



**WICHITA STATE
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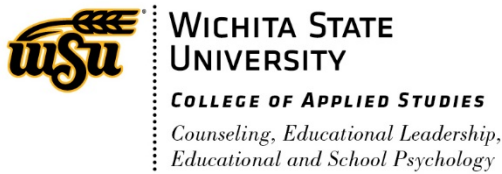
COLLEGE OF APPLIED STUDIES

*Counseling, Educational Leadership,
Educational and School Psychology*

School Counseling Field Site Supervisor Handbook

**Department Counseling, Educational Leadership, Educational and School
Psychology
College of Applied Studies
Wichita State University**

Last updated February 2019



Dear Site Supervisor,

Thank you for agreeing to supervise Wichita State University Counseling students in your professional setting as they embark on their journey toward becoming professional school counselor. Your willingness to work with this candidate will help support the growth and development of a new professional as they transition into the counseling field.

The purpose of this manual is to familiarize you with the essential elements of a practicum/internship experience in counseling through Wichita State University. This manual is intended to guide the site supervisory process and clarify the roles and responsibilities of the student, the university, the university instructor, and site supervisor as required by the national accrediting organization, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). An orientation/training in supervision is required of site supervisors and an on-line PowerPoint training is available.

Best practices in training counselors as well as accreditation and licensure standards require counseling students have experience in real life counseling situations. Students must also be supervised by qualified school counseling providers.

The counseling faculty appreciate your willingness to provide the opportunity for our students to gain real world experience and your willingness to share your knowledge and experience with our students. We hope in return; the students provide valuable service to your school.

We welcome your ideas and suggestions and we work continually to improve the quality of our program, the quality of field experiences, and the working relationship between us.

Sincerely,

The Counseling Faculty at Wichita State University

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Introduction to Practicum and Internship

Practicum and internship courses are one of the primary training experiences received by counseling students in the counseling program. Practicum and internship courses allow students to apply the knowledge and skills they have gained through academic study and training to the real world as the students develop as effective and professional counselors.

The site supervisor handbook serves as a resource for the field site experience. All forms required for practicum and internship are included in the appendices of this handbook. General syllabi are also available to supervisors upon request and provide information about broad requirements; however, individual instructors will provide specific information when necessary.

This manual is intended for the field site supervisors (practicum or internship supervisors) to help become familiar with the program policies and procedures. It should serve as a reference while supervising Wichita State Counseling Program practicum or internship students. The Wichita State University Graduate Catalog supersedes any information in this manual.

Practicum and Internship Coordinators

The Practicum/Internship Coordinators have clearly defined responsibilities that include: admissions to practicum and internships (checking pre-requisites and academic/personal status); overseeing practicum and internship policies, ethical practices, and adherence to CACREP standards; coordinating and approving practicum and internship site supervisors for students; coordinating and meeting with practicum and internship instructors; providing an orientation to new practicum students and professors; and coordinating and providing supervision training to site supervisors. The practicum and internship coordinators report to the graduate coordinator for the counseling program and to the department head of the CLES department.

Required Hours for Practicum/Internship

Completion of required practicum experience is a total of 100 hours, with a minimum of 40 of those hours being direct client contact hours. During the practicum experience, students focus on developing basic individual counseling skills learned in their counseling techniques and theories courses. Practicum students need to be at their practicum site a minimum of eight hours per week over the 16-week semester to meet this requirement. The practicum hours log form provides information regarding what types of experiences are considered direct and indirect experiences for practicum. In addition, practicum students are also required to complete a minimum of 1 hour of individual supervision with their site supervisor each week.

The internship courses require a total of 600 hours of experience, with 240 hours of this experience involving direct client contact hours. Most students take the internship course over two semesters with 300 total hours of experience required with 120 hours of direct client contact per semester. Students need to be at their internship sites a minimum of twenty hours per week over a 16-week semester to meet this requirement. Some students choose to complete the entire 600 hours of internship in one semester; however, this requires a commitment by the student to be at the site forty hours per week over the 16-week semester. The practicum/internship hours log form provides information regarding what types of experiences are considered direct and indirect experiences for practicum and internship. More types of experiences are considered direct hours in

internship than in practicum. In addition, internship students are also required to complete a minimum of 1 hour of individual supervision with their site supervisor each week.

Required Supervisor Qualifications

Responsibilities of the Agency, Institution, or School Site

1. The site supervisor shall provide orientation for the student in regard to site's purpose, function, and administrative procedures.
2. The site supervisor shall be responsible for the assignment and administrative supervision of tasks within the student's capabilities which allows him/her to use and further develop her/his counseling knowledge, attitudes, values, and skills. This may include direct work with clients, relationships with staff and other agencies or schools, and attendance at staff meetings.
3. The site will provide space, equipment, and supplies as needed by the student to carry out site assignments.
4. The site supervisor will allow the student to gain a variety of supervised experiences.
5. With written permission of the site and the clients involved, the site supervisor will allow the student to obtain audio and/or videotapes for supervision of the student's interactions with clients. If video or audio recording is not allowed by the site, the student should notify the program who can arrange for other opportunities for students to record work with clients. Not allowing audio or video recordings, while not ideal, does not mean a site is excluded from being a student's practicum or internship site.
6. The assigned site supervisor will provide one hour per week of individual for the student(s) and be available for consultation.
7. The site will be provided adequate informed consent documents to clients regarding their treatment related to student interns.

Responsibilities of the Site Supervisor

1. A site supervisor must have a license as a professional school counselor. Supervisors must have a minimum of a master's degree in counseling or a closely related profession, including appropriate certifications and/or licenses at the master's level of licensure, and may be evaluated on a case-by-case basis.
2. The site supervisor is expected to have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction.
3. The site supervisor is expected to have knowledge of the counseling program's expectations, requirements, and evaluation procedures for students.
4. The site supervisor is expected to be knowledgeable about counseling supervisory processes and practices.
5. The site supervisor will orient the student to the site and specific duties.
6. The site supervisor will provide students with the opportunity to lead or co-lead a counseling or psychoeducational group.
7. The site supervisor will meet with the student one hour weekly, supervise the student's performance, and sign the student's weekly log.
8. The site supervisor will provide supervision in accordance with the guidelines established by the site for all regular personnel and the guidelines for supervisors as recommended by

the American School Counseling Association (ASCA) located at

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

9. The site supervisor will provide a mid-semester and final written evaluation of the student's knowledge, skills, and personal and professional development during each semester of the practicum and internship experience, using provided forms. The practicum or internship grade will reflect the evaluation of both the on-site and university supervisor, with the university supervisor having the final responsibility for grade assignment.
10. The site supervisor is strongly encouraged to initiate contact with the university instructor, or Practicum and Internship Coordinator as soon as there are any questions or concerns regarding the student, expectations, or responsibilities.
11. The site supervisor must be on site when the student is seeing clients. If the supervisor is off site there must be another licensed or responsible individual who can be available for the student if needed.

Responsibilities of the University

The WSU Counseling program will:

1. Provide a handbook describing the specific practicum/internship requirements.
2. Provide one hour of individual or triadic supervision each week for each practicum and internship student.
3. Provide an average of 1.5 hours of weekly group supervision for practicum and internship.
4. Provide additional experiences and resources including professional seminars, audio/videotaping, live supervision, and referral source information for client and student intern needs as appropriate.
5. Provide opportunities for supervision training for site supervisors
6. Maintain periodic contact with the site supervisor to discuss the student's progress, each semester by a university practicum and internship supervisor for the purpose of meeting with the site supervisor.
7. Counsel, teach, train, and supervise using guidelines recommended by the American School Counseling Association (ACA) located at <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
8. Maintain appropriate records for registration and grading.
9. Ensure students are covered by professional liability insurance and have completed the any necessary verified background check required for students in the program.

Responsibilities of the Student

1. The counseling student is responsible for working with the practicum/internship placement coordinator and following the counseling program's procedures regarding contacting sites and securing a practicum/internship site.
2. The student is responsible for making sure that the site supervisor has the necessary forms and that the forms are completed on time.
3. The counseling student is responsible for securing professional counseling liability insurance that will remain in effect for the duration of the practicum and internship experiences.

4. The counseling student is responsible for following site procedures regarding testing for tuberculosis (TB) and providing sites with copies of TB test results when requested.
5. The counseling student is responsible for obtaining the program's required background check and providing the results to the department according to established procedure.
6. The student will be at the agreed upon location at times scheduled by the site supervisor and student.
7. The student will fulfill assigned duties and responsibilities as agreed on by the student, site supervisor, and the university instructor.
8. The student will attend an average of 1.5 hours of weekly group supervision meetings with the university instructor at WSU.
9. The practicum student will attend minimum of one hour of weekly individual/triadic supervision meetings with university instructor or assigned supervisor at WSU.
10. Both practicum and internship students are required to attend one hour of weekly individual/triadic supervision meetings with the site supervisor.
11. The student will complete assignments as described in the class syllabus.
12. The student will remain at the practicum or internship site the duration of the 16-week semester, even if the student has accumulated the required hours for the course.
13. The student will keep a weekly log of time spent that will be reviewed and signed by site supervisor and university instructor.
14. The student will read and use the ACA and ASCA Codes of Ethics as guides for ethical and professional practice.

Timeline of Activities for Site Supervisors

The practicum/internship student is responsible for knowing requirements and ensuring that all practicum and internship requirements are met, and procedures are followed.

The Semester Before Practicum/Internship is to Begin

1. Consider prospective students to be placed in your site.
2. Inform student of training, background checks, or other requirements they will need to complete prior to beginning their practicum/internship.

Before or Immediately upon Practicum/Internship Experience Beginning

Sign Practicum or Internship Field Site Supervisor Agreement

During Practicum or Internship Experience

1. Meet with the practicum/internship student weekly for individual supervision.
2. Review and sign the intern's Weekly Log to verify hours and activities.
3. At mid-semester and at the end of semester, complete, review with student, and sign Mid-Semester Evaluation of Practicum/Internship Student form to university instructor.
4. Meet with the intern's university instructor for a brief conference either in-person, via technology, or by phone. If a meeting is requested, the university instructor will arrange this meeting.

At the Conclusion of Practicum/Internship

1. Complete, review with student, and sign Final Evaluation of Practicum/Internship Student.
2. Consult with university instructor about final evaluation as desired.
3. Review and sign intern's final Weekly Log to verify cumulative hours and activities.

Supervision Training

The counseling program at Wichita State University provides a required supervision training for all site supervisors. This training is on-line and provided free of charge to supervisors. It is expected to take approximately one hour. All site supervisors must complete the training prior to the supervision of students.

Additional Information

While our counselors-in-training have all the necessary forms for site supervisors in their Practicum/ Internship Handbooks, they are included here, as well.

At any time, a site supervisor can contact a counselor-in-training's faculty instructor, or the Practicum or Internship Placement Coordinator, to discuss student issues.

Student Practicum/Internship Ethics and Professional Behavior Agreement

Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum/internship instructor before beginning field experience.

Note: The attestation must be submitted by the student with the practicum/internship application. Applications are not complete until the form is submitted.

For the purposes of this document, *pending or previous investigations or adverse findings* refers to legal, ethical, or on-the-job circumstances that are or could reasonably be seen as related to counseling or educational practice.

Please check one of the following:

- ☐ I attest that there are no pending or previous investigations or adverse findings regarding professional behavior related to counseling or educational practice.
- ☐ I attest that there ARE pending investigations regarding professional behavior related to counseling or educational practice. I acknowledge that I must meet with the department chair and the coordinator of practicum/internship prior to being permitted to enroll or to remain enrolled.
- ☐ I attest that there has been investigation in the past regarding professional behavior with adverse findings regarding professional behavior related to counseling or educational practice. I acknowledge that I must meet with the department chair and the coordinator of practicum/internship prior to being permitted to enroll or to remain enrolled.

Please check one of the following:

- ☐ I have completed a criminal background check upon admission to the program.
- ☐ I have NOT completed a criminal background check upon admission to the program

Signature

Date

Printed Name: _____

WSU ID _____

Practicum Field Site Supervisor Agreement

To Be Completed by Practicum Student and Site Supervisor:

I understand that I will need 100 total hours including at least 40 direct client contact hours in order to complete the minimum requirements for CESP 856 Counseling Practicum. I also understand that if I am teaching or am otherwise employed by the school district or agency in which I am completing the practicum requirements, that all arrangements for the practicum must be made so that my practicum requirements will not in any way detract from the work for which I am being paid.

In the space below, describe the time arrangements you are proposing for your practicum. Be specific concerning the 100 hours for practicum and your job requirements, if any.

Student Name: _____

Address: _____

Phone number(s): _____

Email: _____

WSU ID: _____

Site Supervisor Name: _____

Site Name: _____

Site Supervisor Phone: _____ Site Supervisor Email: _____

Practicum Student Signature

Date

Authorized Signature from Site
Supervisor or School Official

Approved _____ Disapproved _____
circle one

Date

Practicum Instructor or Signature

Approved _____ Disapproved _____
circle one

Date

The School Counseling coordinator must receive this form before final arrangements for practicum will be made. Copies will be sent to all parties.

Return to:

School Counseling Coordinator
Counseling, Educational Leadership, Educational and School
Psychology Hubbard Hall 104 (Campus Box 142)
Wichita State University
Wichita, KS 67260-0142

Internship Field Site Supervisor Agreement

To Be Completed by Internship Student and Site Supervisor:

I understand that I will need 300 total hours including at least 120 direct client contact hours in order to complete the minimum requirements for CESP 949 School Counseling Internship. I also understand that if I am teaching or am otherwise employed by the school district or agency in which I am completing the internship requirements, that all arrangements for the internship must be made so that my internship requirements will not in any way detract from the work for which I am being paid.

In the space below, describe the time arrangements you are proposing for your internship. Be specific concerning the 300 hours for internship and your job requirements, if any.

Student Name: _____

Address: _____

Phone number(s): _____

Email: _____

WSU ID: _____

Site Supervisor Name: _____

Site Name: _____

Site Supervisor Phone: _____ Site Supervisor Email: _____

Internship Student Signature

Date

Authorized Signature from Site
Supervisor or School Official

Approved _____ Disapproved _____
circle one

Date

Internship Instructor or Signature

Approved _____ Disapproved _____
circle one

Date

The School Counseling coordinator must receive this form before final arrangements for internship will be made. Copies will be sent to all parties.

Return to:

School Counseling Coordinator
Counseling, Educational Leadership, Educational and School
Psychology Hubbard Hall 104 (Campus Box 142)
Wichita State University
Wichita, KS 67260-0142

Emergency and Crisis Management

This form must be completed for each semester of field placement and handed in on the first night of class. Practicum or Internship students must retain a copy. Please attach a copy of any emergency or crisis response documents.

Any situation involving a client that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example:

- Imminent suicide attempt
- Drug overdose
- Physical illness or adverse physical reactions requiring immediate medical attention
- Psychotic reaction or other serious psychological disturbance
- Report of child abuse

Emergency and Crisis Procedures: During Field Placement Hours

Who is the Practicum or Internship student to contact in case of an emergency and crisis situation? (additional pages may be attached).

Name: _____

Phone: _____

If this person is not available, whom else can the Practicum or Internship student contact?

Name: _____

Phone: _____

Outside of Field Placement Hours: If Practicum or Internship students are concerned about clients and need to contact a supervisor outside of their regular field placement hours, what procedures should they follow?

Student Name _____

WSU ID: _____ Date _____

Site Name: _____

Student Signature: _____

Site Supervisor Name _____

Site Supervisor Signature _____

Date: _____

- Provide sufficient opportunities for the Practicum student to fulfill during the semester a minimum of 100 total hours including 40 direct service hours (individual or group counseling, classroom or group guidance, parent consultation). The field site supervisor will assist the Practicum student in generating direct client contact opportunities.
- Provide opportunities for Practicum students to regularly record (audio or video recording) counseling sessions with informed consent. Recordings are used for the supervision and evaluation purposes. Recordings remain in the possession of the Practicum student and/or faculty instructor at all times and all recordings are destroyed after they are reviewed.
- Provide students with an opportunity to lead or co-lead a counseling or psychoeducational group.
- Provide a range of experiences to acquaint the Practicum student with the various duties and responsibilities of a school counselor or a community counselor and provide oversight of the Practicum student's work including an orientation to the field site and its policies and procedures.
- Develop a weekly attendance and activity schedule with the Practicum student based on a minimum of 8-10 hours weekly spent at the field site.
- Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct counseling activities. Practicum students are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or without immediately

accessible consultation services. Practicum students who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.

- Provide a written evaluation of the Practicum student's progress at the midpoint and end of practicum.
- Collaborate with the designated faculty instructor for practicum and the School Counseling Coordinator regarding placement procedures and concerns.

The Practicum student agrees to:

- Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
- Develop a weekly attendance and activity schedule with the field site supervisor based on spending 8-10 hours weekly at the field site during practicum. Provisionally Licensed School Counselors may only count 10 hours weekly toward their practicum, not their entire workweek.
- Provide counseling and counseling-related services consistent with the Practicum student's level of training and supervision and the assigned counseling role.
- Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The Practicum student will follow established guidelines to ensure the security of recordings and will destroy all recordings after review.
- Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
- Purchase liability insurance and adhere to the current ethical guidelines of the American Counseling Association.
- Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
- Provide the Counseling Program with a renegotiated field placement agreement if there is a change of site supervisors or field site.

Termination: It is understood and agreed upon by all parties to this agreement that the field site placement may terminate the WSU practicum experience of the Practicum student if, in the opinion of the field site supervisor, the Practicum student's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the practicum instructor or School Counseling Coordinator of a termination action. A WSU practicum termination action is separate from any employment relationship the Practicum student may have at the field site (e.g., Provisionally Licensed School Counselor).

The parties below agree to the terms of this agreement:

Practicum Student (print)	Practicum Student Signature	Date
Student's WSU ID _____		
Field Site Supervisor (print)	Field Site Supervisor Signature	Date
Practicum Instructor (print)	Practicum Instructor Signature	Date

- Provide sufficient opportunities for the Internship student to fulfill during the semester a minimum of 300 total hours including 120 direct service hours (individual or group counseling, classroom or group guidance, parent consultation). The field site supervisor will assist the Internship student in generating direct client contact opportunities.
- Provide opportunities for Internship students to regularly record (audio or video recording) counseling sessions with informed consent. Recordings are used for the supervision and evaluation purposes. Recordings remain in the possession of the Internship student and/or faculty instructor at all times and all recordings are destroyed after they are reviewed.
- Provide students with an opportunity to lead or co-lead a counseling or psychoeducational group
- Provide a range of experiences to acquaint the Internship student with the various duties and responsibilities of a school counselor and provide oversight of the Internship student's work including an orientation to the field site and its policies and procedures.
- Develop a weekly attendance and activity schedule with the Internship student based on a minimum of 20 hours weekly spent at the field site.
- Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct counseling activities. Internship students are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or without immediately accessible consultation services. Internship students who also teach at the same school where

- they are completing their field placement are not allowed to counsel their own students.
- Provide a written evaluation of the Internship student's progress at the midpoint and end of internship.
 - Collaborate with the designated faculty instructor for internship and School Counseling Coordinator regarding placement procedures and concerns.

The Internship student agrees to:

1. Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
2. Develop a weekly attendance and activity schedule with the field site supervisor based on spending 20 hours weekly at the field site during practicum. Provisionally Licensed School Counselors may only count 20 hours weekly toward their internship, not their entire workweek.
3. Provide counseling and counseling-related services consistent with the Internship student's level of training and supervision and the assigned counseling role.
4. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The Internship student will follow established guidelines to ensure the security of recordings and will destroy all recordings after review.
5. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
6. Purchase liability insurance and adhere to the current ethical guidelines of the American Counseling Association and the American School Counseling Association.
7. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
8. Provide the Counseling Program with a renegotiated field placement agreement if there is a change of site supervisors or field site.

Termination: It is understood and agreed upon by all parties to this agreement that the field site placement may terminate the WSU internship experience of the Internship student if, in the opinion of the field site supervisor, the Internship student's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the internship instructor or School Counseling Coordinator of a termination action. A WSU internship termination action is separate from any employment relationship the Internship student may have at the field site (e.g., Provisionally Licensed School Counselor).

The parties below agree to the terms of this agreement:

Internship Student (print)

Internship Student Signature

Date

Student's WSU ID _____

Field Site Supervisor (print)

Field Site Supervisor Signature

Date

Internship Instructor (print)

Internship Instructor Signature

Date

Final Counseling Practicum/Internship Summary

Note: Completed at end of semester

This Summary must be completed by the Practicum/Internship student for each field experience course at the end of the semester. It is used by the CLES Department to provide documentation of supervised experience for accreditation and licensure review. Refer to your Weekly Activities Log for data.

Semester _____ Year _____

Practicum/Internship Student: _____ WSU ID: _____

Field Site Name (school or agency): _____

Field Site Address: _____

Dates effective from / / through / /

Total clock hours earned during this course (get this from Weekly Activities Logs)

Total Individual Hours: _____

Total Other Client + _____

Total Clock Hours: = _____ of direct

This a true accounting of the hours for my school counseling practicum/internship for
_____ Semester, _____ Year

Practicum Student Signature

Date

Site Supervisor Name: _____

Site Name: _____

Site Supervisor Signature: _____

Date: _____

Practicum/Internship Field Experience Plan

Note: This document must accompany the field placement agreement and be filed with the practicum/internship instructor at the first class meeting.

Practicum/Internship Student: _____
(printed name)

Semester _____ Year _____

Field Site Name (school or agency): _____

Proposed schedule for Practicum student at field site placement:

Weekday	Times student is expected to be at field site (e.g., 8:00am-2:00pm on Tuesdays and Thursdays)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Please specify and describe activities likely to be undertaken by the student during this placement experience. **NOTE:** The majority of student direct service hours must be in individual or group counseling and guidance activities.

- Individual counseling: adolescents children adults families

- Group counseling (leading or co-leading); please specify focus of planned groups:

- Classroom guidance; please indicate type and focus of planned activity:

- Career counseling:

- Consultation (e.g., with parents, school officials):

- Psychoeducational activities relevant to the field site:

- Record keeping

- Receiving supervision (individual or group at the field site). Please specify which:

- Assessment (e.g., test interpretation). Please specify types:

- Other (describe):

Student (print)

Student Signature

Date

Field Site Supervisor (print)

Field Site Supervisor Signature

Date

WSU Instructor (print)

WSU Instructor Signature

Date



**WICHITA STATE
UNIVERSITY**

COLLEGE OF APPLIED STUDIES

*Counseling, Educational Leadership,
Educational and School Psychology*

To the client and/or the client's parent:

Your counselor is a counseling trainee enrolled in practicum/internship. Counseling trainees in practicum/internship have successfully completed most minimum training standards (e.g., CACREP, KSDE, ASCA, ACA standards) required to earn a graduate degree in counseling at Wichita State University. Consistent with these national standards, your counselor is supervised by multiple entities and is required to undergo rigorous evaluations based on counseling performance.

Counseling trainees are required to demonstrate their professional skills in interactions with clients by providing supervisors with work samples in the form of recorded tapes of counseling sessions. These tapes are intended to enhance their professional training and improve the services you or your child receive. Therefore, your counselor is asking your permission to record your counseling sessions for these evaluative practices.

Your counselor is compliant with the ACA Code of Ethics (2014). Congruent with the ACA Code of Ethics, all records of counseling services provided, including recordings, are considered confidential professional information. Recordings will be protected by the counseling trainee and the supervisors of the counseling trainee. These recordings will be utilized for the purpose of professional evaluation and training, and will be reviewed by trainees and supervisors in congruence with the ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

Consent to Participate in Counseling

I, the undersigned, hereby acknowledge that I have read and discussed with my counselor the information presented above. I fully understand the purpose of this request and

I agree to participate in counseling or allow my minor child to participate in counseling. Yes/No

I agree to taped counseling session(s) for the counselor trainee's evaluation. Yes/No

(Name of Client)

(Signature of Client)

(Date)

(Name of Counselor trainee)

(Signature of Counselor)

(Date)

(Signature of Client's Parent or Guardian, if applicable)

(Date)



Para el cliente o el padre del cliente:

Su consejero o el de su niño es un consejero practicante inscrito en una práctica u otra experiencia de campo. Los consejeros practicantes colocados en el campo han completado con éxito la mayoría de las normas mínimas de entrenamiento necesarias para obtener un título de postgrado en consejería en Wichita State University. En acorde con estas normas nacionales, su consejero es supervisado por varias entidades y es necesario que se someta a rigurosas evaluaciones basadas en el desempeño de la consejería.

Se requiere que los consejeros practicantes demuestren sus habilidades profesionales en las interacciones con los clientes proporcionando a los supervisores con muestras de trabajos en forma de grabaciones de sesiones de consejería. Estas grabaciones están destinados a mejorar su formación profesional y mejorar los servicios que usted o su hijo reciben del consejero estudiante. Por lo tanto, su consejero le pide su permiso para grabar sus sesiones de consejería para estas prácticas evaluativas. Usted también puede elegir para usted o su niño recibir servicios sin aceptar la grabación.

Su consejero estudiante cumple con los Códigos de Ética de la Asociación Americana de Consejería ("ACA" por sus siglas en inglés) (2014). En acuerdo con el Código de Ética de la ACA, todos los registros de servicios de consejería, incluyendo grabaciones, son considerados como información profesional confidencial. Las grabaciones serán protegidas por el consejero practicante y por los supervisores del consejero practicante. Estas grabaciones serán utilizadas para el propósito de evaluación y capacitación profesional, y serán revisadas por los practicantes y los supervisores en acuerdo con el Código de Ética de la ACA. El único momento en que esta confidencialidad puede ser violada es si usted lo solicita o cuando sea requerido por la ley. Las grabaciones son destruidas inmediatamente después de que son revisadas por el instructor/supervisor de la Universidad.

Consentimiento para participar en Consejería

Yo, el abajo firmante, confirmo que he leído y discutido con mi consejero la información presentada anteriormente. Comprendo plenamente la finalidad de esta solicitud y

Yo me comprometo a participar en la consejería o permito que mi niño(a) menor de edad participe en la consejería. Sí/No

Yo estoy de acuerdo en participar o permitir que mi niño(a) menor de edad participe en las sesiones de consejería(s) para la evaluación del consejero en entrenamiento, y que estas sesiones sean grabadas. Sí/No

(Firma del Cliente)

(Fecha)

(Firma del Padre o Guardián del Cliente, si aplica)

(Fecha)

(Firma del consejero practicante)



School Counseling Practicum/Internship Log

Internship Student's Name

Placement Site

Name of Site Supervisor

Period of Site Placement

Week	Direct Contact Activity*	Direct Hours	Indirect Activity**	Indirect Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
Total Hours				

*Direct Hours include group counseling (e.g., at least 5 clock hours), individual, counseling, intakes, mental status exams, etc. **Indirect Hours include class time, supervision hours, paperwork, trainings, etc.

Printed Name of Site Supervisor

Signature of Site Supervisor

Date

Printed Name of Intern

Signature of Intern

Date

Direct Hours Include:

1. Individual Counseling
2. Group Counseling

Indirect Hours Include but Not Limited To:

1. Classroom Guidance
2. Consultation with Parents, Teachers, Administrators or Others
3. Paperwork
4. Clerical Duties
5. Student Support - recess or cafeteria duty are examples
6. Individual Student Support - One on One with a Student for Classroom or Other Support
7. Attendance at Workshops, in-service, staff meetings (non-credit)
8. IEPs in the role of Counselor
9. Parent Conferences (in the role of counselor)
10. Student Study Team (in the role of counselor)
11. Test Administration and Interpretation
12. Professional Reading of Resources
13. Development of curriculum or lessons for guidance
14. Preparation for Groups
15. Reviewing Critiquing Tapes
16. Observing Students Formally or Informally
17. Group Supervision
18. Individual Supervision - Instructor and/or Site
19. Many other things

COUNSELING PRACTICUM SITE SUPERVISOR EVALUATION

This evaluation form is used to check competencies in the counseling practicum as observed by the practicum site supervisor. The form is completed by the site supervisor at minimum at midterm and end of semester. The form may be completed at any time the practicum site supervisor or the faculty instructor feels feedback and evaluation is appropriate and beneficial to the student.

The final practicum site supervisor evaluation is a required KSDE assessment.

Directions: This form is completed by the Site Supervisor.

Student Name: _____ WSU ID#: _____

Supervisor Name: _____ Date: _____

Internship Site: _____

The items are scored using the following scale:

4 = Highly Effective

3 = Effective

2 = Developing

1 = Not Effective

N/A = Not applicable, not observed

Professionalism

1. Arriving at assigned times and days at the placement site or for supervision. _____
2. Attending supervision sessions regularly and prepared with work samples. _____
3. Is response to feedback from supervisors and other school personnel. _____
4. Follows policies and procedures outline in the WSU practicum manual. _____
5. Follows policies and procedures of the school and district _____
6. Making progress toward becoming a competent school counselor. _____
7. Planning and organizing available time to participate in a wide variety of school counselor experiences _____
8. Prioritizing tasks in relation to deadlines, site procedures, and client needs. _____
9. Completes quality school counseling work _____
10. The student has identified learning goals or areas for improvement and is making progress toward achieving them in supervision and at the placement site _____

For Instructor use. Mean Score _____

Historical and Social Foundations of School Counseling

1. Recognizes own competencies and skills and shares these with peers and supervisors, and recognizes

the importance of continual lifelong professional development in maintaining and expanding these competencies and skills. _____

2. Understands how to implement a data-driven school counseling program. _____
3. Uses appropriate strategies in articulating and disseminating information on the role and function of the school counselor. _____
4. Engages in relevant professional development activities. _____
5. Demonstrates approaches and techniques for current needs, issues, and trends. _____

For Instructor use. Mean Score _____

Results Based School Counseling Program

1. Understands dissemination of information for program development and implementation to stakeholders. _____
2. Understands and uses appropriate community referrals. _____
3. Uses data to identify and effectively address the existing gaps between and among different groups of students. _____
4. Uses assessment of student needs as a basis for program development and implementation. _____
5. Uses appropriate research data, program evaluation methods and other appraisal methods in program evaluation. _____

For Instructor use. Mean Score _____

Human Growth and Development

1. Effectively uses knowledge and appropriate techniques of individual and family normal human growth and development and related behavior in intervening in client situations. _____
2. Applies knowledge and techniques in classroom lessons as well as individual and group counseling appropriate to the developmental stages of students. _____
3. Effectively uses knowledge of how social, cultural, ethnic and racial differences the development of clients. _____
4. Uses data-driven programs and interventions to enhance student character development and emotional learning* _____
5. Effectively uses knowledge of the dynamics of both normal and abnormal human growth and development in addressing students' needs using the multi-tier approach in counseling consultation, assessment, and referral _____

**includes resilience, perseverance, empathy, and self-discipline*

For Instructor use. Mean Score _____

Counseling Theory and Skills

1. Effectively leads small groups and classroom lessons in counseling using theoretical and research based best practice-based skills. _____
2. Understands and uses theories and techniques as well as appropriate technology for individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of students _____
3. Understands the importance and demonstrates knowledge of personal, cultural, and behavioral characteristics in the counseling process. _____
4. Applies the principles of a multi-tiered approach that may include programs such as peer-helper programs, individual plans of study, career mentoring, crisis intervention, grief and bereavement counseling, suicide prevention models and so forth within the context of a comprehensive school counseling program. _____
5. Demonstrates effective communication and leadership in the implementation of crisis intervention, grief and bereavement counseling, and suicide prevention models. _____

For Instructor use. Mean Score _____

Ethical and Legal Issues

1. Evaluates and implements appropriate assessment instruments for use with counseling students. _____
2. Implements traditional and digital procedures for managing, interpreting, and disseminating data obtained through assessment, research, and program evaluation _____
3. Uses appropriate programs, techniques, technology, and methods in assessment of students. _____
4. Understands the ethical standards and counselor best practice for selecting, administering, and interpreting assessment instruments and techniques. _____
5. Uses appropriate academic and behavioral data to implement strategies in school counseling core curriculum, individual and group counseling, classroom lessons, and closing the gap action plans. _____

For Instructor use. Mean Score _____

Career Development

1. Facilitates an understanding of the relationship between learning and work, career and labor market information and resources, and career information systems in assisting students in career development. _____
2. Uses the various theories of career development in the counseling process based on the needs and developmental stage of the student. _____

3. Demonstrates skill in enhancing student decision-making, goal-setting, persona/social transitions and post-secondary planning. _____
4. Collaborates with other educators to implement college and career ready, social, character education and/or other curriculum designed to prepare students for high school academic and career success. _____
5. Understands the various programs, techniques, technology and methods of assessment for assisting students with career planning. _____

For Instructor use: Mean Score _____

Teaming, Consultation, Coordination

1. Engages in open, comfortable and clear communication with peers and supervisors. _____
2. Recognizes own deficiencies and understands the importance of continual lifelong professional development in actively working to overcome them in actively working to overcome them with peers and supervisors. _____
3. Effectively creates a positive climate for a counseling program. _____
4. Applies principals of team dynamics and collaborates and consults with other school personnel in assessing and meeting the needs of students and to promote change. _____
5. Serves as a leader in the school and community relations to promote and support student success. _____

For instructor use: Mean Score: _____

Multiculturalism and Social Diversity

1. Develops and uses skills and techniques necessary to work with students of varied social and cultural backgrounds. _____
2. Identifies and addresses issues unique to specific social and cultural groups that affect the counseling process. _____
3. Influences a positive school culture of respect and dignity for all students by addressing social justice, identity development, character development, and social emotional learning of all students. _____
4. Uses appropriate techniques to address the needs of diverse populations. _____
5. Creates and implements classroom lessons that recognize social and cultural diversity. _____

For Instructor use. Mean Score _____

Comments

What are this counseling student's strengths?

What recommendations for improvement do you have for this counseling student?

Signature of Site Supervisor

Date

Signature of Student

Date

My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

School Counseling Internship Site Supervisor Evaluation

Directions: This form is completed by the student.

Site Supervisor's Name: _____ Email: _____

Site Address _____ Date(s) of Supervision: _____

Students please use this form to evaluate your clinical supervision experiences. Circle one number to the right of each item to indicate how you perceived your experience with your site supervisor. The ratings range from (1) Not Effective to (4) Highly Effective.

<i>Not Effective</i> 1	<i>Developing</i> 2	<i>Effective</i> 3	<i>Highly Effective</i> 4	<i>Not Applicable</i> NA
---------------------------	------------------------	-----------------------	------------------------------	-----------------------------

The Supervisor:

- | | | | | | |
|---|---|---|---|---|----|
| 1. Conveyed acceptance and respect. | 1 | 2 | 3 | 4 | NA |
| 2. Recognized and encouraged further development of my strengths. | 1 | 2 | 3 | 4 | NA |
| 3. Helped me gain knowledge and insight about agency policies. | 1 | 2 | 3 | 4 | NA |
| 4. Helped me gain knowledge and insight on referral processes. | 1 | 2 | 3 | 4 | NA |
| 5. Helped me to be more proficient in formulating treatment plans, progress notes, and reports. | 1 | 2 | 3 | 4 | NA |
| 6. Gave me useful feedback when I did something well. | 1 | 2 | 3 | 4 | NA |
| 7. Gave me useful feedback when my performance was not satisfactory. | 1 | 2 | 3 | 4 | NA |
| 8. Helped me to develop more effective counseling skills. | 1 | 2 | 3 | 4 | NA |
| 9. Helped me use assessment instruments effectively. | 1 | 2 | 3 | 4 | NA |
| 10. Helped me understand the implications and dynamics of the counseling approaches I used. | 1 | 2 | 3 | 4 | NA |
| 11. Helped me organize relevant case data in planning goals and strategies for my clients. | 1 | 2 | 3 | 4 | NA |
| 12. Helped me articulate a theoretically sound basis for ways In which I worked with clients. | 1 | 2 | 3 | 4 | NA |

13.	Addressed issues related to difficult clients.	1	2	3	4	NA
14.	Encouraged me to become more independent as my skills increased.	1	2	3	4	NA
15.	Modeled ethical and professional behavior.	1	2	3	4	NA
16.	Helped me define and maintain ethical behavior.	1	2	3	4	NA
17.	Encouraged me to engage in professional behavior.	1	2	3	4	NA
18.	Offered resource information when I requested or needed it.	1	2	3	4	NA
19.	Encouraged self-monitoring and development of self-evaluation skills.	1	2	3	4	NA
20.	Provided periodic and timely assessment of my counseling skills.	1	2	3	4	NA
21.	Clearly delineated standards of evaluation.	1	2	3	4	NA

Comments:

Student's Signature: _____ **Date:** _____

School Counseling Student Internship Evaluation

The purposes of this form are twofold: (1) to provide the student counselor with an opportunity to review levels of competency in the performance skill areas of basic helping skills and procedural skills and (2) to provide the student counselor with a basis for identifying areas of emphasis within supervision.

CACREP 2016 Section II, Standard 1.k., 1.1., Standard 2.c., Standard 3.h., Standard 5.d., f., g., h., n., Section 4, Standard H, Section III, Professional Practice. CACREP 2016 Specialty Standards: CMHC/School Counseling 3, Practice, Standard b, f)

(KSDE Standard 1.1.3.PS, 1.1.4.PS., 1.2.5-6.PS; 2.1.6.PS; 3.1.5-6 PS; 3.2.2-3.PS; 4.1.7-10.PS; 4.2.1-2.PS, 4.3.1.PS; 5.2.1-4.PS; 6.1.6-9.PS; 7.1.5-8.PS; 8.1.4-6.PS; 8.2.1-2.PS)

Directions: This form is completed by the Site Supervisor.

Student Name: _____

WSU ID#: _____

Supervisor Name: _____

Date: _____

Internship Site: _____

The items are scored using the following scale:

4 = Highly Effective

3 = Effective

2 = Developing

1 = Not Effective

N/A = Not applicable, not observed

Performance of Basic Work Requirements

(KSDE Standard 1.2.5-8.PS; 7.1.5-8.PS; 7.2.5.PS)

- a) The student is making progress in meeting the requirements of service hours at the placement site
- b) The student is providing the supervisor with sufficient work samples in a timely way
- c) The student is following the policies and procedures outlined in the Intern Manual
- d) The student is attending scheduled supervision sessions regularly and in a timely way
- e) The student has identified learning goals and is making progress toward achieving them in supervision and at the placement site
- f) The student is amenable to supervision and demonstrates application of supervisor feedback

Counselor Practice, Knowledge, and Skills

The students should be able to demonstrate appropriate professional proficiency in the self-critical, accountable, and knowledge-guided use of counseling skills, to include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, utilizing the previous didactic and experiential training received while in the Counseling Program. Competence will be displayed through the student's ability to (KSDE Standard 3.1.4-6.PS; 3.2.2-3.PS; 4.1.7-10.PS; 4.2.1-2.PS):

1. Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process:
 - a) Using empathy to show understanding of how client expresses and experiences.

- b) Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.
 - c) Using concrete language to assist client.
 - d) Distinguishing personal feelings and opinions separately from the client's.
 - e) Displaying genuineness
2. Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:
- a) Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
 - b) Using responsible confrontation to challenge client discrepancies, evasions, and resistances.
 - c) Using immediacy techniques to examine here-and-now relationship issues.
3. Using modes of direct service intervention appropriate to role level, client needs, and site function:
- a) Providing counseling services, including any appropriate services to the family of the client.
 - b) Planning and coordinating services for a client.
 - c) Co-leading or leading a client group.
 - d) Matching client with needed community services.
 - e) Making appropriate referrals and follow-up.
 - f) Acting as client's advocate.
4. Formulating and implementing a plan to deal with a client problem:
- a) Writing and discussing a plan of action and rationale for it.
 - b) Carrying out the steps of the plan in collaboration with the client.
 - c) Monitoring the plan with the client, exchanging feedback about the process.
 - d) Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.
5. Terminating and evaluating the counseling relationship:
- a) Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral.
 - b) Identifying and assessing the effects of termination on self and client.
 - c) Identifying and assessing the client's movement toward agreed on goals and suggesting next steps

Becoming a Professional Counselor

This learning objective is demonstrated in the student's willingness to be fully responsible for personal thoughts, feelings, and actions and in the student's pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to (KSDE Standard 4.1.7-10.PS; 5.1.6-8.PS; 5.2.1-4.PS; 6.1.6-9.PS):

- 1. Demonstrating a capacity for self-observation and self-awareness:
 - a) Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity by using data and technology.
 - b) Examining and changing behaviors that interfere with successful work.
 - c) Exercising initiative in making counseling interactions and activities observable and subject to feedback.
- 2. Using Counseling Supervisors for learning:
 - a) Identifying initial learning needs and interests.

- b) Actively collaborating in formulating and updating a learning contract.
- c) Asking questions.
- d) Preparing work agendas.
- e) Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research.
- f) Discussing assignments, challenges, and problems openly with supervisor.

3. Applying content from counselor program courses in the placement site:

- a) Applying counseling skills, knowledge, and ethics in work with clients and colleagues.
- b) Identifying and discussing ethical dilemmas in professional decision-making.
- c) Discussing conflicting obligations/choices/expectations between self, client, and colleagues.
- d) Generating reports, presentations, process records, and tapes.
- e) Applying knowledge of theory/empirical findings.
- f) Implement data-informed and developmentally appropriate individual, group, and career development processes and counseling.

4. Managing time and work demands:

- a) Arriving at assigned times at the placement site or for supervision.
- b) Planning and organizing available time to manage the flow of work.
- c) Prioritizing tasks in relation to deadlines, site procedures, and client system needs.
- d) Completing assignments on time.
- e) Exercising good judgment in completing work priorities.

School Counseling Skills

The students should be aware of the reciprocal influences of culture and personality on human and organizational behavior. The students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site's services, clients, and staff. Competence will be displayed through the student's ability to (KSDE Standard 2.1.5-6.PS; 2.2-6.PS; 7.1.5-8.PS; 7.2.5.PS):

1. Identifying and describing the organizational structure of the site, its mandates and services, and the roles and functions of staff members:
 - a) Describe the placement site's organizational lines of authority and structure.
 - b) Describe the site, its purpose and its services.
 - c) Respond to telephone requests for information about the site.
2. Describing and assessing the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self by using data:
 - a) Identify how individual problems relate to larger policy issues.
 - b) Describe ways in which gender, race, social class, age, ability, sexual orientation, and ethnicity impact the organization and use of services.
 - c) Describe the formal and informal means through which site policies are formulated.
 - d) Describe the work climate of the site and assess its impact on staff morale.
3. Describing the typical client in relation to the community system, and recognize the ways in which a client's inability to function appropriately or adequately in the community system leads to involvement with the site:
 - a) Identify and describe the key components within the community which promote or diminish client functioning.
 - b) Present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.

- c) Identify and describe key organizations or institutions in the client's life and the interactions existing between the client and these larger systems.
 - d) Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills.
4. **Contributing to the processes of maintenance and change in the site and the community:**
- a) Identify and assess personal feelings, attitudes, and degrees of adaptability with respect to changes within the site.
 - b) Contribute to the ways in which staff members cooperate in various work groups.
 - c) Demonstrate developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.

Counseling Dispositions & Behaviors (Lambie, Mullen, Swank, & Blount, 2015)

A	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, KSDE, & NBCC; including practices within competencies (<i>KSDE Standard 1.1.3-4.PS; 1.2.5.PS</i>)	1	2	3	4	N / A
B	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others (<i>KSDE Standard 1.2.5.7-8.PS</i>)	1	2	3	4	N / A
C	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	1	2	3	4	N / A
D	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures	1	2	3	4	N / A
E	Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	1	2	3	4	N / A
F	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship (<i>KSDE Standard 8.1.4-6.PS; 8.2.1-2.PS</i>)	1	2	3	4	N / A
G	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	1	2	3	4	N / A
H	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	1	2	3	4	N / A
I	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	1	2	3	4	N / A

J	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	1	2	3	4	N / A
K	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	1	2	3	4	N / A

Overall, what would you identify as this student’s strengths?

What would you identify as areas in which the student could improve?

Would you recommend this student for employment or continued graduate studies?

Overall Evaluation: Based on the student's level of training and the above items, please evaluate the student's *overall professional competence* during this period? (Please circle **ONE** number.)

- 4 = Highly Effective
- 3 = Effective
- 2 = Developing
- 1 = Not Effective

Signature of Site Supervisor

Date

Signature of student

Date

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.