

SITE SUPERVISOR MANUAL

DEPARTMENT OF COUNSELOR EDUCATION STETSON UNIVERSITY

INTRODUCTION

Site supervisors provide a valuable service to the Department of Counselor Education. They bring special insight to our preparation programs that only practitioners in the field are capable of sharing. This link genuinely benefits our students in understanding how to bridge the gap between theory and practice.

The purpose of this Manual is to familiarize site supervisors with the policies and procedures of Stetson University's Department of Counselor Education.

As is always the case, this Manual will not provide all the answers. Site supervisors should always feel free to contact the Chair of the Department or the coordinator of a specific program if they have any questions related to their Stetson experience.

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SITE SUPERVISOR MANUAL
DEPARTMENT OF COUNSELOR EDUCATION

MISSION STATEMENT

The mission of the Department of Counselor Education is to educate students from diverse geographic, religious/spiritual, academic, ethnic, and cultural backgrounds who behave ethically, are aware of their professional responsibilities, and cognizant of their own personal strengths and resiliency so that they apply their training and self-knowledge with a culturally diverse clientele.

THE OBJECTIVES OF THE DEPARTMENT OF COUNSELOR EDUCATION ARE:

1. An ethically informed professional identity.
2. Awareness of personal strengths and resiliency.
3. Appreciation of diverse cultures.
4. Critical thinking and creative expression.
5. Efficacious commitment to professional and community service

THE OBJECTIVES OF THE DEPARTMENT OF COUNSELOR EDUCATION ARE ASSESSED THROUGH THE FOLLOWING EXPERIENCES

Objective 1: An ethically informed professional identity.

The development of an ethically informed professional identity is achieved in various ways. Examples include: a) presenting students with multiple models of ethical theory; b) offering alternative approaches to ethical decision making; c) comparing ethical codes from various disciplines; d) utilizing self-exploration; e) applying ethical concepts, and f) examining ethical and legal issues. As part of developing an informed ethical identity, students become actively involved in professional organizations related to their chosen discipline at the local, state, and national levels (e.g., ACA, AAMFT, ASCA, AMHCA and Chi Sigma Iota).

Objective 2: An awareness of personal strengths and resiliency

The Department of Counselor Education embraces a strength and resiliency based model. This systemic approach is the foundation for self-evaluation. During students' tenure in the program, they integrate personal strengths, clinical skills, and professional identity and practices by way of classroom and experiential activities.

Objective 3: An appreciation of diverse cultures

Cultural awareness, sensitivity, knowledge, and skills are infused into all activities of the Department of Counselor Education. Students become mindful of their cultural worldview and increase their cultural self-awareness through reflection activities as well as through faculty and peer mentoring. Opportunities are provided for exposure to cultural others, peer learning, self-reflection, evaluation, faculty and site supervisor feedback, supervision, in addition to didactic instruction.

Objective 4: Critical thinking and creative expression

Critical thinking and creative expression are incorporated into the curriculum and related professional experiences. Students are challenged to engage in informed discussions related to the theory and practice of counseling. Through this process students are well prepared as they enter the counseling field.

Objective 5: Efficacious commitment to professional and community:

Program faculty assist students in developing a professional identity through experiential learning and related coursework. Additionally, students are provided opportunities to expand their professional identity. These experiences build upon one another in an effort for students to have knowledge about the community-at-large and become engaged contributing members of their community.

PERTINENT INFORMATION FOR SITE SUPERVISORS

Professional Development Opportunities for Site Supervisors

Formal workshops and presentations as well as informal workshops (brown bag seminars) are periodically offered as opportunities to increase professional skills and interact with program faculty. You will be notified by letter, flyer, and/or e-mail as these professional opportunities are available. On-line supervision training is available in order to provide information on supervision in Counselor Education and to provide information about our program expectations. We encourage professional collaboration between our program and site supervisors regarding the Practicum and Internship experience of our graduate students. Assessment of these clinical experiences is a priority in the Department of Counselor Education. *Site supervisors are required to abide by the ethical code of the American Counseling Association (ACA), the American Association of Marriage & Family Therapists (AAMFT), the American Mental Health Counselors Association (AMHCA), or the American School Counselors Association (ASCA).*

Student Liability Insurance

Litigation involving practitioners in the professions represented by programs in the department has increased dramatically in recent years for many reasons; the result is that every practicing professional is a potential target for litigation. Adherence to professional ethical standards, as well as to high standards for personal and professional conduct, is perhaps the best ways for professionals to avoid involvement in litigation. Nevertheless, since there is no "foolproof" way to avoid litigation, most practicing professionals now consider insurance to be a necessity. It is highly recommended that site supervisors maintain their own professional liability insurance.

THE DEPARTMENT REQUIRES STUDENTS TO PURCHASE PROFESSIONAL LIABILITY INSURANCE PRIOR TO BEGINNING PRACTICUM AND INTERNSHIP. If you become involved in litigation as a result of activities required of practicum or internship students, you MAY or MAY NOT be entitled to the services of the University attorneys and/or the attorneys representing the practicum or internship site. HOWEVER, remember that university and practicum & internship site attorneys are employed to represent the interests of the University and practicum & internship site FIRST.

Clinical Coordination

Each program coordinator is responsible for the coordination of all practicum and internship experiences within their respective programs and for answering inquiries regarding clinical experiences.

Judy Burnett, Clinical Mental Health coordinator in Deland, is responsible for coordinating practicum and internship experiences for Clinical Mental Health Counseling students in Deland;

Leila Roach, Marriage, Couple, and Family Counseling coordinator in Deland, is responsible for coordinating practicum and internship experiences for Marriage, Couple, and Family Counseling students in Deland;

David March, Clinical Mental Health and Marriage, Couple, and Family Counseling coordinator in Celebration, is responsible for coordinating practicum and internship experiences for Clinical Mental Health and Marriage, Couple, and Family Counseling students in Celebration;

Page Thanasiu, School Counseling coordinator, is responsible for coordinating practicum and internship experiences for all School Counseling students.

REQUIREMENTS FOR SITE SUPERVISORS:

A site supervisor must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and licenses, two years of pertinent professional experience in the program area in which the student is completing clinical instruction, and knowledge of the program's expectations, requirements and evaluation procedures for students. Site supervisors are required to have relevant training in supervision of counseling students that can be obtained through the Counselor Education Program's On-line Supervision Training.

Student Hours Required For Practicum And Internship

Hours Required for Practicum: Clinical Mental Health Counseling Program

Students must completed supervised practicum experiences that total minimum of 200 clock hours. The practicum provides for the development of counseling skills under supervision. Eighty (80) hours of direct service with clients, including experience in individual counseling and group work is required.

In summary, 80 client contact hours are required during the semester. 120 additional non-contact hours must be completed during this semester for a total of 200 clock hours

Marriage, Couple, and Family Counseling Program and School Counseling Program

Students must completed supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. Forty (40) hours of direct service with clients, including experience in individual counseling, family therapy, couples counseling, and group work is required.

In summary, 40 client contact hours are required during the semester. 60 additional non-contact agency hours must be completed during this semester for a total of 100 clock hours.

Hours Required for Internship: Clinical Mental Health Counseling Program

The program requires students to complete a supervised internship of 800 clock hours that is begun after the successful completion of the student's practicum. This requirement is performed during two consecutive semesters. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Student must obtain 320 hours of direct service with clients appropriate to the program of study.

Marriage, Couple, and Family Counseling Program and School Counseling Program

The program requires students to complete a supervised internship of 600 clock hours that is begun after the successful completion of the student's practicum. This requirement is performed during two consecutive semesters. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Student must obtain 240 hours of direct service with clients appropriate to the program of study.

Supervision Requirements:

Audio/Video-taping or live supervision:

Students must have the opportunity to develop program-appropriate audio and/or videotapes of counseling interactions with clients for use in supervision. If audio and/or videotaping is not permitted at the site, site supervisors should provide opportunities for live supervision.

Practicum:

Students must have weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a site supervisor working in bi-weekly consultation with the program faculty member.

Student must receive an average of one and one half hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by the program faculty member or a supervisor under the supervision of program faculty member.

Grades for all practicum courses are determined by the program faculty member.

Internship:

Students must have weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship (usually performed by the site supervisor).

Students must receive an average of one and one half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member.

Grades for all internship courses are determined by the program faculty member.

Evaluation:

Site Supervisors Evaluation of Student

Feedback from the site supervisor is one of three important sources of information considered in monitoring student progress and determining grades for practicum and internship experiences. During Practicum, faculty program coordinators will maintain bi-weekly consultation with site supervisors. In addition, each site supervisor is asked to complete and return a Mid-Term and End-of-Term Evaluations of the student. Students provide the site supervisor with a copy of the evaluation form that is distributed by the university supervisor. Site supervisors are asked to complete these evaluations promptly and to discuss them with students. If the evaluation is not received by the end of the semester, practicum students will receive a grade of incomplete ("I") and internship students will receive a grade of "F."

Relationship with Faculty liaison/supervisor:

The program faculty member/supervisor will visit each site supervisor during the semester. Regular contact between the program faculty coordinator and the site supervisor is to be maintained by telephone, e-mail, and/or personal visit. The program faculty coordinator is available on request at any time the need should arise.

Masters of Science in Clinical Mental Health Counseling Program Coordinator: Dr. Judith Burnett

The M.S. in Mental Health Counseling is designed to prepare students for careers as mental health counselors in the community, public and private human service agencies, inpatient, partial, outpatient and other treatment settings, business and independent practice, as well as settings that provide human service consulting.

Students who complete the program are eligible to take the examination of the National Board for Certified Counselors (NBCC).

The Mental Health Counseling program is an ecosystemic and community-focused program, which emphasizes building personal and professional strengths and resiliency. Students are trained to understand human problems (individual, family, and community) from a strength-based approach. Specific attention is paid to learning about culturally diverse and vulnerable populations and communities. Students gain exposure and experience in providing counseling and community service in culturally diverse settings.

THE OBJECTIVES OF THE CLINICAL MENTAL HEALTH PROGRAM:

- Have a general knowledge of and experience with treatment modalities appropriate for a broad range of mental health service recipients and mental health service settings.
- Establish a professional identity as Mental Health Counselors.
- Interact effectively with the full spectrum of mental health professionals
- Provide competent professional service and leadership within the mental health field.
- Have knowledge and skill as scientist-practitioners.
- Demonstrate knowledge and competency in culturally appropriate, community-focused mental health interventions and service delivery.
- Are ethically and legally informed practitioners.

HOUR REQUIREMENTS/PLANNED PROGRAM

A minimum of 60 semester hours of coursework is required; 45 hours are considered required core courses, and 15 hours are earned in practicum and internship. Students must successfully pass the Counselor Comprehensive Preparation Exam (CPCE) and defend a portfolio of their learning experiences as the capstone project to complete the degree.

*Be aware that state licensure requirements may change based on legislation.

**MENTAL HEALTH COUNSELING
STANDARD TRACK
60 SEMESTER HOUR PROGRAM**

Fall Year 1

CSL 508 – Family Systems

CSL 526 – Foundations of Mental Health Counseling

Spring Year 1

CSL 503 – Human Relations Methods & Skills

CSL 505 – Theories of Counseling

Summer Year 1

CSL 502 – Legal, Ethical, & Professional Issues

CSL 504 – Group Counseling

Fall Year 2

CSL 506 – Human Development

CSL 507 – Career Counseling

Spring Year 2

CSL 509 – Individual, Marital, Psychopathology

CSL 513 – Multicultural Counseling

Summer Year 2

CSL 515 – Statistical Analysis & Research Design

CSL 527 – Counseling in a Community Setting

Fall Year 3

CSL 501 – Evaluation & Assessment

CSL 516 – Substance Abuse Counseling

Spring Year 3

CSL 514 – Sexuality Counseling

CSL 517 - Practicum

Summer Year 3

CSL 518 - Internship I (6 credits)

Fall Year 4

CSL 519 – Internship II (6 credits)

Program: Master of Science in Marriage, Couple, and Family Counseling
Program Coordinator: Dr. Leila Roach

The M.S. in Marriage, Couple and Family Counseling is designed to train therapists for roles in community agencies, hospital, churches, businesses, family treatment centers, and private practice settings.

The Marriage, Couple, and Family Counseling program specialization emphasizes an ecosystemic approach to understanding human problems and generating opportunities for solutions: Students learn to moderate solution-oriented conversations among interested parties (i.e., stakeholders) who are invited to seek "double descriptions" of mutual concerns and problems, to listen carefully to each other, to entertain and invent multiple solution possibilities, and to construct new narratives of cooperation and commitment.

THE OBJECTIVES OF THE MARRIAGE, COUPLE, AND FAMILY COUNSELING PROGRAM:

To prepare graduates to:

- Utilize a systemic, strength-focused theoretical perspective to assess, diagnose and provide treatment to a diverse population of clientele.
- Develop sensitivity and awareness of ethnicity, cultural heritage, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status and understand the impact of these factors on effective delivery of Marriage, Couple, and Family Counseling services in the community.
- Establish a professional identity as a Marriage, Couple, and Family Counselor who treats marital relationships, couples, families and individuals from a systems perspective.
- Become ethical practitioners who are aware of societal trends in family life (families in transition, dual career couples, blended families, same sex couples) and who work with couples and families and other larger social systems in the community.
- Continue to grow professionally through affiliation with professional organizations such as ACA in order to provide "cutting-edge" clinical practice.
- Advocate on behalf of Marriage, Couple, and Family Counselors to promote the profession as a whole and to address barriers that impede access, equity and success for clients.

MARRIAGE, COUPLE, AND FAMILY COUNSELING REQUIRED COURSES

A minimum of 60 semester hours of coursework is required; 51 hours are considered required core courses, and nine (9) hours are earned in practicum and internship in the Marriage, Couple, and Family Counseling. Students must successfully pass the Counselor Preparation Comprehensive Exam (CPCE) and defend a portfolio of their learning experiences as the capstone project to complete the degree.

*Be aware that state licensure requirements may change based on legislation.

**MARRIAGE, COUPLE, AND FAMILY COUNSELING
STANDARD TRACK
60 – SEMESTER HOURS**

FALL YEAR 1

CSL 506 Family Systems
CSL 506 Human Development

SPRING YEAR 1

CSL 505 Theories of Counseling
CSL 503 Human Relations Methods and Skills

SUMMER YEAR 1

CSL 502 Legal, Ethical Issues
CSL 504 Group Counseling

FALL YEAR 2

CSL 501 Evaluation & Assessment
CSL 516 Substance Abuse Counseling

SPRING YEAR 2

CSL 509 Individual, Marital, Psychopathology
CSL 513 Multicultural Counseling

SUMMER YEAR 2

CSL 515 Statistical Analysis & Research Design
CSL 521 Counseling Children & Adolescents

FALL YEAR 3

CSL 507 Career Counseling
CSL 510 Marriage and Relationship Counseling

SPRING YEAR 3

CSL 514 Sexuality Counseling
CSL 517 Practicum

SUMMER YEAR 3

CSL 525 Advanced Family Theory & Techniques
CSL 518 Internship I

FALL YEAR 4

CSL 511 Seminar in Marriage, Couple, and Family Counseling
CSL 519 Internship II

Program: Master of Science in School Counseling

Program Coordinator: Dr. Page Thanasiu

The Master of Science in School Counseling program prepares school counselors for positions in public or private elementary, middle, or secondary schools. The program is systemically oriented and designed to promote a family strength focused approach, a collaborative assessment and intervention model between parents, children and the school system. This program is intended to enable program graduates to obtain Florida Department of Education Certification in School Counseling.

The School Counseling program supports the principle of circular causality, which maintains that problems are not the result of a cause-and-effect process; rather that problematic behavior results from mistaken interaction patterns among parents, children and teachers. Brief intervention models provided by school counselors can assist a systematic-based diagnosis and offer interventions designed to promote “positive parent, child and teacher” child interactions in a non-blaming, supportive manner.

THE OBJECTIVES OF THE SCHOOL COUNSELING PROGRAM:

To prepare graduates who:

- Have a general knowledge of and experience with a range of systemic approaches appropriate for a broad range of students, parents and program seniors in a school setting.
- Establish a professional identity as a school counselor.
- Interact effectively with the full spectrum of school personnel, administrators and community.
- Provide competent professional service and leadership with the school-counseling field upon graduation.

HOUR REQUIREMENTS/PLANNED PROGRAM

For students who are teacher certification-eligible in the State of Florida, there are 57 required hours, 48 hours are considered core courses, and 9 hours are earned in practicum and internship experience. For students who are not teacher certification-eligible in the State of Florida, the following additional courses are required:

EN 505	Philosophy of Education	3
EN 527	Teaching Reading in the Content Area	3
EN 574	Educational Management of Diverse Populations	3

Students must successfully pass the Counselor Preparation Comprehensive Exam (CPCE) and defend a portfolio of their learning experiences as the capstone project to complete the degree.

**SCHOOL COUNSELING
STANDARD TRACK
57 – SEMESTER HOURS
PROGRAM A**

Fall – Year 1

CSL 508 Family Systems
CSL 522 Foundations of School Counseling

Spring – Year 1

CSL 503 Human Relations
CSL 505 Theories of Counseling

Summer – Year 1

CSL 502 Legal & Ethical Issues
CSL 504 Group Counseling

Fall – Year 2

CSL 506 Human Development
CSL 507 Career Counseling

Spring – Year 2

CSL 513 Multicultural Counseling
CSL 528 Contemporary Issues in School Counseling I

Summer – Year 2

CSL 515 Statistics Analysis and Research Design
CSL 521 Counseling Children and Adolescents

Fall – Year 3

CSL 501 Evaluation and Assessment
CSL 517 Practicum: School Counseling

Spring – Year 3

CSL 518 Internship I: School Counseling
CSL 524 Consultation

Summer – Year 3

CSL 529 Contemporary Issues in School Counseling II
CSL 530 Technology & the Counselor Educator

Fall – Year 4

CSL 519 Internship II: School Counseling

**SCHOOL COUNSELING
PROGRAM B
66 – SEMESTER HOUR**

The 66-credit program is for those students who are non-certified teachers

Fall – Year 1

CSL 508 Family Systems
CSL 522 Foundations of School Counseling
EN 505 Philosophy of Education*

Spring – Year 1

CSL 503 Human Relations
CSL 505 Theories of Counseling
EN 574 Educational Management of Diverse Populations*

Summer – Year 1

CSL 502 Legal & Ethical Issues
CSL 504 Group Counseling

Fall – Year 2

CSL 506 Human Development
CSL 507 Career Counseling
EN 527 Teaching Reading in the Content Area*

Spring – Year 2

CSL 513 Multicultural Counseling
CSL 528 Contemporary Issues in School Counseling I

Summer – Year 2

CSL 515 Statistical Analysis & Research Design
CSL 521 Counseling Children and Adolescents

Fall – Year 3

CSL 501 Evaluation and Assessment
CSL 517 Practicum: School Counseling

Spring – Year 3

CSL 518 Internship I: School Counseling
CSL 524 Consultation

Summer – Year 3

CSL 529 Contemporary Issues in School Counseling II
CSL 530 Technology & the Counselor Educator

Fall – Year 4

CSL 519 Internship II: School Counseling

*** Education Courses Required**

CERTIFICATE PROGRAMS

If a person holds a CACREP Master's Degree in any area they may receive a certificate for another specialty by completing a certificate program.

Clinical Mental Health Counseling

Certificate in Clinical Mental Health Counseling:

CSL 509	Individual, Marital & Family Psychotherapy and Psychopathology
CSL 514	Sexuality Counseling
CSL 516	Substance Abuse Counseling
CSL 517	Practicum: Mental Counseling
CSL 518	Internship I: Mental Health Counseling
CSL 519	Internship II: Mental Health Counseling
CSL 526	Foundations of Mental Health Counseling
CSL 527	Counseling in a Community Setting

Marriage, Couple & Family Counseling

Certificate in Marriage, Couple & Family Counseling:

CSL 509	Individual, Marital & Family Psychotherapy and Psychopathology
CSL 510	Marriage & Relationship Counseling & Therapy
CSL 511	Seminar: Marriage, Couple & Family Counseling
CSL 514	Sexuality Counseling
CSL 516	Substance Abuse Counseling
CSL 517	Practicum: Marriage, Couple, & Family Counseling
CSL 518	Internship I: Marriage, Couple, & Family Counseling
CSL 519	Internship II: Marriage, Couple, & Family Counseling
CSL 521	Counseling Children and Adolescents
CSL 525	Advanced Family Therapy Theories and Techniques

School Counseling

Certificate in School Counseling for students who are certification-eligible as teachers in the State of Florida

CSL 517	Practicum: School Counseling
CSL 518	Internship I: School Counseling
CSL 519	Internship II: School Counseling
CSL 521	Counseling Children and Adolescents
CSL 522	Foundations of School Counseling
CSL 524	Consultation

For students who are not certification-eligible as teachers in the State of Florida, the following courses are required:

EN505	Philosophy of Education
EN527	Foundations of Reading
EN530	Curriculum & Instruction Development
EN574	Educational Management of Diverse Populations

NOTE: Some of the courses listed for each specialty may have been required in the program for which you received a master's degree. For example, students who have a master's degree in School Counseling and desire an endorsement in Marriage, Couple & Family Counseling will already have completed CSL 521, Counseling Children and Adolescents. Likewise, students who have a master's degree in Marriage, Couple and Family Counseling and desire endorsement in Clinical Mental Health Counseling will already have completed CSL 509 Individual, Marital and Family Psychopathology and Psychotherapy, CSL 514 Sexuality Counseling, and CSL 516 Substance Abuse Counseling.

ACADEMIC APPEAL POLICY

The authority for academic matters in a particular course, including establishing the requirements and assigning grades, is the responsibility of the teacher of the course. Students are entitled to full and clear explanations of their grades. Students have the right to protection from capricious action. A student who desires to appeal a decision on a semester grade must follow the procedure listed below.

1. The student shall first request an explanation of the grade from the appropriate faculty member. The faculty member should be prepared to discuss and show records that correspond to the basis of grading in the class outlined in the course syllabus.
2. If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal to the appropriate department or division chairperson (or in the absence of such a Chair, to the appropriate Dean). The appeal must be made in writing and must state the student's version of the grievance, and must be initiated no later than the last day to drop courses without academic penalty in the spring or fall semester immediately following the term of the course in question. The student bears the burden of proof to demonstrate that prejudice, arbitrariness, or nonacademic factors have affected improperly the assigning of the grade. The Chairperson shall investigate the matter by collecting a report from the faculty member as well as the student. The faculty report will provide appropriate documents and supporting evidence, but not necessarily written defense of the grade in question. The Chairperson shall make a decision within ten working days. If the Chairperson sustains the appeal, the faculty member shall be advised to assign a new grade. If the Chairperson denies the appeal, the student shall be informed in writing immediately.
3. If any party to the dispute remains unsatisfied after the Chairperson's decision, a further appeal in writing, stating the reasons for the appeal, may be made to the dean of the appropriate college or school. The Dean shall refer the grievance to the school's annually-appointed Grade Grievance Officer. The Officer shall enlist two senior faculty members of the school of the faculty member concerned to constitute a three-person examining board. This board shall investigate the matter. A part of the investigation must include a conference with the student and faculty member present. (If circumstances prevent the faculty member's participation, the Dean may appoint a representative or delay the proceedings until the faculty member can be present.) The board shall submit a report to the dean within ten working days. The board may recommend that the grade be upheld, that the faculty member assign a different grade, or that the record of the course be removed from the student's transcript. The Dean shall review the report and all supporting data and make a written report to all parties within ten working days. The decision of the dean shall be final one for the University.

For all other grievances, students should talk with the instructor and/or department chair, and, in the spirit of collegial problem solving, attempt to resolve the concern. If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal in writing to the Dean of the College or School. The Dean has the responsibility for maintaining the integrity of all academic policies and regulations of the University, and the decision of the Dean is considered to be final.

Stetson is committed to fairness, equity, and justice in all relationships. A student who feels that the decision by the Dean is either arbitrary or grossly unfair may appeal the Dean's decision to the President. This appeal must be in writing and must show why, in the view of the student; the decision of the Dean was unfair. The appeal should be delivered to the Office of the President and should provide the President with the following additional data:

Full Name, Student number, Academic major,
Academic adviser, Local address, Local telephone number.

The President will communicate their response to the formal appeal in writing to the local address provided by the student after consultation with the parties involved.

STUDENT CONDUCT RETENTION POLICY

According to Standard I.AA of the CACREP standards, program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.

The student's knowledge, interpersonal skills, and counseling skills are consistently evaluated to determine if the student is competently progressing, if remedial work is necessary, or if a student should be withdrawn from the program. Faculty members address specific concerns related to individual students at each faculty meeting and adhere to the guidelines for reviewing student competency when decisions indicate a need for student remediation or withdrawal.

Guidelines for Reviewing Student Competency

Qualities of an Effective Counselor

In addition to academic performance, students need to demonstrate personal qualities, dispositions, and behaviors that are consistent with becoming an effective counselor. Students need to communicate an awareness of personal values, attitudes, beliefs and behaviors and their influence on the counseling process. Students are also required to demonstrate the ability to avoid imposing personal values on clients and a commitment to understanding the diverse backgrounds of others. Students need to demonstrate emotional stability, a commitment to personal and professional growth and development and the ability to identify personal strengths and areas for growth, communicate with respect, effectively manage stress and tolerate ambiguity.

Formal Evaluation Courses

CSL 503 – Human Relations & Skills

At the conclusion of CSL 503, Human Relations, the instructor completes an initial formal evaluation of each student and meets individually with each student to review the student's progress and the formal evaluation. Each student receives a copy of the completed evaluation titled, Student Competency Progress Report and a copy of the report is placed in student's file.

CSL 517, 518, 519 - Practicum & Internship

During clinical coursework, CSL 517 Practicum, CSL 518 Internship I and CSL 519 Internship II, the university supervisor/course instructor completes a Student Competency Summary and Requirements Form if a student's counseling skills or personal qualities limit his or her effectiveness as a competent counselor. During clinical coursework, student competency concerns should be identified by mid-semester evaluations or as soon as possible following mid-semester evaluations.

ONGOING EVALUATION OF PERSONAL AND PROFESSIONAL QUALITIES

Students training to be professional counselors are expected to behave in a manner that demonstrates suitability for the counseling scope of practice. Although meeting rigorous academic standards required by Stetson University and the Department of Counselor Education are critical to success, there are less quantifiable, but no less important, personal characteristics students are expected to exhibit. Therefore, students are regularly evaluated, formally and informally, to assess personal qualities that have been identified as essential for those in the field of counseling and psychotherapy.

Upon matriculation into one of the three counseling tracts, there is anticipation by faculty that students have an interest in other people, are psychologically well adjusted, are capable of engaging in effective interpersonal relationships, and are able to willingly receive and integrate feedback from faculty and other

students. In addition, students are expected to give feedback to others in a way that is constructive and respectful. Furthermore, faculty pay attention to the cognitive and behavioral characteristics that demonstrate a student's commitment to personal growth and professional development.

The process of self-reflection and responsiveness to feedback by the student is continuously assessed. All faculty in the Department of Counselor Education believe that it is vital and ethical that students be prepared to examine aspects of their own lives and be willing to do what their future clients will be asked to do. An important role of counselor educators is acting as gatekeepers for the counseling profession. This role serves to protect the public seeking counseling services from those who are incompetent, unqualified, or unfit to practice. This role also serves to protect unsuitable students and the university from potential liability due to substandard counseling practices.

For all the reasons outlined above, the faculty will routinely monitor not only a student's academic performance but also specific personal qualities that will affect their ability to be effective in their function as professional counselors. The primary purpose of this ongoing evaluative process is to ensure that graduates of all Stetson University counseling programs are sufficiently prepared on all levels to provide services and reflect the high standards of the Department of Counselor Education.

Personal Performance Standards

Faculty will monitor and evaluate students on the dimensions below considered essential for counselors to possess. Student's ability to exhibit these qualities will be reviewed by individual faculty during classes and by the entire faculty at the conclusion of each semester. The dimensions are:

1. Knowledge of subject material
2. Exhibition of counseling skills
3. Openness to new ideas
4. Cooperation with others
5. Willingness to accept and use feedback
6. Application and Integration of coursework and skills
7. Appropriate and effective expression of feelings
8. Awareness of impact on others
9. Ability to accept personal responsibility and deal with differences
10. Attention to ethical practice and legal considerations
11. Flexibility
12. Ability to deal with conflict
13. Initiative and motivation
14. Interpersonal relationships with colleagues and faculty
15. Involvement with professional associations

Faculty Procedures for Assisting Students in Becoming Effective and Competent Counselors

Faculty members identify and address student concerns as they emerge throughout the program. The students' knowledge, interpersonal skills and counseling skills are routinely evaluated to determine if the student is competent, if remedial work is necessary or if a student should be withdrawn from the program.

If a student is not demonstrating personal qualities and skills related to becoming a competent and effective counselor, the instructor completes a Student Competency Summary and Requirements Form and Report of Concern. The instructor meets with the student, reviews the concerns and remediation requirements and provides the student with a copy of the *Student Competency Summary and Requirements* form. The instructor also informs the student of their right to appeal.

If the student believes the review is unjustified or does not want to adhere to the requirements, the student needs to follow these procedures.

Student Procedures for Appealing Remediation Requirements or Withdrawal

Student

1. The student must submit a written appeal documenting the rationale for the appeal. The appeal must be given to the department chair within three weekdays or the right to appeal is forfeited and the student is required to follow the instructor's requirements.

Instructor

2. The instructor provides a copy of the Student Competency Summary and Requirements form to the department chair. During the next faculty meeting, the instructor provides an informational report regarding the student concern and outcome of the meeting.

Student

3. If the student chooses to adhere to the instructor's recommendations regarding (a) remedial procedures or (b) exit from the program, the following procedures will not be implemented.

4. When a student appeals, the department chair meets with the student and instructor and seeks a resolution. (If the department chair is also the instructor who has completed the Competency Review and Requirements form, another tenured program faculty member reviews the appeal.)

Department Chair

5. If no resolution is reached, the department chair appoints an ad hoc hearing committee of three (3) faculty members normally within three (3) weekdays of receipt of the student's appeal.

Student, Instructor & Committee

6. The student and instructor must submit a written statement to the committee. The committee meets, reviews each written statement and holds an oral hearing where the views of the instructor and the student are heard.

Committee

7. The committee determines whether the student continues in the program without restriction, continues in the program with remedial work, or is withdrawn from the program. The committee makes specific written recommendations within ten (10) days of its appointment. The decision is conveyed to the instructor, the student, and the department chair in writing.

Student

8. The student has ten (10) days to appeal in writing said ruling to the dean of the college of arts and science. The dean confers with the department chair. All decisions made by the dean and the chair are final.

Department Procedure

9. All records are filed in the student's departmental file.

Future Formal Evaluation of the Student

10. Once a Student Competency Summary and Requirements form is completed for a student, all of the student's future instructors complete a Student Competency Progress Report form during mid-semester.

STUDENT SELF-SELECTION FROM THE PROGRAM

If at any time during a student's course of study in the graduate programs in Counselor Education there is uncertainty or questions about the appropriateness of continuing in the program, students are urged to contact their advisor. Advisors will help students explore their professional concerns and help them

examine options regarding their future profession in counseling. During these conversations the student's advisor may recommend personal counseling or may advise the student to contact the career services department at Stetson University. Career services will be able to help students examine their career options and determine their suitability for continued success in their program in counselor education.

Student Assessment

The Stetson University Department of Counselor Education is committed to a comprehensive, formative, and summative assessment process for each of its students. Faculty members use a variety of approaches to assess student progress and competency in each course. These assessments may include exams, journals, papers, research projects, class presentations and demonstrations, group projects and self-evaluation. The department recognizes its commitment to the student, the profession and clients the students will ultimately serve. The department's focus on formative assessment provides the opportunity to address deficiencies and remediate them. As soon as it becomes clear that factors exist that would prevent successful completion of the program, the department will advise the student.

CPCE

The Department of Counselor Education has adopted the Counselor Preparation Comprehensive Examination (CPCE) as one of its graduation requirements. The CPCE is required of all degree-seeking students. It is designed as a summative evaluation that measures the pertinent and professional relevant knowledge students have obtained during their counselor preparation program at Stetson University. The CPCE reflects the eight core curriculum areas approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students should plan to sit for the CPCE when the majority of their coursework is completed toward the end of Practicum.

Student Portfolios

In addition to the requirement that students maintain a B average, successfully complete their prescribed program of study, and pass the CPCE, students are also required to defend a portfolio. The portfolio contains key documents and products that the student has generated throughout their degree program. These documents will serve to confirm competencies and track the learning process. Students may store documents in an electronic or paper format.

The portfolio is a capstone experience for counselor education graduate students and a tool that will allow them to focus on specific experiences as they progress through the program. The process will feature an oral defense during which students meet with faculty and answer questions about their preparation. One aim is to help students develop connections between courses and integrate knowledge. It also encourages students to develop specific areas of interest or specialty areas. The portfolio becomes a resource for students to build confidence and credibility in their work and to connect learning to career opportunities.

The portfolio is an important assessment tool. Faculty members gain a better understanding of the student's learning from coursework, outside activities, volunteer work and integration of external learning experiences. Further, it provides a strong basis for recommendations.

Summary of Continuous, Systematic Student Evaluation

- Initial formal evaluation during CSL 503 Human Relations Methods & Skills
- Advancement to candidacy (**18 credits**)
- Acceptable completion of all academic coursework including Practicum and Internships
- Completion of the Student Competency Summary and Requirements Form by instructor for each student during Practicum and Internship
- Supervisor Evaluation of Student evaluations completed for Practicum, Internship I and Internship II

- Each student required to join at least one professional organization (e.g., American Counseling Association; American Association for Marriage and Family Therapy; American Mental Health Counselors Association; American School Counselor Association).
- Each student is required to engage in eight (8) personal counseling sessions. These may include individual; group, couple or family counseling.
- Each student is required to attend to at least 2 conventions (e.g., state, regional, national or international convention)
- Each student is required to successfully pass the Counselor Preparation Comprehensive Examination (CPCE)
- If in the school counseling program, each student is required to receive successful passing scores on the FTCE Professional (Florida Teacher Certification Examination) and the Guidance & Counseling PK-12 (Subject Area Exam). See [FL DOE](#)
- Each student is required to submit a Portfolio and pass the oral defense

NOTES

Appendix

DEPARTMENT OF COUNSELOR EDUCATION
STETSON UNIVERSITY
SUPERVISEE'S BILL OF RIGHTS

INTRODUCTION

The purpose of the Bill of Rights is to inform supervisees of their rights and responsibilities in the supervisory process.

NATURE OF THE SUPERVISORY RELATIONSHIP

The supervisory relationship is an experiential learning process that assists the supervisee in developing therapeutic and professional competence. A professional counselor supervisor who has received specific training in supervision facilitates professional growth of the supervisee through:

- monitoring client welfare
- encouraging compliance with legal, ethical, and professional standards
- teaching therapeutic skills
- providing regular feedback and evaluation
- providing professional experiences and opportunities

EXPECTATIONS OF INITIAL SUPERVISORY SESSION

The supervisee has the right to be informed of the supervisor's expectations of the supervisory relationship. The supervisor shall clearly state expectations of the supervisory relationship that may include:

- supervisee identification of supervision goals for oneself
- supervisee preparedness for supervisory meetings
- supervisee determination of areas for professional growth and development
- supervisor's expectations regarding formal and informal evaluations
- supervisor's expectations of the supervisee's need to provide formal and informal self-evaluations
- supervisor's expectations regarding the structure and/or the nature of the supervisory sessions
- weekly review of case notes until supervisee demonstrates competency in case conceptualization

The supervisee shall provide input to the supervisor regarding the supervisee's expectations of the relationship.

EXPECTATIONS OF THE SUPERVISORY RELATIONSHIP

1. A supervisor is a professional counselor with appropriate credentials. The supervisee can expect the supervisor to serve as a mentor and a positive role model who assists the supervisee in developing a professional identity.
2. The supervisee has the right to work with a supervisor who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process. The supervisor is aware of personal cultural assumptions and constructs and is able to assist the supervisee in developing additional knowledge and skills in working with clients from diverse cultures.
3. Since a positive rapport between the supervisor and supervisee is critical for successful supervision to occur, the relationship is a priority for both the supervisor and supervisee. In the event that relationship concerns exist, the supervisor or supervisee will discuss concerns with one another and work towards resolving differences.
4. Therapeutic interventions initiated by the supervisor or solicited by the supervisee shall be implemented only in the service of helping the supervisee increase effectiveness with clients. A proper referral for counseling shall be made if appropriate.
5. The supervisor shall inform the supervisee of an alternative supervisor who will be available in case of crisis situations or known absences.

ETHICS & ISSUES IN THE SUPERVISORY RELATIONSHIP

1. Code of Ethics & Standards of Practice
 - The supervisor will insure the supervisee understands the American Counseling Association Code of Ethics and Standards of Practice and legal responsibilities. The supervisor and supervisee will discuss sections applicable to the beginning counselor.
2. Dual Relationships
 - Since a power differential exists in the supervisory relationship, the supervisor shall not utilize this differential to their gain. Since dual relationships may affect the objectivity of the supervisor, the supervisee shall not be asked to engage in social interaction that would compromise the professional nature of the supervisory relationship.
3. Due Process
 - During the initial meeting, supervisors provide the supervisee information regarding expectations, goals and roles of the supervisory process. The supervisee has the right to regular verbal feedback and periodic formal written feedback signed by both individuals.
4. Evaluation
 - During the initial supervisory session, the supervisor provides the supervisee a copy of the evaluation instrument used to assess the counselor's progress.
5. Informed Consent
 - The supervisee informs the client she is in training, is being supervised, and receives written permission from the client to audio tape or video tape.
6. Confidentiality
 - The counseling relationship, assessments, records, and correspondences remain confidential. Failure to keep information confidential is a violation of the ethical code and the counselor is subject to a malpractice suit. The client must sign a written consent prior to counselor's consultation.
7. Vicarious Liability
 - The supervisor is ultimately liable for the welfare of the supervisee's clients. The supervisee is expected to discuss with the supervisor the counseling process and individual concerns of each client.
8. Isolation
 - The supervisor consults with peers regarding supervisory concerns and issues.
9. Termination of Supervision
 - The supervisor discusses termination of the supervisory relationship and helps the supervisee identify areas for continued growth and explore professional goals.

EXPECTATIONS OF THE SUPERVISORY PROCESS

1. The supervisee shall be encouraged to determine a theoretical orientation that can be used for conceptualizing and guiding work with clients.
2. The supervisee has the right to work with a supervisor who is responsive to the supervisee's theoretical orientation, learning style, and developmental needs.
3. Since it is probable that the supervisor's theory of counseling will influence the supervision process, the supervisee needs to be informed of the supervisor's counseling theory and how the supervisor's theoretical orientation may influence the supervision process.

EXPECTATIONS OF SUPERVISORY SESSIONS

1. The weekly supervisory session shall include a review of all cases, audio tapes, video tapes, and may include live supervision.

2. The supervisee is expected to meet with the supervisor face-to-face in a professional environment that insures confidentiality.

EXPECTATIONS OF THE EVALUATION PROCESS

1. During the initial meeting, the supervisee shall be provided with a copy of the formal evaluation tool(s) that will be used by the supervisor.
2. The supervisee shall receive verbal feedback and/or informal evaluation during each supervisory session.
3. The supervisee shall receive written feedback or written evaluation on a regular basis during beginning phases of counselor development. Written feedback may be requested by the supervisee during intermediate and advanced phases of counselor development.
4. The supervisee should be recommended for remedial assistance in a timely manner if the supervisor becomes aware of personal or professional limitations that may impede future professional performance.
5. Beginning counselors receive written and verbal summative evaluation during the last supervisory meeting. Intermediate and advanced counselors may receive a recommendation for licensure and/or certification.

Contract Letter between Counselor Education and Site

Dear Practicum/Internship Site Supervisor:

The enclosed contract is designed to formalize the arrangement between the Graduate Program in Counselor Education and _____ (Practicum/Internship Site) for student counselors enrolled in the practicum/internship at Stetson University. The practicum/internship activities have been selected based upon CACREP Guidelines, State Licensing and/or Certification requirements and the University and program Faculty recommendations.

If the guidelines, agreements, and practicum/internship activities are followed closely, the student counselor should have the opportunity to demonstrate counseling competencies at an increasing level of complexity in the amount of time contracted. We realize that a site may not be able to provide access for the student to every activity because of the differences, which exist in individuals and institutions. The contact for each practicum/internship experience will indicate those activities that can be provided.

We appreciate and thank you for your interest and cooperation in helping to prepare professional counselors.

Sincerely,

Brigid Noonan, Ph.D., LMHC
Chair, Department of Counselor Education
(386) 822-8992

**STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
PRACTICUM/INTERNSHIP CONTRACT (CMHC & MCFC)**

This agreement is made on _____ (date) by and between _____ (field site) and Stetson University Graduate Program in Counselor Education. This agreement will be effective for a period from _____ to _____ for _____ (number of hours) per week for _____ (student name).

PURPOSE

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of counseling.

The University Program agrees:

1. To assign a University faculty liaison to facilitate communication between the University and site;
2. To notify the student that he/she must adhere to the administrative policies, rule, standards, schedules, and practices of the site;
3. That the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relationship to the student, site, or University occur;
4. That the University supervisor is responsible for the assignment of a fieldwork grade; and
5. To provide workshops/training to field sites free-of-charge.

The Practicum/Internship site agrees:

1. To assign a qualified supervisor who has appropriate credentials, time, and interest for training the student;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating student's performance;
3. To provide the student with adequate work space, telephone, office supplies, and staff to conduct activities;
4. To facilitate audio/videotape opportunities or live supervision of student counseling activities;

The Site Supervisor agrees:

1. Practicum: To provide weekly supervision that averages one hour per week of individual and/or triadic supervision throughout the practicum.
2. Practicum: To participate in biweekly consultation with the University faculty supervisor
3. Internship: To provide weekly supervision that averages one hour per week of individual and/or triadic supervision throughout the internship experience
4. To meet with each student and give and receive feedback from the student goal statements and evaluations, supervisor evaluations, site evaluations; and
5. To inform the University faculty liaison of any concerns, difficulties with the student intern as soon as possible.

If practicum/internship student is also an employee of the agency/site, the site agrees:

1. To provide a qualified practicum/internship supervisor who is NOT the same supervisor as the student's employee supervisor;
2. To develop a schedule that separates employee duties/responsibilities from practicum/internship duties/responsibilities;
3. To evaluate the student based on his/her performance as a practicum/internship student separate from his/her employee evaluation;
4. To provide student with clinical responsibilities and opportunities that are NOT the same as the student's role as an employee;
5. To inform the University faculty liaison of any concerns, difficulties, conflicts of interest between role as student versus role as employee as soon as possible.

Site Supervisor

Faculty Supervisor

University Practicum & Internship Coordinator

Goals Statement/Supervision Agreement

Practicum / Internship I / Internship II (circle one)

___ CMHC ___ MCFC

Supervisee: _____

Site Supervisor: _____

Specific goals for enhancing my counseling skills, personal growth, and professional development as a counselor this semester:

1. _____

2. _____

3. _____

4. _____

Specific help I would like from my site supervisor:

1. _____

2. _____

3. _____

4. _____

Special concerns or needs:

Supervisee Signature

Date

Site Supervisor Signature

Date

Faculty Supervisor Signature

Date

**STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION**

SUPERVISOR'S MID-TERM REPORT OF SUPERVISEE

Practicum _____ Internship I _____ Internship II _____

STUDENT: _____

AGENCY: _____

SITE SUPERVISOR: _____

FACULTY SUPERVISOR: _____

Please address student's knowledge of theory, counseling skills, professionalism, ethical/legal knowledge, treatment planning, diagnostic conceptualization, use of supervision, and other relevant areas.

STUDENT STRENGTHS:

STUDENT CHALLENGES:

ADDITIONAL COMMENTS REGARDING STUDENT PROGRESS:

Supervisor Signature

Date

Student Signature

Date

**STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
SUPERVISOR FINAL EVALUATION OF STUDENT**

Student's Name: _____ Date: _____

Supervisor's Name: _____ Site: _____

Program Discipline:

Marriage, Couple, & Family Counseling _____ **Clinical Mental Health Counseling** _____

Type of Clinical Training:

Practicum _____ **Internship I** _____ **Internship II** _____

Case Conceptualization and Clinical Assessment

		Poor		Adequate			Good		NA
1.	Thoughtful and sophisticated identification of the client, presenting problem and systemic dynamics	1	2	3	4	5	6	7	0
2.	Sophisticated and insightful summary of recent and past events	1	2	3	4	5	6	7	0
3.	Sophisticated description of individual/relational strengths, support systems, and resources	1	2	3	4	5	6	7	0
4.	Succinct, consistent depiction of mental status that clearly supports diagnosis	1	2	3	4	5	6	7	0
5.	Sophisticated 5 axis diagnosis with behavioral identification of all required indicator with correct codes	1	2	3	4	5	6	7	0
6.	Insightfully discusses differential diagnosis with collaborating professionals	1	2	3	4	5	6	7	0
7.	Effectively uses assessment instruments to support diagnosis with an awareness of cultural bias	1	2	3	4	5	6	7	0
8.	Thoroughly considers medical issues, including detailed information about medications so that appropriate referrals can be made for medication evaluation	1	2	3	4	5	6	7	0
10.	Conducts and documents a sophisticated risk assessment for harm to self and others; substance abuse; child or elder	1	2	3	4	5	6	7	0

abuse; and violence

11. Professionally handles potential and immediate crises by taking appropriate action to create safety plans and make reports	1	2	3	4	5	6	7	0
12. Able to identify referrals and make appropriate contacts of medical, psychiatric, and support referrals	1	2	3	4	5	6	7	0
13. Integrates all available information into a clinically relevant conceptualization that provides a well-articulated focus for treatment	1	2	3	4	5	6	7	0
14. Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements	1	2	3	4	5	6	7	0
15. Demonstrates multicultural competence in all phases of case conceptualization, clinical assessment, case management, and treatment	1	2	3	4	5	6	7	0

Treatment Planning and Documentation

	Poor		Adequate			Good		NA
1. Utilizes a sophisticated and theoretically consistent approach to developing goals that demonstrate an understanding of co-occurring disorders	1	2	3	4	5	6	7	0
2. Develops goals that are specific, measurable, and observable	1	2	3	4	5	6	7	0
3. Prioritizes short and long-term goals based on immediate client needs, research, and treatment model	1	2	3	4	5	6	7	0
4. Selects interventions that are theory-specific, culturally sensitive, and tailored to the client's unique needs during all phases of treatment	1	2	3	4	5	6	7	0
5. Utilizes a sophisticated and detailed approach to termination and aftercare plans	1	2	3	4	5	6	7	0
6. Demonstrates skill in record-keeping through the use of confidential notation;	1	2	3	4	5	6	7	0

detailed frequency and duration of symptoms; and detailed documentation of progress linked to specific symptoms and interventions

7.	Thoughtfully adjusts plan based on client response to treatment	1	2	3	4	5	6	7	0
8.	Manages and documents ethical issues and risk assessment	1	2	3	4	5	6	7	0
9.	Completes case notes in a timely manner in exact accordance with legal and ethical requirements	1	2	3	4	5	6	7	0
10.	Effectively evaluates counseling outcomes	1	2	3	4	5	6	7	0
11.	Utilizes consultation and supervision for legal and ethical issues, and integrates feedback into treatment	1	2	3	4	5	6	7	0
12.	Demonstrates thoughtful and sensitive collaborative work with other stakeholders and obtains all consents	1	2	3	4	5	6	7	0

Counseling Skills, Personal and Professional Awareness

		Poor		Adequate			Good		NA
1.	Utilizes essential interviewing skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment	1	2	3	4	5	6	7	0
2.	Demonstrates effective non-verbal (eye contact, body posture, voice tone, gestures and facial expressions) and verbal (door openers, minimal encouragers, appropriate questions) invitational skills	1	2	3	4	5	6	7	0
3.	Accurately reflects the facts of a client's story and the underlying emotions	1	2	3	4	5	6	7	0
4.	Accurately reflects and summarizes the unique impact and underlying meaning of client problems	1	2	3	4	5	6	7	0

5. Effectively challenges clients to recognize discrepancies	1	2	3	4	5	6	7	0
6. Keeps clients focused on their own issues and helps clients identify the most crucial areas of concern	1	2	3	4	5	6	7	0
7. Recognizes own limitations and seeks supervision or refers clients when appropriate	1	2	3	4	5	6	7	0
8. Demonstrates insightful attention to personal issues that affect treatment	1	2	3	4	5	6	7	0
9. Demonstrates professional behavior by arriving on-time for assigned hours, engaging in respectful interactions with staff and peers, pro-actively engaging in site activities, being organized and prepared, managing personal information/ crisis appropriately, and following all site rules and regulations.	1	2	3	4	5	6	7	0

Additional Comments or suggestions:

Supervisor

Date

Graduate Student

Date

**STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
SUPERVISEE'S EVALUATION OF SUPERVISION & SITE EVALUATION**

Student's Name: _____ Date: _____

Supervisor's Name: _____ Site: _____

Program Discipline:

Marriage, Couple, & Family Counseling _____ Mental Health Counseling _____

Type of Clinical Training:

Practicum _____ Internship I _____ Internship II _____

Please circle the response that described your supervision experience most accurately.

Strongly Disagree = 1 2 3 4 5 6 7 = Strongly Agree

INITIAL SUPERVISORY SESSION

I identified personal goals for supervision. 1 2 3 4 5 6 7

I was informed of necessary preparations for weekly supervisory sessions. 1 2 3 4 5 6 7

I determined areas for professional growth and development. 1 2 3 4 5 6 7

I was informed of my supervisor's expectations regarding formal and informal evaluation such as live supervision, feedback, and written evaluations. 1 2 3 4 5 6 7

I was informed of the necessity of formal and informal self-evaluations. 1 2 3 4 5 6 7

I was informed about the planned structure and nature of the supervisory meetings. 1 2 3 4 5 6 7

I provided input regarding my expectations of the supervisory relationship. 1 2 3 4 5 6 7

My supervisor explained his or her theoretical orientation. 1 2 3 4 5 6 7

SUPERVISORY RELATIONSHIP

My supervisor and I have a positive rapport. 1 2 3 4 5 6 7

My supervisor considered our supervisory relationship a priority. 1 2 3 4 5 6 7

Strongly Disagree = 1 2 3 4 5 6 7 = Strongly Agree

- My supervisor made it comfortable to communicate with him/her.** 1 2 3 4 5 6 7
- My supervisor is culturally sensitive.** 1 2 3 4 5 6 7
- My supervisor made it comfortable to discuss strengths and weaknesses about my counseling skills.** 1 2 3 4 5 6 7
- My supervisor refrained from counseling me except in areas that addressed my effectiveness with clients.** 1 2 3 4 5 6 7
- My supervisor would refer me for counseling when appropriate.** 1 2 3 4 5 6 7
- My supervisor would provide me with the name of an alternative supervisor in her or his absence.** 1 2 3 4 5 6 7

ETHICS & ISSUES

- My supervisor and I reviewed an appropriate Code of Ethics and Standards of Practice (e.g., *American Counseling Association; American Association of Marriage and Family Therapy; American Mental Health Counselors Association*)** 1 2 3 4 5 6 7
- Any potential dual relationship issues were addressed directly and appropriately.** 1 2 3 4 5 6 7
- My supervisor would not abuse the power differential in our relationship.** 1 2 3 4 5 6 7
- My supervisor explained the necessity of informing my client that I am a counselor in training who is being supervised.** 1 2 3 4 5 6 7
- We discussed the importance of obtaining the client's written consent to audio tape or video tape.** 1 2 3 4 5 6 7
- My supervisor explained the importance of confidentiality.** 1 2 3 4 5 6 7
- I was informed of the need to obtain the client's written consent prior to consulting with other professionals who are serving the client.** 1 2 3 4 5 6 7
- I was made aware that my supervisor is ultimately liable for the welfare of my clients.** 1 2 3 4 5 6 7
- My supervisor monitored my client's welfare.** 1 2 3 4 5 6 7

SUPERVISORY SESSIONS

Strongly Disagree = 1 2 3 4 5 6 7 = Strongly Agree

- | | |
|--|----------------------|
| I met with my supervisor in a confidential face-to-face environment
A minimum of one time a week. | 1 2 3 4 5 6 7 |
| My supervisor and I discussed each of my client's progress every week. | 1 2 3 4 5 6 7 |
| My supervisor and I reviewed audio tapes. | 1 2 3 4 5 6 7 |
| My supervisor and I reviewed video tapes. | 1 2 3 4 5 6 7 |
| My supervisor and I participated in live supervision. | 1 2 3 4 5 6 7 |
| My supervisor modeled specific interventions. | 1 2 3 4 5 6 7 |
| My supervisor assisted me in further developing group counseling skills. | 1 2 3 4 5 6 7 |
| My supervisor provided mentoring regarding parent consultation
when working with minors. | 1 2 3 4 5 6 7 |

EVALUATION PROCESS

- | | |
|--|----------------------|
| During our initial supervisory session, I was provided with a copy of the formal
evaluation instrument. | 1 2 3 4 5 6 7 |
| My supervisor initiated helpful conversations about the strengths in my
counseling skills. | 1 2 3 4 5 6 7 |
| My supervisor initiated helpful conversations about areas of growth needed in
my counseling skills. | 1 2 3 4 5 6 7 |
| I received feedback or evaluation on a regular basis. | 1 2 3 4 5 6 7 |
| My supervisor would refer me for remedial assistance to overcome
personal or professional limitations. | 1 2 3 4 5 6 7 |
| I received verbal summative evaluation during the final supervisory session. | 1 2 3 4 5 6 7 |
| I received a written summative evaluation during the final supervisory session. | 1 2 3 4 5 6 7 |

SITE EVALUATION BEGINS ON NEXT PAGE

SITE EVALUATION

Strongly Disagree = 1 2 3 4 5 6 7 = Strongly Agree

I was provided with a meeting space for individual and group sessions.	1 2 3 4 5 6 7
The meeting space was comfortable and conducive to counseling.	1 2 3 4 5 6 7
I had access to a phone, computer and copy machine.	1 2 3 4 5 6 7
The clinical staff was willing to have me facilitate group sessions.	1 2 3 4 5 6 7
The staff was supportive of my facilitation of group sessions.	1 2 3 4 5 6 7
I was permitted to videotape individual and group sessions at this site.	1 2 3 4 5 6 7
Videotaping equipment was made available to tape sessions.	1 2 3 4 5 6 7

Rate the following about your Site experiences at your site:

Poor = 1 2 3 4 5 6 7 = Excellent

1. Amount of on-site supervision.	1 2 3 4 5 6 7
2. Quality and usefulness of on-site supervision	1 2 3 4 5 6 7
3. Usefulness and helpfulness of faculty liaison	1 2 3 4 5 6 7
4. Relevance of experience to career goals	1 2 3 4 5 6 7
5. Exposure to and communication of agency goals	1 2 3 4 5 6 7
6. Exposure to and communication of agency procedures	1 2 3 4 5 6 7
7. Exposure to professional roles and functions within the agency	1 2 3 4 5 6 7
8. Exposure to information about community resources	1 2 3 4 5 6 7
9. Rate all the following applicable experiences which you performed or participated in at your site:	
a. Report Writing	1 2 3 4 5 6 7

Stetson University
Department of Counselor Education
Marriage, Couple, and Family Counseling and Clinical Mental Health Counseling

MONTHLY HOURS LOG FOR PRACTICUM and INTERNSHIP STUDENTS

Practicum _____ Internship I _____ Internship II _____

STUDENT NAME: _____ CMHC _____ MCFCT _____

SEMESTER: Fall _____ Spring _____ Summer _____ YEAR: 20_____

Activities	Week 1: From: To:	Week 2: From: To:	Week 3: From: To:	Week 4: From: To:	Monthly Total
Intake Interview					
Individual Counseling					
Group Counseling					
Family Counseling					
Psycho-Education					
Couples Counseling					
Sub-Total Direct Contact Hrs					
Consultation					
Case Conference					
Supervision Individual					
Supervision Group					
Other Indirect Hrs					
Sub-Total Indirect Contact Hrs					
Weekly Totals					

Intern's Signature

Supervisor Signature

Date

**Due: End of Semester per Syllabus
Department of Counselor Education
Stetson University**

**Marriage, Couple & Family Counseling and Clinical Mental Health Counseling
Semester Summary Log for Practicum and Internship Students**

Directions:

1. Record the month/year at the site where indicated.
2. Record the total number of hours for that month in each activity, taken from your weekly/monthly logs, under the appropriate column. Sub-total direct contact hours.
3. Total the number of hours for that month and indicate at the bottom of the monthly column.
4. At the end of the semester, total the hours spent in each activity by adding the hours across each activity and indicate the total in the semester totals column.
5. Attach your monthly logs behind your semester summary log. Your faculty supervisor must sign the semester summary log. Please keep a copy of all logs for yourself and turn the originals into your faculty supervisor on the date due.

Activities	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Semester Total
Intake Interview						
Individual Counseling						
Group Counseling						
Family Counseling						
Psycho Education						
Couples Counseling						
Sub-Total Direct Contact Hr						
Consultation						
Case Conference						
Supervision Individual						
Supervision Group						
Other						
Monthly Totals						

Intern's Signature

Faculty Supervisor's Signature

**STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION**

PRACTICUM/INTERNSHIP CONTRACT

This agreement is made on _____ by and between _____
(date) (field site)
and Stetson University Graduate Program in Counselor Education. This agreement will be effective for a
period from _____ to _____ for _____ hours per week for

(student name)

PURPOSE:

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of counseling.

The University Program agrees:

1. to assign a University faculty liaison to facilitate communication between University and site;
2. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. that the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or University occur; and
4. that the University supervisor is responsible for the assignment of a fieldwork grade.

The Practicum/Internship Site agrees:

1. to assign a supervisor who has appropriate credentials, time, and interest for training the students;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance (suggested counseling experiences included in the Practicum/Internship Activities);
3. to provide the student with adequate work space, telephone, office supplies, and staff to conduct activities;
4. to provide weekly individual supervision to each student counselor; and
5. to meet with each student and give and receive feedback from the student evaluations, supervisor evaluations, and site evaluations.

Site Supervisor

Faculty Member

Principal

District Office

**STETSON UNIVERSITY
SCHOOL COUNSELING PRACTICUM PLAN**

Practicum Student _____ **Date** _____

- **Copy of Liability Insurance Must Be on File with Site Supervisor and University Supervisor prior to providing direct services.**

Observation/Co-Facilitator Minimum Requirements

You are required to observe your site supervisor at least one-time in each of the following counseling services during Practicum. (For services/interventions available at your site.)

	Topic/Issue	Grade Level	Date
Individual Counseling	_____		
Group Counseling	_____		
Parent Consultation	_____		
Teacher Consultation	_____		
Classroom Guidance	_____		
Family Counseling	_____		
Peer Facilitation Program	_____		

Weekly Practicum Schedule-Direct Service

Although the practicum is approximately 15 weeks in length, you will not begin providing services until you have reviewed school and district policies, received informed consent forms from students/guardians, and have observed your site supervisor in the specific intervention. Therefore, the following example is based on 12 weeks. (Providing 3 weeks for you to design group curriculums, classroom guidance and obtain informed consent.)

The following is an example of how to schedule hours in order to gain consistent experience in the five interventions throughout your practicum.

1. Individual Counseling	3 x week (30 min.) 1.5 hrs. week	for 12 weeks	18 hours
2. Small Group Counseling	2 x week (30 min.) 1 hr. week	for 12 weeks	12 hours
3. Classroom Guidance	1 x week (30 min.) 30 min. week	for 6 weeks	3 hours
4. Teacher Consultation	Observe or participate with supervisor	(2+ times)	1 hour
5. Family Consultation	Observe or participate with supervisor	(2+ times)	1 hour
6. Flex Time	Choose an intervention in which you want additional experience		5 hours

TOTAL: 40 hours

In-Direct Service Hours (Example of Indirect Hours Scheduled Throughout Semester)

1. Coordination of Services	1-2 hrs. per week	for 15 weeks	15-30 hours
2. Individual Supervision	1 x week (1 hr.)	for 15 weeks	15 hours
3. Group Supervision	1 x week (1 ½ hr.)	for 15 weeks	22.5 hours
4. School Wide Activity	1+		

TOTAL: 60 hours

1. Individual Counseling (academic, career, personal/social concerns) (18-20 hrs.)

* Provide 18-20 hours of individual counseling. During these 18-20 hours, counsel at least 3 different students for a minimum of four consecutive times.

- 1) Student's Age _____ Issue/Concern _____
- 2) Student's Age _____ Issue/Concern _____
- 3) Student's Age _____ Issue/Concern _____

2. Small group counseling: GROUP 1 / 6-8 sessions

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____

6-8 Meeting Dates: _____

Turn in a copy of the following to your university supervisor:

- Informed Consent from Parents & Student
- Teacher Contract/Letter Indicating Dates of Group
- Pretest & Posttest Assessment
- Content Outline & Hand-Outs for Each Group

Participant Group Evaluation

2. Small group counseling: GROUP 2 / 6-8 sessions

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____

6-8 Meeting Dates: _____

Turn in a copy of the following to your university supervisor:

- Informed Consent from Parents & Student
- Teacher Contract/Letter Indicating Dates of Group
- Pretest & Posttest Assessment
- Content Outline & Hand-Outs for Each Group

Participant Group Evaluation

- 3. Classroom Guidance – You will be facilitating 6 classroom guidance sessions. Choose 3 Different Topics to present (one in academic development, one in career development and one in personal/social development) Present to at least 3 Different Grades**

Topic	Grade	Date	Time	# Students
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

Turn in a copy of the following to your university supervisor:

3 Different Unit Plans for Classroom Guidance Activity

- 4. Teacher Consultation (2 different teachers)**

Teacher Name	General Topic	Grade Level
1.	_____	_____
2.	_____	_____

Turn in a copy of the following to your university supervisor:

Complete a 1 page summary of one of the two teacher consultations.

- 5. Parent Consultation Observation (2 different parents)**

Parent Name	General Topic	Grade Level
1.	_____	_____
2.	_____	_____

Turn in a copy of the following to your university supervisor:

Complete a 1 page summary of one of the two parent consultations.

List Three Strengths

- 1. _____
- 2. _____
- 3. _____

List Three Areas for Growth

- 1. _____
- 2. _____
- 3. _____

List Additional Experiences Desired During Internship

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Other Criteria for Practicum

- 1 hour of individual supervision (1-2 supervisees & site supervisor) each week
- 1 ½ hour of group supervision each week at Stetson University
- Prepare a School Counseling Resource Binder
- 2 videotaped individual sessions & transcriptions (mid-term & final) (also can be completed at Stetson University.)

GUIDELINES FOR SCHOOL COUNSELING PRACTICUM

WEEK ONE

- Meet with Site Supervisor
- Review Syllabus Requirements & your School Counseling Practicum Plan
- Have site supervisor sign Practicum/Internship Contract
- Begin obtaining Informed Consent from parents/guardians/students whom you will work with in individual and group counseling

WEEK TWO

- Orientation of School: policies, procedures, forms, introduction to faculty and administrators
- Schedule Time to Observe Site Supervisor: individual counseling, group counseling, consultation, and classroom guidance

WEEK THREE

- Continue Observations.
- Due: Parent/Student Written Consent to counsel the Student and Audio/Video Tape.

WEEK FOUR - FIFTEEN

- Group Counseling: Plan 2-3 counseling groups (6-8 sessions in length) (choose topics, grade, pre-group screening/orientation, meeting days & times, pre/post test, parent-student consent forms, weekly curriculum, teacher contract) (10-12+ hours)
- Individual Sessions (academic, career & personal/social development) (18-20 hours)
- Classroom Guidance (6 units)
- Observe and/or Participate in 2 Teacher Consultations
- Observe and/or Participate in 2 Teacher Consultations
- Attend One Hour of Weekly Individual Supervision with Site Supervisor
- Ask Site Supervisor for Feedback (especially during Supervision/discuss each student)
- Attend 1 ½ Hours of Weekly Group Supervision with your University Supervisor at Stetson
- Help Plan & Attend a School-Wide Activity

SCHOOL COUNSELING PRACTICUM - DIRECT SERVICE HOURS

During Practicum you are expected to participate in a minimum of the following direct services:

Direct hours are defined by CACREP standard in Section III, G that states that practicum provides for the development of counseling skills under supervision. Therefore, direct service hours are defined as time you spend counseling clients.

40 Direct Service Hours

Individual Counseling (18-20+ hours)
Group Counseling (10-12+ hours)
Classroom Guidance (6 units)
Teacher Consultation (2+ consults)
Parent Consultation (2+ consults)
Crisis Intervention Counseling
Counseling Families
Crisis Intervention
Parent Education
School Advisory Board Meeting

60 Non-Direct Service Hours

Coordinating Services/Paperwork/Report Writing
Planning & Facilitating School Wide Activity (1+)
Assessment and/or Testing Interpretation
Weekly (1 hr) Individual Supervision
Weekly (1 ½ hr) Group Supervision
Response to Intervention Meetings
Program Planning & Evaluation
Crisis Intervention Plan Review
Classroom Observations
ESE Procedures

I have read the Guidelines for School Counseling Practicum, School Counseling Practicum Direct Service Hours and this Practicum Plan. I agree to provide one hour of weekly individual or triadic supervision (2 students & one supervisor) for the student and will assist the student in scheduling and completing these activities under my supervision.

Site Supervisor Signature _____ Date _____

Site Supervisor Name _____ Phone _____

**STETSON UNIVERSITY
SCHOOL COUNSELING INTERNSHIP I PLAN**

Internship Student _____ **Date** _____

- **Copy of Liability Insurance Must Be on File with Site Supervisor and University Supervisor prior to providing direct services.**

Recommended Weekly Internship Schedule-Direct Service

- | | |
|---------------------------|-------|
| 1. Individual Counseling | _____ |
| 2. Small Group Counseling | _____ |
| 3. Classroom Guidance | _____ |
| 4. Parent Consultation | _____ |
| 5. Teacher Consultation | _____ |
| 6. Assessment & Testing | _____ |
| 7. Academic Advisement | _____ |
| 8. Career & Educ. Opport. | _____ |
| 9. Parent Education | _____ |
| 10. RTI Team | _____ |
| 11. Family Fun Nights | _____ |
| 12. School-wide Activity | _____ |

In-Direct Service Hours

- | | |
|-----------------------------|-------|
| 1. Coordination of Services | _____ |
| 2. Individual Supervision | _____ |
| 3. Group Supervision | _____ |
| 4. ESE Procedures | _____ |
| 5. Classroom Observations | _____ |
| 6. School Advisory Board | _____ |
| 7. Prgrm. Planning & Eval. | _____ |
| 8. Other | _____ |

1. Individual Counseling - academic (includes scheduling/advising), personal, social concerns (1.7, 1.9, 7.1, 7.2, 7.3)

* Counsel 15 different individuals.

- | | |
|------------------------|---------------------|
| 1) Student's Age _____ | Issue/Concern _____ |
| 2) Student's Age _____ | Issue/Concern _____ |
| 3) Student's Age _____ | Issue/Concern _____ |
| 4) Student's Age _____ | Issue/Concern _____ |
| 5) Student's Age _____ | Issue/Concern _____ |
| 6) Student's Age _____ | Issue/Concern _____ |

- 7) Student's Age _____ Issue/Concern _____
- 8) Student's Age _____ Issue/Concern _____
- 9) Student's Age _____ Issue/Concern _____
- 10) Student's Age _____ Issue/Concern _____
- 11) Student's Age _____ Issue/Concern _____
- 12) Student's Age _____ Issue/Concern _____
- 13) Student's Age _____ Issue/Concern _____
- 14) Student's Age _____ Issue/Concern _____
- 15) Student's Age _____ Issue/Concern _____

2. Small group counseling: 2+ groups in different topic areas (academic, career, personal/social) 6-8 sessions in length (1.6, 1.7)

GROUP 1

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____
6-8 Meeting Dates: _____

GROUP 2

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____
6-8 Meeting Dates: _____

GROUP 3

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____
6-8 Meeting Dates: _____

Review and use group forms from the practicum course: Informed Consent from Parents & Students, Teacher Contract/Letter Indicating Dates of Group, Pretest & Posttest Assessment, Content Outline & Hand-Outs for Each Group, Participant Group Evaluations

3. Classroom Guidance 6+ (address academic, career and personal/social development) (2.6)

Topic	Grade	Date	Time	# Students
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

4. Teacher Consultation

Teacher Name	General Topic	Grade Level
1.	_____	_____

Write: 1-page summary of the consultation (Place in Resource Binder.)

5. Parent Consultation

Parent Name	General Topic	Grade Level
1.	_____	_____

Write: 1-page summary of the consultation (Place in Resource Binder.)

6. Testing & Assessment / Screening: Observe and/or participate (2-5) (3.4, 3.5)

Student Name	Assessment/Screening	Grade Level
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

7. Student Success Team / Child Study Team: Observe and/or participate (2-4) (5.3)

Student Name	Assessment/Screening	Grade Level
--------------	----------------------	-------------

1. _____
2. _____
3. _____
4. _____

8. Exceptional Student Education: Observe and/or participate (2-3) (6.4)

Student Name	Assessment/Screening	Grade Level
--------------	----------------------	-------------

1. _____
2. _____
3. _____

9. Sunshine Standards: Work with site supervisor to assist teachers in implementing the standards.

1. _____

10. General School Counseling Services (not previously mentioned)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WEEKLY SCHEDULE

- Develop a weekly schedule using Florida's School Counseling and Guidance Framework.
- Total the hours you will be spending in direct and non-direct services weekly.
- Total the projected hours for direct and non-direct services for the semester.
- You will need 120 direct service hours and 180 non-direct service hours.
- Attach the schedule and summary of hours to the Internship Plan.

List Three Strengths

1. _____
2. _____
3. _____

List Three Areas for Growth

1. _____
2. _____
3. _____

List Additional Experiences Desired During Internship II

5. _____
6. _____
7. _____

Other Criteria for Internship I

1 hour of individual supervision (1-2 supervisees) each week by site supervisor

3 hours of biweekly group supervision each week by university supervisor at Stetson

Continue working on Resource Binder

2 videotaped individual sessions & assessments/transcriptions

I have read the Guidelines for School Counseling Internship, the course objectives and this Internship Plan and agree that the internship student will be permitted to complete these activities under my supervision.

Site Supervisor signature _____ Date _____

Intern signature _____ Date _____

Please complete this section at the end of the semester:

I have reviewed the completed Internship Plan I and verify that all the work documented on this form has been completed.

Site Supervisor signature _____ Date _____

Student signature _____ Date _____

**STETSON UNIVERSITY
SCHOOL COUNSELING INTERNSHIP II PLAN**

Internship Student _____

Date _____

- **Copy of Liability Insurance Must Be on File with Site Supervisor and University Supervisor prior to providing direct services.**

Recommended Weekly Internship Schedule-Direct Service

- | | |
|---------------------------|-------|
| 1. Individual Counseling | _____ |
| 2. Small Group Counseling | _____ |
| 3. Classroom Guidance | _____ |
| 4. Parent Consultation | _____ |
| 5. Teacher Consultation | _____ |
| 6. Assessment & Testing | _____ |
| 7. Academic Advisement | _____ |
| 8. Career & Educ. Opport. | _____ |
| 9. Parent Education | _____ |
| 10. RTI Team | _____ |
| 11. Family Fun Nights | _____ |
| 12. School-wide Activity | _____ |

In-Direct Service Hours

- | | |
|-----------------------------|-------|
| 1. Coordination of Services | _____ |
| 2. Individual Supervision | _____ |
| 3. Group Supervision | _____ |
| 4. ESE Procedures | _____ |
| 5. Classroom Observations | _____ |
| 6. School Advisory Board | _____ |
| 7. Prgrm. Planning & Eval. | _____ |
| 8. Other | _____ |

1. Individual Counseling - academic (includes scheduling/advising), personal, social concerns (1.7, 1.9, 7.1, 7.2, 7.3)

* Counsel 15 different individuals.

- | | |
|------------------------|---------------------|
| 1) Student's Age _____ | Issue/Concern _____ |
| 2) Student's Age _____ | Issue/Concern _____ |
| 3) Student's Age _____ | Issue/Concern _____ |
| 4) Student's Age _____ | Issue/Concern _____ |
| 5) Student's Age _____ | Issue/Concern _____ |

- 6) Student's Age _____ Issue/Concern _____
- 7) Student's Age _____ Issue/Concern _____
- 8) Student's Age _____ Issue/Concern _____
- 9) Student's Age _____ Issue/Concern _____
- 10) Student's Age _____ Issue/Concern _____
- 11) Student's Age _____ Issue/Concern _____
- 12) Student's Age _____ Issue/Concern _____
- 13) Student's Age _____ Issue/Concern _____
- 14) Student's Age _____ Issue/Concern _____
- 15) Student's Age _____ Issue/Concern _____

2. Small group counseling: 2+ groups in different topic areas (academic, career, personal/social) 6-8 sessions in length (1.6, 1.7)

GROUP 1

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____
6-8 Meeting Dates: _____

GROUP 2

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____
6-8 Meeting Dates: _____

GROUP 3

Topic: _____ Grade Level: _____

Day: _____ Time: _____ Group Size: _____
6-8 Meeting Dates: _____

Review and use group forms from the practicum course: Informed Consent from Parents & Students, Teacher Contract/Letter Indicating Dates of Group, Pretest & Posttest Assessment, Content Outline & Hand-Outs for Each Group, Participant Group Evaluations

3. Classroom Guidance 6+ (address academic, career and personal/social development) (2.6)

Topic	Grade	Date	Time	# Students
-------	-------	------	------	------------

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5. Teacher Consultation

Teacher Name	General Topic	Grade Level
--------------	---------------	-------------

1. _____

Write: 1-page summary of the consultation (Place in Resource Binder.)

5. Parent Consultation

Parent Name	General Topic	Grade Level
-------------	---------------	-------------

1. _____

Write: 1-page summary of the consultation (Place in Resource Binder.)

6. Testing & Assessment / Screening: Observe and/or participate (2-5) (3.4, 3.5)

Student Name	Assessment/Screening	Grade Level
--------------	----------------------	-------------

1. _____
2. _____
3. _____
4. _____
5. _____

7. Student Success Team / Child Study Team: Observe and/or participate (2-4) (5.3)

Student Name	Assessment/Screening	Grade Level
--------------	----------------------	-------------

1. _____
2. _____
3. _____
4. _____

8. Exceptional Student Education: Observe and/or participate (2-3) (6.4)

Student Name	Assessment/Screening	Grade Level
--------------	----------------------	-------------

1. _____
2. _____
3. _____

9. Sunshine Standards: Work with site supervisor to assist teachers in implementing the standards.

1. _____

10. General School Counseling Services (not previously mentioned)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WEEKLY SCHEDULE

- Develop a weekly schedule using Florida’s School Counseling and Guidance Framework.
- Total the hours you will be spending in direct and non-direct services weekly.
- Total the projected hours for direct and non-direct services for the semester.
- You will need 120 direct service hours and 180 non-direct service hours.
- Attach the schedule and summary of hours to the Internship Plan.

List Three Strengths

- 1. _____
- 2. _____
- 3. _____

List Three Areas for Growth

- 1. _____
- 2. _____
- 3. _____

Other Criteria for Internship II

1 hour of individual supervision (1-2 supervisees) each week by site supervisor

3 hours of biweekly group supervision each week by university supervisor at Stetson

Continue working on Resource Binder

2 audiotaped/videotaped individual sessions & assessments/transcriptions

I have read the Guidelines for School Counseling Internship, the course objectives and this Internship Plan and agree that the internship student will be permitted to complete these activities under my supervision.

Site Supervisor signature _____ Date _____

Intern signature _____ Date _____

Please complete this section at the end of the semester:

I have reviewed the completed Internship Plan II and verify that all the work documented on this form has been completed.

Site Supervisor signature _____ Date _____

Student signature _____ Date _____

STETSON UNIVERSITY
Department of Counselor Education
School Counseling Internship
Supervisor Evaluation of Supervisee

Student: _____

Date: _____

Site Supervisor: _____

School: _____

Practicum _____

Internship I _____

Internship II _____

Rating Scale

- 5 No opportunity to observe this skill
- 4 Developed skill competency expected at this level
- 3 Developing skill or ability; Continued development needed
- 2 Beginning to develop this skill or ability
- 1 Very limited ability to demonstrate this skill/ skill is absent

Counseling Skills

- 1. _____ Is warm, caring and empathic
- 2. _____ Is non-judgmental; does not impose personal values on others
- 3. _____ Works towards gaining knowledge, skills and understanding of others from diverse backgrounds
- 4. _____ Has well developed listening skills; uses minimal encouragers / door openers
- 5. _____ Demonstrates ability to use statements reflecting feeling and content
- 6. _____ Demonstrates ability to use statements that reflect meaning (reflects values/worldview)
- 7. _____ Is collaborative when creating goals with the student, parent or teacher
- 8. _____ Confronts in a supportive and helpful manner
- 9. _____ Uses appropriate self-disclosure and shares feelings and personal experiences in an appropriate manner
- 10. _____ Understands and appropriately uses assessment and evaluation instruments

Professional Development & Relationships

1. _____ Demonstrates awareness of strengths and areas for growth
2. _____ Pursues activities to enhance knowledge & skills (workshops, reading, conferences)
3. _____ Interacts in a professional manner
4. _____ Relates well with students, parents, teachers, school personnel
5. _____ Is familiar with FERPA and district and school policies
6. _____ Maintains ethical standards consistent with ACA Ethical Code, ASCA Ethical standards and/or AAMFT if applicable

Supervision

1. _____ Consistently attends individual and group supervision meetings
2. _____ Actively participates in supervision; discusses counseling interventions
3. _____ Seeks feedback; is open to suggestions and verbal and written evaluation
4. _____ Demonstrates awareness of personal strengths and areas for growth
5. _____ Communicates interest in learning new counseling and guidance skills
6. _____ Is open to self examination and overcoming personal blocks to counseling and guidance
7. _____ Demonstrates the ability to review counseling videos, evaluate sessions, gain insight and make changes to become a more effective and competent counselor

In the following section, please list two strengths and two areas for growth in each area.

Individual Counseling

Strengths

- 1.
- 2.

Areas for Growth

- 1.
- 2.

Group Counseling

Strengths

- 1.
- 2.

Areas for Growth

- 1.
- 2.

Classroom/Large Group Guidance

Strengths

- 1.
- 2.

Areas for Growth

- 1.
- 2.

Consultation

Strengths

- 1.
- 2.

Areas for Growth

- 1.
- 2.

Assessment & Evaluation

Strengths

- 1.
- 2.

Areas for Growth

- 1.
- 2.

Coordination of Services & Administrative Responsibilities

Strengths

- 1.
- 2.

Areas for Growth

- 1.
- 2.

Please indicate which statement most closely reflects the intern's abilities and development at the end of this internship.

- _____ Clearly well developed skills at this level of training
- _____ Met requirements; needs additional development in specific areas
- _____ Needs to improve overall level of functioning to be considered satisfactory

Site Supervisor: _____ Date: _____

Student: _____ Date: _____

SUPERVISEE'S EVALUATION OF SUPERVISION EXPERIENCE

Purpose: In an effort to improve supervision and encourage communication between the supervisee and the site supervisor, you are asked to fill out this form and share it with your site supervisor.

Practicum _____ Internship I _____ Internship II _____

Name: _____ **From:** _____ **to** _____

Site Supervisor Name: _____

Please circle the response that described your supervision experience most accurately.

Strongly Disagree = 1 2 3 4 5 6 = Strongly Agree

INITIAL SUPERVISORY SESSION

- | | |
|---|--------------------|
| I identified personal goals for supervision. | 1 2 3 4 5 6 |
| I was informed of necessary preparations for regular sessions. | 1 2 3 4 5 6 |
| I determined areas for professional growth and development. | 1 2 3 4 5 6 |
| I was informed of my supervisor's expectations regarding formal and informal evaluation such as live supervision, feedback, and written evaluations. | 1 2 3 4 5 6 |
| I was informed of the necessity of formal and informal self-evaluations. | 1 2 3 4 5 6 |
| I was informed about the planned structure and nature of the supervisory meetings. | 1 2 3 4 5 6 |
| I provided input regarding my expectations of the supervisory relationship. | 1 2 3 4 5 6 |

SUPERVISORY RELATIONSHIP

- | | |
|--|--------------------|
| My supervisor and I have a positive rapport. | 1 2 3 4 5 6 |
| My supervisor considered our supervisory relationship a priority. | 1 2 3 4 5 6 |
| My supervisor made it comfortable to communicate with him/her. | 1 2 3 4 5 6 |
| My supervisor is culturally sensitive. | 1 2 3 4 5 6 |
| My supervisor shared and negotiated expectations of supervision. | 1 2 3 4 5 6 |
| My supervisor made it comfortable for to discuss strengths and weaknesses about my counseling skills. | 1 2 3 4 5 6 |

EVALUATION PROCESS

Strongly Disagree = 1 2 3 4 5 6 = Strongly Agree

- | | |
|--|--------------------|
| During our initial supervisory session, I was provided with a copy of the formal evaluation instrument. | 1 2 3 4 5 6 |
| My supervisor initiated helpful conversations about the strengths in my counseling skills. | 1 2 3 4 5 6 |
| My supervisor initiated helpful conversations about areas of growth needed in my counseling skills. | 1 2 3 4 5 6 |
| I received written feedback or evaluation on a regular basis. | 1 2 3 4 5 6 |
| My supervisor would refer me for remedial assistance to overcome personal or professional limitations. | 1 2 3 4 5 6 |
| I received verbal summative evaluation during the final supervisory session. | 1 2 3 4 5 6 |
| I received a written summative evaluation during the final supervisory session. | 1 2 3 4 5 6 |

STETSON UNIVERSITY SCHOOL COUNSELING PRACTICUM LOG

WEEKLY SUMMARY OF HOURS: WEEK OF: _____

NAME: _____ SITE SUPERVISOR: _____

Type of Service	Date	Time	Amt	<u>D</u>	<u>I</u>	Supervision Date
Group Counseling (6)	1-21	9:00-9:30	.50	D	I	1-23
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
				D	I	
			Tota l	Tota l	Tota l	Total Hr. Supervision

Amount of Time: .25 Fifteen Minutes .50 Thirty Minutes .75 Forty-five Minutes 1.0 Hour

D = Direct Service (Individual, Group, Family Counseling, Parent & Teacher Consultation, Classroom Guidance, Crisis Intervention, Parent Education, Assessment/Testing, Peer Programs, Child Study Team
I = Indirect Service (Coordination Services, Meetings, Supervision, ESE Procedures, Report Writing, Planning & Evaluation)

Student Signature: _____

Site Supervisor: _____

I completed the hours documented on this log and received supervision regarding each service/client.

This student completed hours documented and received supervision regarding each service/client.

STETSON UNIVERSITY SCHOOL COUNSELING PRACTICUM/INTERNSHIP SEMESTER SUMMARY OF HOURS

NAME: _____ SUPERVISOR: _____

Practicum Internship I Internship II Semester: Fall Spring Year: _____

TYPE OF SERVICE		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Individual Counseling	D								
Group Counseling	D								
Classroom Guidance	D								
Parent Consultation Parent Education	D								
Teacher Consultation	D								
Crisis Intervention	D								
Family/Couple Counseling	D								
Family Fun Night	D								
Peer Helper Programs	D								
Assessment/Testing	D								
RTI Team	D								
Coordination of Services	I								
Individual Supervision	I								
Group Supervision	I								

Direct Hours Include: Individual & Group Counseling, Classroom Guidance, Parent Consultation/Parent Education, Teacher Consultation, Family Counseling, Family Fun Night, Peer Helper Programs, Assessment/Testing, Child Study Team, Crisis Intervention Counseling

STETSON UNIVERSITY SCHOOL COUNSELING INTERNSHIP SEMESTER SUMMARY OF HOURS

TYPE OF SERVICE		WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	TOTAL HOURS
Individual Counseling	D								
Group Counseling	D								
Classroom Guidance	D								
Parent Consultation Parent Education	D								
Teacher Consultation	D								
Crisis Intervention	D								
Family/Couple Counseling	D								
Family Fun Night	D								
Peer Helper Program	D								
Assessment/Testing	D								
RTI Team	D								
Coordination of Services	I								
Individual Supervision	I								
Group Supervision	I								

TOTAL DIRECT SERVICE HOURS: _____ **TOTAL INDIRECT SERVICE HOURS:** _____ **TOTAL:** _____

STUDENT SIGNATURE: _____ **SUPERVISOR SIGNATURE:** _____

I completed documented hours and received supervision for each client/service. Student completed documented hours; received supervision for each client.

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