Site Supervisor Manual

STETSON UNIVERSITY
Department of Counselor Education
# Department of Counselor Education
## Site Supervisor Manual

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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 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.
Department of Counselor Education Contact Information

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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 to promote:

1. An ethically informed professional identity
2. Awareness of personal strengths and resiliency
3. Appreciation of diverse cultures
4. Critical thinking and creative expression and
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. Supervision training is available to provide information on supervision in Counselor Education as well as 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, is responsible for coordinating practicum and internship experiences for Clinical Mental Health Counseling students;

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

Page Thanasiu, School Counseling coordinator, is responsible for coordinating practicum and internship experiences for 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 Department of Counselor Education.

Student Hours Required for Practicum and Internship
Hours Required for Practicum: All Counselor Education students must complete supervised practicum experiences that total a 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.
Hours Required for Internship
The Clinical Mental Health Counseling and Marriage, Couple and Family Counseling Programs require 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. Students must obtain 320 hours of direct service with clients appropriate to the program of study.

The School Counseling 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 school counselor is expected to perform. Students must obtain 240 hours of direct service with students.

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 (consisting of two supervisees and one supervisor) supervision which occurs regularly over a minimum of one academic term by a site supervisor working in bi-weekly consultation with the program faculty member.

Students 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, 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 Supervisor’s 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 Evaluation of the student. Students or faculty members 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.
Master 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.

Objectives of the Clinical Mental Health Counseling 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 Clinical 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
- Be ethically and legally informed practitioners
Hour Requirements/Planned Program
A minimum of 60 semester hours of coursework is required; 51 hours are considered required core courses, and 9 hours are earned in practicum and internship. Students must successfully pass the Counselor Comprehensive Preparation Exam (CPCE), defend a portfolio of their learning experiences and complete a capstone project to conclude the degree. *Be aware that state licensure requirements may change based on legislation.

Fall Year 1
COUN 508 – Family Systems
COUN 526 – Foundations of Mental Health Counseling

Spring Year 1
COUN 503 – Human Relations Methods & Skills
COUN 505 – Theories of Counseling

Summer Year 1
COUN 502 – Legal, Ethical, & Professional Issues
COUN 515 – Statistical Analysis & Research Design

Fall Year 2
COUN 504 – Group Counseling
COUN 506 – Human Development

Spring Year 2
COUN 509 – Individual, Marital, & Family Psychopathology/Psychotherapy
COUN 513 – Multicultural Counseling

Summer Year 2
COUN 507 – Career Counseling
COUN 525 – Advanced Individual, Couple, & Family Therapy Techniques & Treatment Planning

Fall Year 3
COUN 501 – Evaluation & Assessment
COUN 516 – Substance Abuse Counseling
Spring Year 3
COUN 514 – Sexuality Counseling
COUN 517 – Practicum in Counselor Education

Summer Year 3
COUN 518 - Internship I
COUN 527 Counseling in a Community Setting

Fall Year 4
COUN 519 – Internship II
COUN 521 – Counseling Children and Adolescents
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 are 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.

**Hours Requirements/Planned Program**
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 Program. Students must successfully pass the Counselor Preparation Comprehensive Exam (CPCE), defend a portfolio of their learning experiences, and complete a capstone project to conclude the degree. *Be aware that state licensure requirements may change based on legislation.*

**FALL YEAR 1**
COUN 508 Family Systems
COUN 506 Human Development

**SPRING YEAR 1**
COUN 505 Theories of Counseling
COUN 503 Human Relations Methods and Skills

**SUMMER YEAR 1**
COUN 502 Legal, Ethical & Professional Issues
COUN 515 Statistical Analysis & Research Design

**FALL YEAR 2**
COUN 501 Evaluation & Assessment
COUN 504 Group Counseling

**SPRING YEAR 2**
COUN 509 Individual, Marital, and Family Psychopathology/Psychotherapy
COUN 513 Multicultural Counseling

**SUMMER YEAR 2**
COUN 507 Career Counseling
COUN 510 Marriage and Relationship Counseling

**FALL YEAR 3**
COUN 516 Substance Abuse Counseling
COUN 521 Counseling Children and Adolescents

**SPRING YEAR 3**
COUN 514 Sexuality Counseling
COUN 517 Practicum in Counselor Education

**SUMMER YEAR 3**
COUN 525 Advanced Individual, Couple, and Family Theory, Techniques & Treatment Planning
COUN 518 Internship I

**FALL YEAR 4**
COUN 511 Seminar in Marriage, Couple, and Family Counseling
COUN 519 Internship II
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.

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 interactions in a non-blaming, supportive manner.

The objectives of the School Counseling Program are 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

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

**Fall – Year 1**
COUN 508 Family Systems  
COUN 522 Foundations of School Counseling

**Spring – Year 1**
COUN 503 Human Relations  
COUN 505 Theories of Counseling

**Summer – Year 1**
COUN 502 Legal, Ethical & Professional Issues  
COUN 515 Statistical Analysis & Research Design

**Fall – Year 2**
COUN 504 Group Counseling  
COUN 506 Human Development

**Spring – Year 2**
COUN 513 Multicultural Counseling  
COUN 509 Individual, Marital, and Family Psychopathology/Psychotherapy

**Summer – Year 2**
COUN 535 Accountability and the School Counselor  
COUN 507 Career Counseling

**Fall – Year 3**
COUN 501 Evaluation and Assessment  
COUN 521 Counseling Children and Adolescents

**Spring – Year 3**
COUN 514 Sexuality Counseling  
COUN 524 Consultation

**Summer – Year 3**
COUN 517 Practicum in Counselor Education
Fall – Year 4
COUN 516 Substance Abuse Counseling
COUN 518 Internship I

Spring – Year 4
COUN 519 Internship II
Certificate Options

Currently enrolled students may receive a certificate for another specialty by completing a certificate only program.

Certificate in Clinical Mental Health Counseling:
For Degree-Seeking Students- Students currently enrolled in Stetson’s Counselor Education Program must complete the following requirements in addition to their primary program track.
COUN 526 Foundations of Clinical Mental Health Counseling
COUN 525 Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning
COUN 527 Counseling in a Community Setting
* Students must have completed 1000 hours in Practicum and Internship in a mental health counseling setting.

Certificate in Marriage, Couple, and Family Counseling:
For Degree-Seeking Students- Students currently enrolled in Stetson’s Counselor Education Program must complete the following requirements in addition to their primary program track.
COUN 510 Marriage and Relationship Counseling
COUN 511 Marriage, Couple, and Family Counseling Seminar
COUN 525 Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning
* Students must have completed 1,000 hours in Practicum and Internship, including 180 direct client contact hours in a marriage and family therapy setting.

Certificate in School Counseling:
For Degree-Seeking Students- Students currently enrolled in Stetson’s Counselor Education Program must complete the following requirements in addition to their primary program track.
COUN 522 Foundations of School Counseling
COUN 524 Consultation
COUN 534 Accountability and the School Counselor
* Students must have completed 1,000 hours in Practicum and Internship, including 100 hours in a school counseling setting. Note: The Department of Counselor Education will no longer be accepting applications for the School Counseling Program after the Fall 2016 semester.
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.

- 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.

- 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.

- 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, and local telephone number.

The President will communicate her 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 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
COUN 503 – Human Relations & Skills
At the conclusion of COUN 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 and a copy of the report is placed in the student’s file.
COUN 517, 518, 519 - Practicum & Internship

During clinical coursework, COUN 517 Practicum in Counselor Education, COUN 518 Internship I and COUN 519 Internship II, the university supervisor/course instructor completes an evaluation of the student’s knowledge, skills and dispositions. A Student Competency Summary and Requirements Form will be filled out 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 students’ academic performance but also specific personal qualities that will affect their abilities 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 the 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

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.
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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 tool that will allow graduate students 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 COUN 503 Human Relations Methods & Skills
- Advancement to candidacy (18 credits)
- Acceptable completion of all academic coursework including Practicum and Internships
• Completion of assessments by instructor for each student during Practicum and Internship
• Supervisor evaluation of student evaluations completed for Practicum, Internship I and Internship II
• Each student is 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 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).
• Each student is required to submit a Portfolio and pass the oral defense.
Appendix
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**

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.

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.

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.

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.

The supervisor shall inform the supervisee of an alternative supervisor who will be available in case of crisis situations or known absences.
1. 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
• 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.

• The supervisee shall receive verbal feedback and/or informal evaluation during each supervisory session.

• 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.

• 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.
• 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.
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 courses 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 that exist among 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,

Leila Roach, Ph.D., LMFT, LMHC, NCC
Chair, Department of Counselor Education
CMHC and MCFC Practicum/Internship Contract

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              Date
Department of Counselor Education
Site Supervisor Manual

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. ______________________________________________________
   ______________________________________________________
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3. ______________________________________________________
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4. ______________________________________________________
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Specific help I would like from my site supervisor:

1. ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. ______________________________________________________
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4. ______________________________________________________
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Special concerns or needs:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Supervisee Signature  Date

Site Supervisor Signature  Date

Faculty Supervisor Signature  Date
Supervisor’s Mid-Term Report of Supervisee Performance

Student’s Name: _____________________________________

Practicum _____ Internship I _____ Internship II_____

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
CMHC and MCFC 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 _______

Rating Scale
5=Exceptional: Skills and understanding significantly beyond developmental level
4=Outstanding: Strong mastery of skills and thorough understanding of concepts
3=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident
2=Developing: Minor conceptual and skill errors; in process of developing
1=Deficits: Significant remediation needed; deficits in knowledge/skills
NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

Counseling Skills
1. Utilizes essential interviewing skills in conducting an intake interview, a mental status evaluation, a biopsychososocial history, a mental health history, and a psychological assessment 1 2 3 4 5 NA

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 NA

3. Accurately reflects the facts of a client’s story and the underlying emotions (e.g., paraphrase) 1 2 3 4 5 NA

4. Accurately reflects the feeling of client problems (e.g., reflection of feeling) 1 2 3 4 5 NA

5. Accurately reflects and summarizes the unique impact and underlying meaning of client problems (e.g., reflection of meaning, summarizing) 1 2 3 4 5 NA

6. Effectively challenges clients to recognize discrepancies 1 2 3 4 5 NA
7. Keeps clients focused on their own issues and helps clients identify the most crucial areas of concern | 1 2 3 4 5 NA

Case Conceptualization and Assessment Skills

1. Thoughtful and sophisticated identification of the client, presenting problem and systemic dynamics | 1 2 3 4 5 NA
2. Sophisticated and insightful summary of recent and past events | 1 2 3 4 5 NA
3. Sophisticated description of individual/relational strengths, support systems, and resources | 1 2 3 4 5 NA
4. Succinct, consistent depiction of mental status that clearly supports diagnosis | 1 2 3 4 5 NA
5. Sophisticated diagnosis with behavioral identification of all required indicator with correct codes | 1 2 3 4 5 NA
6. Insightfully discusses differential diagnosis with collaborating professionals | 1 2 3 4 5 NA
7. Effectively uses assessment instruments to support diagnosis with an awareness of cultural bias | 1 2 3 4 5 NA
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 NA
9. Conducts and documents a sophisticated risk assessment for harm to self and others; substance abuse; child or elder abuse; and violence | 1 2 3 4 5 NA
10. Professionally handles potential and immediate crises by taking appropriate action to create safety plans and make reports | 1 2 3 4 5 NA
11. Able to identify referrals and make appropriate contacts of medical, psychiatric, and support referrals | 1 2 3 4 5 NA
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12. Integrates all available information into a clinically relevant conceptualization that provides a well-articulated focus for treatment  

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**Treatment Planning and Documentation Skills**

1. Utilizes a sophisticated and theoretically consistent approach to developing goals that demonstrate an understanding of co-occurring disorders  

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2. Develops goals that are specific, measurable, and observable  

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3. Prioritizes short and long-term goals based on immediate client needs, research, and treatment model  

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4. Selects interventions that are theory-specific, culturally sensitive, and tailored to the client’s unique needs during all phases of treatment  

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5. Utilizes a sophisticated and detailed approach to termination and aftercare plans  

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6. Demonstrates skill in record-keeping through the use of confidential notation; detailed frequency and duration of symptoms; and detailed documentation of progress linked to specific symptoms and interventions  

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7. Thoughtfully adjusts plan based on client response to treatment  

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8. Manages and documents ethical issues and risk assessment  

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9. Completes case notes in a timely manner in exact accordance with legal and ethical requirements  

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10. Effectively evaluates counseling outcomes  

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**Professional Dispositions**

1. Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements  

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2. Demonstrates multicultural competence in all phases of case conceptualization, clinical assessment, case management, and treatment

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3. Recognizes own limitations and seeks supervision or refers clients when appropriate

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4. Demonstrates insightful attention to personal issues that affect treatment

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5. 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.

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6. Utilizes consultation and supervision for legal and ethical issues, and integrates feedback into treatment

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<th>Rating</th>
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7. Demonstrates thoughtful and sensitive collaborative work with other stakeholders and obtains all consents

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<th>Rating</th>
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<th>3</th>
<th>4</th>
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Additional Comments or suggestions:

______________________________________________________________________________
______________________________________________________________________________
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## SC Supervisor Final Evaluation of Student

<table>
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<tr>
<th>Student: __________________________</th>
<th>Date: __________________________</th>
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<tbody>
<tr>
<td>Site Supervisor: __________________</td>
<td>School: _________________________</td>
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</table>
| 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
Department of Counselor Education  
Site Supervisor Manual

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 Florida State ethical standards

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

_____ Meets requirements; needs additional development in specific areas

_____ Needs to improve overall level of functioning to be considered satisfactory

Site Supervisor: ___________________________ Date: __________

Student: _________________________________ Date: __________
CMHC and MCFC Supervisee’s Evaluation of Supervision and Site Evaluation

Student’s Name: ________________________________

Supervisor’s Name: ________________________________

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.  

I was informed of necessary preparations for weekly supervisory sessions.  

I determined areas for professional growth and development.  

I was informed of my supervisor’s expectations regarding formal and informal evaluation such as live supervision, feedback, and written evaluations.

I was informed of the necessity of formal and informal self-evaluations.  

I was informed about the planned structure and nature of the supervisory meetings.

I provided input regarding my expectations of the supervisory relationship. My supervisor explained his or her theoretical orientation.
SUPERVISORY RELATIONSHIP

My supervisor and I have a positive rapport. My supervisor considered our supervisory relationship a priority. 1 2 3 4 5 6 7

My supervisor made it comfortable to communicate with him/her. 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 1 2 3 4 5 6 7
consent to audio tape or video tape.  

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

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

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. My supervisor and I reviewed audio tapes. My supervisor and I reviewed video tapes. My supervisor and I participated in live supervision.  1  2  3  4  5  6  7

My supervisor modeled specific interventions. 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.

I received feedback or evaluation on a regular basis.

My supervisor would refer me for remedial assistance to overcome personal or professional limitations.

I received verbal summative evaluation during the final supervisory session. I received a written summative evaluation during the final supervisory session.

I was provided with a meeting space for individual and group sessions. The meeting space was comfortable and conducive to counseling. I had access to a phone, computer and copy machine. The clinical staff was willing to have me facilitate group sessions.

The staff was supportive of my facilitation of group sessions.

I was permitted to videotape individual and group sessions at this site.

SITE EVALUATION

Rate the following about your experiences at your site:

Poor = 1  2  3  4  5  6  7 = Excellent

Amount of on-site supervision.

Quality and usefulness of on-site supervision

Usefulness and helpfulness of faculty liaison

Relevance of experience to career goals
Exposure to and communication of agency goals

Exposure to and communication of agency procedures

Exposure to professional roles and functions within the agency

Exposure to information about community resources

Rate all the following applicable experiences which you performed or participated in at your site:

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<th>Experience</th>
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<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
<td>Report Writing</td>
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<td>Intake interviewing</td>
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<tr>
<td>Administration and interpretation of tests</td>
<td>1</td>
<td>2</td>
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<td>Staff case presentations in treatment team</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>6</td>
<td>7</td>
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<td>Conferences or in-service workshops</td>
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<td>7</td>
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<tr>
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<td>7</td>
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<tr>
<td>Group counseling</td>
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<td>Family/couple counseling</td>
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<td>Consultation</td>
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<td>Career counseling</td>
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<td>7</td>
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<tr>
<td>Other</td>
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<td>4</td>
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<td>7</td>
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COMMENTS: Include any suggestions for improvements in the experiences you have rated poor (1 or 2)

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Thank you taking the time to complete this evaluation. Your responses are very important to the supervisors and your faculty.
This portion of your education is meant to provide you with exposure to and practice implementing tasks and interventions which are unique to the school counseling experience. You are required to complete 80 direct and 120 indirect service hours in the school counseling intern role. It will be very important that you review and understand school and district policies before beginning to provide direct services. You will also benefit from the opportunity to observe your site supervisor providing the various types of direct services before providing them yourself.

**Examples of direct service hours for school counseling may include:**
- Individual counseling
- Small group counseling
- Classroom guidance
- Parent consultation
- Teacher consultation
- Crisis intervention counseling
- Family intervention or meeting
- Parent education
- Peer facilitation program
- Student assessment
- Facilitating student group meetings (e.g., Gay Straight Alliance)

**Examples of indirect service hours for school counseling may include:**
- Coordination of services (community related)
- Individual supervision
- Student support services (scheduling, transcripts, etc.)
- Planning and facilitating school-wide activities
- Planning and preparing group counseling curriculum
- Assessment and/or testing interpretation
- Child study team meetings
- Program planning and evaluation
- Crisis intervention plan review
Sample Weekly Practicum Schedule

Direct Service

The following example is based on 12 weeks (providing 3 weeks for you to design group curriculums, classroom guidance and obtain informed consent) and is an example of how to schedule hours in order to gain consistent experience in the five interventions throughout your practicum. This is only a suggestion and your final schedule of activities should be determined in collaboration with your site supervisor.

1. Individual Counseling
   - 8 x week (30 min.)
   - 4 hrs. per week for 12 weeks
   - 48 hours

2. Small Group Counseling
   - 2 x week (30 min.)
   - 1 hr. per week for 12 weeks
   - 12 hours

3. Classroom Guidance
   - 2 x week (30 min.)
   - 1 hr. week for 6 weeks
   - 6 hours

4. Teacher Consultation
   - Observe or participate with supervisor (2+ times)
   - 2 hour

5. Family Consultation
   - Observe or participate with supervisor (2+ times)
   - 2 hour

6. Flex Time
   - Choose intervention for additional experience
   - 10 hours

   **TOTAL: 80 hours**

Indirect Service Hours

1. Student Support Services
   - 4-6 hrs. per week
   - for 15 weeks
   - 60-90 hours

2. Individual Supervision
   - 1 x week (1 hr.)
   - for 15 weeks
   - 15 hours

3. Planning Interventions
   - 2 x week (2 hr.)
   - for 15 weeks
   - 30 hours

4. School Wide Activity
   - 1+

   **TOTAL: 120 hours**

Practicum Assignments

When delivering classroom guidance, individual and/or group interventions, the topic must pertain to one or more of the school counseling intervention categories determined by the American School Counselor Association (ASCA):

   - Career Development
   - Academic Development
   - Personal/Social Development

The role of the school counselor will vary somewhat depending upon the level of instruction (elementary, middle, or high school) and the guidelines for the specific school in which you
serve. Therefore, not all direct services are provided at every level. The services you provide will be determined in collaboration with your site supervisor and depend heavily upon the needs of your particular school site.

Please submit the below documentation to your faculty supervisor for each of the following interventions you are able to provide during the practicum experience:

**Group Counseling**
- Informed consent from parents & student
- Teacher contact/letter indicating dates of group
- Pretest & posttest assessment
- Content outline & hand-outs for each group
- Participant group evaluation

**Classroom Guidance**
- Unit Plans for Classroom Guidance Activity

**Teacher Consultation/Observation**
- Complete a 1 page summary of one teacher consultation

**Parent Consultation/Observation**
- Complete a 1 page summary of one parent consultation

**Other Criteria for Practicum**
- One hour of individual supervision (1-2 supervisees & site supervisor) each week
- Faculty supervisor will observe and evaluate counseling skills (either in person or by observing a videotaped individual or group counseling session)

_________________________________  _______________________________________
Site Supervisor                                      Faculty Supervisor

_________________________________
Student

_________________________________
Date
A copy of your Liability Insurance must be on file with site supervisor and university supervisor prior to providing direct services.

Recommended Weekly Internship Schedule

**Direct Service Hours**

1. Individual Counseling
2. Small Group Counseling
3. Classroom Guidance
4. Parent Consultation
5. Teacher Consultation
6. Assessment & Testing
7. Academic Advisement
9. Parent Education
10. Child Study Team
11. Family Fun Nights
12. School-wide Activity

**Indirect Service Hours**

1. Coordination of Services
2. Individual Supervision
3. Group Supervision
4. ESE Procedures
5. Classroom Observations
6. School Advisory Board
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 ____________________________
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**

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<tr>
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<th>Grade Level:</th>
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<tr>
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6-8 Meeting Dates: 

**GROUP 2**

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6-8 Meeting Dates: 

**GROUP 3**

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6-8 Meeting Dates: 

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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 ________________________________
Department of Counselor Education  
Site Supervisor Manual

Day: ____________________  Time: ____________________  Group Size: ________

6-8 Meeting Dates: ________________________________

**Review/revise 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/or personal/social development) (2.6)**

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<th>Topic</th>
<th>Grade</th>
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<th>Time</th>
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<td>6. ____________________</td>
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4. **Teacher Consultation**

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<tr>
<th>Teacher Name</th>
<th>General Topic</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>1. ___________</td>
<td>_____________</td>
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Write: 1-page summary of the consultation

5. **Parent Consultation**

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<tr>
<th>Parent Name</th>
<th>General Topic</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>1. ___________</td>
<td>_____________</td>
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Write: 1-page summary of the consultation

6. **Testing & Assessment/Screening:** Observe and/or participate (2-5) (3.4, 3.5)
### Department of Counselor Education
#### Site Supervisor Manual

<table>
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<tr>
<th>Student Name</th>
<th>Assessment/Screening</th>
<th>Grade Level</th>
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**7. Student Success Team / Child Study Team:** Observe and/or participate (2-4) (5.3)

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<th>Student Name</th>
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**8. Exceptional Student Education:** Observe and/or participate (2-3) (6.4)

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<th>Student Name</th>
<th>Assessment/Screening</th>
<th>Grade Level</th>
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**9. General School Counseling Services (not previously mentioned)**

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</table>
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**

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

**Other Criteria for Internship I**

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

3 hours of biweekly group supervision by university supervisor at Stetson

Faculty supervisor will observe and evaluate counseling skills (either in person or by observing a videotaped individual or group counseling session)
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 and verify that all the work documented on this form has been completed.

Site Supervisor signature_______________________________________ Date _______

Student signature______________________________________________ Date _______
SC 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: ____________________________

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

**Strongly Disagree** = 1  2  3  4  5  6 = **Strongly Agree**
My supervisor made it comfortable for me to discuss strengths and weaknesses about my school counseling skills.

My supervisor refrained from counseling me and only addressed areas that pertained to my effectiveness as a school counselor.

My supervisor would refer me for counseling when appropriate.

My supervisor would provide me with the name of an alternative supervisor in her or his absence.

**ETHICS & ISSUES**

My supervisor and I reviewed the American School Counselor Association *Ethical Standards for School Counselors.*

Any potential dual relationship issues were addressed directly and appropriately.

My supervisor would not abuse the power differential in our relationship.

My supervisor explained the necessity of informing my students that I am a school counselor in training who is being supervised.

The expectations, goals, and roles of the supervisory process were explained.

My supervisor explained the importance of confidentiality.

I was made aware that my supervisor is ultimately liable for the welfare of the students I serve. My supervisor monitored my contributions to student welfare.

**SUPERVISORY PROCESS**

I was informed of the potential impact of my supervisor's theoretical orientation on the supervisory process.

I was encouraged to determine a theoretical orientation.

My supervisor was responsive to my theoretical orientation.

I was taught school counseling related skills and interventions.

My supervisor was responsive to my learning style.

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

I met with my supervisor in a confidential face-to-face environment on a weekly basis. 1 2 3 4 5 6

My supervisor and I participated in live supervision. 1 2 3 4 5 6

My supervisor modeled specific appropriate interventions. 1 2 3 4 5 6

EVALUATION PROCESS

My supervisor initiated helpful conversations about the strengths in my school counseling skills. 1 2 3 4 5 6

My supervisor initiated helpful conversations about areas of growth needed in my school counseling skills. 1 2 3 4 5 6

I received written feedback or evaluation as appropriate. 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
The Counselor Competencies Scale—Revised (CCS-R) assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

➢ **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➢ **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.

➢ **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➢ **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➢ **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

**Directions:** Evaluate the counselor’s or trainee’s counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the “score” column on the left.
CACREP (2016) Standards relating to the Counselor Competencies Scale—Revised (CCS-R)

CACREP (2016) Common Core Standards:
➢ Strategies for personal and professional self-evaluation and implications for practice (Section II, Standard 1.k.).
➢ Self-care strategies appropriate to the counselor role (Section II, Standard 1.l.).
➢ Multicultural counseling competencies (Section II, Standard 2.c.)
➢ A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, Standard 3.h.).
➢ Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, Standard 5.d.).
➢ Counselor characteristics and behaviors that influence the counseling processes (Section II, Standard 5.f.).
➢ Essential interviewing, counseling, and case conceptualization skills (Section II, Standard 5.g.).
➢ Developmentally relevant counseling treatment or intervention plans (Section II, Standard 5.h.).
➢ Processes for aiding students in developing a personal model of counseling (Section II, Standard 5.n.).
➢ The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, Standard H.).
➢ Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, Professional Practice).
➢ Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).
   A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
   B. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
   C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum.
   F. Students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
   G. Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
   H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
   I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:
• Clinical Mental Health Counseling
  o Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, Standard b.).
• Marriage, Couple, and Family Counseling
  o Techniques and interventions of marriage, couple, and family counseling (3. Practice, Standard c.).
• School Counseling
  o Techniques of personal/social counseling in school settings (3. Practice, Standard f.).
<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Skill(s)</th>
<th>Specific Counseling Skills and Therapeutic Conditions Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies</th>
<th>Meets Expectations / Demonstrates Competencies</th>
<th>Near Expectations / Developing towards Competencies</th>
<th>Below Expectations / Unacceptable</th>
<th>Harmful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Nonverbal Skills</td>
<td>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)</td>
<td>Demonstrates effective nonverbal communication skills, conveying connectedness &amp; empathy (85%).</td>
<td>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in his or her nonverbal communication skills.</td>
<td>Demonstrates limited nonverbal communication skills.</td>
<td>Demonstrates poor nonverbal communication skills, such as ignores client &amp;/or gives judgmental looks.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>Encouragers</td>
<td>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</td>
<td>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</td>
<td>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).</td>
<td>Demonstrates inconsistency in his or her use of appropriate encouragers.</td>
<td>Demonstrates limited ability to use appropriate encouragers.</td>
<td>Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.</td>
</tr>
<tr>
<td>1</td>
<td>C</td>
<td>Questions</td>
<td>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions, with an emphasis on open-ended question (85%).</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in using open-ended questions &amp; may use closed questions for prolonged periods.</td>
<td>Demonstrates limited ability to use open-ended questions with restricted effectiveness.</td>
<td>Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
<td>Reflecting / Paraphrasing</td>
<td>Basic Reflection of Content – Paraphrasing (With couples and families, paraphrasing the different clients’ multiple perspectives)</td>
<td>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</td>
<td>Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).</td>
<td>Demonstrates paraphrasing inconsistently &amp; inaccurately or mechanically or parroled responses.</td>
<td>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</td>
<td>Demonstrates poor ability to paraphrase, such as being judgmental &amp;/or dismissive.</td>
</tr>
<tr>
<td>#</td>
<td>Score</td>
<td>Primary Counseling Skill(s)</td>
<td>Specific Counseling Skills and Therapeutic Conditions Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies (5)</td>
<td>Meets Expectations / Demonstrates Competencies (4)</td>
<td>Near Expectations / Developing towards Competencies (3)</td>
<td>Below Expectations / Unacceptable (2)</td>
<td>Harmful (1)</td>
</tr>
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<tr>
<td>1</td>
<td>E</td>
<td>Reflecting &amp; Reflection of Feelings</td>
<td>Reflection of Feelings (With couples and families, reflection of each clients’ feelings)</td>
<td>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</td>
<td>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</td>
<td>Demonstrates reflection of feelings inconsistently &amp; is not matching the client.</td>
<td>Demonstrates limited proficiency in reflecting feelings &amp;/or is often inaccurate.</td>
<td>Demonstrates poor ability to reflective feelings, such as being judgmental &amp;/or dismissive.</td>
</tr>
<tr>
<td>1</td>
<td>F</td>
<td>Reflecting &amp; Summarizing</td>
<td>Summarizing content, feelings, behaviors, &amp; future plans (With couples and families, summarizing relational patterns of interaction)</td>
<td>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</td>
<td>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use summarization.</td>
<td>Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).</td>
<td>Demonstrates poor ability to summarize, such as being judgmental &amp;/or dismissive.</td>
</tr>
<tr>
<td>1</td>
<td>G</td>
<td>Advanced Reflection (Meaning)</td>
<td>Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)</td>
<td>Demonstrates consistent use of advanced reflection &amp; promotes discussions of greater depth during counseling sessions (85%).</td>
<td>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</td>
<td>Demonstrates limited ability to use advanced reflection &amp;/or switches topics in counseling often.</td>
<td>Demonstrates poor ability to use advanced reflection, such as being judgmental &amp;/or dismissive.</td>
</tr>
<tr>
<td>1</td>
<td>H</td>
<td>Confrontation</td>
<td>Counselor challenges clients to recognize &amp; evaluate inconsistencies.</td>
<td>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the clients’ words &amp;/or actions in a supportive fashion. Balance of challenge &amp; support (85%).</td>
<td>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the clients’ words &amp;/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in clients’ words &amp;/or actions in a supportive fashion. Used minimally/missed opportunity.</td>
<td>Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client’s words &amp;/or actions in a supportive &amp; caring fashion, &amp;/or skill is lacking.</td>
<td>Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &amp;/or aggressive.</td>
</tr>
<tr>
<td>1.</td>
<td>I</td>
<td>Goal Setting</td>
<td>Counselor collaborates with clients to establish realistic, appropriate, &amp; attainable therapeutic goals (With couples and families, goal setting supports clients in establishing common therapeutic goals)</td>
<td>Demonstrates consistent ability to establish collaborative &amp; appropriate therapeutic goals with clients (85%).</td>
<td>Demonstrates ability to establish collaborative &amp; appropriate therapeutic goals with client (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to establish collaborative &amp; appropriate therapeutic goals with clients.</td>
<td>Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.</td>
<td>Demonstrates ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.</td>
</tr>
<tr>
<td>1.</td>
<td>J</td>
<td>Focus of Counseling</td>
<td>Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)</td>
<td>Demonstrates consistent ability to focus &amp;/or refocus counseling on clients’ goal attainment (85%).</td>
<td>Demonstrates ability to focus &amp;/or refocus counseling on clients’ goal attainment (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to focus &amp;/or refocus counseling on clients’ therapeutic goal attainment.</td>
<td>Demonstrates limited ability to focus &amp;/or refocus counseling on clients’ therapeutic goal attainment.</td>
<td>Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients’ goals</td>
</tr>
<tr>
<td>1.</td>
<td>K</td>
<td>Facilitate Therapeutic Environment: Empathy &amp; Caring</td>
<td>Expresses accurate empathy &amp; care. Counselor is “present” and open to clients. (includes immediacy and concreteness)</td>
<td>Demonstrates consistent ability to be empathic &amp; uses appropriate responses (85%).</td>
<td>Demonstrates ability to be empathic &amp; uses appropriate responses (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be empathic &amp;/or use appropriate responses.</td>
<td>Demonstrates limited ability to be empathic &amp;/or use appropriate responses.</td>
<td>Demonstrates poor ability to be empathic &amp; caring, such as creating an unsafe space for clients.</td>
</tr>
<tr>
<td>1.</td>
<td>L</td>
<td>Facilitate Therapeutic Environment: Respect &amp; Compassion</td>
<td>Counselor expresses appropriate respect &amp; compassion for clients</td>
<td>Demonstrates consistent ability to be respectful, accepting, &amp; compassionate with clients (85%).</td>
<td>Demonstrates ability to be respectful, accepting, &amp; compassionate with clients (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be respectful, accepting, &amp; compassionate with clients.</td>
<td>Demonstrates limited ability to be respectful, accepting, &amp;/or compassionate with clients.</td>
<td>Demonstrates poor ability to be respectful &amp; compassionate with clients, such as having conditional respect.</td>
</tr>
</tbody>
</table>

_______: Total Score (out of a possible 60 points)
<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Dispositions &amp; Behaviors</th>
<th>Specific Counseling Disposition &amp; Behavior Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A</td>
<td>Professional Ethics</td>
<td>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</td>
<td>Demonstrates consistent &amp; advanced (i.e., exploration &amp; deliberation) ethical behavior &amp; judgments.</td>
<td>Demonstrates consistent ethical behavior &amp; judgments.</td>
<td>Demonstrates ethical behavior &amp; judgments, but on a concrete level with a basic ethical decision-making process.</td>
<td>Demonstrates limited ethical behavior &amp; judgment, and a limited ethical decision-making process.</td>
<td>Demonstrates poor ethical behavior &amp; judgment, such as violating the ethical codes &amp;/or makes poor decisions</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Professional Behavior</td>
<td>Behaves in a professional manner towards supervisors, peers, &amp; clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</td>
<td>Demonstrates consistent &amp; advanced respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates consistent respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates inconsistent respectfulness and thoughtfulness &amp; acts inappropriate within some professional interactions.</td>
<td>Demonstrates limited respectfulness and thoughtfulness &amp; acts inappropriate within some professional interactions.</td>
<td>Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &amp;/or impedes the professional atmosphere of the counseling setting / course.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>Professional &amp; Personal Boundaries</td>
<td>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates consistent &amp; strong appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates consistent appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates appropriate boundaries inconsistently with supervisors, peers, &amp; clients.</td>
<td>Demonstrates inappropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates poor boundaries with supervisors, peers, &amp; clients; such as engaging in dual relationships.</td>
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<tr>
<td>2</td>
<td>D</td>
<td>Knowledge &amp; Adherence to Site and Course Policies</td>
<td>Demonstrates an understanding &amp; appreciation for all counseling site and course policies &amp; procedures.</td>
<td>Demonstrates consistent adherence to all counseling site and course policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates adherence to most counseling site and course policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates inconsistent adherence to counseling site and course policies &amp; procedures, including attendance and engagement.</td>
<td>Demonstrates limited adherence to counseling site and course policies &amp; procedures, including attendance and engagement.</td>
<td>Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.</td>
</tr>
<tr>
<td>2</td>
<td>E</td>
<td>Record Keeping &amp; Task Completion</td>
<td>Completes all weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</td>
<td>Completes all required record keeping, documentation, and assigned tasks in a through, timely, &amp; comprehensive fashion.</td>
<td>Completes all required record keeping, documentation, and tasks in a competent &amp; timely fashion.</td>
<td>Completes all required record keeping, documentation, and tasks, but in an inconsistent &amp; questionable fashion.</td>
<td>Completes required record keeping, documentation, and tasks inconsistently &amp; in a poor fashion.</td>
<td>Failure to complete paperwork &amp;/or tasks by specified deadline.</td>
</tr>
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<td>2</td>
<td>F</td>
<td>Multicultural Competence in Counseling Relationship</td>
<td>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</td>
<td>Demonstrates consistent &amp; advanced multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</td>
<td>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</td>
<td>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</td>
<td>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</td>
<td>Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</td>
</tr>
<tr>
<td>2</td>
<td>G</td>
<td>Emotional Stability &amp; Self-control</td>
<td>Demonstrates self-awareness and emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with clients.</td>
<td>Demonstrates consistent emotional stability &amp; appropriateness in interpersonal interactions with clients.</td>
<td>Demonstrates emotional stability &amp; appropriateness in interpersonal interactions with clients.</td>
<td>Demonstrates inconsistent emotional stability &amp; appropriateness in interpersonal interactions with clients.</td>
<td>Demonstrates limited emotional stability &amp; appropriateness in interpersonal interactions with clients.</td>
<td>Demonstrates poor emotional stability &amp; appropriateness in interpersonal interactions with clients, such as having high levels of emotional reactants with clients.</td>
</tr>
<tr>
<td>2</td>
<td>H</td>
<td>Motivated to Learn &amp; Grow / Initiative</td>
<td>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</td>
<td>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates consistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates inconsistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates limited engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates poor engagement in promoting his or her professional and personal growth &amp; development, such as expressing lack of appreciation for profession &amp;/or apathy to learning.</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>Openness to Feedback</td>
<td>Responds non-defensively &amp; alters behavior in accordance with supervisor &amp;/or instructor feedback.</td>
<td>Demonstrates consistent and strong openness to supervisor &amp;/or instructor feedback &amp; implements suggested changes.</td>
<td>Demonstrates consistent openness to supervisory &amp;/or instructor feedback &amp; implements suggested changes.</td>
<td>Demonstrates inconsistent openness to supervisory &amp;/or instructor feedback; however, does not implement suggested changes.</td>
<td>Demonstrates a lack of openness to supervisory &amp;/or instructor feedback &amp; does not implement suggested changes.</td>
<td>Demonstrates no openness to supervisory &amp;/or instructor feedback &amp; is defensive &amp;/or dismissive when given feedback.</td>
</tr>
<tr>
<td>2</td>
<td>J</td>
<td>Flexibility &amp; Adaptability</td>
<td>Demonstrates ability to adapt to changing circumstance, unexpected events, &amp; new situations.</td>
<td>Demonstrates consistent and strong ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrates consistent ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrated an inconsistent ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Demonstrates a limited ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work with clients.</td>
</tr>
<tr>
<td>2</td>
<td>K</td>
<td>Congruence &amp; Genuineness</td>
<td>Demonstrates ability to be present and “be true to oneself”</td>
<td>Demonstrates consistent and strong ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates inconsistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates a limited ability to be genuine &amp; accepting of self &amp; others (incongruent).</td>
<td>Demonstrates a poor ability to be genuine &amp; accepting of self &amp; others, such as being disingenuous.</td>
</tr>
</tbody>
</table>
_______: Total Score (out of a possible 55 points)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor’s or trainee’s areas of strength, which you have observed:

_________________________________________________________________________________

Please note the counselor’s or trainee’s areas that warrant improvement, which you have observed:

_________________________________________________________________________________

Please comment on the counselor’s or trainee’s general performance during his or her clinical experience to this point:

_________________________________________________________________________________

Counselor’s or Trainee’s Name (print) ___________________________ Date

Supervisor’s Name (print) ___________________________ Date

Date CCS-R was reviewed with Counselor or Trainee –

_________________________________________________________________________________

Counselor’s or Trainee’s Signature ___________________________ Date

Supervisor’s Signature ___________________________ Date