

Guide for Clinical Settings
Hosting Practicum and Internship Students
from the
Department of Counselor Education
University of Florida

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Introduction

This guide is designed to introduce potential site hosts to the clinical training program required by the Department of Counselor Education at the University of Florida. The practicum and internship experiences are key parts of counseling students' planned programs. As such, the Department values its relationships with community agencies and school settings.

This guide outlines the purpose of practicum and internship experiences, clinical setting requirements, the roles and functions of site hosts and supervisors, the steps in being considered a clinical site, the documentation process, and requirements specific to mental health counseling (MHC), marriage and family therapy (MFT), and school counseling and guidance (SCG) specialty tracks within the Department of Counselor Education.

Practicum and Internship Coordinator

The Practicum and Internship Coordinator (a.k.a. Clinical Coordinator) serves as the liaison between the Department of Counselor Education and clinical sites. The Coordinator facilitates site development and is the contact person should site hosts have questions or concerns during students' placements onsite.

If you have any questions, please contact Dr. Kathleen "Kitty" Fallon, Practicum & Internship Coordinator, at either kfallon@coe.ufl.edu or 352-392-0731, Ext. 228.

Purposes and Definitions of Practicum and Internship Experiences

Practicum and internship experiences comprise the clinical instruction components of the academic programs for students enrolled in entry-level and doctoral counselor education programs. The purpose of these experiences is to develop students' skills and professional counselor identities. Clinical instruction is consistent with experiences in mental health counseling (MHC), marriage and family therapy (MFT), and school counseling and guidance (SCG), the three specialty tracks within the Department of Counselor Education.

The Practicum is the initial counseling experience in a clinical setting. The practicum provides for the development of counseling skills under supervision. Supervised practicum experience includes all of the following:

- Specified numbers of clock and direct-service hours, depending on the student's clinical program. See the program-specific section for required clock and direct-service hours;
- One (1) hour of individual and/or triadic supervision, occurring each week over the course of the academic term, provided by either an approved on-site individual supervisor or a supervisor assigned by the counselor education department;
- One and one half (1½) hours of group supervision, occurring each week over the course of the academic term, provided by either an approved on-site group supervisor or a group supervisor assigned by the counselor education department;
- The opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision; and

- Evaluation of the student’s performance throughout the practicum, including a formal evaluation after the student completes the practicum.

The Internship is begun after successful completion of the practicum. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities a professional counselor is expected to perform. Internships include all of the following:

- Specified numbers of clock and direct-service hours with clients appropriate to the students program of study (mental health counseling, marriage and family counseling, or school counseling and guidance), depending on the student’s clinical program. See the program-specific section for required clock and direct-service hours;
- One (1) hour of individual and/or triadic supervision, occurring each week over the course of the academic term, provided by either an approved on-site individual supervisor or a supervisor assigned by the counselor education department;
- One and one half (1½) hours of group supervision, occurring each week over the course of the academic term, provided by either an approved on-site group supervisor or a group supervisor assigned by the counselor education department;
- The opportunity for the student to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision;
- The opportunity for the student to become familiar with professional activities consistent with the role of a counselor, such as record keeping, supervision, information and referral, in-service and staff meetings;
- The opportunity for the student to gain supervised experience in the use of a variety of professional resources, such as assessment instruments, technologies, print and non-print media, professional literature, and research; and
- Evaluation of the student’s performance throughout the practicum, including a formal evaluation after the student completes the practicum.

Steps for Selection as a Clinical Site

1. Review the Guide for Clinical Settings to ensure the clinical setting and site host requirements are met by your site;
2. Submit a Site Information Form to the Practicum and Internship Coordinator;
3. Submit a current resume or vita for each Site Host; and
4. Schedule a site visit with the Practicum and Internship Coordinator. A telephone conference may be arranged for clinical sites outside of the Alachua County area.

Steps for Maintaining an Active Clinical Site

1. Notify the Practicum and Internship Coordinator of Site Host and/or supervisor changes;
2. Submit a current resume or vita for each new Site Host;

3. Submit annually an updated Site Information Form to the Practicum and Internship Coordinator; and
4. Schedule an annual site visit with the Practicum and Internship Coordinator.

Clinical Setting Requirements

A Clinical Setting, conducive to development of skills and professional counselor identity, is one in which modeling, demonstration, and training is available to counselor education students. General clinical setting requirements include the following:

- Settings for individual counseling with assured privacy and sufficient space for appropriate equipment, such as TV monitoring and taping;
- Settings for small-group work with assured privacy and sufficient space for appropriate equipment;
- Necessary and appropriate technologies that assist learning, such as audio and video equipment;
- Available technical assistance for the use and maintenance of audio and videotape equipment;
- Settings with observational and/or other interactive supervision capabilities; and
- Procedures that ensure the client's confidentiality and legal rights are protected.

Mental health, marriage and family, and school counseling and guidance program-specific setting requirements and criteria are outlined in other sections within this guide.

Site Host Requirements, Functions, and Compensation

A Site Host is a professional employed in a clinical setting, who has volunteered to oversee a student's practicum or internship activities. To serve as a site host, the professional must meet the following requirements:

- Earned a minimum of a master's degree in counseling or a related profession, with equivalent qualifications, including appropriate certifications (i.e., certified school counselor) and/or licenses;
- Completed a minimum of two (2) years of professional experience in the program area in which the student is completing training (i.e., mental health, marriage and family, or school counseling);
- Completed the Clinical Educator training (school counseling site hosts only); and
- Is knowledgeable of the University of Florida Department of Counselor Education's program expectations, requirements, and evaluation procedures for its students.

The site host serves as a mentor to the student by facilitating the student's integration into the agency system. Common activities performed by a site host include:

- Orienting the student to agency policies and procedures;
- Assisting the student in building an appropriate case load; and

- Facilitating the student's efforts to fulfill the appropriate practicum and internship activities.

As a resource and support person for the student, the site host usually finds it helpful to meet with the student on a regular basis. The site host has final authority for all decisions made and/or actions taken about the student's roles and activities while attempting to fulfill practicum or internship functions and responsibilities at the setting. The site host is not responsible for grades, but will be asked to provide a brief mid-point and final report regarding the student's clinical experience.

In appreciation for hosting students during clinical experiences, the University of Florida awards State University System (SUS) tuition (fee) waivers to site hosts. Site hosts who are employees of the University of Florida are ineligible to receive tuition waivers. One-half fee waiver is awarded to the site host for each practicum student, and one fee waiver is awarded to the site host for each full-time internship student. In the case of half-fee waivers, the University will issue the fee waiver once the site host has accrued a full fee waiver. A full fee waiver may be used to cover fees for up to six (6) credit hours in any one semester. However, the certificate holder pays any fees in excess of the matriculation fee. The waivers are good for three years from the date of issue. Fee waivers earned by site hosts are not transferable. All information must be provided on the Site Agreement Form for the waiver to be generated, including site host name, site host Social Security Number, agency name, and agency mailing address.

On-site Clinical Supervision

Clinical settings may offer onsite individual and/or group clinical supervision. On-site clinical supervision can benefit both professional staff and counseling students. It provides an opportunity for students to gain clinical insights from professionals working directly with the same client population and to learn from counselors familiar with the requirements and demands of agency stakeholders.

Eligible clinical individual and group supervisors must meet minimum site host requirements. The clinical supervisor's role is to oversee the student's clinical activities, ensuring the student is progressing in professional and interpersonal skills. Individual supervisors meet one (1) hour per week. Individual supervision may include from 1 to 3 students. Group supervisors meet one and one half hours (1½) per week. Group supervision should include no more than 10 students.

While the same person may fulfill site host and supervision roles, these roles are distinct. The site host oversees the student's overall professional and administrative roles in the setting, while the clinical individual and/or group supervisor oversees the student's clinical activities.

Please contact the Practicum and Internship Coordinator if you are interested in offering on-site individual and/or group supervision. Please provide the name(s) of all supervisors, their license numbers, whether the supervision will be individual or group, and the number of students for whom you are able to provide supervision each semester.

Clinical Documentation and Evaluation Procedures

Each student's practicum and internship experience is tracked by a series of required documents, completed by the student, site host, and assigned supervisors. These forms and their corresponding due dates are available on the Practicum and Internship link on the Counselor Education web page (<http://www.coe.ufl.edu/Counselor/PracticumInternship/index.php>). They

may be completed on the computer, printed, signed, and returned in person, via fax, or postal mail.

For site host, individual, and group supervisors' planning, the following relevant forms are required for each clinical experience. Listed with the name of the form is the time in the semester in which the form is due. Sample copies of these forms are provided at the end of this guide. These forms comprise part of the overall set of documentation required by each student for each clinical experience. It is the student's responsibility to ensure the documentation is submitted by the due date. Completed forms may be hand delivered, mailed, or faxed to the Practicum and Internship Coordinator.

Submitting required paperwork by the assigned due dates is an important step in the student's professional development. We mentor them that counseling professionals are expected to complete paperwork required by their agencies in a timely fashion. We ask your help in completing this clinical documentation and submitting forms by the due date, no later than the final day of the academic term. Grades are posted after the final day of the academic term. For a student to receive a grade for the practicum or internship, the student must have submitted all required documents. An incomplete clinical file will result in an Unsatisfactory (U) grade until the student submits all required documentation.

Forms Relevant to Site Hosts and Supervisors

<u>Form</u>	<u>Due</u>
Site Agreement Form (MHC & MFT students)	10 weeks into term prior
Site Agreement Form (SCG students)	End of 1 st week of current term
Individual Supervision Confirmation Form	End of 1 st week of current term
Prospectus	End of 2 nd week of current term
Site Host Mid-Semester Report Form	End of 7 th week of current term
Site Host End-of-Term Report Form	Last day of classes of current term
Group Supervisor End-of-Term Report Form	Last day of classes of current term
Individual Supervisor End-of-Term Report Form	Last day of classes of current term

At any point in the term, the site host may contact the Practicum and Internship Coordinator to discuss concerns about a student's clinical experience.

The student has the opportunity to complete and submit assessments of their experience with the site, the site host, and the individual and group supervisors. Site hosts and supervisors are provided with summaries of the feedback.

Program-specific Clinical Setting Requirements & Clinical Experience Expectations

In addition to the general clinical setting requirements, there are criteria specific to mental health, marriage and family, and school counseling and guidance settings. The Department of Counselor Education selects a variety of sites for placement of counseling students as part of the fulfillment of graduate degree requirements. The following sections outline the requirements for selection and continuation as a training site. In general, the Department selects sites that provide effective clinical training and that operate under acceptable professional and ethical guidelines.

Mental Health and Marriage and Family Counseling Clinical Experiences

Supervised clinical experiences provide opportunities for students to develop clinical competency by applying theoretical knowledge of mental health and marriage and family counseling to a variety of real client systems (e.g., individuals, couples, families, structured groups, and therapy groups) while being closely supervised by experienced professionals.

Mental Health and Marriage and Family Counseling students *newly enrolling in Fall 2005 and beyond* are required to complete one (1) counseling practicum and one (1) counseling internship during their entry-level masters/specialist degree program. Students *enrolled prior to Fall 2005* are required to complete two (2) counseling practica and one (1) counseling internship. As students move through this sequence of supervised clinical experiences, they are expected to demonstrate enhanced counseling/therapeutic competence and to manage more demanding client caseloads. The following sections outline the expectations of practicum and internship students.

Mental Health and Marriage and Family Practicum Students

The practicum introduces students to the experience of mental health or marriage and family counseling, exposing them to various settings in which counseling takes place. In the practicum, students are expected to develop individual counseling skills by engaging in the following activities under the supervision of an experienced mental health or marriage and family counseling professional:

- conduct intake interviews with at least five (5) different clients;
- observe at least ten (10) counseling sessions conducted by two (2) different professionals;
- participate in at least two (2) co-therapy teams;
- manage at least five (5) clients who are seen for a minimum of three (3) sessions each;
- add an additional counseling modality (e.g., couple & family counseling, group counseling, or psychoeducational programming) and observe at least six sessions in that modality conducted by two different professionals;
- participate in at least two (2) co-therapy teams in that modality;
- record a minimum of six (6) different counseling sessions on audio and/or videotape, and submit each tape to the individual supervisor for review.

Practicum students are expected to accumulate a minimum of 400 clock hours (27 hours per week during Fall and Spring Terms, 34 hours per week during Summer C term). Upon completion of the practicum, students must have accumulated 100 hours of face-to-face client contact. If this standard has not been met, a grade of "U" (Unsatisfactory) will be awarded until the minimum standard has been achieved; at which time the grade will be changed. Students must complete a minimum of 12 hours of face-to-face individual supervision and a minimum of 22½ hours of group supervision. Supervision may be either on site or in the Department of Counselor Education. Supervision hours are included in total clock hours required.

As time permits, students may gain additional hours of on-site supervision (as needed), and may be involved in client case management, case planning, writing case notes, consultation, interview

observation, co-therapy, group therapy, and/or staff conferences. Should the student not be able to arrange these experiences at the setting chosen, s/he shall negotiate comparable alternative experiences with the site host in consultation with the student's individual supervisor.

Mental Health and Marriage and Family Internship Students

Clinical internship students are expected to:

- manage a complex mental health or marriage and family client caseload consisting, in part, of at least ten (10) clients who are seen concurrently. At least two (2) clients shall be seen for at least six sessions each;
- for marriage and family interns, at least five (5) of the clients shall be supervised from an eco-systemic frame of reference; and
- record a minimum of ten (10) different counseling sessions on audio or videotape and submit each tape to your individual supervisor for review.

Internship students are expected to accumulate a minimum of 600 clock hours (40 hours/week for 15 weeks or 20 hours/week for 30 weeks), including at least 250 hours of face-to-face client contact. In addition, students shall accrue 12 hours of face-to-face individual supervision and 22½ hours of group supervision. Supervision hours are included in total clock hours.

The combination of Practicum and Internship experiences enables students to record at least 1000 clock hours of supervised professional experience and at least 350 hours of supervised clinical experience.

The requirements specific to mental health and marriage and family counseling sites are outlined in the following sections.

Physical Facilities

Adequate facilities for individual, family, and group counseling should be provided. This generally means a private office that is reasonably soundproof, with several chairs, and an agency policy preventing interruptions during counseling. Video recording facilities should also be provided. Audio taping is acceptable if video recording is not possible. The agency should provide an informed consent form that includes a statement seeking approval for recording. Adequate waiting room space for clients and a system for receiving clients to be seen by student counselors should also be in place.

Client/Case Availability and Balance

Both the practicum and internship require students have several ongoing cases per week. These need not be long-term cases, but student counselors need to be able to have ongoing cases for training purposes. The site host is responsible for assisting the student in developing a caseload within the first few weeks of the semester. The site host should also develop a contract with the student counselor that insures a reasonable balance of clinically focused activities. If an agency has different types of clients and therapeutic modalities, trainees should have an opportunity to gain as broad an experience as possible. Trainees should also be introduced to the general operations of the agency through attending meetings, observation, and discussion; however, student trainees should not be expected to do administrative work except as related to their clinical assignments.

Supervision/Monitoring

Individual and group supervision may be arranged by the department or within the agency. Generally, it is a good idea for a student to experience supervision from both department faculty and site counselors during their practicum and internship. Individual supervision should be a minimum of one (1) hour per week and group supervision a minimum of one and one half (1½) hours per week. A licensed mental health professional must be on site or immediately on call whenever a student trainee is counseling a client. The site host has overall responsibility for overseeing the on-site training activities and should remain in close contact with the trainees and the department.

Professional and Ethical Standards and Support

All agency employees should be aware of ethical and professional standards, and students should not be asked to violate general professional rules of conduct. Students and site hosts are expected to discuss any ethical or professional problems they encounter and if necessary involve the department. Students should be treated as professional trainees. They should not be assigned secretarial, clerical, or other non-clinical duties.

Student Safety

Student safety should be a top priority. Weapons of any sort should not be stored in counseling areas and work with potentially violent clients must be closely supervised.

Coordination

Adequate coordination between the site and the department is crucial. The Practicum and Internship Coordinator will visit every training site on a regular basis and maintain close contact with site hosts. Close working relationships are important and must be given a high priority by all concerned.

Orientation

All sites should have a well-organized orientation for trainees. This should include a review of the agency goals, functions, policies, and an introduction to personnel in the agency. Trainees should also receive copies of all relevant policies and procedures and should be expected to read and become familiar with them as part of their training experience.

Remuneration

The department encourages sites to develop paid internship experiences for students. If a student accepts employment as an intern, he or she must follow all of the training guidelines as well as employment conditions. Job duties must not interfere with the internship training experience. The department discourages hiring practicum or intern trainees for part-time clerical or administrative positions while they are in a training status; however, this may be possible in special circumstances that must be approved by the department.

Termination of Internship/Practicum Student

If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site host and the Practicum and Internship Coordinator. If an informal discussion and attempts to solve the problems fail, the site may request the student be withdrawn from the practicum or internship; or the student may request that he or she be withdrawn by the department. In either case, a request should be submitted in writing to the

Practicum and Internship Coordinator. The Department Chair, Graduate Coordinator, and the Practicum and Internship Coordinator will review the situation.

School Counseling and Guidance Clinical Experiences

The school counseling practicum and internship are viewed as a succession of experiences in which students are prepared to perform major functions and roles of school counselors. School counseling and guidance students enrolled *newly enrolling in Fall 2005 and beyond* are required to complete one (1) counseling practicum and one (1) counseling internship during their entry-level masters/specialist degree program. Students enrolled *prior to Fall 2005* are required to complete two (2) counseling practica and one (1) counseling internship.

The following general areas are attended to during the required field experiences: individual counseling; small group counseling; consultation with school administrators, teachers, and parents; coordinating peer facilitator programs; and classroom or large-group guidance.

Practicum and Internship placements in Alachua County schools are made in conjunction with the Alachua County Supervisor of School Support Services, Counselor Education faculty, and the Practicum and Internship Coordinator. Internship placements outside of Alachua County are made by the College of Education's Student Services office.

School counselor site hosts must meet the following requirements:

- an earned masters in school counseling or a related profession;
- certification as a school counselor;
- completed two years of experience in a school counseling setting; and
- completed the Clinical Educator training required by the State of Florida.

The following sections outline the expectations of practicum and internship students in school counseling settings.

Practicum Students

- School counseling practicum students are required to be on site (i.e., at the school) for 15 hours per week, equivalent to approximately two (2) full school days per week. Students would accumulate a total of 225 site hours during the semester.
- Meet with the school counseling site host and become familiar with the setting, policies, schedules, guidance office, forms, and procedures. The site host will introduce the student to the principal and teachers.
- Develop a caseload, including a minimum number of hours and counseling experiences. The caseload will increase during the semester and include the following areas of concentration:
 - Individual Counseling (2-4 cases) – developing counseling and interviewing skills with individuals; learning to follow the lead of a client and build helping relationships; collecting baseline data, making audio or videotapes and noting progress; reviewing sessions with site host and supervisors;
 - Group Counseling, (2-3 small groups) – planning and facilitating developmental or problem-focused group; four to six sessions in length;

- Classroom Guidance (1 large group) – practicum students begin by observing teachers and counselors; planning a one session classroom or large group guidance unit that might be implemented during the last part of the semester; working with one or two classes, or large groups; and presenting the unit;
- Peer Facilitators - assisting in the training of peer facilitators;
- Consultation – sitting in on one case conference where the counselor is consulting with teachers or parents, observing unless the counselor asks for your assistance or participation;
- Case Records - developing and experimenting with student’s own personal record keeping system; becoming familiar with the system used at the school, including the counselor’s personal preferences for record keeping;
- Case Study - selecting a student or group to study as a case; and
- Other Experiences - learning the procedures and process for exceptional student education (ESE) and placement; examining the tests that are most frequently used in the school for guidance.

Internship Students

- School counseling internship students are required to be on site (i.e., at the school) 40 hours per week, for a total of 600 hours per semester.
- Perform all duties of a school counselor. Develop a caseload and weekly schedule. Begin by outlining goals and expectations for the internship, discuss these with the site host, individual and group supervisors. Identify minimum desired experiences for the semester, including some in areas that were not included in the practicum:
 - Individual Counseling (variable -- about 4 cases) - attention given to those who cannot discuss their problems or function well in a group;
 - Group Counseling (variable -- about 4 groups) - try some new kinds of groups (e.g. relaxation, death and separation, assertiveness, study circles, problem-centered, career decision making, etc.);
 - Classroom Guidance - plan and implement a guidance unit with one grade level;
 - Peer Facilitators - assist in training; plan and facilitate a project, including evaluation;
 - Consultation - consult with teachers; participate in at least one parent conference;
 - Evaluation and Accountability - design and carry out at least one systematic case study that involves an individual or group; report results; and

- Other Possible Experiences - parent education group; help lead a teacher seminar or study group; PTA presentation; developmental play group; case conferences with community helpers; administer individual tests; complete an opinion survey or needs assessment; design some new guidance units; design a Web page which can be used with students or parents at the school.

School Counseling Accomplished Practice Indicators

The State of Florida Department of Education (FDOE) developed a set of competency statements to be applicable to any “educator” in the State of Florida. “Educator” includes school counselors. These competency statements are known as Florida’s “Accomplished Practices.” Students must successfully achieve all accomplished practices prior to graduation in order to be eligible for State of Florida (FDOE) certification as an educator. Accomplished practices are defined by specific performance indicators. Evidence a student provides to demonstrate achievement of an accomplished practice, or performance indicator, is evaluated according to one of three performance criterion levels: “Met,” “Met with Weakness,” and “Not Met.”

Each clinical experience has corresponding performance indicators school counseling and guidance students must meet during the corresponding practicum or internship. The student completes a predetermined assignment, providing evidence of competency in the specified indicators. The student submits the completed assignment to their clinical individual supervisor who evaluates the assignment according to the rating criteria for “Met,” “Met with Weakness,” or “Not Met.”

The following pages detail the accomplished practice indicators and corresponding assignments for Practicum I in Counseling, Practicum II in School Counseling, and Internship in School Counseling. Note – Beginning with students entering in Fall 2005, Practicum II in School Counseling will be eliminated. Practicum II will be required for all school counseling students who enrolled in the Department prior to Fall 2005.

MHS 7800 Practicum I in Counseling

Indicator: 3.2 (Skill and Disposition)

Improves practice through collaborating, reflecting and goal setting.

Assignment description:

(To be completed during Practicum I in a school counseling placement)
The candidate will describe how s/he collaborated with a teacher (or other educational professional in the school, such as a school psychologist, occupational specialist, school nurse, occupational therapist, or school social worker) to develop and implement an action plan for work with a student, or group of students, to facilitate and enhance the student’s(s’) in-school functioning.

Assignment directions:

Write a paper that describes your work with a teacher (or other educational professional in the school) to facilitate a school counseling intervention with a student or small group of students. Describe the nature of your work with the teacher (e.g., number of consultations and durations of those interactions) and your counseling intervention. Specifically, describe (a) the counseling goal(s) for the student(s) that

were established, (b) how you came to identify the particular goal(s) to be achieved for the student(s) (e.g., factors reflected upon to determine the suitability of various possible goals), (c) the role(s) you and the teacher played in achievement of the student's goals (i.e., how you and the teacher actually collaborated to maximize the effectiveness of the intervention), and (d) the method of and criteria for evaluation of level of achievement of the student's(s') goals.

Rating guide for Indicator 3.2:

Met -

The candidate will present a paper that includes:

- (a) counseling goals evaluated to be appropriate for the school student(s),
- (b) description (evaluated to be appropriate for the situation) of the reflective process used to establish the counseling intervention goals,
- (c) description (evaluated to be appropriate for the situation) of the roles played by the candidate and teacher in the intervention process, and
- (d) specification (evaluated to be appropriate for the situation) of the method of and criteria for evaluation of the outcomes of the intervention.

Met with Weakness -

The candidate will achieve only three of the criteria for met, as above, or will present a description of the reflective process that is evaluated to be inappropriate and/or insufficient for the situation described.

Not Met -

The candidate will achieve fewer than three of the criteria for met, as above, including a description of the reflective process that is evaluated to be inappropriate and/or insufficient for the situation described.

Indicator: 10.2 (Skill)

Develops engaging student service(s) activities and practices that contribute to the student's achievement of local, state, and national educational standards.

Assignment description:

(To be completed during Practicum I in a school counseling placement)

The candidate will present a case study of a school counseling intervention intended to facilitate and enhance a student's academic performance.

Assignment directions:

Write a "case study" paper that describes your work with an individual student in the school, the purpose of which was to enhance the student's academic performance in school. Describe the nature of your work with the student, including (a) how you became involved in working with the student (e.g., by teacher or parent request, or student self-referral), (b) your counseling goal(s) for the student, (c) how your counseling goals aligned with local, state, and/or national goals for school counseling interventions, (d) resources used to establish counseling goals and activities to achieve the pertinent educational standards, and (e) the method of and criteria for evaluation of level of achievement of your counseling goals with the student..

Rating guide for Indicator 10.2:

Met -

The candidate will present a case-study paper that includes:

- (a) appropriate description of how the counseling was initiated.
- (b) counseling goals (evaluated to be appropriate) for the school student,
- (c) specification (evaluated to be appropriate for the situation) of the relationships between counseling goals and those of other resources (e.g., local, state, or national standards) for school counseling,
- (d) specification (evaluated to be appropriate for the situation) of the resources used to establish the counseling intervention goals and activities, and
- (e) specification (evaluated to be appropriate for the situation) of the method of and criteria for evaluation of the outcomes of the intervention.

Met with Weakness -

The candidate will achieve only four of the criteria for met, as above.

Not Met -

The candidate will achieve fewer than four of the criteria for met, as above.

SDS 7800 Practicum II in School Counseling (**only** for students enrolled prior to Fall 2005)

Indicator: 1.3 (Skill)

Interprets data from various traditional and nontraditional assessments, including FCAT results.

Indicator: 1.4 (Skill and Disposition)

Modifies student service(s) strategies based on assessed student characteristics or abilities in relation to the student's needs.

Indicator: 8.2 (Skill)

Facilitates student acquisition of student service(s) knowledge through appropriate and engaging student service(s) practices.

Indicator: 11.2 (Skill and Disposition)

Uses effective democratic communication and student service(s) techniques with colleagues, school or community specialists, administrators, and families, including families whose home language is not English.

Assignment description:

(To be completed during Practicum II in a school counseling placement)
The candidate will present a case study of school counseling interventions intended to facilitate and enhance a student's academic performance. The intervention will include consideration of assessment data available about the

student and collaboration with others concerned about the student's level of academic performance.

Assignment directions:

In collaboration with your host (i.e., onsite) school counselor, identify a student whose performance on the FCAT (or some other standardized measure of academic performance) was below average. Note that the student need not necessarily be an “underachieving student,” but simply one whose performance on the FCAT is below average for the student's grade level. Next, develop an appropriate school counseling intervention intended to enhance the (target) student's academic performance. Your intervention must include collaborative activity(ies) with others (e.g., teachers, parents, Administrators, or other school professionals) in the target student's life who have concern about the target student's academic performance. Then, write a “case study” paper that describes your work with this student and which describes in detail (a) your interpretation and consideration of available assessment information for the student, (b) your counseling goal(s) for the student, (c) how your counseling goals relate to the assessment data available about the student, (d) the specific activities you used to attempt to facilitate improvement of the student's academic performance, (e) how you collaborated with others in the student's life who had reason to be concerned about the student's academic performance (e.g., teachers, parents, administrators, or other school personnel), and (f) how you evaluated the effectiveness of your intervention(s) with the student.

Rating guide for Indicator 1.3:

Met -

The candidate will present a case-study paper that includes (evaluated to be appropriate and effective) description and summary of the available assessment information about the target student.

Met with Weakness -

The candidate will present some (evaluated to be appropriate and effective) information about the available assessment data for the target student, but will not provide an integrated (as evaluated) summary of those data.

Not Met -

The candidate will not provide assessment information about the student.

Rating guide for Indicator 1.4:

Met -

The candidate will present (evaluated to be appropriate and effective) description and summary of the relationship(s) between the available assessment information about the target student and the counseling goals presented.

Met with Weakness -

The candidate will present some information (evaluated to be appropriate) about the relationship of available assessment data and counseling goals

for the target student, but will not provide an integrated (as evaluated) summary of that relationship.

Not Met -

The candidate will not provide description of the relationship between available assessment information about the student and the presented counseling goals.

Rating guide for Indicator 8.2:

Met -

The candidate will present:

(a) counseling goals (evaluated to be appropriate) for the target student,

(b) specification (evaluated to be appropriate) of the school counseling interventions for the target student, and

(c) specification (evaluated to be appropriate) of the method of and criteria for evaluation of the outcomes of the intervention.

Met with Weakness -

The candidate will achieve only two of the criteria for met, as above.

Not Met -

The candidate will achieve only one of the criteria for met, as above.

Rating guide for Indicator 11.2:

Met -

The candidate will present (evaluated to be appropriate) description and summary of collaborations with others in the target student's life who are concerned about the target student's academic performance.

Met with Weakness -

The candidate will present some (evaluated to be appropriate) information about collaborative activities for the target student, but will not provide an integrated (as evaluated) summary of those activities.

Not Met -

The candidate will not provide information about collaborative activities for the target student.

SDS 7830 Internship in School Counseling

Indicator: 2.3 (Disposition)

Communicates high learning and academic performance expectations for all Pre-K through 12 students.

Indicator: 8.3 (Skill)

Connects student service(s) practices to knowledge of students' backgrounds and students' academic performance and adjustment.

Indicator: 9.2 (Skill and Disposition)

Establishes learning environments characterized by equity and mutual respect and democratic values that include and engage all students.

Indicator: 10.3 (Skill and Disposition)

Includes multiple resources and strategies in planning student service(s) practices that contribute to student's achievement of local, state, and national educational achievement standards.

Indicator: 12.2 (Skill and Disposition)

Uses a variety of technologies to enhance student service(s) practices and improve development and learning for all Pre-K through 12 students.

Assignment description:

(To be completed during Internship in a school counseling placement)

The candidate will develop and present a small-group or large-group guidance activity intended to facilitate and enhance all participating students' academic performance and which includes integration of technology into the activity.

Assignment directions:

Develop and present either a small-group or a large-group counseling (guidance) activity intended to facilitate and enhance students' academic achievement and performance. A major goal of the activity is to communicate appropriately high educational expectations for the target students. The activity developed and presented must take into account the backgrounds, characteristics, and contextual (e.g., parental and/or familial) circumstances of the target students. It also must involve the use of some type of technology resource (e.g., PowerPoint or the Internet).

Upon completion of the activity, you should present a paper that includes:

- (a) the goals of the activity,
- (b) how the activity used was specifically appropriate to the targeted students in regard to their backgrounds, characteristics, and circumstances,
- (c) description of how the activity was implemented,
- (d) description of the resources used to develop the activity,
- (e) description of methods, strategies, activities, techniques, and/or skills used to involve as many students as possible in the small- or large-group activity, and
- (f) description of how technology was integrated into the activity.

Rating guide for Indicator 2.3:

Met –

The candidate will present a paper that includes (evaluated to be appropriate and effective) description and summary of the goals of the activity, including the communication of the expectation of high educational and learning goals for all students.

Met with Weakness -

The candidate will present (evaluated to be appropriate) information about the goals for the activity, but will not provide an integrated (evaluated to be effective) summary of how the goals relate to high academic and learning expectations for all students.

Not Met -

The candidate will not present goals for the activity.

Rating guide for Indicator 8.3:

Met -

The candidate will present (evaluated to be appropriate and effective) description of the backgrounds, characteristics, and contextual circumstances of the targeted students and describe (evaluated to be effective) how those factors relate to the goals of the activity.

Met with Weakness -

The candidate will present (evaluated to be appropriate) description of the backgrounds, characteristics, and contextual circumstances of the student, but will not provide (evaluated to be effective) description of the relationships between those factors and the goals presented.

Not Met -

The candidate will not present (evaluated to be appropriate or effective) description of the backgrounds, characteristics, or contextual circumstances of the targeted students.

Rating guide for Indicator 9.2:

Met -

The candidate will present (evaluated to be appropriate and effective) description and summary of the various methods, strategies, activities, techniques and/or skills used to involve as many students as possible in the small- or large-group activity.

Met with Weakness -

The candidate will present description and summary of the various methods, strategies, activities, techniques and/or skills used to involve as many students as possible in the small- or large-group activity, but will fail to describe effectively how they actually lead to student involvement.

Not Met –

The candidate will not present description and summary of the various methods, strategies, activities, techniques and/or skills used to involve as many students as possible in the small- or large-group activity.

Rating guide for Indicator 10.3:

Met -

The candidate will present (evaluated to be appropriate and effective) description and summary of the various resources used for development and implementation of the activity and specify how they were appropriate to the goals of the activity.

Met with Weakness -

The candidate will present information (evaluated to be appropriate) the resources used for the activity, but will fail to describe effectively how the resources used related to the goals of the activity.

Not Met -

The candidate will not provide information about the resources used for the activity.

Rating guide for Indicator 12.2:

Met -

The candidate will present (evaluated to be appropriate and effective) description of the use of one or more technologies in the activity, including description of how the technology used was intended to enhance the activity.

Met with Weakness -

The candidate will present (evaluated to be appropriate) description of the technologies used, but will not describe how they were intended to enhance the activity.

Not Met -

The candidate will fail to present description of the technologies used in the activity.

Practicum and Internship Site Selection, Timeline, and Placement

The process by which students identify potential clinical sites depends on their specialty program (mental health, marriage and family, or school counseling and guidance).

Mental Health and Marriage and Family Counseling Students

Six weeks into the term prior to the term in which the student wants to complete a clinical, the student will begin identifying potential sites. Students applying for fall term begin identifying sites in mid-June. Students applying for spring term begin identifying sites around the first of October. Students applying for summer term begin identifying sites in the beginning of February. Students have one month from the time they apply for the clinical, during which time they contact potential sites, participate in the interview process, and commit to a clinical site.

Site hosts should plan to identify their needs for the upcoming term, to receive contact from students, conduct interviews, and make selection decisions within the months of June (for fall term), October (for spring term), and February (for summer term). Once site hosts have made

their selections, students commit to one clinical site. The Site Agreement Form confirms this commitment between the site and the student for the clinical experience. The Site Agreement Form also identifies whether onsite individual and/or group clinical supervision will be provided. This form is due 10 weeks into the term prior to the one in which the student will complete the clinical experience.

School Counseling and Guidance Students

Students may participate in practicum and internship experiences in the fall and spring academic terms. Six weeks into the term prior to the term in which the student wants to complete a clinical, the student will begin identifying desired school placements. Students applying for fall term begin identifying sites in mid-June. Students applying for spring term begin identifying sites around the first of October. The Alachua County Director of Student Support Services, Counselor Education faculty, and the Practicum and Internship Coordinator meet to decide on the student placements for the upcoming term, and site hosts are identified. Placement decisions are based on school need, available resources, and eligible site hosts meeting school counseling site host requirements.

Once placement decisions are made, students are notified. At that time, students make initial contact with the site host to arrange for an orientation meeting. Site Agreement Forms are completed and submitted by the end of the first week of the term in which the student is completing the clinical experience.

Practicum and Internship Fair

Each fall, in mid-September, the Department of Counselor Education hosts a Practicum and Internship Fair. The purpose of this event is to bring together community agencies, providing them a chance to introduce their sites to counselor education students. Site hosts in active clinical sites in the Alachua County area will receive an invitation to the event. They may bring materials, presentation boards, and other staff members. The event is a wonderful networking opportunity for fellow community members to catch up with one another and compare notes on clinical services provided in the Alachua County area.

**Instructions for the Site Representatives:**

Please type your responses to the following questions in the fields provided. Use the tab key to move between fields. Please fax to (352) 846-2697 or mail to the following address: Kathleen M. Fallon, Ph.D., Clinical Coordinator; Department of Counselor Education; 1215 Norman Hall; POB 117046; Gainesville, FL 32611-7046. If you have questions, please contact Dr. Fallon at (352) 392-0731, Ext. 228 or kfallon@coe.ufl.edu.

Agency Demographic Information

Agency Name

Mailing Address

City

State

Zip Code

Physical Address

City

State

Zip Code

Directions to Site

Days and Times Facility is Open for Students to See Clients

Phone

Fax

Website

Primary Site Host Demographic Information

Name

Job Title

Highest Earned Degree

Profession

License No

SSN (Required for Tuition Waiver)

University of Florida Employee

Work Email

Work Phone

Work Fax

Alternate Site Host Demographic Information		
Name		
Job Title		
Highest Earned Degree		Profession
License No	SSN (Required for Tuition Waiver)	
University of Florida Employee	Work Email	
Work Phone	Work Fax	
Clinical Information		
Please provide a brief description that would help introduce your site to students.		
Select the appropriate level(s) of experience for students at your site.		
Practicum		Internship
Select the appropriate clinical specialization(s) for students at your site.		
Mental Health Counseling	Marriage & Family Counseling	School Counseling & Guidance
Identify any prerequisite coursework or clinical experiences you require of students.		
Minimum semester commitment		
Maximum number of students per semester		
Identify and describe characteristics of population receiving services at your site		
Identify counseling modalities used at your site		
Identify and describe professional development opportunities available at your site.		

Clinical Supervision, Observation, and Taping Opportunities		
Select the clinical supervision opportunity(ies) that are available at your site.		
None	Individual	Group
Students are required to tape their work for supervision. If taping is not possible at your site, students must be observed for the equivalent number of sessions. Is taping allowed at your site? Check all that apply.		
No	Yes-Audio	Yes-Video
Select all available recording equipment		
Audio	Video	Students must provide own equipment
Select if observation of other professionals in practice is available.		Yes No
Application Process		
Describe application instructions, including contact names and information.		
Do you offer financial compensation to practicum and internship students?		Yes No
Steps to becoming and maintaining an active clinical site with the Department of Counselor Education		
Step	Completed	Date Completed
Complete and submit Site Information Form annually or whenever Site Host changes		
Submit current Resume or Curriculum Vita for each Site Host		
Schedule a Site Visit or telephone Site Visit annually with the Clinical Coordinator		
Current Site Information Form		
Form completed by	Date completed	
Thank you for your interest in working with our Department and Students! Please print form and send to Clinical Coordinator. Questions? Contact Dr. Fallon at 352-392-0731, Ext. 228 or kfallon@coe.ufl.edu .	Dr. Kathleen M. Fallon Clinical Coordinator Department of Counselor Education 1215 Norman Hall POB 117046 Gainesville, FL 32611-7046	



Instructions: Complete this form with the Site Host and obtain required signatures. Print form. Form cannot be saved. Due: ACD/EDC: End of 10 th week of term prior; SCG: End of 1 st week of term in which registered for clinical.		
Student Demographic Information		
Name:		UFID:
Home Phone	Work Phone	Cell Phone
UF Email:		
Clinical Term Information		
Semester:	Year:	Clinical Experience:
Date Term Begins:		Date Term Ends:
Clinical Course:		Group Supervision Course:
Site Host Information		
<i>Site Hosts must be a professional employed at the site and meet the following criteria: (a) has academic and professional credentials exceeding those of the student (i.e., earned masters or doctorate in counseling or related field) and (b) agrees to coordinate, manage, and/or administrate the student's professional activities at the site. Professionals who serve as site hosts automatically receive a University of Florida tuition waiver voucher for providing this service. University of Florida employees are ineligible to receive tuition waivers. This tuition waiver voucher must be processed, even if the site host does not intend to use it. The following information must be provided in order for the student to do a practicum or internship at the site.</i>		
Site Host:		SSN:
UF Employee:		License No.
Highest Earned Degree:		Profession:
Position Title:		
Agency Name:		
Agency Mailing Address:		
City:	State:	Zip:
Agency Phone:		Agency Fax:
Site Host Email:		

Name:	UFID:
Authorization and Required Signatures	
<i>The site host's signature below indicates authorization for the student identified above to participate in a practicum or internship at your site as well as your commitment to serve as a site host for that student. Student safety should be a top priority. Trainees working with known potentially aggressive or violent clients must be supervised at all times, and students should never be left alone with a client in an agency or school. Your signature below also indicates that you are able and willing to assist with securing the safety of our trainees.</i>	
Site Host	Date
<i>The student's signature below indicates her/his acknowledgement of student expectations of professional, ethical, and collegial behavior during the clinical experience. The Site Agreement represents a quasi-legal contract among three signatories: the site, the department, and the student. All parties are expected to honor the terms of the agreement unless all parties agree that it can be modified. Choosing not to honor the terms of the contract represents a form of professional/ethical misconduct that could result in dismissal from the program.</i>	
Student	Date
Onsite Supervision Authorization	
<i>At some sites, a student receives "Individual Supervision" from a qualified professional employed by the site. Individual supervision involves a minimum of one (1) hour per week of one-to-one supervision between the student and supervisor, and is provided in addition to site host activity. If the student is to receive onsite individual supervision, please provide the following information.</i>	
Onsite Individual Supervisor:	
Email:	License No.:
<i>At some sites, a student receives "Group Supervision" from a qualified professional employed by the site. Group supervision involves a minimum of one and one-half (1 ½) hours per week of group supervision by the supervisor for the student and/or employees of the site, and is provided in addition to site host activity. If the student is to receive onsite individual supervision, please provide the following information.</i>	
Onsite Individual Supervisor:	
Email:	License No.:



Instructions: Complete and submit with required signatures. Incomplete forms will be returned. Due: End of End of 1 st week of term in which registered for clinical.		
Student Demographic Information		
Name:		UFID:
Home Phone:	Work Phone:	Cell Phone:
UF Email:		
Clinical Term Information		
Semester:	Year:	Clinical Experience:
Clinical Course:		Group Supervision Course:
Individual Supervision Information		
Individual Supervisor:		License No:
Supervision Day:	Supervision Time:	
Required Signatures		
Student		Date
Individual Supervisor		Date



Instructions: Complete the following information. Provide a complete description of professional activities in which you will be engaged during this clinical experience and your onsite schedule. Professional activities include: individual, small group, family counseling, large group guidance, consultation, staff development, evaluation procedures, and/or case conferences. The prospectus must be approved by your Site Host, Individual Supervisor, and Academic Advisor. Submit with required signatures. Incomplete forms will be returned. Due: End of End of 2 nd week of term in which registered for clinical.		
Student Demographic Information		
Name		UFID
Home Phone	Work Phone	Cell Phone
UF Email:		
Clinical Term Information		
Semester	Year	Clinical Experience
Clinical Course		Group Supervision Course
Site and Supervision Information		
Site		Site Host
Individual Supervisor		Group Supervisor
Professional Activities		
Required Signatures		
Site Host		Date
Individual Supervisor		Date
Academic Advisor		Date

**Instructions for the Site Host:**

The Counselor Education faculty is grateful for your willingness to serve as a Site Host for this student. You are playing a vital role in her or his personal and professional development, and we thank you.

We ask that you help us monitor this student's performance at your site by providing us with summary comments about the student's work to this point in the academic term. Please enter the following required information. Please return via fax at 352-846-2697 or postal mail to Kathleen M. Fallon, Ph.D., Clinical Coordinator, Department of Counselor Education, 1215 Norman Hall, POB 117046, Gainesville, FL 32611-7046. Again, thank you for your work on this student's behalf! If you have any questions, please contact Kitty Fallon at 352-392-0731, Ext. 228.

Due: End of 7th week of academic term. See Counselor Education website for dates.

Student Demographic Information

Name:

Site Information

Agency Name:

Site Host:

License No.:

Requesting Contact to Discuss Student Progress

Check here only if you would like to be contacted by the Clinical Coordinator to discuss the student's progress.

Site Host Feedback



Instructions for the Site Host:

Information from you helps the Counselor Education Faculty to determine the appropriate grade for the student identified and to plan future practicum and/or internship and supervision experiences for this student.

Please enter the following required information. Please return via fax at 352-846-2697 or postal mail to Kathleen M. Fallon, Ph.D., Clinical Coordinator, Department of Counselor Education, 1215 Norman Hall, POB 117046, Gainesville, FL 32611-7046. Again, thank you for your work on this student's behalf! If you have any questions, please contact Kitty Fallon at 352-392-0731, Ext. 228.

Due: Last day of classes. See Counselor Education website for dates.

Student Demographic Information

Name:

Site Information

Agency Name:

Site Host:

License No.:

Site Host Feedback

Please rate the student on the following skills and abilities according to the following scale: (1) Unsatisfactory, (2) Below expectations for training level, (3) Satisfactory; meets expectations for training level, (4) Above expectations for training level, (5) Outstanding, (NA) Insufficient contact to judge.

	1	2	3	4	5	NA
Development of professional skills						
Cooperation with regularly employed staff						
Adherence to policies and procedures						
Timeliness in completing required paperwork						
Fulfillment of duties outlined in prospectus						
Openness to feedback on professional performance						
Openness to feedback on personal performance/behaviors						
General adaptation to work setting						
General professional functioning and effectiveness						

Site Host Comments and Required Signature

Please elaborate on the student's assets, strengths, and growth areas.

In what ways could the professional preparation of the person being evaluated be most improved? What changes would you make to the professional preparation program of the person being evaluated, if any?

Site Host Signature:

Date:



Instructions for the Group Supervisor:

Information from you helps the Counselor Education Faculty to determine the appropriate grade for the student identified and to plan future practicum and/or internship and supervision experiences for this student.

Please enter the following required information. Please return via fax at 352-846-2697 or postal mail to Kathleen M. Fallon, Ph.D., Clinical Coordinator, Department of Counselor Education, 1215 Norman Hall, POB 117046, Gainesville, FL 32611-7046. Again, thank you for your work on this student's behalf! If you have any questions, please contact Kitty Fallon at 352-392-0731, Ext. 228.

Due: Last day of classes. See Counselor Education website for dates.

Student Demographic Information

Name:

Group Supervisor Information

Group Supervisor:

License No.:

Group Supervisor Feedback

Please rate the student on the following skills and abilities according to the following scale: (1) Unsatisfactory, (2) Below expectations for training level, (3) Satisfactory; meets expectations for training level, (4) Above expectations for training level, (5) Outstanding, (NA) Insufficient contact to judge.

	1	2	3	4	5	NA
Development of professional skills						
Cooperation with supervisor						
Adherence to policies and procedures						
Timeliness in completing required paperwork						
Fulfillment of duties outlined in prospectus						
Provision of work samples (audio/video tapes)						
Openness to feedback on professional performance						
Openness to feedback on personal performance/behaviors						
General adaptation to work setting						
General professional functioning and effectiveness						

Group Supervisor Comments, Recommended Grade, and Required Signature

Please elaborate on the student's assets, strengths, and growth areas.

In what ways could the professional preparation of the person being evaluated be most improved? What changes would you make to the professional preparation program of the person being evaluated, if any?

Recommended Grade:

Group Supervisor Signature:

Date:



Instructions for the Individual Supervisor:

Information from you helps the Counselor Education Faculty to determine the appropriate grade for the student identified and to plan future practicum and/or internship and supervision experiences for this student.

Please enter the following required information. Please return via fax at 352-846-2697 or postal mail to Kathleen M. Fallon, Ph.D., Clinical Coordinator, Department of Counselor Education, 1215 Norman Hall, POB 117046, Gainesville, FL 32611-7046. Again, thank you for your work on this student's behalf! If you have any questions, please contact Kitty Fallon at 352-392-0731, Ext. 228.

Due: Last day of classes. See Counselor Education website for dates.

Student Demographic Information

Name:

Individual Supervisor Information

Individual Supervisor:

License No.:

Individual Supervisor Feedback

Please rate the student on the following skills and abilities according to the following scale: (1) Unsatisfactory, (2) Below expectations for training level, (3) Satisfactory; meets expectations for training level, (4) Above expectations for training level, (5) Outstanding, (NA) Insufficient contact to judge.

	1	2	3	4	5	NA
Development of professional skills						
Cooperation with supervisor						
Adherence to policies and procedures						
Timeliness in completing required paperwork						
Fulfillment of duties outlined in prospectus						
Provision of work samples (audio/video tapes)						
Openness to feedback on professional performance						
Openness to feedback on personal performance/behaviors						
General adaptation to work setting						
General professional functioning and effectiveness						

Individual Supervisor Comments, Recommended Grade, and Required Signature

Please elaborate on the student's assets, strengths, and growth areas.

In what ways could the professional preparation of the person being evaluated be most improved? What changes would you make to the professional preparation program of the person being evaluated, if any?

Recommended Grade:

Individual Supervisor Signature:

Date: