

PRACTICUM/INTERNSHIP GUIDELINES**A. OBJECTIVE**

This guide aims to assist students relative to the conduct of their Internship / Practicum – from application to completion. Specifically, the training aims to:

1. Provide students with opportunities to apply relevant knowledge and skills acquired from formal education to actual work setting provided by reputable Host Training Establishments (HTEs) in the country;
2. Enhance the knowledge and skills acquired in formal education of student interns through employer-based training, in order for them to become more responsive to the future demands of the labor market;
3. Develop life skills of student interns, including those relevant to the values of professionalism and work appreciation.
4. Provide a platform for the students to acquire soft skills necessary to address the demand of the employers such as communication skills, interpersonal skills, financial literacy, etc; and
5. Provide an opportunity for the students to acquire a professional work ethic in the course of internship.

B. PROCESS

STEP	RESPONSIBILITIES/ AUTHORITIES	ACTIVITIES
1	Student	Attends the MANDATORY ORIENTATION for Internship/Practicum/OJT/Work Integrated Learning.
2	Student	Apply for Internship at the Center
3	Student	Submits requirements to the Colleges
4	College	Evaluates if the student qualifies for Internship. If qualified, adviser endorses student for medical and psychological assessment.
5	College	Endorses Category C psychological results to GTC for discussion with student
6	Student	Enrolls internship subject
7	College	Prepares the Endorsement/Recommendation Letter
8	Student	Submits Endorsement/Recommendation Letter to the company
9	Company	Accepts/Processes request <i>If accepted, returns Acceptance Letter to the student.</i>
10	College	Monitors student performance through site visitation, phone call, online follow up, or periodic meetings in school.
11	Student	Attends meetings with adviser Note: Notice of meeting and other announcements will be posted on our official FB page
12	Student	Completes the training
13	Company	Issues Certificate of Completion and accomplishes Performance Evaluation
14	Student	Submits all documents and requirements to assigned CSI Adviser
15	College	Evaluates the documents and submits student grade report

C. PERFORMANCE INDICATORS

Grading Components	(%)	Parameters
Creative Academic Performance (CAP)	60	Class attendance, and compliance with documentary requirements such as: 1. Internship Meeting (20%) 2. Monthly Work Journal / SFT (10%) 3. Internship Narrative Report (30%)
Major Examination	40	Performance Evaluation (by training site supervisor) with COC

Practicum Internship Guidelines Forcase Study Presentation

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Practicum and Internship John Charles Boylan, Patrick B. Malley, Eileen Petty Reilly, 2001 TABLE OF CONTENTS 1 Definitions phases and standards 2 Preparation for practicum 3 Practicum content issues 4 Practicum process issues 5 Monitoring the professional development of practicum students 6 Ethical issues 7 Legal Issues 8 Guidelines for interns working with special populations 9 Consultation in the schools and mental health agencies Models and methods 10 Internship preparation 11 The internship experience 12 Final Evaluation FORMS 2 1 Letter to Practicum Site Supervisor 2 2 Practicum Contract 2 3 Student Profile Sheet 2 4 Student Practicum Internship Agreement 2 5 Tape Critique Form 2 6 Weekly Schedule 2 7 Monthly Practicum Log 3 1 Parental Release Form 3 2 Client Release Form 3 3 Initial Intake Form 3 4 Elementary School Counseling Referral Form 3 5 Secondary School Counseling Referral Form 3 6 Mental Status Checklist 3 7 Psychosocial History 3 8 Therapy Notes 3 9 Therapeutic Progress Report 5 1 Self Assessment of Basic Helping Skills and Procedural Skills 5 2 Counseling Techniques List 5 3 Self Rating by the Student Counselor 5 4 Peer Rating Form 5 5 Goal Statement Agreement 5 6 Interviewer Rating Form 5 7 Site Supervisor s Evaluation of Student Counselor s Performance 5 8 Counselor Competency Scale 8 1 Suicide Consultation Form 8 2 Suicide Contract 8 3 Harm to Others Form 8 4 Child Abuse Reporting Form 8 5 Substance Abuse Assessment Form 9 1 Consultation Rating Form 10 1 Intern Site Preselection Data Sheet School 10 2 Intern Site Preselection Data Sheet Clinical 10 3 Internship Contract 12 1 Internship Log 12 2 Student Evaluation Form 12 3 Client s Personal Social Satisfaction with Counseling Assessment 12 4 Student Counselor Evaluation of Supervisor 12 5 Site Evaluation Form

The Internship, Practicum, and Field Placement Handbook Brian N. Baird, 2007 Acknowledging anticipating and addressing the everyday questions anxieties fears and concerns of interns this practical handbook bridges the gap between academic coursework and the knowledge skills and emotional challenges that are found in the real world of the helping professions Incorporating the newest version of the APA ethics code the federal HIPAA regulations and the applications of technology to treatment and record keeping this book contains the most recent research and literature pertaining to internship training ethics and legal issues supervision self care record keeping risk management and more Professionals and interns involved with internships practicums and field placements in Psychology Social Work Counseling and related helping disciplines

Starting a Successful Practice in Clinical Psychology and Counseling Owen J. Bargreen, 2013-10-08 Clinical psychology is a quickly growing profession yet it is a challenging one the preparation is arduous the training is highly selective and the results an established and financially successful practice are not easy to achieve This book explains how to prepare for and surmount all of the hurdles presented to those who hope to eventually develop a lucrative and rewarding practice in clinical psychology It is the first of its kind to focus primarily on financial success though it does also look at the personal stresses and rewards of the profession The author provides tips from his own experience and from other financially successful private practice psychologists and offers business techniques and pointers

that are not explained in training programs Undergraduate students contemplating a career in psychology will find advice on preparing for the GRE applying to graduate schools and getting involved in research and clinical work For graduate students an overview of a graduate clinical psychology program preparing and completing a dissertation and gaining experience in psychological testing are provided Chapters then focus on how to build and manage a private practice the best ways to manage personal and business finances and how to practice good self care Additionally the book includes a chapter by an expert on student loan repayment that examines how to best work through the process of paying back student loans while building a practice

Handbook of Education, Training, and Supervision of School Psychologists in School and Community, Volume I Enedina García-Vázquez, Tony D. Crespi, Cynthia Riccio, 2010-12-20 Published with the sponsorship of the Trainers of School Psychologists this two volume handbook examines the essential tenets of the school psychology profession critically reviews training and practice issues and evaluates how the traditional and changing skills and issues translate into meeting the needs of children and the systems that serve them Volume I focuses on the professional issues and topics that form the core of the university curriculum for the school psychology specialist degree It explores contemporary university training programs the foundations of school education and key areas of responsibility for school based mental health professionals and takes a look at the future of training for school psychologists Specific issues such as the teaching of specialty skills and training for unique areas and special populations are also discussed By way of raising questions and issues that ultimately play out in the field it lays the groundwork for Volume II which is dedicated to bridging the training and practice gap

Assessment for Experiential Learning Cecilia Ka Yuk Chan, 2022-09-29 Chan's book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i.e. 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers

around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Educating Educators with Social Media Charles Wankel, 2011-01-17 Social media are increasingly popular platforms for collaboration and quick information sharing This title collects reports on how these technologies are being used to educate educators with social media in creative and effective ways It examines the processes design delivery and evaluation of instruction using social media

Evidence-Based School Counseling Greg Brigman, Elizabeth Villares, Linda Webb, 2017-10-05 Evidence Based School Counseling presents a unique method for training graduate students to become effective school counselors that is presented in a Tell Show Do Coach approach to instruction and reflective of ASCA CACREP and CAEP standards This method is based on three interrelated components a the ASCA National Model especially its Mindsets Behaviors for Student Success and its related student competencies b the extensive research base associated with social emotional learning SEL non cognitive factors and college career readiness and c evidence based programs tied to this research base and suited to school counselor implementation The text highlights how the new ASCA Mindsets Behaviors for Student Success have been modeled after this research base and provides resources for school counselors to find evidence based programs and interventions connected to this research Evidence Based School Counseling provides extensive practice and coaching so students can arrive at practicum and internship feeling confident and they can hit the ground running as they start their careers

Research in Education, 1974

Demystifying the School Psychology Internship Daniel S. Newman, 2013-03-05 If you are a doctoral or non doctoral student about to begin your internship in school psychology you may have several questions about the process and what it will involve and you may even be facing some anxiety about it If you are a site or university supervisor preparing for the beginning of the internship year you may be looking for ways to improve the internship experience for your students or for yourself and your fellow supervisors Newman has used his many years of experience working with interns and field supervisors to create this guide to the school psychology internship process to address these common concerns He

provides a comprehensive overview of the school psychology internship process from start to finish describing actions that can be taken to promote a high quality dynamic internship experience Emphasis is placed on the idea that the internship year is a dynamic and formative experience not a static event and that interns and supervisors both must be active planners coordinators and shapers of the experience Each part of the book explores a different phase of the internship from the first days through job applications and interviews Helpful and pragmatic tools are included throughout such as evaluation tools best practice guidelines and sample forms Online resources are also available to complement the book and include reproducible material from the book videos students can use to practice their interviewing skills and links to helpful resources

A Study of Organizational Patterns and Faculty Resource Requirements for Clinical Nursing Instruction in Baccalaureate Nursing Programs Elmer W. Moisis,1986

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