

**Turkish Psychological Counseling and Guidance Association**  
**Turkish Psychological Counseling and Guidance Association Evaluation and Accreditation Unit**  
**of Psychological Counseling and Guidance Education Programs**  
**(PDR-EPDAB)**

**School Psychological Counseling Practices**  
**National Standards - Version 1.0**

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**SCHOOL PSYCHOLOGICAL COUNSELING PRACTICES  
(FIELD STUDY)**

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### School Psychological Counseling Practices

School counseling practices are carried out within the scope of RPD Practices in Schools I and II courses in the 7th and 8th semesters of Psychological Counseling and Guidance undergraduate programs. Therefore, the standards of these practices were determined based on the definitions, learning outcomes, studies, supervision opportunities and evaluation methods of these courses. First of all, definitions related to school counseling practices in schools are given.

#### 1. DEFINITIONS

**a. Information Meeting:** A meeting conducted by psychological counselors in which the content, method and important points about different psychological counseling and guidance services provided in schools are discussed, the psychological counselors working in the school share their knowledge and experiences, and the questions of psychological counselor candidates are answered,

**b. Individual Recognition Techniques:** Non-testing techniques and tools such as psychological tests that will help the individual to recognize himself/herself in all aspects, to see his/her different aspects from other people, and to see the course of social, emotional, academic and career development in a realistic way (MYK, 2017),

**c. Needs Assessment:** The process of identifying the aspects of students' social, emotional, academic and career areas that they need to develop,

**ç. Interview:** The process of face-to-face interaction with the aim of solving a problem arising from the lack of information about the students' social emotional, academic and career field,

**d. Group Psychoeducation:** Practices consisting of systematically structured sessions that aim to improve students' knowledge, skills and coping strategies through group-based education and development strategies to support students' social, emotional, academic and career development and to prevent or cope with possible difficulties they may encounter (Çivitci, 2020),

**e. Group Guidance:** A type of service that enables students to examine their thoughts, feelings, attitudes and behaviors and to have an important experience related to personality development (Myrick, 2003); a type of service that reaches more people and is performed at the cognitive level in order to provide information in the fields of academic, social emotional and career development (Tagay & Kocaayan, 2020),

**f. Consultation:** Discussions based on the exchange of information, skills, suggestions and similar exchanges between the school psychological counselor and parents, teachers, other experts and related persons in order to ensure the development of the student and to help the student in case of problems (VQA, 2017)

**h. School Psychological Counselor:** a person who, in cooperation with teachers, families and other stakeholders, develops, implements and evaluates a preventive, developmental and solution-finding school psychological counseling program by using individual recognition techniques in order to help the academic, career and personal-social development of students from pre-school to the end of secondary education; a person who works with students based on direct interaction such as individual and group psychological counseling, classroom guidance and indirect interaction such as consultation with those concerned at school (VQA, 2017),

**g.School Psychological Counseling:** A specialization of psychological counseling that aims to meet the developmental needs of students from pre-school to senior high school in the areas of social emotional, academic and career development and to help solve problems in these areas,

**ğ.School Psychological Counseling Practices:** Under the supervision of the supervising faculty member and psychological counselor, in accordance with all levels of education, social emotional, academic and career development areas and the needs of students group and classroom guidance studies, observing the work of the psychological counselor, applying and evaluating individual recognition techniques, preparing information meetings, boards and brochures, developing a psychoeducational program for a specific development or problem area and applying it in the form of group guidance, seminars-conferences, consultations and psychological counseling with individuals,

**h.Preventive Psychological Counseling and Guidance:** Gaining life skills to prevent all students from experiencing problems related to developmental areas or to reduce the impact of emerging problems, preventing the spread and deepening of the problem in terms of duration and number of events that have just occurred and that may negatively affect the development of students, and remedial and developmental intervention studies for students with problems requiring medical and psychological intervention (Romano & Hage, 2000),

**i.Program Evaluation:** The evaluation of the studies such as group psychoeducation and group guidance applied by the psychological counselor candidate to develop certain competencies in students by using tests and non-test techniques,

**ı.Psychoeducation Program:** Practices consisting of systematically structured sessions that aim to improve students' knowledge, skills and coping strategies through group-based education and development strategies in order to support students' social, emotional, academic and career development and to prevent or cope with possible difficulties they may encounter (Çivitci, 2020),

**j.Psychological Counseling:** A professional relationship that empowers diverse individuals, families, and groups to achieve their mental health, well-being, educational, and career goals (ACA, 2019),

**k.Candidate Psychological Counselor:** An undergraduate student who performs school psychological counseling practices and continues the PDR undergraduate program,

**l.Psychosocial Preventive Support Practices:** Practices and activities that aim to increase the level of readiness of individuals before traumatic events (natural disasters, death-grief, suicide, sexual abuse, terrorism, migration), improve coping skills, and reduce the damage that events may cause on individuals (General Directorate of Special Education and Guidance Services, 2019),

**m.Class Guidance:** The method used in the implementation of sessions, each session lasting one class hour, to help students in a class acquire life skills of a preventive and developmental nature (Nazlı, 2006),

**n.Supervisor Instructor:** Higher education institution lecturer who guides the psychological counselor candidates in the planning, implementation and evaluation stages of the studies within the scope of school psychological counseling practices through the courses carried out at the university and visits and observations in schools, and supervises them to acquire the behaviors required by this profession,

**o.Supervision: Supporting,** strengthening and developing the personal and professional competencies of the school counselor in a systematic way with feedback from a more experienced and knowledgeable colleague regarding the school counseling process and practices (VQA, 2017a),

## **2. COURSES RELATED TO SCHOOL PSYCHOLOGICAL COUNSELING PRACTICES**

The courses related to school counseling practices are offered in the 7th and 8th semesters of the counseling programs within the scope of RPD Practices in Schools I and II courses. Therefore, based on the definitions, learning outcomes, studies, supervision opportunities and evaluation methods of these courses, the standards of these practices were determined.

### **a.Course name: School Counseling Practices (7th semester)**

**1.Course Description:** This course aims to enable counselor candidates to carry out developmental and preventive classroom and group guidance activities related to social emotional, academic and career development for different educational levels, to apply program evaluation, individual recognition techniques, to observe the school counselor and the functioning of the school counseling and guidance service, to participate in information meetings, to develop materials such as boards, brochures and videos for the needs of students, and to provide feedback to supervisors and counselor candidates on these practices.

### **2.Course Learning Outcomes**

- a. Expresses the skills used and points to be considered during school counseling practices by observing the activities carried out by the school counselor.
  - b. Plans and implements group guidance activities that help students/clients acquire competencies in social emotional, academic and career areas.
  - c. Plans and implements classroom guidance activities that contribute to the social emotional, academic and career development of students/clients.
  - d. Evaluates activities such as group psychoeducation or group guidance by using test and non-test techniques.
  - d. Conducts individual career planning activities for students.
  - e. Evaluates the results of applying an individual recognition technique to a group or class.
- **Practical opportunities to be provided to psychological counselor candidates Official permissions required to start the practices:**

Within the scope of the cooperation protocol between the Dean's Office of the Faculty of Education of the relevant university and the Provincial Directorate of National Education, permissions are obtained for the schools to be implemented with an official letter sent from the Dean's Office of the Faculty of Education to the Provincial Directorate of National Education, and the implementations can be started after the Governorate's approval is received by the Dean's Office. Permissions for school counseling practices are obtained separately for each semester in the seventh and eighth semesters. In addition, the works and procedures related to the practices are carried out in accordance with the Ministry of National Education's Directive on the Teaching Practice of Teacher Candidates in Educational Institutions Affiliated to the Ministry of National Education.

**The facilities that should be provided to the students in the campus and school/institution where the practices will be carried out:**

**Implementation Process and Procedure:**

- Before the implementation starts, supervisory instructors contact school counselors to get their opinions on whether they will accept counselor candidates for the implementation.
- A planning was made so that each school counselor would be responsible for a maximum of 6 counselor candidates and each supervisor would be responsible for a maximum of 12 counselor candidates.
- Carrying out the practices in line with the course content and directives prepared in the department and the Ministry of National Education's Directive on the Teaching Practice of Teacher Candidates in Educational Institutions Affiliated to the Ministry of National Education.
- Providing physical spaces (such as classrooms, rooms, halls, and counseling services) in schools that counselor candidates can use during their practice and observation period.
- Ensuring that the counselor candidates go to the practice schools for a total of 12 weeks and for at least 6 hours each week during the semester and carry out the activities specified in the program.
- Filling out the “Attendance Schedule” showing that the counselor candidates attend the practices completely and getting it approved by the school counselor and school administrators at the end of the semester.

#### **4.Characteristics and Duties of the Supervising Instructor**

Suggested characteristics and tasks for supervisor lecturers are listed below.

##### **Characteristics**

To be a member of the Department of Psychological Counseling and Guidance and to have a doctorate degree.

To be conducting courses and studies related to school counseling.

##### **Duties**

- Suggested tasks for supervisor lecturers are as follows:
- To be in constant communication and cooperation with the school counselors in the practicum schools in order for the counselor candidates to carry out their practicum studies.
- Informing the school counselors in the practicum schools about the program to be followed during the semester and what is expected of them.
- Sharing the scope of the course, the applications to be made, the methods to be used and the professional ethical principles and standards to be followed during the application process with the counselor candidates.
- Examining the plans and programs of the counselor candidates about their studies and giving feedback.
- Meeting with the counselor candidates on a weekly basis and regularly following the work of the candidates during the semester and giving feedback during the supervision process.
- Observing each counselor candidate at least 2 (two) times each semester during group guidance/group psychoeducation work and giving feedback.
- Evaluating all the work done by the counselor candidates at the end of the semester and giving written and verbal feedback.

- Evaluating the counselor candidates in accordance with the criteria in the “Supervisor Instructor Evaluation Form” by examining the observations, impressions during supervision and the reports prepared by the students at the end of the semester.
- Evaluating the studies carried out during the semester in terms of the working conditions of the school, the facilities provided, the contribution of the counselor, and the contribution of the supervision studies at the faculty to the professional and personal development of the counselor candidates.
- Evaluating the work of the counselor candidates at the end of the semester and entering the results of the evaluation into the relevant system of the university/faculty as a grade.
- Processing the general and final evaluations of the counselor candidates in the relevant semester to the Practicum Student Evaluation System (MEBBİS).

## **5.Characteristics and Duties of School Psychological Counselors**

Suggested characteristics and tasks for school counselors are listed below.

### **Characteristics**

- To have a bachelor's degree in Psychological Counseling and Guidance or Psychological Services in Education.
- To have completed the candidate teaching phase as a psychological counselor.
- To have received the Teaching Practice Training Certificate issued by the Ministry of National Education.
- To be a good model for psychological counselor candidates as a school counselor who carries out his/her duties adequately, effectively and in a cooperative relationship.

### **Tasks**

- Ensuring that counselor candidates have knowledge about the regulations, rules and facilities of the school and their adaptation to the school.
- Providing counselor candidates with the appropriate environment and conditions for the applications included in the content of the course.
- Guiding counselor candidates for the successful implementation of the applications, monitoring and evaluating the applications.
- Coming together with counselor candidates once a week and conducting the supervision process related to their work, giving feedback in this process, monitoring their development, helping them solve the problems and difficulties they experience.
- Observing at least one of the group guidance activities carried out by the counselor candidates and giving feedback to the student.
- Determining the day and time for the supervisor lecturer's visits to the school.
- Ensuring that the work of the counselor candidates is recorded in the “Attendance Chart” and approving this chart at the end of the semester.
- Evaluating the counselor candidates by giving points in accordance with the criteria in the “Counselor Candidate Evaluation Form”, taking into account the results of observation and daily evaluation.
- Attending supervision meetings held at the university at certain times.

- Informing the supervising instructor about the development of the counselor candidate at the end of the semester.
- Processing the general and final evaluations of the counselor candidates in the relevant semester to the Practicum Student Evaluation System (MEBBİS).

## **6.Recommended Practices**

### **Studies Expected from Psychological Counselor Candidates**

Supervisor lecturers are expected to conduct theoretical lessons (supervision studies) with counselor candidates for 14 weeks and 2 (two) hours per week. Counselor candidates are expected to act in accordance with the rules and procedures of the school during the practices and to carry out their practices in accordance with professional ethical principles and standards. Counselor candidates are recommended to go to schools for at least 12 weeks and 6 (six) hours a week and do the following activities.

### **Observing the Work of the School Counselor**

Psychological counselor candidates are expected to observe at least 5 (five) studies related to group guidance, classroom guidance, group counseling, seminars, conferences, parent-teacher conferences, consultations with teachers or parents, studies for inclusive students with individualized education programs, files, reports and official correspondence prepared by the psychological counseling and guidance service.

### **Group Guidance Practices**

It is recommended to carry out the following activities under the supervision of supervisors:

- Forming a group of 10-15 students together with the psychological counselor at the school.
- Determining the needs of the students in the group. For this purpose, methods such as interviewing the relevant people in the school (school counselor, class counselor, etc.) and students, applying a needs assessment questionnaire, etc. can be used.
- Determining competencies and target behaviors related to social emotional, career and academic development areas in line with the needs of the students.
- In order to gain the target behaviors, counselor candidates are expected to prepare a “Group Guidance Implementation Plan” of at least 3 sessions consisting of activities that they will adapt from the literature (such as group psychoeducation programs) or develop in line with the feedback of the supervising instructor in line with general, local and specific goals.
- Implementation of the determined group guidance activities to the selected student group for one session per week.
- Reporting the group guidance activities using the “Group/Class Guidance Evaluation Form”
- Application and evaluation of the questionnaire developed in line with the competencies and target behaviors determined after the implementation of group guidance activities.
- One of the group guidance practices of the counselor candidates will be observed by the supervisor lecturer and the school counselor to the extent possible and feedback is given to the candidates.

### **Classroom Guidance**

It is recommended to carry out the following activities under the supervision of supervisors:



- Planning and implementing at least 3 (three) classroom guidance activities.
- Counselor candidates can implement activities that they adapt from the literature in line with general, local, specific goals and student needs in their classroom guidance studies or that they will develop in line with the feedback of the supervising instructor. They can also plan and implement psychosocial preventive support practices within the scope of classroom guidance activities.
- Reporting of the classroom guidance activities using the “Group/Class Guidance Evaluation Form”.

### **Information Meetings with the School Psychological Counselor**

- It is recommended that counselor candidates hold at least 4 (four) informative meetings with the counselors at the school where they practice. In these meetings, it is recommended that school counselors provide information to counselor candidates on the topics they have determined (for example; preparing a school counseling program, e-Counseling system, individualized education program, neglect and abuse, crisis intervention, bullying and violence, substance and technology addiction), share their experiences and answer questions about the topic.
- It is recommended that these meetings be reported using the “Information Meeting Evaluation Form”.

### **Individual Recognition Techniques Application**

- Counselor candidates are recommended to apply at least 2 (two) of the individual recognition techniques used at school (test techniques such as aptitude, interest, personality and attitude scales; non-test techniques such as my window of life, who is this, what am I according to whom, sociometry test, reasons for absenteeism questionnaire, reasons for failure questionnaire) to a class/group.

### **Board and Brochure Preparation**

- It is recommended that counselor candidates prepare at least one (1) brochure for students or parents on the topics to be determined within the framework of the school counseling and guidance program to be shared through printed and different online media (such as the school's official web page, EBA).
- Psychological counselor candidates are recommended to prepare at least 1 (one) board for students or parents to be shared on the school guidance service board on topics to be determined within the framework of the school counseling and guidance program.

### **General Evaluation of the Studies**

It is recommended that counselor candidates make a general evaluation of their practices during the semester. In the general evaluation

- a. The working conditions of the practicing school and the opportunities provided for practice at the school,
- b. Contribution of the school counselor to the practices and counselor candidates,
- c. The behavior and approach of the supervisor lecturer, other practice students and the candidate's own behavior and approach in supervision studies at the faculty,

- d. The contribution of all the activities related to the course (in the practice school and faculty) to the professional and personal development of the counselor candidate can be discussed in terms of positive and negative aspects.

### **Start and End Times of Applications**

For the theoretical part of the school counseling practices course, counselor candidates are expected to do supervision with the supervisor lecturer at the university for 14 weeks and 2 (two) hours each week; at least 12 weeks and 6 (six) hours each week in schools and supervision with the school counselor. Practices are carried out in the form of theoretical and practical applications starting from the first week of education and training at universities until the end of the year exams and for a total of 14 weeks.

### **Success Evaluation Criteria**

In order to evaluate the success, the following two main categories of studies can be taken into consideration. It is suggested that the points to be given to these studies should be determined and weighted by taking into account the number of studies, the time spent, the labor force and the degree of competencies developed

#### **I. Studies and reporting**

- Group guidance
- Class guidance
- Observing the school psychological counselor
- Information meetings
- Preparing brochures and boards
- Application of techniques for recognizing individuals
- General evaluation

#### **II. Stakeholder assessment and self-assessment**

- School counselor's assessment
- Supervisor instructor's assessment
- Peer assessment
- Self-assessment

### **Determination of the Course Measurement and Evaluation Tools for Learning Outcomes**

Since school counseling practices are carried out within the scope of the School Guidance Practices I and II courses in the 7th and 8th semesters of the Guidance and Counseling undergraduate programs, it is recommended to use the following measurement and evaluation tools for the purpose of evaluating the learning outcomes of these courses.

- Group Guidance Activities Observation Form (Evaluations regarding the observations made by the supervisor instructor and the school counselor regarding one of the group guidance practices to be carried out by the counselor candidate)
- Implementation Report (a report in which the counselor candidate describes and documents the practices in detail according to the forms prepared within the scope of the course)
- Stakeholder and Self-Assessment Forms (School Counselor-Supervisor Instructor-Peer and Self-Assessment Forms)

## **Main Methods Used by School Counselors**

During the implementation process, school counselors; They can benefit from individual counseling, group counseling, psychoeducation, classroom guidance, group guidance, consultation, program development and evaluation methods.

## **Appropriate Ethical Behaviors**

Psychological counselor candidates are expected to carry out their practices in accordance with professional ethical principles and standards. For appropriate ethical behaviors, psychological counselor candidates;

- They can consider the basic values and principles in the book “Psychological Counseling Ethics Codes” published by the Turkish Psychological Counseling and Guidance Association (2021) and the ethical standards of school psychological counseling,
- The ethical principles defined in the “Guidance and Psychological Counseling Services Ethics Directive” published by the Ministry of National Education (2020).
- Supervisor instructors and school psychological counselors are responsible for ensuring that psychological counselor candidates are informed about appropriate ethical behaviors and the ethical principles and standards mentioned above.

## **b. Course name: School Counseling Practices (8th Semester)**

**1. Course description:** This course aims to help counselor candidates plan and implement group psychoeducation and classroom guidance activities related to social, emotional, academic and career development for different levels of education, evaluate programs, apply techniques for getting to know individuals, meet with parents, conduct seminars/conferences for students or parents, consult with teachers or parents, develop materials (such as videos and parent information letters) for students' needs, and requires supervisors and counselor candidates to give feedback to each other on these practices.

## **2. Learning Outcomes of the Course**

- a. Conducts group psychoeducation that helps students gain the determined competencies in social-emotional, academic and career areas.
- b. Plans and implements classroom guidance activities that contribute to the social-emotional, academic and career development of students/clients.
- c. Evaluates group psychoeducation work using test and non-test techniques.
- ç. Evaluates the results by applying the individual recognition technique to a group or class.
- d. Conducts informative seminar-conference work on a subject that students or parents need.
- e. Conducts consultation studies with teachers and/or parents regarding the development and needs of students.
- f. Conducts individual psychological counseling with students who apply to the school psychological counseling and guidance service.

g. Understands the program development process in psychological counseling and guidance.

### **3. Practice opportunities to be provided to psychological counselor candidates**

#### **Official permissions to be obtained to start the practices:**

Within the scope of the cooperation protocol between the Dean of the Faculty of Education of the relevant university and the Provincial Directorate of National Education, permissions are obtained for the schools where the practices will be carried out with an official letter sent from the Dean of the Faculty of Education to the Provincial Directorate of National Education, and the practices can be started after the approval of the Governorship reaches the dean's office. Permissions for school psychological counseling practices are obtained separately for each semester in the seventh and eighth semesters. In addition, the work and procedures related to the practices are carried out in accordance with the Directive of the Ministry of National Education on the Teaching Practices of Teacher Candidates in Educational Institutions Affiliated to the Ministry of National Education.

#### **Facilities to be provided to students in the campus and school/institution where the practices will be carried out:**

#### **Practice Process and Operation:**

- Before the practices start, the supervisor faculty members contact the school psychological counselors and get their opinions on whether they will accept the psychological counselor candidates for the practice.
- Making a plan in such a way that each school counselor will be responsible for a maximum of 6 (six) and each faculty member will be responsible for a maximum of 12 (twelve) counselor candidates.
- Conducting the practices in line with the course content and guidelines prepared in the department and the Directive of the Ministry of National Education on the Teaching Practices of Teacher Candidates in Educational Institutions Affiliated to the Ministry of National Education.
- Providing physical spaces (such as classrooms, rooms, halls and PDR services) for the counselor candidates in schools during the period in which they can practice and observe.
- Ensuring that the counselor candidates go to the practice schools for at least 12 (twelve) weeks in total and at least 6 (six) hours each week during the term and do the work specified in the program.
- Filling out the "Attendance Schedule" indicating that the counselor candidates continue the practices completely and approving it by the school psychological counselor and school administration at the end of the term.

### **4. Characteristics and Duties of Supervisor Instructors**

The recommended characteristics and duties for supervisor instructors are listed below.

#### **Characteristics**

- To be employed in the Department of Psychological Counseling and Guidance and have a doctorate degree.
- To be conducting courses and studies related to school counseling.

## **Duties**

- To be in constant communication and cooperation with school counselors in practice schools so that counselor candidates can carry out their practice studies.
- To inform school counselors in practice schools about the program to be followed throughout the semester and what is expected of them.
- To share with counselor candidates the scope of the course, the practices to be done, the methods to be used and the professional ethical principles and standards to be followed during the practice process.
- To review the plans and programs of counselor candidates regarding the studies they will carry out and to provide feedback.
- To meet with counselor candidates weekly and to regularly monitor the studies of the candidates throughout the semester during the supervision process and to provide feedback.
- To observe each counselor candidate at least 2 (two) times during small group work each semester or to monitor the recording of the study and provide feedback.
- Evaluating all the work done by the counselor candidates at the end of the term and providing written and verbal feedback.
- Evaluating the counselor candidates according to the criteria in the “Supervisor Instructor Evaluation Form” by examining the observations, impressions during supervision and the reports prepared by the students at the end of the term.
- Evaluating the work done during the term in terms of the working conditions of the school where the practice is held, the opportunities provided, the contribution of the school counselor, and the contribution of the supervision work at the faculty to the professional and personal development of the counselor candidates.
- Evaluating the work of the counselor candidates at the end of the relevant semester and entering the results of the evaluation as a grade into the relevant system of the university/faculty.
- Processing the general and final evaluations of the counselor candidates in the relevant semester into the Practical Student Evaluation System (MEBBİS).

## **5. Characteristics and Duties of School Counselors**

The recommended characteristics and duties for school counselors are listed below.

### **Characteristics**

- To have completed undergraduate education in the Psychological Counseling and Guidance or Psychological Services in Education program.
- To have completed the candidate teacher stage as a psychological counselor.
- To have received the Teaching Practice Education Certificate given by the Ministry of National Education.
- To be a good model for psychological counselor candidates as a school psychological counselor who carries out his/her duties adequately, effectively and in a cooperative relationship.

### **Duties**

- To ensure that psychological counselor candidates are informed about the regulations, rules and facilities of the school and to adapt to the school.

- To provide psychological counselor candidates with appropriate environment and conditions for the practices included in the content of the course.
- To guide psychological counselor candidates for the successful implementation of the practices, to monitor and evaluate the practices.
- To meet with psychological counselor candidates once a week and provide feedback on their work, to monitor their development, and to help them solve the problems and difficulties they experience.
- To observe at least one of the group guidance studies implemented by psychological counselor candidates and provide feedback to the student.
- Determining the day and time for the visits of the supervisory faculty member at the university to the school.
- Ensuring that the work of the psychological counselor candidates is recorded in the “Attendance Schedule” and approving this schedule at the end of the semester.
- Evaluating the psychological counselor candidates by giving them points according to the criteria in the “Psychological Counselor Candidate Evaluation Form”, taking into account the results of observation and daily evaluation.
- Participating in the supervision meetings and studies to be held at the university at certain times.
- Informing the supervisory faculty member at the university about the development of the psychological counselor candidates at the end of the semester.
- Processing the general and final evaluations of the psychological counselor candidates in the relevant semester into the Practice Student Evaluation System (MEBBİS).

## **6. Recommended Practices**

### **Expected Work from Psychological Counselor Candidates**

Supervisor instructors are expected to conduct theoretical lessons (supervision studies) with psychological counselor candidates for 14 weeks and 2 (two) hours per week. Psychological counselor candidates are expected to act in accordance with the rules and procedures of the school during the practices and to carry out their practices in accordance with professional ethical principles and standards. It is recommended that psychological counselor candidates go to schools for at least 12 weeks and 6 (six) hours per week and do the following studies.

### **Group Psychoeducation**

- The following studies are recommended to be conducted under the supervision of supervisors:
- Creating a group of 10-15 students together with the psychological counselor at the school where the practice is conducted.
- Determining the needs of the students in the formed group. For this purpose, methods such as interviewing the relevant people in the school (such as the school psychological counselor, class guidance teacher) and the students, applying a needs assessment survey and psychological measurement tools can be used.
- Determining competencies and target behaviors related to a topic (such as social skills, conflict resolution, test anxiety, self-esteem) from social emotional, academic and career areas in line with the needs of the students.
- In order to gain the determined target behaviors, psychological counselor candidates are expected to prepare a “Group Psychoeducation Implementation Plan” for at least 6 (six)

sessions of group psychoeducation, consisting of activities that they will adapt from sources in the field (such as group psychoeducation programs) or develop in line with the feedback of the supervisory instructor, in line with general, local and specific goals.

- Implementation of the prepared group psychoeducation to the selected student group for one session per week.
- Reporting the implemented group psychoeducation activities using the “Group/Class Guidance Evaluation Form”.
- Implementation and evaluation of the determined test or non-test technique in line with the determined competencies and target behaviors after the implementation of the group psychoeducation.
- Observation of one of the group guidance program sessions to be conducted by the psychological counselor candidates by the supervisory instructor and the school psychological counselor, to the extent possible, and giving feedback to the candidates.

### **Classroom Guidance**

**It is recommended that the following studies be carried out under the supervision of supervisors:**

- Planning and implementing at least 3 (three) classroom guidance studies.
- In classroom guidance studies, psychological counselor candidates can implement activities that they adapt from sources in the field in line with general, local, specific goals and student needs or that they will develop in line with the feedback of the supervisor instructor. In addition, they can plan and implement psychosocial preventive support practices within the scope of classroom guidance studies.
- Reporting the conducted classroom guidance or psychosocial preventive support studies using the “Group/Classroom Guidance Evaluation Form”.

### **Implementing Individual Recognition Techniques**

- It is recommended that psychological counselor candidates apply at least 2 (two) of the individual recognition techniques used in school (test techniques such as talent, interest, personality and attitude scales; non-test techniques such as my life window, who is this, what am I according to whom, sociometry test, absenteeism reasons survey, failure reasons survey) to a class/group.

### **Seminar/Conference Study**

- It is recommended that counselor candidates conduct at least 1 (one) informative seminar-conference study, face-to-face or online, on a subject that the group needs, with a group of parents or students, and report this study using the “Seminar/Conference Study Evaluation Form”.

### **Consultation Study**

- Psychological counselor candidates are expected to come together with teachers, parents and administrators individually or as a group and work for at least 3 (three) sessions on the

interests, needs and development of a student that they will determine or that the school psychological counselor will recommend. These consultation studies can be done in the form of education, workshops and meetings aimed at sharing information about the students.

- It is recommended that counselor candidates report these studies using the “Consultation Study Evaluation Form”.

### **Preparing Video and Parent Information Letter**

- It is recommended that psychological counselor candidates prepare at least 1 (one) short video to be shared on different online platforms (such as the school's official website, EBA) for students or parents on topics to be determined within the framework of the school psychological counseling and guidance program.
- It is recommended that psychological counselor candidates prepare at least 1 (one) parent information letter to be shared on printed and different online platforms (such as the school's official website, EBA) for parents on topics to be determined within the framework of the school psychological counseling and guidance program.

### **Review and Evaluation of the School Psychological Counseling Program**

- It is recommended that psychological counselor candidates examine the steps followed and the studies carried out during the preparation/development process of the school psychological counseling program; the implementation process of the program; the evaluation studies carried out by the school psychological counselor in order to determine the effectiveness of the implemented program and the level of achievement of the goals. Psychological counselor candidates can examine the school psychological counseling program for this study and meet with the school psychological counselor.

### **Other Studies**

- In addition to the studies specified above, psychological counselor candidates;
- They can also conduct studies such as observing the work of the school counselor, individual counseling, and parent interviews.

### **General Evaluation of the Studies**

- It is recommended that counselor candidates make a general evaluation of the practices they have done throughout the semester. In the general evaluation;
- Working conditions of the school where the practice is held and the opportunities provided for the practice in the school,
- Contribution of the school counselor to the practices and the counselor candidate,
- The behavior and approach of the supervisory instructor, other practice students and the candidate in supervision studies at the faculty,
- The contribution of all studies related to the course (in the practice school and faculty) to the professional and personal development of the counselor candidate can be addressed with their positive and negative aspects.

### **Start and End Times of Practices**



Psychological counselor candidates are expected to do 14 weeks and 2 (two) hours of supervision with a supervisory instructor at the university for the theoretical part of the school counseling practices course; at least 12 weeks and 6 (six) hours of practice at schools and supervision with a school counselor. Practices are carried out in a theoretical and practical manner starting from the first week of university education and training and until the end-of-year exams, totaling 14 weeks.

### **Success Evaluation Criteria**

In order to evaluate success, the studies collected under two main headings below can be taken into consideration. It is recommended that the scores to be given to these studies be determined and weighted by taking into account the number of studies, time spent, work force put forward and the degree of competencies developed.

#### **I. Studies and reporting**

- Group guidance/psychoeducation program (Preparation, implementation, evaluation)
- Class guidance
- Implementation of techniques for getting to know the individual
- Seminar/conference
- Consultation
- Preparation of boards and brochures
- Review and evaluation of school counseling program
- General evaluation

#### **II. Stakeholder evaluation and self-evaluation**

- School counselor's evaluation
- Supervisor instructor's evaluation
- Peer evaluation
- Self-evaluation

### **Determination of Course Measurement and Evaluation Tools for Learning Outcomes**

Since school counseling practice and supervision is carried out within the scope of School Guidance Practices I and II courses in the 7th and 8th semesters of PDR undergraduate programs, the following measurement and evaluation tools that can be used to evaluate the learning outcomes of these courses are suggested here.

- a. Group Guidance Activities Observation Form (Evaluations regarding the observations made by the supervisor instructor and school psychological counselor regarding one of the group guidance practices to be carried out by the psychological counselor candidate)
- b. Application Report (a report in which the psychological counselor candidate describes and documents the practices in detail according to the forms prepared within the scope of the course)
- c. Stakeholder and Self-Assessment Forms (School Psychological Counselor-Supervisor Instructor-Peer and Self-Assessment Forms).

### **Explanations of the Main Methods Used by School Counselors**

During the application process, school counselors can benefit from individual counseling, group counseling, psychoeducation, classroom guidance, group guidance, consultation, program development and evaluation methods.

### **Appropriate Ethical Behaviors**

Psychological counselor candidates are expected to carry out their practices in accordance with professional ethical principles and standards. For appropriate ethical behaviors, psychological counselor candidates;

- They can consider the basic values and principles in the book "Psychological Counseling Ethics Codes" published by the Turkish Psychological Counseling and Guidance Association (2021) and the ethical standards of school psychological counseling,
- The ethical principles defined in the "Guidance and Psychological Counseling Services Ethics Directive" published by the Ministry of National Education (2020).
- Supervisor instructors and school psychological counselors are responsible for ensuring that psychological counselor candidates are informed about appropriate ethical behaviors and the ethical principles and standards mentioned above.

## SAMPLE FORMS THAT CAN BE USED IN THE SCOPE OF THE COURSE

### School Counseling Practices Attendance Schedule

*(\*This form was prepared as a sample so that counselor candidates can record their work during a semester on a weekly basis with date and time information.)*

**School Where Application Was Made:**

**Name, Surname of the Counselor Candidate:**

Application Flow	Date	Time	Work Done	Signature of the Psychological Counselor Candidate
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				
Week 12				

...../...../.....

**School Psychological Counselor**

...../...../.....

**School Principal**

### School Counselor Observation Form

(\*This form was prepared as a sample so that counselor candidates can evaluate and describe their observations of the work carried out by the school counselor and the professional contributions this observation process provided to them.)

<i>Name and Surname of the Counselor Candidate</i>	
<i>Observation Date and Time</i>	
<i>Observed School Counselor</i>	
<i>Observed Event</i>	

**Observation process (subject covered, information provided, skills, methods and techniques used, tools and equipment):**

**How do you evaluate the professional knowledge and awareness provided by the observation you made? Explain.**

### Group/Classroom Guidance Activities Evaluation Form

*(\*This form was prepared as an example so that psychological counselor candidates can evaluate a group or classroom guidance activity in terms of target behaviors, the process of achieving these behaviors, the obstacles encountered in this process and the solutions applied for this, the counseling skills they use and the supervision process.)*

<b>Counselor Candidate's Name, Surname:</b>	<b>Student Number:</b>	<b>Group Reh. ( ) Class Reh. ( )</b>
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<b>Date: .../... /...</b>	<b>Class Level:</b>	<b>Number of Students:</b>	<b>Activity Order:</b>
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Activity Name:

Target Behaviors:

Evaluation of Achieving Target Behaviors:

Obstacles Encountered and Solutions Implemented:

Counselor Candidate's Evaluation of Their Own Counseling Skills

Counselor Candidate's Evaluation of the Supervision Process:

### Information Meeting Evaluation Form

(\*This form has been prepared as a sample so that psychological counselor candidates can evaluate the information meeting process they attended and the professional knowledge and awareness the relevant meeting provided to them.)

Name and Surname of the Counselor Candidate

Meeting Date and Time

Duration of the Meeting

Meeting Order

Meeting Process (Subject Discussed, Information Given, Experiences Shared, etc.):

How do you evaluate the meeting you attended in terms of the professional knowledge and awareness it provided you? Explain.

### Seminar/Conference Study Evaluation Form

*(\*This form has been prepared as a sample so that psychological counselor candidates can evaluate the seminar/conference studies they will conduct in terms of the subject addressed, information provided, methods and techniques used, tools and equipment, difficulties encountered, ways of coping and the professional knowledge and awareness provided by the seminar/conference study.)*

<b>Name and Surname of the Psychological Counselor Candidate</b>	
<b>Subject of the Seminar/Conference</b>	
<b>Date, Time and Working Period</b>	
<b>Participant Group (Student-Parent)</b>	
<b>Number of Participants</b>	

Seminar/Conference process (topic covered, information given, methods and techniques used, tools and equipment, difficulties encountered and ways to cope):

How do you evaluate the professional knowledge, skills and awareness provided by the seminar/conference you held? Explain.

### Consultation Interview Evaluation Form

(\*This form has been prepared as a sample for counselor candidates to evaluate their consultation studies with parents or teachers.)

<b>Name and Surname of the Psychological Counselor Candidate</b>	
<b>Person with whom the Consultation Meeting was held (write only the first letters of the first and last names)</b>	
<b>Date and Duration of the Interview</b>	
<b>Interview Order</b>	

What happened in this interview? Give a brief summary of the interview. (problem/subject addressed regarding the student, theoretical approach, techniques used, skills, etc.)

Your focus in the interview (your goals), difficulties you encountered, ways to cope:

Self-assessment (your evaluations of your feelings, thoughts and behaviors regarding the interview process, etc.):

Things planned for the next interview:



### Individual Counseling Session Evaluation Form

*(\*This form was prepared as an example for counselor candidates to report their individual counseling sessions with students).*

Name and Surname of Candidate Psychological Counselor	
Parent Interviewee (write only the initials of the first and last name)	
Date and Duration of the Interview	

Give a brief summary of the interview (topic covered, techniques used, skills, etc.)
Your focus (goals) in the interview, difficulties encountered, ways of coping:
What is planned to be done in line with the interview:
Self-assessment (your evaluation of your feelings, thoughts and behaviors related to the interview process, etc.):

## SAMPLE FORMS THAT CAN BE USED IN EVALUATION

### School Counseling Practices Course General Evaluation Form

*(\*This form is prepared as an example for counselor candidates to report their interviews with parents).*

Dear counselor candidates, this form has been prepared for you to evaluate your experiences in the practices, practice school and supervision process within the scope of the school counseling practices course this semester. Please answer the following questions taking into account your experiences in this semester's practicum course.

Name and Surname of Candidate Psychological Counselor	
Application School	
School Psychological Counselor	
Supervisor Instructor	

How did your practices within the scope of the School Counseling Practices course contribute to your development in the following areas? Academic Vocational Personal
In what ways and how did your communication with the school counselor and the supervision process contribute to your professional development?
How do you evaluate the working conditions in which you practiced within the scope of the School Counseling Practices course and the opportunities provided for practice in the school?
How did the supervision process carried out at the faculty within the scope of the School Counseling Practices course contribute to your professional development? Evaluate in terms of the following dimensions. Supervision sessions Supervisor lecturer Other candidate psychological counselors

### Group Guidance Activities Observation Form

(\*This form was prepared as an example for the supervisor lecturer and school counselor to evaluate the candidate's skills with certain criteria during their observations of one of the group guidance practices carried out by the counselor candidate).

Name and Surname of the Candidate Psychological Counselor:.....Date:...../...../.....

Number of Students in the Group:.....Grade Level:..... Event Queue:.....

Subject:.....

Observation Start Time:..... End Time:.....Event:.....

Evaluation Criteria (1= Insufficient, 5= Adequate)

Skills (If applicable, please write your explanations and notes in the space next to the relevant criterion)	1	2	3	4	5
Preparing students for the process (such as introductions, warming up, summarizing the previous session)					
Explain the purpose of the activity					
To be able to give instructions for the activity					
Use body language, tone of voice and other nonverbal behaviors effectively					
To be able to listen to students effectively					
Enabling students to express themselves					
Enabling students to express themselves					
To be able to react appropriately to students' unwanted behaviors					
Enable students to give feedback to each other					
To enable students to express the awareness gained through the activity					
Expressing oneself effectively					
To be able to carry out the activity process appropriately					
To be able to use basic psychological counseling skills appropriately					
Summarize the activity and end the session					
To be able to master the subject of study and the activity process					
Explain the purpose of the activity					

Name and Surname of the Observer (Supervisor lecturer or School psychological counselor):.....

Signature:.....

## FOR STAKEHOLDER ASSESSMENT AND SELF-ASSESSMENT

### SAMPLE FORMS (7TH SEMESTER)

#### School Counseling Practices Peer Evaluation Form

*(\*This form has been prepared as an example for the counselor candidate to evaluate a peer with whom he/she is practicing).*

Dear counselor candidates, this form has been prepared for you to evaluate a peer in your group with whom you have been practicing this semester within the scope of school counseling practices. You are expected to evaluate your peer in line with the following items, taking into account the work done by your peer this semester. Your evaluations will be kept confidential. In order for the evaluations to be healthy, it is very important that you give sincere and honest answers. Thank you for your evaluations.

Name and Surname of the Candidate Psychological Counselor:

Name and Surname of the Peer You Evaluated:

	Evaluation Criteria (1= Insufficient, 5= Adequate)	1	2	3	4	5
1	To be able to use the skills related to practices by observing the work of the school counselor					
2	Identify students' social emotional, academic and career needs for group counseling activities					
3	To be able to prepare a group guidance plan to develop students' competencies in social emotional, academic and career areas					
4	To be able to apply group guidance activities for students to gain competencies in social emotional, academic and career areas					
5	To be able to plan classroom guidance activities that contribute to students' social, emotional, academic and career development					
6	To be able to apply classroom guidance activities that contribute to students' social, emotional, academic and career development					
7	Ensuring effective participation of students in group and class guidance activities					
8	To be able to apply individual recognition technique to a group or class and evaluate the results					
9	To be able to prepare brochures and boards for the needs of students or parents					
10	To be able to use basic counseling skills while doing school counseling practices					
11	To be able to use behavior management skills during group and classroom guidance					

12	To be able to work in cooperation with psychological counselors, teachers and administrators at school					
13	To be able to carry out individual (planning) guidance activities in order to contribute to students' social, emotional, academic and career development					
14	To be able to act in accordance with professional ethical principles related to psychological counseling and guidance in school studies					
15	To be able to use the knowledge learned in different courses in school applications					
16	To be able to communicate effectively with students, parents, administrators and teachers					
17	To be able to use the time and duration planned for practices effectively					
18	To be able to give developmental feedback to the work of peers during the supervision process					
19	To be able to benefit from the feedback and suggestions given to him/her during the supervision process					
20	To be able to work in communication and cooperation with other counselor candidates					

## School Psychological Counseling Practices School Psychological Counselor

### Evaluation Form

(\*This form has been prepared as an example for school counselors to evaluate candidate counselors)

Dear school counselor, this form has been prepared for you to evaluate the candidate counselors who are practicing in your school this semester within the scope of school counseling practices. You are expected to make a separate evaluation for each candidate in line with the following items, taking into account the work carried out by the candidates this semester. Thank you for your evaluations.

Name and Surname of the School Psychological Counselor:

Name and Surname of the Evaluated Candidate Psychological Counselor:

	Evaluation Criteria (1= Insufficient, 5= Adequate)	1	2	3	4	5
1	To be able to use the skills related to practices by observing the work of the school counselor					
2	Identify students' social emotional, academic and career needs for group counseling activities					
3	To be able to prepare a group guidance plan to develop students' competencies in social emotional, academic and career areas					
4	To be able to apply group guidance activities for students to gain competencies in social emotional, academic and career areas					
5	To be able to plan classroom guidance activities that contribute to students' social, emotional, academic and career development					
6	To be able to apply classroom guidance activities that contribute to students' social, emotional, academic and career development					
7	Ensuring effective participation of students in group and class guidance activities					
8	To be able to evaluate the results of applying individual recognition techniques to a group or class					
9	To be able to prepare brochures and boards for the needs of students or parents					
10	To be able to use basic counseling skills while doing school counseling practices					
11	To be able to use behavior management skills during group and classroom guidance					

12	To be able to work in cooperation with counselors, teachers, administrators and other counselor candidates in the school					
13	To be able to carry out individual guidance activities in order to contribute to the social, emotional, academic and career development of students					
14	To be able to act in accordance with professional ethical principles related to psychological counseling and guidance in school studies					
15	To be able to communicate effectively with students, parents, administrators and teachers					
16	Willingness to work in cooperation with school counselors and teachers in the process of helping students					
17	To be able to use the time and duration planned for practices effectively					
18	To be able to give developmental feedback to the work of peers during the supervision process					
19	To be able to comprehend the feedback and suggestions given to him/her during the supervision process					
20	To be able to work in communication and cooperation with other counselor candidates in the activities carried out in the school					

### School Counseling Practices Self-Assessment Form

(\*This form is prepared as an example for counselor candidates to evaluate themselves)

Dear counselor candidates, this form is prepared for you to evaluate yourself about the practices you have done this semester within the scope of school counseling practices. You are expected to evaluate yourself in line with the following items, taking into account your experiences in the school where you practice. Please mark the appropriate option for each item. Thank you for your evaluations.

Name and Surname of the Candidate Psychological Counselor:

Student Number:

	Evaluation Criteria (1= Insufficient, 5= Adequate)	1	2	3	4	5
1	To be able to use the skills related to practices by observing the work of the school counselor					
2	Identify students' social emotional, academic and career needs for group counseling activities					
3	To be able to prepare a group guidance plan to develop students' competencies in social emotional, academic and career areas					
4	To be able to apply group guidance activities for students to gain competencies in social emotional, academic and career areas					
5	To be able to plan classroom guidance activities that contribute to students' social, emotional, academic and career development					
6	To be able to apply classroom guidance activities that contribute to students' social, emotional, academic and career development					
7	Ensuring effective participation of students in group and class guidance activities					
8	To be able to evaluate the results of applying individual recognition techniques to a group or class					
9	To be able to prepare brochures and boards for the needs of students or parents					
10	To be able to use basic counseling skills while doing school counseling practices					
11	To be able to use behavior management skills during group and classroom guidance					
12	To be able to give constructive feedback to the work of peers during work at school and supervision at university					



13	To be able to benefit from the feedback and suggestions given to his/her own work during studies at school and supervision at the university					
14	To be able to work in cooperation with counselors, teachers, administrators and other counselor candidates in the school					
15	To be able to carry out individual guidance activities in order to contribute to the social, emotional, academic and career development of students					
16	To be able to act in accordance with professional ethical principles related to psychological counseling and guidance in school studies					
17	To be able to use the knowledge learned in different courses in school applications					
18	To be able to communicate effectively with students, parents, administrators and teachers					
19	To be able to work in cooperation with school counselors, teachers and other counselor candidates					
20	To be able to use the time and duration planned for applications effectively					

### School Counseling Practices Supervisor Instructor Evaluation Form

(\*This form is prepared as an example for supervisor instructors to evaluate counselor candidates).

Dear lecturer, this form is prepared for you to evaluate the counselor candidates who are practicing in your group this semester within the scope of school counseling practices. You are expected to make a separate evaluation for each candidate in line with the following items, taking into account the work of the candidates. Thank you for your evaluations.

Name and Surname of the supervisor instructor:

Name and Surname of the Candidate Psychological Counselor Evaluated

	Evaluation Criteria (1= Insufficient, 5= Adequate)	1	2	3	4	5
1	To be able to use the skills related to practices by observing the work of the school counselor					
2	Identify students' social emotional, academic and career needs for group counseling activities					
3	To be able to prepare a group guidance plan to develop students' competencies in social emotional, academic and career areas					
4	To be able to apply group guidance activities for students to gain competencies in social emotional, academic and career areas					
5	To be able to plan classroom guidance activities that contribute to students' social, emotional, academic and career development					
6	To be able to apply classroom guidance activities that contribute to students' social, emotional, academic and career development					
7	Ensuring effective participation of students in group and class guidance activitie					
8	To be able to evaluate the results by applying individual recognition technique					
9	To be able to prepare brochures and boards for the needs of students or parents					
10	To be able to use basic counseling skills while doing school counseling practices					
11	To be able to use behavior management skills during group and classroom guidance					
12	To be able to work in cooperation with counselors, teachers, administrators and other counselor candidates in the school					

13	To be able to carry out individual (planning) guidance activities in order to contribute to students' social, emotional, academic and career development					
14	To be able to act in accordance with professional ethical principles related to psychological counseling and guidance in school studies					
15	To be able to use the knowledge learned in different courses in school applications					
16	To be able to use the time and duration planned for applications effectively					
17	To be able to give developmental feedback to the work of peers during the supervision process					
18	Being able to benefit from the feedback and suggestions given during the supervision process					
19	To be able to report the work done during the applications according to a certain format					
20	To be able to evaluate group counseling activities through questionnaires and verbal feedbacks					

## FOR STAKEHOLDER ASSESSMENT AND SELF-ASSESSMENT

### SAMPLE FORMS (8TH SEMESTER)

#### School Counseling Practices Peer Evaluation Form

*(\*This form has been prepared as an example for the counselor candidate to evaluate his/her peer with whom he/she is practicing).*

Dear counselor candidates, this form has been prepared for you to evaluate a peer in your group with whom you have been practicing this semester within the scope of school counseling practices. You are expected to evaluate your peer in line with the following items, taking into account the work done by your peer this semester. Your evaluations will be kept confidential. In order for the evaluations to be healthy, it is very important that you give sincere and honest answers. Thank you for your evaluations.

Name and Surname of the Candidate Psychological Counselor:

Name and Surname of the Peer You Evaluated:

	Evaluation Criteria (1= Insufficient, 5= Adequate)	1	2	3	4	5
1	To be able to identify the needs of students in social, emotional, academic and career areas for the group guidance program					
2	To be able to prepare a group guidance program to develop students' competencies in social emotional, academic and career areas					
3	To be able to implement a group guidance program for students to acquire competencies in social emotional, academic and career areas					
4	Ensuring effective participation of students in group and class guidance activities					
5	To be able to apply classroom guidance activities that contribute to students' social, emotional, academic and career development					
6	To be able to evaluate the results of applying individual recognition techniques to a group or class					
7	To be able to conduct a seminar-conference on a subject that parents or students need					
8	To be able to conduct consultation meetings with the teacher and/or parents according to a student's problem situation					
9	To be able to prepare brochures and boards for the needs of students or parents					
10	To be able to do individual psychological counseling with students who apply to psychological counseling and guidance service					

11	To be able to use counseling skills while doing school counseling practices					
12	To be able to use behavior management skills during group and class guidance activities					
13	To be able to act in accordance with professional ethical principles related to psychological counseling and guidance in school studies					
14	To be able to use the knowledge learned in different courses in school applications					
15	To be able to communicate effectively with students, parents, administrators and teachers					
16	To be able to work in cooperation with psychological counselors, administrators and teachers					
17	To be able to use the time and duration planned for practices effectively					
18	To be able to give developmental feedback to the work of peers during the supervision process					
19	Being able to benefit from the feedback and suggestions given during the supervision process					
20	Working in communication and cooperation with other counselor candidates					

## School Psychological Counseling Practices School Psychological Counselor Evaluation Form

(\*This form has been prepared as an example for school counselors to evaluate candidate counselors)

Dear school counselor, this form has been prepared for you to evaluate the candidate counselors who are practicing in your school this semester within the scope of school counseling practices. You are expected to make a separate evaluation for each candidate in line with the following items, taking into account the work carried out by the candidates this semester. Thank you for your evaluations.

Name and Surname of the School Psychological Counselor:

Name and Surname of the Evaluated Counselor Candidate:

	Evaluation Criteria (1= Insufficient, 5= Adequate)	1	2	3	4	5
1	To be able to identify the needs of students in social, emotional, academic and career areas for the group guidance program					
2	To be able to prepare a group guidance program to develop students' competencies in social emotional, academic and career areas					
3	To be able to implement a group guidance program for students to acquire competencies in social emotional, academic and career areas					
4	Ensuring effective participation of students in group and class guidance activities					
5	To be able to apply classroom guidance activities that contribute to students' social, emotional, academic and career development					
6	To be able to evaluate the results of applying individual recognition techniques to a group or class					
7	To be able to conduct a seminar-conference on a subject that parents or students need					
8	To be able to conduct consultation meetings with the teacher and/or parents according to a student's problem situation					
9	To be able to prepare brochures and boards for the needs of students or parents					
10	To be able to do individual psychological counseling with students who apply to psychological counseling and guidance service					
11	To be able to use counseling skills while doing school counseling practices					

12	To be able to use behavior management skills during group and class guidance activities					
13	To be able to act in accordance with professional ethical principles related to psychological counseling and guidance in school studies					
14	To be able to use the knowledge learned in different courses in school applications					
15	To be able to communicate effectively with students, parents, administrators and teachers					
16	To be able to work in cooperation with psychological counselors, administrators and teachers					
17	To be able to use the time and duration planned for practices effectively					
18	To be able to give developmental feedback to the work of peers during the supervision process					
19	Being able to benefit from the feedback and suggestions given during the supervision process					
20	To be able to work in communication and cooperation with other counselor candidates					

### School Counseling Practice Self-Assessment Form

(\*This form has been prepared as a sample for counselor candidates to evaluate themselves.)

Dear counselor candidates, this form has been prepared for you to evaluate yourself regarding the practices you have done this term within the scope of school counseling practices. You are expected to evaluate yourself in accordance with the following items, taking into account your experiences at the school where you practice. Please mark the option that is appropriate for you for each item. Thank you for your evaluations.

Your Name and Surname:

Your Student Number:

	Evaluation Criteria (1= Insufficient, 5= Sufficient)	1	2	3	4	5
1	To be able to determine the social-emotional, academic and career needs of students who will be applied to a group guidance program					
2	To be able to prepare a group guidance program to develop students' social-emotional, academic and career competencies					
3	To be able to implement a group guidance program for students to gain the determined competencies in social-emotional, academic and career areas					
4	To be able to implement class guidance activities that contribute to students' social-emotional, academic and career development					
5	To be able to implement class guidance activities that contribute to students' social-emotional, academic and career development					
6	Being able to evaluate the results by applying the individual recognition technique to a group or class					
7	Being able to conduct seminar-conference studies on a subject that parents or students need					
8	Being able to conduct consultation meetings with teachers and/or parents according to a student's problem situation					
9	Being able to prepare brochures and boards for the needs of students or parents					
10	Being able to conduct individual psychological counseling with students who apply to the school psychological counseling and guidance service					
11	Being able to use counseling skills while performing school counseling practices group and class guidance studies					



12	Being able to use behavior management skills during group and class guidance studies					
13	Being able to act in accordance with professional ethical principles regarding counseling and guidance in studies conducted at school					
14	Being able to use information learned in different courses in school practices					
15	Being able to communicate effectively with students, parents, administrators and teachers					
16	Ability to work in collaboration with psychological counselors, teachers and psychological counselor candidates					
17	Ability to use the time and duration planned for applications effectively					
18	Ability to feel comfortable in self-disclosure during the supervision process					
19	Ability to provide developmental feedback to peers' work during the supervision process					
20	Ability to benefit from feedback and suggestions given during the supervision process					

### School Counseling Practices Supervisor Instructor Evaluation Form

(\*This form has been prepared as a sample for supervisor instructors to evaluate counselor candidates.)

Dear instructor, this form has been prepared so that you can evaluate the counselor candidates who are practicing in your group this term within the scope of school counseling practices. You are expected to make a separate evaluation for each candidate according to the following items, taking into account the candidates' work. Thank you for your evaluations.

Supervisor instructor's Name and Surname:

Evaluated Counselor Candidate's Name and Surname:

	Evaluation Criteria (1= Insufficient, 5= Sufficient)	1	2	3	4	5
1	Being able to determine the social-emotional, academic and career needs of students who will be applied to a group guidance program					
2	Being able to prepare a group guidance program to develop students' social-emotional, academic and career competencies					
3	Being able to implement a group guidance program for students to gain the determined competencies in social-emotional, academic and career areas					
4	Being able to ensure the effective participation of students in group and class guidance activities					
5	Being able to implement class guidance activities that contribute to students' social-emotional, academic and career development					
6	Being able to evaluate the results by applying the individual recognition technique to a group or class					
7	Being able to conduct seminar-conference studies on a subject that parents or students need					
8	Being able to conduct consultation meetings with teachers and/or parents according to a student's problem situation					
9	Being able to prepare brochures and boards for the needs of students or parents					
10	Being able to conduct individual psychological counseling with students who apply to the school psychological counseling and guidance service					
11	To be able to use counseling skills while performing school counseling practices					
12	To be able to use behavior management skills during group and class guidance studies					

13	To be able to act in accordance with professional ethical principles regarding psychological counseling and guidance in studies conducted at school					
14	To be able to use information learned in different courses in school practices					
15	To be able to communicate effectively with students, parents, administrators and teachers					
16	Being able to use the time and duration planned for applications effectively					
17	Being able to provide developmental feedback to peers' work during the supervision process					
18	Being able to benefit from feedback and suggestions given during the supervision process					
19	Being able to report the work done during the applications according to a certain format					
20	Being able to evaluate group guidance studies through surveys and verbal feedback					

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