering the whole development of all our students. She builds rapport quickly and is able to establish meaningful relationship that are action oriented.



## Areas of Growth:

### Text Response

I feel that I need more exposure to different types of meetings: SSTs, IEPs, 504s in order to better understand their role in students' school structure. Being able to put together and run more groups and individual counseling sessions throughout the spring semester would be great. Being able to start them by myself from the ground up would be a great challenge that I would love to tackle as I feel that I have been handed students for individual counseling and have co-facilitated my last group. Going out on campus and seeking out students on my own that are in need would be helpful to be able to do as it would force me to market myself as a school counselor and get to know more of the teachers on campus.

I feel that I am developing my counseling techniques and working on incorporating my techniques into my theoretical orientation, REBT. From my time at Granite, I have learned more about the dynamics of a counseling office and how things are run. I have also grown in consulting with my colleagues and asking for help when I need it. I feel that I am learning how to manage a case load and how to check-in and follow up with my students to ensure they are receiving the best services from me as possible. I have also developed my knowledge on college/career planning. I have learned much about the college application process and how to guide my students, especially my seniors, in this important time of their lives.

continued development of confidence in working with personal interactions with students. Remember to utilize posing questions to student(s) when problem solving and exploring their solutions to situations. Continue to practice a focus on solution-focused counseling when working with students, encouraging them to focus on what is working and building from that place.

Need to organize and prioritize daily tasks to manage time most effectively.

Could confront students more in one on one sessions, being involved in more consultations with teachers and family members to build rapport and support, and learning more about laws regarding minors in schools

This candidate can improve on "looking at the big picture" and organizing his day in a way that allows him to complete crucial tasks in a timely and accurate manner.

Because I care so much, I often have trouble maintaining a professional boundary between myself and my clients. Specifically, I carry the weight of a lot of their "issues" home with me, which I am sure will become tiresome as I evolve (and as my family evolves). Also, I prefer to have a direct, immediate impact on my client populations. Therefore, I will generally prioritize the most "imminent need" at the time. Since I am at alternative school sites, there are PLENTY of imminent needs to go around. Thus, I often postpone administrative, research, and professional development obligations.

I can truthfully say that this candidate only needs more experience. She has the skills necessary to be an excellent counselor. I see no areas of weakness. She strives always to do her best, and she knows herself well. If she has felt she needed more experience in a specific area, she has reached out and gotten it. I can see that she will never be done growing and developing her skills, and as a result, she is going to be a terrific counselor for a LONG time. Throughout the internship, she was always asking for how she could improve or what she needed to do differently.

Being less shy and working on comfort level when speaking in front of a larger group, like classroom presentations. More personable (ie. more joking with students, showing more charisma). Making deeper connections with students and being able to ask the questions that will help students share deeper thoughts/feelings than just the obvious, which comes with more experience.

The candidate and I want to start meeting more often in a formal, closed-door setting. Time goes by very fast while we work together and I would like more time to sit w/him and answer questions regarding his day to day experiences, to make sure I am attentive to his learning experience.

\* Participation of classroom guidance lessons, group counseling and student workshops. \* Greater understanding of indicators and appropriate responses to physical/sexual abuse, eating disorders, clinical depression, substance abuse, potential suicide, crises, and working with special education populations. \* Utilizing student information systems data to drive and document interventions. \* Understand the process of developing and evaluating an annual plan for a comprehensive developmental guidance programs. \* Gaining a greater understanding of balance between individual counseling and time a student is out of class (time management within the counseling session; determining appropriate tasks for students to complete outside the counseling session)

This candidate will need to continue to self - study and monitor her own limitations and areas of growth when it comes

to working with students and families. This will help her with effectively continuing to access the most appropriate resources