

FIELD PLACEMENT TIMELINE

Application to clinical cohort

Candidates who are school system employees talk to their principal or supervisor about the counseling program and explain the time requirements for field experiences. Principal signs Field Experience Agreement and this is submitted with the application.

Summer 2 Session of first clinical year

Any non-teacher who is not sure about the school level where they want to practice should ask the Program Coordinator for the list of counselors willing to allow a job shadow. Candidate is responsible for contacting the counselor and arranging the job shadow.

Fall Semester of first clinical year

Early October – Candidate completes Practicum Request Form in G523 indicating desired placement and field supervisor. Practicum manual is placed on ONCOURSE so candidates become familiar with its contents.

Mid-October – Candidate meets with coordinator to go over placement request.

Early November – Practicum placements are finalized by counseling team.

By November 15- Candidates make contact with practicum supervisor to go over logistics of practicum

Spring Semester of first clinical year

January -candidates begin practicum class and practicum hours (6 hours a week)

Mid-March – any candidate who wants to change placements for internship completes an internship application and returns to coordinator. Placements are finalized by the first of May.

Mid-April – candidates complete skill self-evaluation; site and university supervisor complete skill evaluation and disposition evaluation.

End of April – Coordinator comes to practicum class to talk about Internship requirements. Internship Manual is on ONCOURSE for students to read.

Fall Semester of second clinical year

August – candidates start internship activities when counselors begin working; before IUS classes start. Some students may choose to do their second or third level requirements during this time. However, the priority is to be present in their primary placement for beginning of school activities. **CANDIDATES CANNOT START INTERNSHIP BEFORE AUGUST.**

November – candidates, site and university supervisor complete skill self-evaluation .

Candidates meet with university supervisor to set goals for second semester internship based on skill feedback and any disposition remediation needed.

STANDARDS & DISPOSITIONS FOR SCHOOL COUNSELING

These standards are based on the standards for School Services Professionals: School Counselor License and are consistent with those of the Kentucky Professional Standards Board.

1. School Counseling Professionals promote the success of all students by facilitating the academic, emotional, social and physical development of the student and the quality and effectiveness of the learning environment.
2. School Counseling Professionals understand the breadth and scope of education systems and organizations. They are able to facilitate processes and engage in practices that promote lifelong development and learning.
3. School Counseling Professionals work within the educational system to promote lifelong development and learning. They collaborate with families and work with community resources to respond to student needs.
4. School Counseling Professionals understand formal and informal assessment techniques and the theory and research upon which administration, application, and interpretation of such techniques are based.
5. School Counseling Professionals understand intervention and prevention options available to serve the needs of students and the theory and research upon which such interventions are based.
6. School Counseling Professionals are aware of and have an understanding of local, state and federal laws that affect schools and the educational process.
7. School Counseling Professionals conduct themselves in an ethical and professional manner.
8. School Counseling Professionals are leaders who promote educational success for all by developing and managing school counseling programming related to academic, career, social and emotional growth. School Counseling Professionals use facilitative, consultative and collaborative leadership skills to provide a certainty of educational opportunities for students.
9. School Counseling Professionals collaboratively design, coordinate, implement, and evaluate student assistance services.
10. School Counseling Professionals collaboratively design, coordinate, implement and evaluate education and career services.

SCHOOL OF EDUCATION DISPOSITIONS

1. The student respects the legal and ethical norms and values of education.
2. The student effectively interacts and collaborates with others and fosters similar behavior among students.
3. The student is committed to diversity through equitable treatment and respect for all individuals.
4. The student exhibits personal management behaviors valued by the professional educational community.
5. The student is committed to inquiry and application of the knowledge base of education.
6. The student exhibits enthusiasm and respect for education as a practice and a profession.
7. The student is committed to data-based decision making practices.
8. The student is committed to continuous self-evaluation and personal improvement.