

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

Elmer W. Moisia



Practicum Internship Guidelines Forcase Study Presentation:

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

Evidence-Based School Counseling Greg Brigrman, 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

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

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

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

A Study of Organizational Patterns and Faculty Resource Requirements for Clinical Nursing Instruction in Baccalaureate Nursing Programs Elmer W. Moiso, 1986 **Resources in Education**, 2001-04 **ACA Ethical Standards Casebook**

Barbara Herlihy, Gerald Corey, 2014-11-04 This practical guide is ideal both for teaching future members of the profession about their ethical responsibilities and for reinforcing ethical competence among current professionals We strongly recommend this book Jeffrey E Barnett PsyD ABPP W Brad Johnson PhD Loyola University Maryland United States Naval Academy Coauthors Ethics Desk Reference for Counselors 2nd Edition Herlihy and Corey's text boosts the reader's ethical understanding leaps and bounds above mere reading of the ACA Code of Ethics With multifaceted case study examples and an integrated approach to tackling ethical dilemmas this book is a must read for students counselors counselor educators and supervisors Shannon Hodges PhD Michael Knight Niagara University Graduate Student Niagara University ACA Ethics

Revision Task Force Member The seventh edition of this top selling text provides a comprehensive resource for understanding the 2014 ACA Code of Ethics and applying its principles to daily practice Each individual standard of the Code is presented with an explanatory case vignette and a Study and Discussion Guide is provided at the beginning of each major section of the Code to stimulate thought and discussion Common ethical concerns with instructive case studies are then explored in individual chapters Topics addressed include client rights and informed consent social justice and counseling across cultures confidentiality counselor competence working with minor clients managing boundaries client harm to self or others counselor training and supervision research and publication and the intersection of ethics and law Chapters new to this edition examine managing value conflicts and the issues surrounding new technology social media and online counseling The Casebook also contains an Inventory of Attitudes and Beliefs About Ethical Issues to assist counselors in developing a personal ethical stance This eighth edition provides a current and comprehensive discussion of counselors legal and ethical responsibilities an examination of state and federal laws as they relate to practice and helpful risk management strategies Attorney Nancy Wheeler and Burt Bertram a private practitioner and counselor educator offer real world practical tips to help navigate professional risks while providing competent clinical care New or updated topics include matters surrounding informed consent current case law on duty to warn protect and issues surrounding suicide in college university settings electronic records and ransomware concerns and updates on state licensure board data regarding boundary violations The authors legal and ethical decision making model will assist counselors and students with processing their own legal and ethical dilemmas and the ACA Code of Ethics is included as a handy reference Requests for digital versions from ACA can be found on www.wiley.com To purchase print copies please visit the ACA website Reproduction requests for material from books published by ACA should be directed to publications@counseling.org

Proceedings of the Conference on Training Clinical Child Psychologists June M. Tuma, 2013-12-16 This volume is derived from the conference on Training Clinical Child Psychologists held in South Carolina The goal of the meeting was to identify examine and assess the major influences directions goals and actions of consequence to clinical child psychology and to clinical child psychologists Proceedings Conference on Training Clinical Child Psychologists explores issues pertaining to the goal of training competent psychologists to work with children youths and families The objectives of this volume and the conference are to stimulate discourse meaningful to clinical child psychologists and to the total psychological community to clarify major issues and alternative actions and to formulate and implement feasible proposals for strengthening the professional preparation of clinical child psychologists Topics included in this volume include roles and responsibilities of clinical child psychologists and the boundary issues curriculum issues models of training credentialing and licensing and recommendations guidelines and conclusions drawn from the conference Also included are the Guidelines for Training Psychologists to Work with Children Youths and Families Appendix E Contributors include June M Tuma Donald K Routh Michael C Roberts Patricia J Aletky

Stanley F Schneider Alan O Ross Honore M Hughes Anthony P Mannarino Thomas H Ollendick Annette M LaGreca Carolyn Schroeder Jerome H Hanley David S Glenwick Steven M Neuhaus Frank D Fincham Gary B Melton Douglas G Ullman Howard Markam William O Donnelly Sandra W Russ Donald K Freedheim Jane W Kessler Donald Wertleib Dennis Drotar Andrew S Bradlyn Lynne Doran Sheila Eyberg James H Johnson Jean C Elbert Robert D Felner Raymond P Lorion Al Finch Diane J Willis Marilyn T Erickson Martha Perry Richard R Abidin Felicisima C Serafica Charles Wenar S Joseph Weaver Jacquelin Goldman Rochelle L Robbins **Handbook of Psychology, Clinical Psychology** George Stricker, Thomas A. Widiger, 2003-01-07 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications an future course of major unresolved issues in the area **Evaluating Student Learning Outcomes in Counselor Education** Casey A. Barrio Minton, Donna M. Gibson, Carrie A. Wachter Morris, 2016-04-14 This timely text describes the role of program evaluation in counselor education and provides step by step guidance for faculty seeking to develop comprehensive Student Learning Outcome SLO evaluation plans to meet accountability expectations It serves as a blueprint for demystifying the SLO process and making the switch from an input based measure of productivity that focuses on what counseling programs do to an outcome based approach that concentrates on the quality of learning through evidence based assessment of students knowledge and skills The first and second parts of the book lay the foundation for the SLO process and provide practical guidance for identifying and developing direct and indirect measures of student learning Part III offers strategies for creating measures collecting managing and reporting student data and using data to ensure competence In Part IV counselor educators across the country offer hands on application through a wide variety of SLO activities and rubrics linked to each of the curricular and specialty areas of the 2016 CACREP Standards Requests for digital versions from ACA can be found on www.wiley.com To purchase print copies please visit the ACA website Reproduction requests for material from books published by ACA should be directed to publications.counseling.org **Research in Education** ,1974 **Current Index to Journals in Education** ,2001

Critical Assessment and Strategies for Increased Student Retention Black, Ruth Claire, 2017-11-30 Student retention has become a difficult issue within higher education As such it is imperative to examine the causes as well as provide educators with strategies to implement to improve retention rates *Critical Assessment and Strategies for Increased Student Retention* is a pivotal reference source for the latest progressive research on a variety of current student success and attendance perpetuation issues Featuring a broad range of coverage on a number of perspectives and topics such as academic performance counseling and culture this publication is geared towards practitioners academicians and researchers interested in understanding the difficulties with maintaining student retention *The Encyclicon - Volume 2* Thomas L. Saaty, Brady Cillo, 2021-02-28 Volume 2 has a very detailed description of the strategic criteria used to rate the importance of the sub networks of Benefits Opportunities Costs and Risks BOCR The Encyclicon is an advanced dictionary of structures

used to represent complex decisions The first dictionary of hierarchic decision making was the Hierarchon Since hierarchies are a special case of networks the examples given here can be regarded as more general and complete representation of decision making In particular except for a group of market share examples they all involve decisions made by considering Benefits B Opportunities O Costs C and Risks R They also involve a synthesis of these BOCR merits into a single overall best outcome for a decision This is the first volume of the series of Encyclicon books Each of the books contains different models from different years collected by a different author along with Thomas L Saaty and although all books tackle similar topics there are different models and different approaches on how to summarize and represent models for general use These books are meant as a reference guide when you try to set up ANP or AHP complex decision models The case studies in the books are linked to online reference material related to that which often include the super decision model power point presentation and the original report of the case

Counselor Education and Supervision, 1998 *Research Anthology on Developing Effective Online Learning Courses* Management Association, Information Resources, 2020-12-18 In the current educational environment there has been a shift towards online learning as a replacement for the traditional in person classroom experience With this new environment comes new technologies benefits and challenges for providing courses to students through an entirely digital environment With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning motivation and success The optimization of these online tools requires a deeper look into curriculum instructional design teaching techniques and new models for student assessment and evaluation Information on how to create valuable online course content engaging lesson plans for the digital space and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education This book includes topics focused on online learners online course content effective online instruction strategies and instructional design for the online environment This reference work is ideal for curriculum developers instructional designers IT consultants deans chairs teachers administrators academicians researchers and students interested in the latest research on how to create online learning courses that promote student success

Web-Based Education in the Human Services Richard Schoech, Brenda Moore, Robert James Macfadden, Marilyn Herie, 2014-02-25 A much needed look at innovative and effective methods for creating virtual learning environments for human services Web Based Education in the Human Services reflects the vitality and diversity of Web based courses currently delivered within human services Unlike previous texts that have combined technologies such as Interactive Television ITV and two way audio where Web involvement was minimal this unique book focuses on Web based models tools and techniques used in courses where the majority of the content is delivered online The book s contributors emphasize the

social aspects of learning examining topical areas not usually associated with Web based education as they remind us of the need to move beyond the similarities between WBE and face to face FTF approaches Web Based Education in the Human Services documents a course delivery method coming of age in its desire to create virtual learning environments that incorporate a variety of techniques and strategies These environments use concepts and tools beyond what packages such as WebCT currently offer highlighting the power of designing a complete Web based curriculum rather than viewing each course separately Many of the most successful approaches presented in this invaluable book don t involve sophisticated tools or programming but the creative design of interactive scenarios emotional content and feedback mechanisms that reinforce the instructor s role as the crucial ingredient for success Web Based Education in the Human Services examines adult learning theories teaching practice skills through Web based technology how to bridge the gap between theory and practice faculty perceptions of the effectiveness of Web based instruction compared to face to face instruction the accessibility of Web based education the significance of emotion in learning Web based delivery of a graduate professional training program the creation delivery and evaluation of a pilot course using Blackboard 6 the development of a Web based undergraduate child welfare course the use of Web based video clips for counselor skills training the design development pilot and revision of a Web based social work practice course an online format for agency based field instruction the design of a Web based graduate program in counseling psychology and much more Web Based Education in the Human Services is an invaluable resource for social work and human services educators including education nursing and psychology Web course developers and college and university administrators

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