

University of Florida  
School of Human Development and Organizational Studies in Education

# Site Supervisor Guide

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Revised January 2019

# Site Supervisor Guide

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## **Introduction**

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This guide is designed to orient site supervisors to the clinical training program requirements of the Counselor Education program at the University of Florida. The practicum and internship experiences are key parts of counseling students' learning experience and planned programs. As such, the program greatly 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 supervisors and supervisors, the steps in being considered a clinical site, the documentation process, and requirements specific to Mental Health Counseling (MHC), Marriage and Family counseling (MFC), and School Counseling and Guidance (SCG) specialty tracks within the Department of Counselor Education. We also offer additional resources for the supervisors.

## **Clinical Coordinator and Assistant(s)**

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The Clinical Coordinator (or Practicum and Internship Coordinator) serves as the liaison between the Department of Counselor Education and clinical sites. The Coordinator and his/her assistants facilitate site development and is the contact person should site supervisors have questions or concerns during students' placements onsite. The Clinical Coordinator also often has at least one doctoral assistant who helps with communication, documentation, and events.

If you have any questions, please contact the department directly and ask for the Faculty Clinical Coordinator or Assistant Clinical Coordinator at (352) 273-4334 or by email at [ceclinical@coe.ufl.edu](mailto:ceclinical@coe.ufl.edu).

## **Purposes and Definitions of Practicum and Internship Experiences**

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The Master's level 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' clinical skills and professional counselor identities. Clinical instruction is consistent with experiences in MHC, MFC, and SCG, the three Master's level specialty tracks within the Counselor Education program. Doctoral students in the Counseling and Counselor Education doctoral program complete an Advanced Practicum and/or an Internship to meet the clinical requirements for the PhD.

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 the following:

- Specified numbers of clock and direct-service hours, 400 total, and 100 direct service.
- One (1) hour of individual and one and a half (1 ½) hours of 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 clinical

- coordinator;
- One and one half (1½) hours of group supervision, occurring each week over the course of the academic term, provided by either a clinical faculty member or a group supervisor in-training who is being supervised by a clinical faculty member;
- An opportunity to accrue direct service hours in individual counseling and leading or co-leading groups;
- The opportunity for the student to develop setting-appropriate audio and/or videotapes of the student's interactions with clients for use in clinical supervision; and
- Evaluation of the student's performance throughout the practicum, including a mid—semester and end of semester formal evaluations.

The Internship begins after successful completion of the practicum. 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. Internships include all of the following:

- Specified numbers of clock and direct-service hours with clients appropriate to the students' program of study, or track (MHC counseling, marriage, couples and family counseling, or SCG). See the track-specific section for required clock and direct- service hours;
- The opportunity to observe and co-lead direct counseling services with a site supervisor and other qualified staff.
- 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 a clinical faculty member or a group supervisor in-training who is being supervised by a clinical faculty member;
- Specified numbers of direct counseling experiences, including 10 total hours of leading or co-leading group work;
- The opportunity for the student to develop setting-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 management, supervision, information and referral, in-service trainings 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 mid-semester and end-of-semester assessment.

The doctoral level Advanced Practicum is typically completed at the end of the doctoral students' first year in the program. Doctoral students complete a minimum of 100 hours of service, and 40 hours of direct service. Doctoral students come into the program with a variety of levels of experience working in clinical settings post-master's degree and consult with their advisors in the process of choosing an Advanced Practicum setting that will further develop their clinical skills. Doctoral students also regular clinical supervision during this clinical experience.

## **Steps for Establishing a Clinical Site**

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Professional representatives wishing to establish practicum and internship opportunities at their agencies may follow these steps. At any point, if you have questions, please contact the Clinical Coordination Team at [ceclinical@coe.ufl.edu](mailto:ceclinical@coe.ufl.edu) or 352-273-4346.

1. Review the Site Supervisor Guide to ensure the clinical setting and site supervisor requirements are met by your site;
2. Submit a Site Information Form to the Clinical Coordination Team;
3. Submit an electronic copy of a current resume or vita for each Site supervisor via email at [ceclinical@coe.ufl.edu](mailto:ceclinical@coe.ufl.edu); and
4. Once the above criteria have been met, schedule a site visit with the Clinical Coordination Team. A telephone or video call may be arranged for clinical sites outside of the Alachua County area.

## **Steps for Maintaining an Active Clinical Site**

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To maintain current and accurate information, we ask the Site Supervisor to complete the following information at least once per year or any time there are Site Supervisor or agency changes impacting student placement.

1. Notify the Clinical Coordinator of Site supervisor changes;
2. Submit a current resume or vita for each new Site supervisor;
3. Submit annually an updated Site Information Form to the Clinical Coordination Team; and
4. Schedule an annual site visit with the Clinical Coordination Team.

## **Clinical Setting Requirements**

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

MHC, MFC, and SCG track-specific setting requirements and criteria are outlined in other sections within this guide.

## **Site Supervisor Requirements, Functions, and Compensation**

A Site Supervisor 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 supervisor, 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., MHC, MFC, or SCG);
- Completed the Clinical Educator training (school counseling site supervisors only);
- Is knowledgeable of the University of Florida Counselor Education program expectations, requirements, and evaluation procedures for its students; and
- Have relevant training in counseling supervision prior to supervising students.

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

- Orienting the student to setting policies and procedures;
- Allowing student to observe and co-lead clinical activities;
- Assisting the student in building an appropriate case load; and
- Facilitating the student's efforts to fulfill the required practicum and internship activities.

The site supervisor 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 supervisor is not responsible for grades, but will be asked to provide a brief mid-point and final report regarding the student's clinical experience via an online platform.

In appreciation for hosting and supervising students during clinical experiences, the University of Florida awards State University System (SUS) tuition (fee) waivers to site supervisors. Site supervisors who are employees of the University of Florida are ineligible to receive tuition waivers. One-half fee waiver is awarded to the site supervisor for each practicum student, and one fee waiver is awarded to the site supervisor for each full-time internship student. In the case of half-fee waivers, the University will issue the fee waiver once the site supervisor 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 supervisors are not transferable. All information must be provided on the Site Agreement Form for the waiver to be generated, including site supervisor name, site supervisor Social Security Number, agency name, and agency mailing address.

## **On-Site Clinical Supervision**

Site Supervisors are required to have training in clinical supervision prior to becoming a site

supervisor and to complete continued education in relation to clinical supervision. This training could include conference sessions, workshops, readings, and participation in the Site Supervisors training provided by the Clinical Coordination Team. An important component of clinical supervision is the direct observation of skills for counselors in training. The students are expected to complete audio or video recordings of their sessions on a regular basis and present them for discussion and feedback in supervision on campus and on site. (A list of clinical supervision resources is provided in the Appendix of this document.)

Clinical settings offer onsite individual, triadic 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 supervisor 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/ Triadic supervisors meet one (1) hour per week. Individual/Triadic supervision may include from 1 (Individual) to 2 (Triadic) students. Group supervisors meet one and one half hours (1½) per week. Group supervision on-site should include no more than 10 students.

## **Clinical Documentation and Evaluation Procedures**

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Each student's practicum and internship experience are tracked by a series of required documents, completed by the student, site supervisor, and campus supervisors. These forms and their corresponding due dates are available on the Practicum and Internship site at [Clinical Documentation and Due Dates](#). All evaluation forms are provided online via the LiveText platform and reminders are sent to site supervisors. Other forms can be, scanned, printed, signed, and returned in person, or via email to the Assistant Clinical Coordinator as required.

All relevant forms are required for each clinical experience. 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 that documentation is submitted by the due date.

Submitting required paperwork by the assigned due dates is an important step in the student's professional development. We ask your help in completing this clinical documentation and submitting forms by the due date. Submitting these forms and evaluations in a timely fashion is a modeling opportunity for the students to see from their supervisors. Additionally, it helps the faculty to have all relevant information about the students prior to assigning the students' grades. Grades are posted after the final day of the academic term, and 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. A list of required documents is include below:

- [Clinical Application Form](#)
- [Site Agreement Form \(MHC & MFC\)](#)
- [Site Agreement Form \(SCG\)](#)
- [Professional Liability Insurance Policy](#)
- [HIPAA Certificate](#)
- [Individual Supervision Confirmation Form](#)
- [Individual Supervisor Behavior Rating Scale](#)
- [Professional Conduct & Arrest Record Statement](#)

The following *evaluation* forms to be completed ONLINE each term:

- Site Supervisor Mid-Semester Report Form (SCG/MFC/MHC)
- Site Supervisor End-of-Term Report Form (SCG/MFC/MHC)
- [MHC/MFC Clinical Activity Log](#)
- [SCG Clinical Activity Log](#)

At any point in the term, the site supervisor may contact the Clinical Coordination Team to discuss concerns about a student's clinical experience. Contact information is provided on LiveText and in the Site Agreement form. Frequent contact between the site supervisor, group supervisor, and clinical coordinators is expected throughout the semester. We encourage Site Supervisors to ask the students at their site who their on-campus supervisors are and remind them all supervisors will work collaboratively in providing them support and supervision throughout the clinical experience. At the end of the experience, the student also has the opportunity to complete and submit assessments of their experience with the site, the site supervisor, and the individual and group supervisors. Site supervisors are provided with summaries of the feedback.

## **Practicum and Internship Site Selection, Timeline, and Placement**

The process by which students identify potential clinical sites depends on their specialty program: a) MHC, (b) MFC, or (c) SCG). All students complete an orientation on clinical experiences near the beginning of the semester prior to their first clinical experience (i.e. practicum).

### **MHC and MFC Students**

After the orientation, the MHC and MCF students begin researching clinical sites that may be the best fit for them. Typically, by the mid-point of the semester, students have identified potential sites and begun contacting them about their interest. A great way for students to make their initial contacts is to attend the Practicum and Internship Fair that is held mid-semester in the Fall and Spring semesters. We encourage all sites and all students to participate in this important event

because it allows for a friendly “meet and greet” experience to learn about sites, site supervisors, and often connect with students who have gotten experience at those sites as well.

Students have approximately one month to contact potential sites, participate in the interview process, and commit to a clinical site. 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.

Site supervisors 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 supervisors 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 approximately one month before the end of the semester prior to the one the student will complete the clinical experience.

## **SCG Students**

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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 experience, 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. Each school counseling student creates a ranked list of school preferences in collaboration with a school counseling advisor based on their interests and planned program. These preference lists are then utilized for the school placement planning meeting.

The Alachua County Director of Student Support Services, Counselor Education faculty, and the Clinical Coordinator meet to decide on the student placements for the upcoming term, and site supervisors are identified. This meeting takes place approximately one month prior to the end of the semester of the semester before the experience (i.e. late July for a Fall placement). Placement decisions are based on school need, available resources, and eligible site supervisors meeting school counseling site supervisor requirements.

Once placement decisions are made, students are notified. At that time, students make initial contact with the site supervisor to arrange for an orientation meeting. Since this is often in the last couple of weeks of a semester, Site Agreement Forms are completed and submitted by the end of the first week of the term in which the student is completing the school counseling clinical experience.

## **Practicum and Internship Fair**

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Each Fall and Spring semester, 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 supervisors 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. Current students at the sites also often come to share with students more about their experiences as a student involved at the site. 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.

## **Clinical Setting Requirements & Clinical Experience Expectations**

In addition to the general clinical setting requirements, there are criteria specific to MHC, MFC, and SCG 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.

### **MHC and MFC Clinical Experiences**

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

MHC and MFC students are required to complete one (1) counseling practicum and one (1) counseling internship during their entry-level masters/specialist degree program. Most students complete their internship split over two semesters. 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.

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

- conduct intake interviews or initial assessments;
- observe counseling sessions conducted by counseling professionals;
- manage at least three (3) 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 sessions in that modality;
- record a minimum of one counseling sessions on audio and/or videotape, and submit each tape to their faculty group supervisor for review as a part of a case conceptualization assignment;
- lead or co-lead a counseling or psychoeducational group during either the practicum or internship.

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 is both on-site and 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.

Clinical internship students are expected to:

- manage a complex MHC or MFC 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, couples and family interns, at least five (5) of the clients shall be supervised from an eco-systemic frame of reference;
- record a minimum of one counseling sessions on audio and/or videotape, and submit each tape to their faculty group supervisor for review as a part of a case conceptualization assignment; and
- lead or co-lead a counseling or psychoeducational group during either the practicum or internship.

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 340 hours of supervised clinical experience. Additionally, students seeking MFT licensure must demonstrate, within their practicum and internship clinical experiences, they have completed 180 hours of direct service with couples and families.

## **On Site Requirements**

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### **Physical Facilities**

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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 recording is acceptable if video recording is not possible. The agency allows the student to seek 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.

In the event recording capabilities are not provided on the site, the student may use only recording equipment provided by UF may be used for creating audio or video files. The students must save all data files on encrypted drives to ensure HIPAA and FERPA compliance.

### **Client/Case Availability and Balance**

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Both 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 clinical purposes. The site supervisor is responsible for assisting the student in developing a caseload within the first few weeks of the semester. The site supervisor 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. Counselors-in-training should also be introduced to the general operations of the agency through attending meetings, observation, and discussion; however, counseling students should not be expected to do administrative work except as related to their clinical assignments.

### **Supervision and Monitoring**

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All site supervisors are required to have relevant training in supervision prior to beginning supervision of students from the UF Counselor Education program. In support of our site supervisors and the continued growth of their clinical supervision skills we offer annual site supervision training as a part of our site host/supervisor's day and provide our supervisors with a list of supervision resources to use as self-learning tools. If a supervisor has not completed training in clinical supervision when first connected with our program, the clinical coordination team directs the supervisor to professional development resources for an introductory training and/or on-going development in this important area of clinical development in order to be prepared to provide clinical supervision to the students in the program.

Individual/Triadic and group supervision may be arranged by the Counselor Education program or within the agency. It is expected for students to experience supervision from *both* department faculty and site supervisors during their practicum and internship experiences. Individual/Triadic 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. For MHC and MFT students, a licensed professional must be on site or immediately on call whenever a student is counseling a client. The site supervisor has overall responsibility for overseeing the on-site training activities and should remain in close contact with the trainees and the department throughout the semester.

Direct observation of skill is an important part of supervision experiences. Regular recordings are expected for each field experience in order to enhance students' growth and development with the most effective feedback based on their supervisors' observation of their skills. As mentioned earlier, audio or video recordings will be reviewed with both campus and site supervisors and any additional requirements of each is to be discussed between the student and

the supervisor. It is a program requirement that every semester all clinical students complete at least one case conceptualization that includes a recording. The required recording consent forms are on the P&I webpage, [Practicum and Internship](#), and university approved equipment can be reserved by the student for 48 hours at a time through the College of Education Instructional Technology Office. Personal recording equipment is not permitted.

Students are expected to maintain their clinical logs and actively update their completed hours throughout the semester. Site supervisors should regularly monitor and sign off on students' clinical logs and progress with getting a progressive and balanced experience at their site. Students and site supervisors should distinguish between direct and indirect hours. Hours should be recorded to the nearest quarter hour (i.e., .25, .50, .75, or 1.0). The clinical log available online may be altered if necessary (i.e., replace couples with psycho educational). *Direct hours* include those where the student is directly engaged in a counseling relationship with the client in an individual, couple, family or group setting. For MFC students and sites, it is important to note that couples and family hours are considered to be when there is more than one person in the room only. For example, parent sessions without a child present is not considered MFT hours. *Indirect hours* comprise the remaining hours onsite that are not direct or supervision hours. They include client case management, case planning, writing case notes, consultation, interview observation, staff conferences, administrative tasks, special projects and/or other duties as assigned.

### **Professional and Ethical Standards and Support**

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All agency employees should be aware of ethical and professional standards, and students should not be asked to violate general professional rules of conduct. It is encouraged for site supervisors to discuss with students what ethical and professional standards they follow (i.e. ACA Code of Ethics). Students and site supervisors 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**

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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 directly supervised with a counselor and client safety plan in place.

### **Coordination**

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Adequate coordination between the site and the department is crucial. The Clinical Coordinator will visit every site on a regular basis and maintain close contact with site supervisors. Close working relationships are important and must be given a high priority by all concerned. The program also encourages doctoral student supervisors and faculty supervisors to reach out to site supervisors to coordinate and collaborate their work with students.

## **Orientation**

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All sites should have a well-organized orientation for students. This should include a review of the agency goals, functions, policies, and an introduction to personnel in the agency. This orientation process should especially include all types of risk assessment (suicide, homicide, addiction, child or domestic abuse, etc.). 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 clinical experience. Many sites utilize free online training programs to support student development (Substance Abuse & Mental Health Services Administration, Department of Children & Families)

## **Remuneration**

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The program 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 clinical preparation guidelines as well as employment conditions. Job duties must not interfere with the internship training experience. The program discourages hiring practicum or intern students 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**

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If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site supervisor and the Clinical 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 Clinical Coordinator. The School Director, Graduate Coordinator, and the Clinical Coordinator will review the situation.

## **SCG Clinical Experiences**

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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. SCG students enrolled are required to complete one (1) counseling practicum and one (1) counseling internship during their entry-level masters/specialist degree program.

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.

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

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 on-site hours during the semester, with a total of 400 clock hours. Practicum students are expected to meet with the school counseling site supervisor and become familiar with the setting, policies, schedules, guidance office, forms, and procedures. The site supervisor will introduce the student to the principal and teachers. School counselors will assist the student in developing 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 supervisor 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.

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. Interns are expected to 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 supervisor, 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 Florida Educator Accomplished Practices (FEAPs)**

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The State of Florida Department of Education (FLDOE) 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:

Each clinical experience has corresponding performance indicators SCG 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 group supervisor who evaluates the assignment according to the rating criteria adopted by the College of Education. More information concerning FLDOE requirements is provided on the Counselor Education website.

### **Gratitude and Appreciation**

Clinical experiences in Counselor Education at UF would not be possible without the help of our site supervisors. The day to day support, guidance, and knowledge offered to the students is a pivotal piece in helping the students grow and develop into competent counselors. The partnership made with the sites and the department allow for more clients to be served in our community and we are so grateful and proud of the work that we do together.

## **Appendix A—Recommended Resources for Clinical Supervision**

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### Training

- American Counseling Association (ACA)
  - <https://aca.digitellinc.com/aca/>
- American Association of Marriage and Family Therapy
  - <https://www.aamft.org/Supervision/Supervision.aspx>
- CE Broker
  - <https://courses.cebroker.com/search>
- Strategies for School Site Supervisors
  - <https://videos.schoolcounselor.org/strategies-for-site-supervisors>

### Ethics and Best Practices

- Approved Clinical Supervisor Code of Ethics
  - <https://www.cce-global.org/Assets/Ethics/ACSCodeofethics.pdf>
- National Board of Certified Counselors Code of Ethics
  - <http://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>
- ACA Code of Ethics
  - [https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c\\_2](https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2)
- AAMFT Code of Ethics
  - [https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)
- American School Counselor Association (ASCA):
  - [\*\*ASCA School Counselor Competencies\*\*](#)
- Association for Counselor Education and Supervision (ACES):
  - [\*\*ACES Best Practices in Supervision\*\*](#)

### Credentials

- Florida Qualified Supervisor (for Florida licensure)
  - <https://floridasmentalhealthprofessions.gov/licensing/qualified-supervisor/>
- Approved Clinical Supervisor (NBCC)
  - <https://www.cce-global.org/Credentialing/ACS>
- AAMFT Approved Supervisor
  - <https://www.aamft.org/AAMFT/supervision/Responsibilities.aspx>
- Florida Department of Education (FLDOE) Requirements for Certification in Guidance and Counseling
  - [www.fldoe.org/teaching/certificatin/certificate-subjects/administrative-rules/6a-4-0181.stml](http://www.fldoe.org/teaching/certificatin/certificate-subjects/administrative-rules/6a-4-0181.stml)

## Site Information Form



**UNIVERSITY OF  
FLORIDA**

**Department of Counselor Education  
P & I Clinical Site Development  
Site Information Form**

<b>Instructions for the Site Representatives:</b> Provide the information in the fields provided below. Please fax to (352) 846-2697 or mail to the following address: ATTENTION: Assistant Clinical Coordinator; 1215 Norman Hall; POB 117046; Gainesville, FL 32611-7046. If you have any questions, please contact the Department of Counselor Education staff at (352) 273-4336.			
<b>Agency Demographic Information</b>			
Agency Name <input type="text"/>			
Mailing Address <input type="text"/>			
City <input type="text"/>	State <input type="text"/>	Zip Code <input type="text"/>	
Physical Address <input type="text"/>			
City <input type="text"/>	State <input type="text"/>	Zip Code <input type="text"/>	
Directions to Site <input type="text"/>			
Days and Times Facility is Open for Students to See Clients <input type="text"/>			
Phone <input type="text"/>	Fax <input type="text"/>	Website <input type="text"/>	

<b>Primary Site Host Demographic Information</b>			
Name <input type="text"/>			
Job Title <input type="text"/>			
Highest Earned Degree <input type="text"/>	Profession <input type="text"/>		
License No <input type="text"/>	Are you a University of Florida Employee <input type="text"/>		
Work Email <input type="text"/>			
Work Phone <input type="text"/>	Work Fax <input type="text"/>		

<b>Primary Site Host Demographic Information</b>	
Name	<input type="text"/>
Job Title	<input type="text"/>
Highest Earned Degree	<input type="text"/> Profession <input type="text"/>
License No	<input type="text"/> Are you a University of Florida Employee <input type="checkbox"/> Yes
Work Email	<input type="text"/>
Work Phone	<input type="text"/> Work Fax <input type="text"/>

<b>Clinical Information</b>		
Please provide a brief description that would help introduce your site to students.		
<input type="text"/>		
Select the appropriate level(s) of experience for students at your site.		
<input type="checkbox"/>	Practicum	<input type="checkbox"/> Internship <input type="checkbox"/> Doctoral
Select the appropriate clinical specialization(s) for students at your site.		
<input type="checkbox"/>	Mental Health Counseling	<input type="checkbox"/> Marriage & Family Counseling <input type="checkbox"/> School Counseling & Guidance
Identify any prerequisite coursework or clinical experiences you require of students.		
<input type="text"/>		
Minimum semester commitment	<input type="text"/>	
Maximum number of students per semester	<input type="text"/>	
Identify and describe characteristics of population receiving services at your site		
<input type="text"/>		
Identify counseling modalities used at your site		
<input type="text"/>		
Identify and describe professional development opportunities available at your site		
<input type="text"/>		

## Site Agreement Form



**UNIVERSITY OF  
FLORIDA**

**Counselor Education Program  
P & I Clinical Documentation  
Site Agreement Form**

<p><b>Instructions:</b> Complete the information in the fields provided below. Review form upon completion and sign. Return completed form to the Department of Counselor Education office.  <b>Due:</b> MHC/MFT: Approximately one month before end of semester-See website for exact date;                  SCG: End of 1<sup>st</sup> week of term in which registered.</p>		
<p><b>Student Demographic Information</b></p>		
Name:		UFID:
Home Phone:	Cell Phone:	
UF Email:		
Primary Email:		
<p><b>Clinical Term Information</b></p>		
Semester:	Year:	
Date First Term Begins:	Date First Term Ends:	
Clinical Course:	Group Supervision Course:	
<p><b>Site Supervisor Information</b></p>		
<p>The site Supervisor must be a professional employee at the site and meet the following criteria: (a) earned masters or doctorate in counseling or related field, with equivalent qualifications, including appropriate certifications and/or licenses, (b) completed a minimum of two (2) years of professional experience in the program area in which the student is completing training. The site supervisor agrees to (c) coordinate, manage, and/or administrate the student's professional activities at the site, (d) observe the student's clinical skills through live and recorded sessions, and (e) regularly communicate and collaborate with the clinical coordination team and university supervisors. Professionals who serve as site supervisors receive points toward University of Florida tuition waivers for providing this service. Contact the Clinical Coordinator for details. The following information must be provided in order for the student to do a practicum or internship at the site.</p>		
Site Supervisor:		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:		

<b>Professional Activities</b>	
Please summarize the supervised activities provided at the site.	
Student Name:	UFID:
<b>Authorization and Required Signatures</b>	
The site supervisor'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 supervisor for that student. Student safety should be a top priority. Students should never be left alone with a client without a supervisor available onsite. Trainees working with known potentially aggressive or violent clients must be supervised at all times. Your signature below also indicates that you are able and willing to assist with securing the safety of our trainees.	
Site Supervisor	Date
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.	
Student	Date
<b>Onsite Supervision Authorization</b>	
All students receive Individual/Triadic Supervision from a qualified and approved site supervisor. Individual supervision involves a minimum of one (1) hour per week of one-to-one supervision between the student and supervisor. Live observations or recordings are used to evaluate student's counseling skills and dispositions. For practicum students receiving individual/triadic supervision by the site supervisor, the student's university supervisor is in contact with the onsite supervisor for consultation on a regular basis. This includes contact through email, Livetext, and phone as needed throughout the semester. Supervisors' contact information is provided at the beginning of each term. <b>Please identify below who will provide individual supervision at your site and to this student. If they are not the primary site supervisor, attach their CV or resume. If you are supervising a student in practicum, please check here:</b> <input type="checkbox"/>	
Onsite Individual Supervisor:	
Email:	License No.:
University Supervisor: (to be filled out by UF Clinical Coordinator):	
Email:	

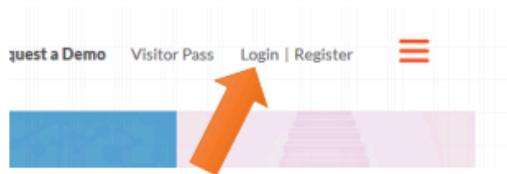
## LiveText Evaluation Resources for Site Supervisors

# LIVETEXT Tutorial (Faculty and Instructors)

### Tutorial: Rating Students in LiveText

This first tutorial will introduce you to your dashboard and rating guides

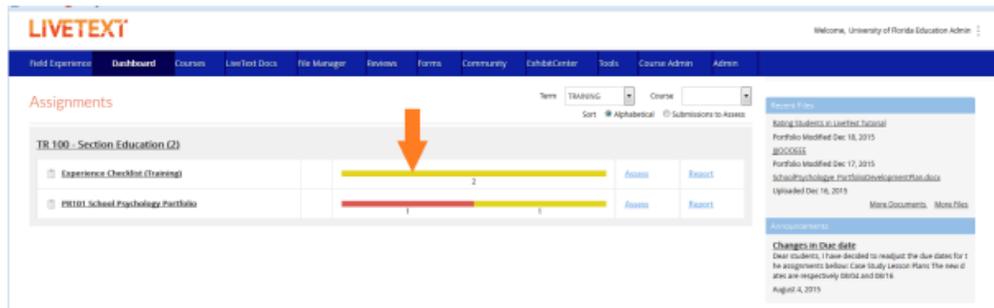
1. Login using your user name and password and locate Dashboard.



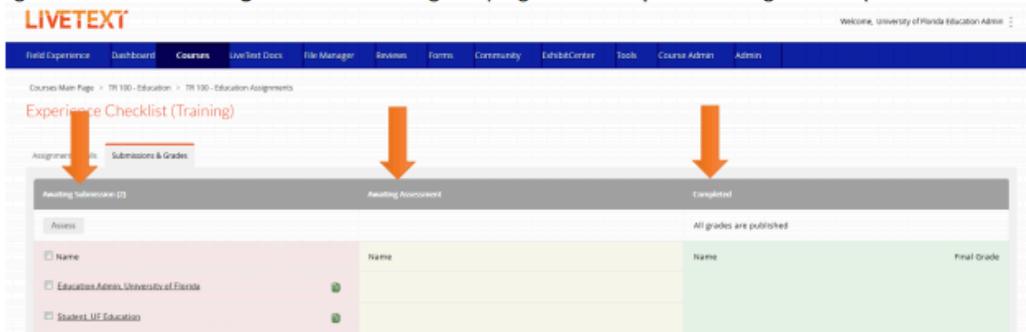
### Dashboard

The first page you see is your dashboard, where your tasks are listed.

Depending on where you are in completing your students' ratings, the displayed progress bar may appear fully in red, fully in yellow, or showing a combination of two or three colors red, yellow, and green. Click on the progress bar to initiate rating your students.



The next page shows a three-part shaded bar with students listed in three different sections. 1. **Awaiting Submission:** Rating not started. 2. **Awaiting Assessment:** Rating is in progress. 3. **Completed:** Ratings are completed and submitted.



Rate your student by selecting the cells that correspond to level of performance for each criteria. **ATTENTION: The rating MUST be completed prior to submitting the assessment.**

	Insufficient (1 pt)	Developing (2 pt)	Accomplished (3 pt)	Exceptional (4 pt)	N/A
Sequence lessons and concepts to ensure coherence and require prior knowledge (1,000, 14%)	The candidate demonstrates little knowledge of how to sequence lessons and concepts to ensure coherence and require prior knowledge.	The candidate is acquiring the necessary knowledge to sequence lessons and concepts to ensure coherence and require prior knowledge. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to sequence lessons and concepts to ensure coherence and require prior knowledge. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to sequence lessons and concepts to ensure coherence and require prior knowledge. The candidate is prepared to apply this skill in a practical setting.	NA
Uses diagnostic student data to plan lessons (2,000, 34%)	The candidate demonstrates little knowledge of how to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson.	The candidate is acquiring the necessary knowledge to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson. The candidate is prepared to apply this skill in a practical setting.	NA
Utilizes current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (2,000, 34%)	The candidate demonstrates little knowledge of how to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	The candidate is acquiring the necessary knowledge to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. The candidate is prepared to apply this skill in a practical setting.	NA
Identify gaps in students' subject matter knowledge (3,000, 14%)	The candidate demonstrates little knowledge of how to identify gaps in students' subject matter knowledge.	The candidate is acquiring the necessary knowledge to identify gaps in students' subject matter knowledge. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to identify gaps in students' subject matter knowledge. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to identify gaps in students' subject matter knowledge. The candidate is prepared to apply this skill in a practical setting.	NA
Relate and integrate the subject matter with other disciplines and life experiences (3,000, 14%)	The candidate demonstrates little knowledge of how to relate and integrate the subject matter with other disciplines and life experiences.	The candidate is acquiring the necessary knowledge to relate and integrate the subject matter with other disciplines and life experiences. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to relate and integrate the subject matter with other disciplines and life experiences. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to relate and integrate the subject matter with other disciplines and life experiences. The candidate is prepared to apply this skill in a practical setting.	NA

**IMPORTANT NOTE:** The option N/A is a built-in feature and cannot be deleted from the rating guides. Please make sure you choose a level of performance for each element and do not use N/A.

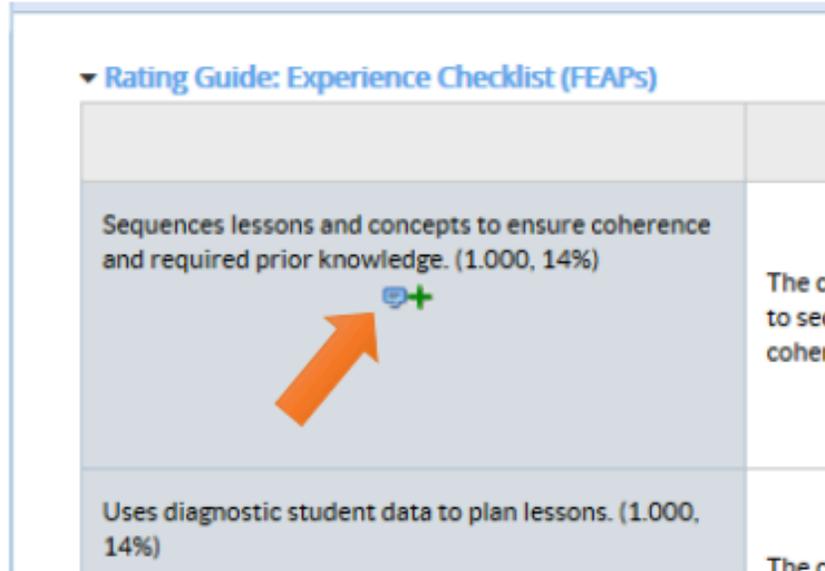
**Rating multiple criteria at once:**

Keep in mind you can always choose to rate all indicators as “Accomplished” for example, by clicking the performance level heading, and then change one or two indicators/ratings if you desire.

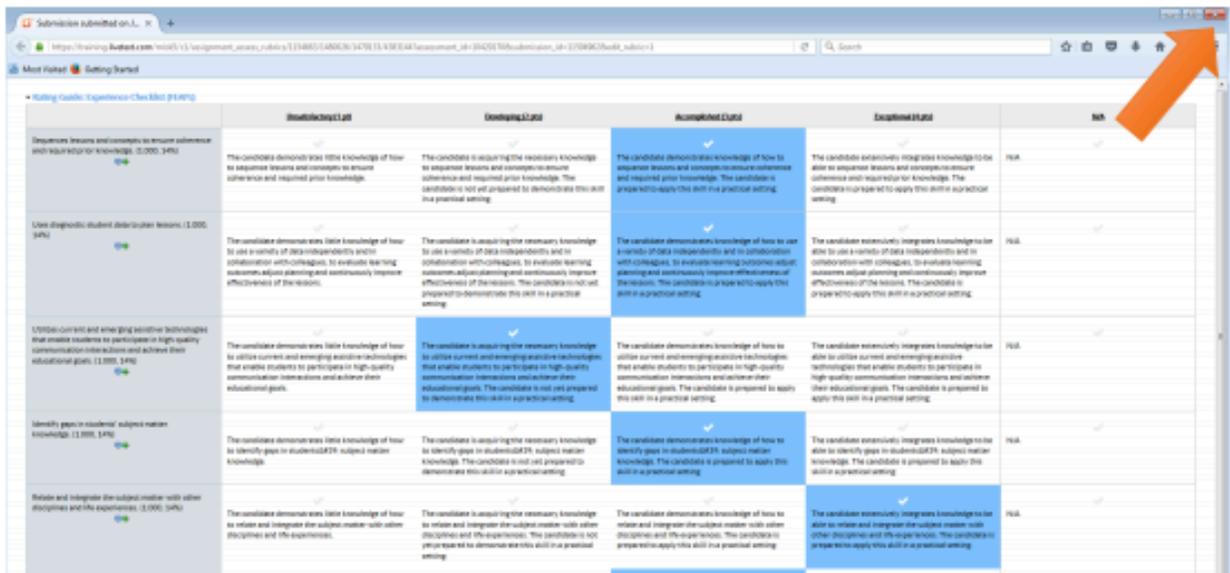
	Insufficient (1 pt)	Developing (2 pt)	Accomplished (3 pt)	Exceptional (4 pt)	N/A
Sequence lessons and concepts to ensure coherence and require prior knowledge (1,000, 14%)	The candidate demonstrates little knowledge of how to sequence lessons and concepts to ensure coherence and require prior knowledge.	The candidate is acquiring the necessary knowledge to sequence lessons and concepts to ensure coherence and require prior knowledge. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to sequence lessons and concepts to ensure coherence and require prior knowledge. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to sequence lessons and concepts to ensure coherence and require prior knowledge. The candidate is prepared to apply this skill in a practical setting.	NA
Uses diagnostic student data to plan lessons (2,000, 34%)	The candidate demonstrates little knowledge of how to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson.	The candidate is acquiring the necessary knowledge to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to use a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lesson. The candidate is prepared to apply this skill in a practical setting.	NA
Utilizes current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (2,000, 34%)	The candidate demonstrates little knowledge of how to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	The candidate is acquiring the necessary knowledge to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to utilize current and emerging positive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. The candidate is prepared to apply this skill in a practical setting.	NA
Identify gaps in students' subject matter knowledge (3,000, 14%)	The candidate demonstrates little knowledge of how to identify gaps in students' subject matter knowledge.	The candidate is acquiring the necessary knowledge to identify gaps in students' subject matter knowledge. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to identify gaps in students' subject matter knowledge. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to identify gaps in students' subject matter knowledge. The candidate is prepared to apply this skill in a practical setting.	NA
Relate and integrate the subject matter with other disciplines and life experiences (3,000, 14%)	The candidate demonstrates little knowledge of how to relate and integrate the subject matter with other disciplines and life experiences.	The candidate is acquiring the necessary knowledge to relate and integrate the subject matter with other disciplines and life experiences. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate demonstrates knowledge of how to relate and integrate the subject matter with other disciplines and life experiences. The candidate is prepared to apply this skill in a practical setting.	The candidate extensively integrates knowledge to be able to relate and integrate the subject matter with other disciplines and life experiences. The candidate is prepared to apply this skill in a practical setting.	NA

**Including Comments:**

Instructors may also include comments by clicking the “comment” icon located in each criteria cell. **Please keep in mind that a rationale is required for each indicator rated as “Unsatisfactory.”**



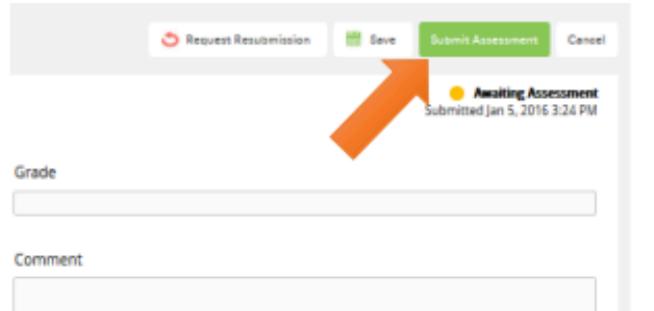
Close the window and your rating guide will be automatically saved. **ATTENTION: The rating MUST be completed prior to submitting the assessment.**



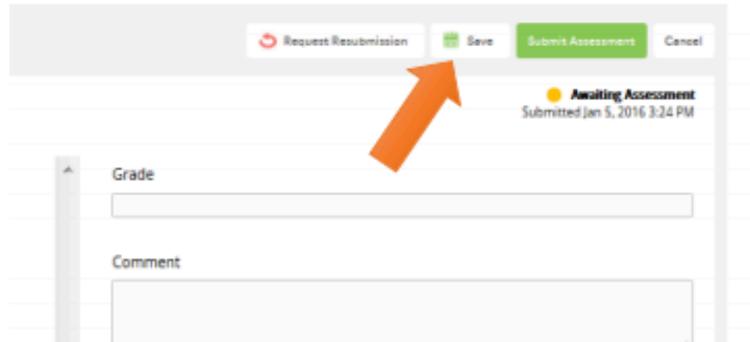
**Submitting Assessment:**

You may include a letter grade (This is optional).

When you are finished rating your student, click “Submit Assessment.” **ATTENTION: The rating MUST be completed prior to submitting the assessment.**

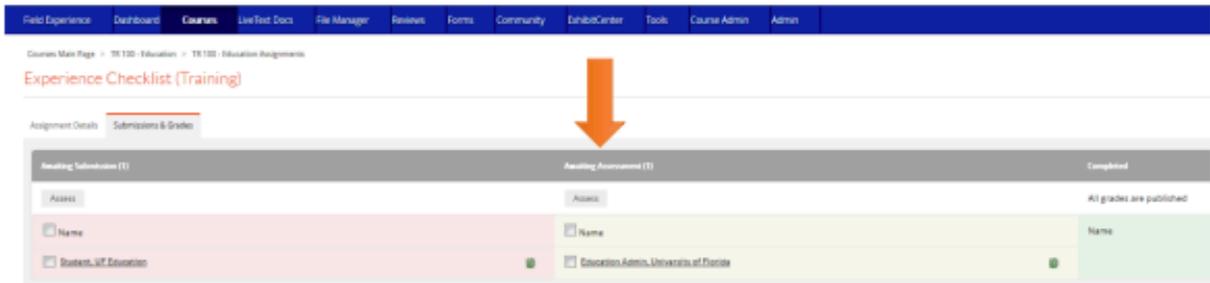


If you do not wish to submit the assessment at this point, just save it using the “save” button.



In this case, if you go back to the progress bar, you will see your student was placed under the “Awaiting Assessment” section. As you click your student’s name, click “Assess” and “Submit Assessment,” the student will move to the “Completed” section.

**LIVETEXT**



**3. Other Rating Actions and Features**

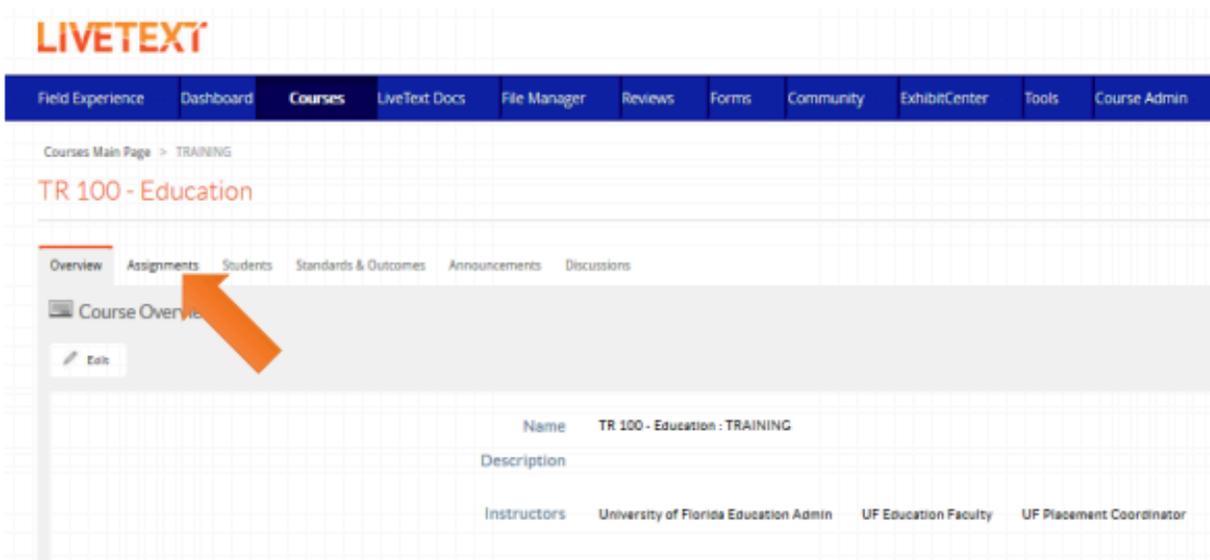
**a. Accessing Submitted Assessments:**

Your student is now under “Completed” section and will be able to see the final rating from his or her dashboard. Once you complete rating all your students on the same task, the bar for this task will not be visible to you from your active dashboard.

To access completed ratings, click the course name.



Click “Assignments” tab.

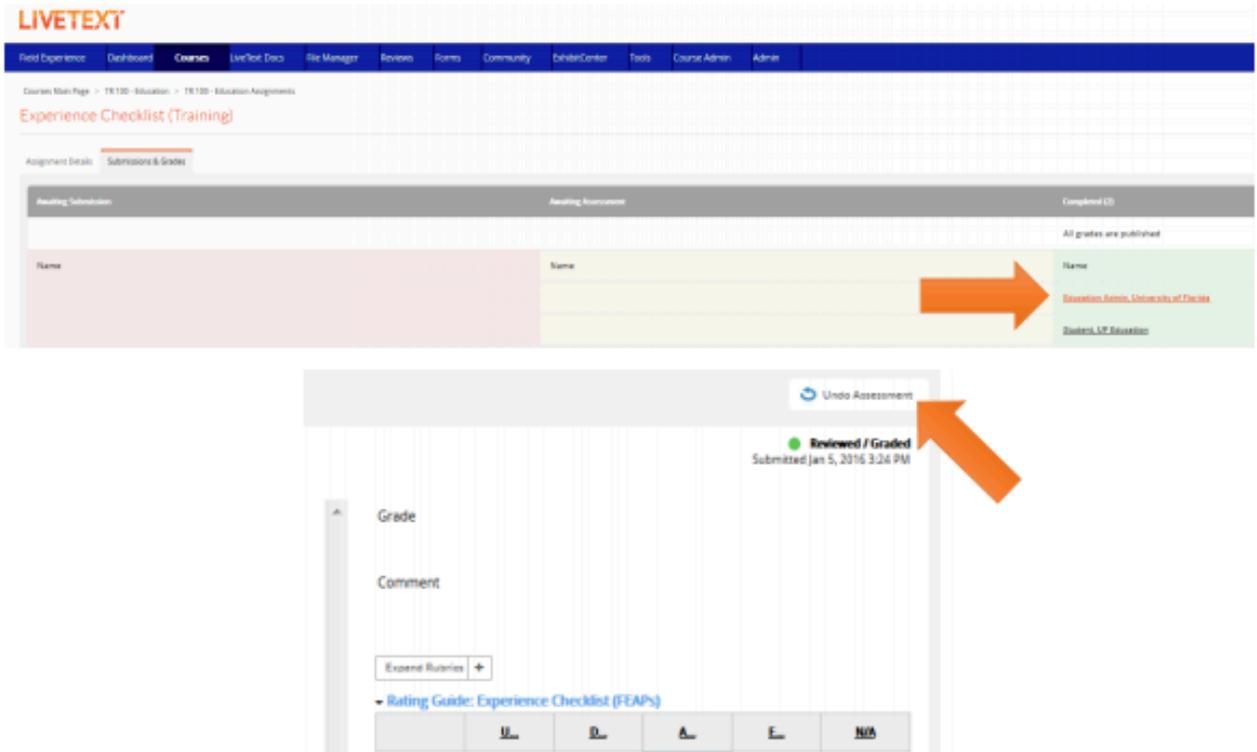


Find the assignment you desire to make a change in rating for a student and click on the progress bar.



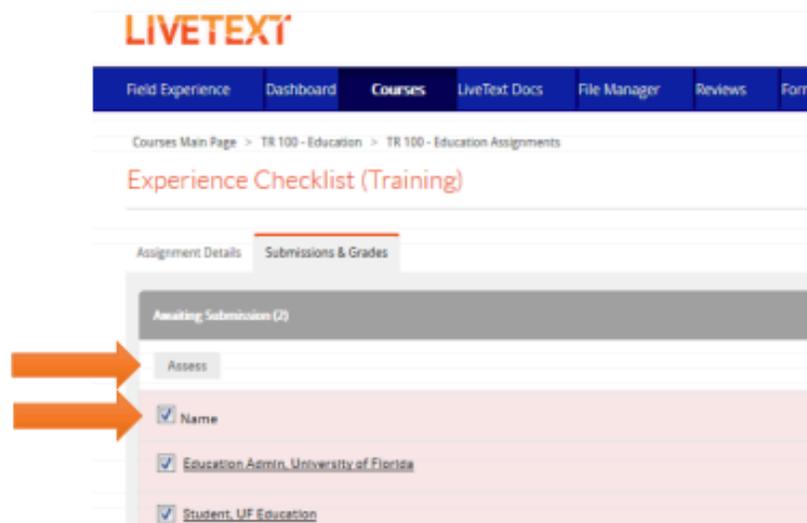
**b. Undoing Assessments to Make Changes:**

If you have a change to make, click on the student’s name and click “undo assessment.” That will place your student under “Awaiting Assessment” again. Click the name of the student, click “Assess,” make the changes as you desire, and “Submit Assessment.” Student will show under “Completed” again.

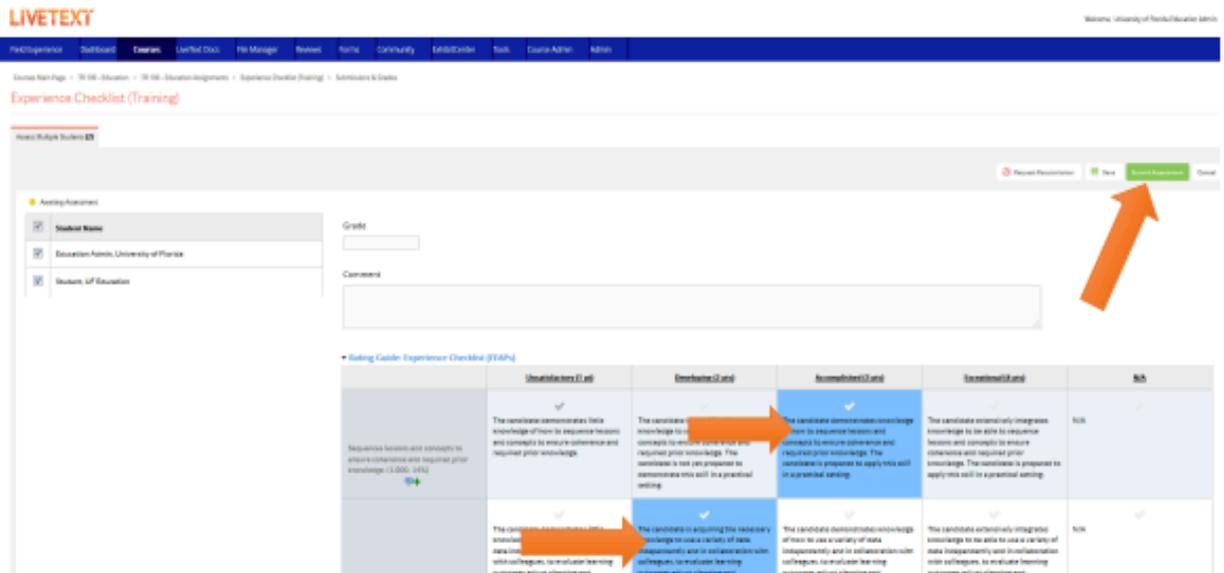


**c. Rating Multiple Students at One Time (All-at-Once Ratings)**

To rate multiple students at one time, you should select all students by clicking “Name,” or select individual students by clicking the boxes by their names. Click “Assess.”



Complete the rating guide by clicking individual cells or by choosing one level of performance for all indicators. "Submit Assessment."



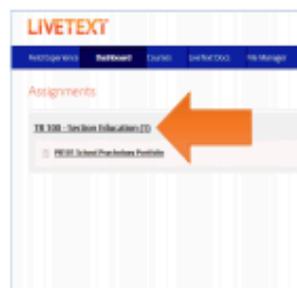
**NOTES: \*DO NOT INCLUDE COMMENTS IF YOU ARE USING THE ALL-AT-ONCE RATING.** Otherwise, the comments for individual students will appear for all students.

Please observe that all rating guides will show a Not Applicable (N/A) column. This item does not apply to task's rating guides, since all criteria elements must be assessed for the purpose of collecting student performance data on the Uniform Core Curriculum Elements required by the Florida Department of Education and other agencies.

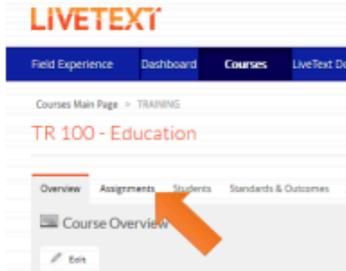


**d. Quick Reports**

To access quick reports, click on the course name from your Dashboard.



Click "Assignments" tab.



Click "View" to access a quick report for each assignment.



For further assistance, contact your College of Education LiveText Administrator at [mleite@coe.ufl.edu](mailto:mleite@coe.ufl.edu)

**Video Resources:**

*What is LiveText and How Do I Register?* (<https://vimeo.com/26578111/9426d35575>)

*FEM Orientation for Site Supervisors (Mentors)* (<https://vimeo.com/301936059/c7515f992a>)



For more information, contact:

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352.273.4328

Myranda Warfield, Assistant Clinical Coordinator

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