

**COUNSELOR EDUCATION  
ADVISORY COUNCIL MEETING MINUTES  
December 1, 2011  
4:00 P.M.**

**Present:** Paul Baird, Chair; Paula Hailey, Caroline Jones, Sandra Loew, Arlene Merry, Deirdre Nelson, Quinn Pearson, Monica Ross, Anita Roy and Karen Townsend

**Welcome**

Dr. Baird welcomed everyone to the meeting and thanked them for their time.

**Approval of Minutes**

Minutes from the December 9, 2010, Advisory Council meeting were reviewed. Dr. Pearson made a motion to approve the minutes as written. Caroline Jones seconded the motion. All were in favor of approving the minutes as written.

**Discussion Topics**

The main objective of this meeting was to discuss the Alabama State Department of Education and National Council for the Accreditation of Teacher Education requirement which is stated as follows:

The unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support and create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

Dr. Baird asked Dr. Townsend, Coordinator of the UNA School Counseling Program, if she would share her comments on this topic. Dr. Townsend identified the following ways that site supervisors and faculty supervisors work collaboratively in the School Counseling Program:

- Both practicum and internship experiences take place in school settings.
- Faculty supervisors and site supervisors both provide supervision experiences.
- Faculty supervisors and site supervisors both evaluate student progress.
- In both CHD 641 Development and Management of School Counseling Programs and CHD 642 Professional Identity and Ethics for School Counselors, there are regular speakers who work in the school counseling profession.
- Faculty supervisors conduct on-site observation visits at schools in which School Counseling students are placed.
- In both Practicum and Internship, course assignments require active student engagement with site supervisors.
- Specific placement of practicum students and interns is jointly determined by UNA faculty and local school counselors.

Dr. Pearson asked if it would be possible for the UNA students to obtain the training for the I NOW electronic, student records system that is offered state-wide in the schools. Some Advisory Council members commented that there would be a privacy issue to address. However, it

appears that it might be possible for Counseling students to observe I NOW training sessions that do not use confidential information. Other Council members mentioned that the I NOW system changes so often that the student that went through the training might soon need “re-training” to keep up to date with changes. All agreed that an overview would be useful – for a general knowledge of what I NOW includes.

Other comments:

- Caroline Jones stated that technology skills are not mentioned in the ASDE requirement. As a former student in the Counselor Education Program, she felt that the LiveText assignments were helpful. She goes back and refers to them quite often. She was offered a job because of the skills she had and materials she had developed in LiveText.
- A question was raised about Track 2 School Counseling students. Arlene Merry stated that the Track 2 School Counseling students are very strong with their counseling skills – both individual and group. She has been very pleased with the Track 2 interns she has observed.
- The biggest surprise to graduates going to real work experience in school counseling is the paperwork. It was agreed that documentation is important and a very real part of the work day. However, most counselors would much rather spend their time face-to-face with clients. How can the School Counseling Program prepare students for the demands of documentation? The challenges presented by documentation can lead to frustration and burn out.
- Ms. Jones said that learning how as a School Counselor to prioritize your time was key for her. You must be able to multi-task, and changing gears is so difficult. There is often no time to reflect before having to react and/or follow-up.
- Is there something that could be added to counseling coursework that would help students prepare for the time pressures and documentation requirements of School Counselors? One comment on this matter was that having a good supervisor to shadow and use as a role model can be very important. School Counseling students can see how effective and experienced School Counselors handle situations.
- Dr. Pearson mentioned that one way School Counseling students and Counseling faculty can support site supervisors is with the research databases at UNA that are available to only university personnel and students.

The meeting was adjourned at 5:10 p.m.

Minutes written and transcribed by Paula Hailey, Administrative Assistant for Counselor Education.