

FGCU

Graduate Internship Candidate & Site Supervisor's Manual



FGCU

College of Education - Counseling Programs

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The Mental Health Counseling and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)). CACREP accreditation provides recognition that the content and quality of the education offered by our programs have been evaluated extensively and meets standards set by and for the profession.

The School Counseling program is also approved by the [Florida Department of Education](#).

Introduction

This manual, also available online (<http://bit.ly/counseling-internship-manual>), is designed to introduce candidates and their site supervisors to program expectations and requirements for satisfactory completion of internship courses. It provides guidelines, policies, procedures, and other information about completion of the necessary

experiences, supervision, and paperwork. Included are recommendations for ensuring good communication between the candidate, site supervisor, and university supervisor. The intent of this manual is to concentrate on internship mechanics, thereby freeing the intern to focus on maximizing their learning from the field experience. It is the responsibility of the candidate to follow established procedures for application and enrollment in Internship courses; be familiar with site policies for clinical placements and program requirements; follow all ethical, legal, and agency parameters/guidelines; and adhere to licensure/certification requirements. This manual is required for all field experiences (practicum, internship, and field based assignments). In addition, all candidates must have individual professional liability insurance activated at the onset and the duration of their practicum and internship experiences. Documentation of the current liability insurance must be available and on file in the program offices.

Candidates concentrate their experiences in settings appropriate to their program (school counseling or mental health counseling) which may include community settings such as mental health centers, community agencies, or corporate units; in the public or private schools; or higher education settings. Internship experiences are intended to allow candidates to synthesize and apply knowledge learned in other academic experiences as well as refine previously learned skills in order to develop new skills. All field experiences are designed to be progressive with each one requiring increasing levels of skills, knowledge, and dispositions than the last. Specifically, students must demonstrate self-knowledge and reflective practice, clarity of written and oral communication, a balance of theory and the application to practice, and a combination of knowing and using evidence based interventions and practices.

Following the policies and procedures described in this manual and maintaining close contact with faculty will help students get a clear focus on their internship goals. A student's faculty supervisor (course instructor) will provide a syllabus containing specific details about each internship course. The student is encouraged to read this manual and to be familiar with the forms, policies, and procedures in advance. Once a candidate has successfully completed the prerequisites for internship, an application must be submitted to the Counseling Program by the deadline posted each semester online. It is necessary for candidates to apply for internship in the middle of the regular academic semester (mid-October and mid-March) prior to the semester one wishes to participate at an internship site. Applications are available on the College of Education website under the [counseling program links section](#).

The Practicum and Advanced Practicum provide opportunities for candidates to develop the required skills and knowledge for the setting and population of their eventual placement. The Internship is a more intensive experience and the candidate is expected to demonstrate broader skills in all aspects

The Counseling Faculty considers supervised field experiences (i.e., practica and internships) to be among the most important professional preparation activities in which candidates participate.

of professional functioning. Internship experiences should be at sites that are appropriate to each student's respective career goals. Candidates will want to work closely with the department's internship coordinator and faculty within the site selection process and carefully consider their professional goals, interests, needs, and expectations for their clinical/field experiences. Multiple internships should reflect diversity of experiences with different sites, agencies, populations, school levels, and activities whenever possible. When selecting a site, candidates should keep in mind the educational and work opportunities that may be outcomes from the clinical field experience. In addition candidates should aim for a site placement that represents a "good fit" with their personal and professional needs, values, interests, program requirements, and licensure/certification requirements. Sites are chosen for both the service they provide to their consumers and for the learning opportunities they provide to the candidates. Candidates can expect to be placed at sites that provide appropriate challenges that often require them to work outside of their "comfort zones." "Good fit" is not synonymous with going to a site that is convenient and comfortable.

When sites agree to allow candidates to train with them, they agree and understand their responsibility to promote the candidates' professional development. These training experiences have a dual role and will work diligently to insure that the needs of the site and candidates are met during the internship.

The faculty wishes to thank the University of Florida, the University of Mississippi, St. John Fischer College, and the University of North Carolina Greensboro, for allowing the use of their manuals to serve, in part, as models for this document.

PURPOSE

Field experiences are part of all of the counseling programs with internships marking the synthesis and culmination of the academic preparation to become a professional counselor. These provide candidates with an opportunity to demonstrate and improve knowledge and skills learned in the classroom setting. Internships provide supervised learning experiences to meet the professional needs and goals of the candidate while providing a service to the school or agency. During Practica, the focus is on developing individual counseling micro-skills or interviewing skills. A combination of Practicum and Advanced Practicum require a total of 100 hours, 40 of which must be in direct service. Candidates must receive a passing grade in both Practica to progress to internship. During internships the focus is on face-to-face direct service including individual/group counseling. There are varying numbers of hours required. For candidates in the School Counseling Program this totals 600 hours of which 240 must be direct service. For Candidates in the Mental Health Program this totals 900 hours of which 360 must be direct service.

OBJECTIVES

The primary objectives of field experiences are the acquisition of competence in the skills required by the work role of the counselor in a specific setting. The internship requires the Counseling candidate to:

- **Demonstrate skills in developing a counseling relationship;**
- **Articulate a counseling approach that is consistent with personal values, and theoretical beliefs;**
- **Accurately identify client/student concerns and issues;**

- Assess clients from a multicultural perspective to understand their worldview, values, family structure and behavioral norms;
- Demonstrate the appropriate use of assessment instruments based on a familiarity with the validity and reliability of these instruments;
- Interpret data about clients regarding diagnosis and treatment;
- Demonstrate familiarity with and an understanding the current DSM classification of disorders and the various diagnostic categories (of particular importance for mental health counselors);
- Make recommendations for clients/students based on available data and develop a counseling plan;
- Provide individual and group counseling services from the beginning of the counseling relationship to termination;
- Demonstrate an ability to provide information to a group through a presentation, workshop, or classroom guidance program;
- Develop plans for a comprehensive school counseling program (specifically for school counselors);
- Demonstrate an understanding of evaluating professional effectiveness.
- Demonstrate sensitivity for legal and ethical dilemmas and conduct themselves in a professional and ethical manner at all times.
- Demonstrate verbal communications that are clear and concise in daily interactions with co-workers and other professionals;
- Engage in consultation with professionals and during interdisciplinary team meetings;
- Educate clients and stake holders on such issues as self care, daily living skills, parenting, education and other support services;
- Demonstrate effective referral and collaboration skills;
- Write reports required by the site supervisor including progress notes and written client records;
- Demonstrate technology skills for word processing, specialized software application, web, email, communication/collaboration media, data, and search;
- Communicate with other professionals using appropriate terminology pertaining to counseling, education, psychopathology, special services and psychotropic medication;
- For school counselors, demonstrate the competencies as described by the ASCA School Counselor Competencies.

PREREQUISITES

Candidates are only permitted to enroll in internships when they have completed all counseling course requirements with the grade of "B" or better and passed previous field experiences. The order of the cohort program is deliberate and presumes successful completion of courses in the order in which they appear. Recognizing that there are periodically situations beyond the candidate's or the program's control, the program will consider exceptions on an individual basis. Candidates who request exceptions to their respective programs must submit a detailed proposal to the program faculty, through their advisor, for how they will otherwise complete program requirements. Faculty will carefully review and either accept, deny, or provide alternate suggestions.

TIME REQUIREMENTS

The internships are associated with specific hour requirements according to the program of study. (See the Table below). Each course is fully described in the FGCU Catalog.

<i>School Counseling</i>	<i>Hours</i>	<i>Mental Health Counseling</i>	<i>Hours</i>
MHS 6800 – Practicum	50	MHS 6800 – Practicum	50
MHS 6805 – Advanced Practicum	50	MHS 6805 – Advanced Practicum	50
MHS 6831 - Internship I	100	MHS 6881 - Clinical Internship I	100
MHS 6832 - Internship II	200	MHS 6882 - Clinical Internship II	100
MHS 6833 - Internship III	300	MHS 6884 - Clinical Internship III	300
		MHS 6888 – Internship and Seminar in Professional Development in Mental Health Counseling	300
		MHS 6886 – Clinical Internship V	100
TOTAL	700	TOTAL	1000

***Note:** During Clinical Internship V, the maximum ratio of student supervisors to advanced practicum students is 1:3 and 1:6 of faculty to intern student supervisors.

INTERNSHIP SITE SELECTION

Important: Students are not expected to locate their own placements and are discouraged from initiating contact with organization staff to set up a practicum or internship.

The deadline for submitting the application is mid-March for the Fall semester and mid-October for the Spring semester. Therefore, it is imperative that the candidates select an appropriate internship site before the application deadline date. Identifying internship sites is usually done in collaboration with counseling program faculty, internship coordinator, faculty supervisors, and under the eventual approval of the program faculty.

Although the counseling program is generally designed to accommodate the scheduling needs of working adults, candidates should not expect to be able to complete field experiences, in whole or in part, depending on the site, exclusively during nights and/or weekends.

Internship experiences are a culmination of the courses and skills acquired to date. Often internships lead directly to employment. Therefore, identifying appropriate sites requires careful thought and research. Once assigned to a site, all candidates are required to set up an interview with the prospective site supervisor to finalize the placement.

A continually updated directory of internship sites that includes a variety of placements is available online. These sites have been used in student training in the past and the Internship Coordinator approved them and trained the site supervisors for our graduate candidates. The Counseling program at Florida Gulf Coast University makes an effort to include sites in the directory, which meet the needs of students, and are also appropriately certified, accredited, and whose personnel have the required credentials. If a student identifies a site that meets these criteria and which is not on the directory, they should consult program faculty for possibly adding the site.

If a student would like to conduct their internship at a site not listed in the directory of approved sites, he/she should contact the Internship Coordinator to begin the process of exploring whether or not the site may be added to the list.

Site Selection for Mental Health Counseling Placement

When applying for field placement sites, candidates should take the following steps:

- Candidates should begin formulating their practicum and internship plans when they enter the program. Students should plan to diversify their internship experiences in terms of counseling issues/goals, populations, school levels, and settings. For example, if the candidate does an internship in a school setting, they should have experience with populations at varying levels (no less than two). Therefore, the student will be required to work at more than one school and with no fewer than two levels (e.g., elementary, middle, secondary). A parallel requirement exists for mental health counseling candidates whose experiences must be with multiple populations and settings.
- When selecting an internship site, candidates must consider a number of factors. These factors include but are not limited to
 - The type of clients served at the site: Will this experience meet personal interests and goals? Will there be exposure to a heterogeneous group of people or will the focus be on a particular population (for example children, adolescents, adults or the elderly)? Will the problems be of clinical interest (for example, children and families, AIDS, chronically ill or career counseling)? Will it address diverse activities? Will the clients represent varied socio-economic and ethnic backgrounds?
 - The type of services provided: Will there be sufficient variety to complete the requirements (including individual and group counseling, assessment, consultation) for the internship? Specifically, what kind of activities will be expected of the counseling intern?
 - How does any one site fit into the student's overall internship plan?
- Candidates will be required to complete the internship application for each successive internship that includes a prioritized list of preferred sites. Every effort will be made to place each candidate at a site of preference (or its equivalent) based on availability and based on the candidates overall placement preferences and history. Candidates who refuse a site placement will be receive consideration for other sites once all other candidates have been placed.
- Inclusion as a field placement site is based, in part, on the site's ability and agreement to provide an organized and varied training experience in which candidates receive consistent, qualified, individual supervision during their placement. Candidates may not be used as clerical or support staff. Internship experiences are intended to mirror the work of the professional counselors. A qualified supervisor (or, on occasion, his/her qualified designate) must be on-site whenever the candidate is working with clients as part of the internship.
- When candidates and sites finalize the placement, they should meet to discuss their specific plans and be prepared to provide a current resume. Note that completion of the program depends on successful completion of each and every internship which may require a positive background check, fingerprint review, drug screening, and site orientation at each location and/or school district
- Interns are expected to be involved in those activities in which the regular staff is engaged. During the course of internships candidates should assume all duties of a staff counselor while they are on site (for instance, intake interviews, individual, and group counseling appropriate to their course

experience) as limited by the parameters set by each level of internship. Sites that severely limit the candidates' activities will lose the intern and will not be used in the future.

- Ultimately, internship sites have the option of accepting or declining to have a graduate student at their site. Therefore, candidates should make the best possible impression and conduct themselves in a professional manner when they visit sites on an informal or formal basis.
- Under special conditions, a candidate may be approved to conduct their internship at their place of employment. One typical condition is that the candidate be placed in a different department and/or be supervised by someone other than their work supervisor. Such a placement should be carefully considered and planned, and requires program approval. In these instances, internship students should consider potential complications that include:
 - Dual supervisory responsibilities;
 - Overlapping and/or conflicting requirements for the site and the university;
 - Overlapping or conflicting procedures and policies;
 - Conflicting roles/expectations of site and university;
 - Need to set boundaries between one's employment and private lives;
 - When conflicts arise in internship, employment could be compromised; and
 - The need for new and diverse learning experiences.
 - The school has students from diverse ethnic, socioeconomic, and racial backgrounds

Site Selection for School Counseling Internship Placement

When applying for field placement sites, school counseling candidates should take the following steps:

- Candidates should begin formulating their practicum and internship plans when they enter the program. Students should plan to diversify their internship experiences in terms of counseling issues/goals, populations, school levels (e.g., elementary, middle, secondary), and settings. For example, school counseling candidate should have experience with populations at varying levels (no less than two).
- Candidates will be required to complete the internship application for each successive internship that includes a prioritized list of preferred sites. Every effort will be made to place each candidate at a site of preference (or its equivalent) based on availability and based on the candidates overall placement preferences and history. Candidates who refuse a site placement will receive consideration for other sites once all other candidates have been placed.
- Inclusion as a field placement site is based, in part, on the site's ability and agreement to provide an organized and varied training experience in which candidates receive consistent, qualified, individual supervision during their placement. Candidates may not be used as clerical or support staff. Internship experiences are intended to mirror the work of the professional counselors.
- When candidates and sites finalize the placement, they should meet to discuss their specific plans and be prepared to provide a current resume. Note that completion of the program

depends on successful completion of each and every internship which may require a positive background check, fingerprint review, drug screening, and site orientation at each location and/or school district

- Interns are expected to be involved in those activities in which the regular staff is engaged. During the course of internships candidates should assume all duties of a staff counselor while they are on site (for instance, intake interviews, individual, and group counseling appropriate to their course experience) as limited by the parameters set by each level of internship. Sites that severely limit the candidates' activities will lose the intern and will not be used in the future.
- Ultimately, internship sites have the option of accepting or declining to have a graduate student at their site. Therefore, candidates should make the best possible impression and conduct themselves in a professional manner when they visit sites on an informal or formal basis.
- Under special conditions, a candidate may be approved to conduct their internship at the school in which they are employed. Such a placement should be carefully considered and planned, and requires program approval. In these instances, internship students should consider potential complications that include:
 - Dual supervisory responsibilities;
 - Overlapping and/or conflicting requirements for the site and the university;
 - Overlapping or conflicting procedures and policies;
 - Conflicting roles/expectations of site and university;
 - Need to set boundaries between one's employment and private lives;
 - When conflicts arise in internship, employment could be compromised; and
 - The need for new and diverse learning experiences such as working with different populations and levels.
- The school counseling candidate indicates the preferred school district in which they intend to work on their advance application to the counseling program Internship coordinator. At the same time, school counseling candidates are to contact the respective district level counseling director or school based personnel, as appropriate, to be placed in an approved site. The FGCU faculty will then give final approval to ensure appropriate diversity among levels and populations across internship experiences.



Lee County
2855 Colonial Boulevard
Fort Myers, FL 33966-1012
(239) 337-8132
<http://studentservices.leeschools.net/>

Collier County
Department of Student Services

Collier County Public Schools
5775 Osceola Trail
Naples, FL 34109
(239) 377-0517
http://www.collier.k12.fl.us/student_services/

For placements in Charlotte, Hendry, and Glades counties, candidates must work directly with schools that meet the criteria for an approved school counseling site. School sites outside of the local five county areas (i.e., Lee, Collier, Charlotte, Hendry, Glades) may be considered for placement. Please contact the Internship Coordinator.

It is possible to complete the internship in a non-public school (e.g., parochial, charter, or private school). Know that school districts maintain only public school sites and so candidates must work with the Internship Coordinator to secure a site at a non-public school. All School Counseling Internship sites must meet the following conditions:

- The school meets the state accreditation criteria;
- The FGCU counseling program Internship Coordinator approves;
- The school accepts the candidate and can provide the full range of counseling activities required of the internship experience;
- The school employs a full-time certified school counselor.
- The school site supervisor has completed the state approved Clinical Educator training or a course in supervision.
- The candidate is allowed to meet university requirements for recording, accessing student data, and conducting appropriate guidance and counseling activities.

Internship Application

An application form may be found online under each program section and by clicking on [Counseling Program Links](#). Application deadline dates are mid-March and mid-October for the fall and spring semesters, respectively. Students are expected to provide complete and accurate information on all applications as they pertain to all program activities and especially to field placements. Information that is false, misleading, or inappropriately omitted may lead to failure to be provided with a field site.

INTERNSHIP REQUIREMENTS

As stated, the primary objective of the internship is to become familiar with the work role of the counselor in a specific setting. At minimum, direct service experiences should constitute 40% of total number of internship hours. Interns must also have an opportunity to perform various other professional activities, such as the opportunity to make audio or video recordings with clients/students for supervision, and the opportunity to be exposed to professional literature, research, information, assessment instruments, technology, data, student/client records, and print and non-print media. As a general rule, to ensure the appropriate diversity of experiences, no internship should include more than 15% of any single activity other than individual or group counseling. On site experiences should include but are not limited to:

- Orientation to the agency/school (building, grounds, administration, secretarial, programs, etc.)
- Individual and group counseling

- Consultation with other professionals or clients
- Intake and/or assessment procedures
- Psycho-educational (or guidance) activities
- Other activities specific to the setting (such as presentations, or coordination for school counselors)
- Training for site or specialized counseling techniques (e.g. attend in-service training sessions, if available)

Professional Development

Every candidate will complete professional development activities such as readings, workshops, conferences, and orientation. Students are encouraged to seek ideas for their professional development from site and university supervisors.

Transportation

Students must have access to reliable transportation for field work. Field placements are an extremely important part of your program, and punctuality and reliability are critical. Please plan for this.

INTERNSHIP SUPERVISION

The internship candidates are to have an average of one hour per week of supervision with the site supervisor and an average of 1.5 hours of weekly group supervision meetings with a university supervisor. The internship site supervisor is expected to orient the candidate with the site and its personnel, facilitate the candidate's learning experiences, meet once a week with the candidate to discuss progress, participate in a midterm and final evaluation of the candidate and consult with the university supervisor about the candidate's progress. Site supervisors are invited to participate in training sessions orienting them to the expectations of Florida Gulf Coast University and to provide them with an opportunity to have input into the preparation of future professionals and their training.

The university supervisor is expected to provide individual and group supervision, consult with the internship site about the candidate's progress, assure that all required internship forms are submitted, assure that candidates complete all internship requirements, assess candidate counselor competencies and submit grades. The university supervisor will make at least one visit to the site each semester. The Site Visitation Form found in the appendix will document this visit.



EVALUATIONS

The university and on-site supervisor will collaborate in the evaluation of the candidate. Internships are graded on a satisfactory/unsatisfactory basis. A satisfactory grade is earned if the candidate:

- Completes all experiences agreed to in the field experience agreement and the course syllabus;
- Participates in and is prepared for the supervision sessions;
- Competently completes all course requirements and assignments including those for required hours;
- Demonstrates good interpersonal relationships with clients and co-workers;
- Demonstrates a willingness to address personal issues or professional limitations by following the recommendations of the faculty or site supervisor;
- Demonstrates counseling and related skills consistent with their training.
- Represents FGCU and the Counseling Program in a positive and professional manner.
- Cooperates with the suggestions of the site and university supervisors

Note: Any candidate who fails to adhere to the laws governing the counseling profession, the counseling ethical codes ([ACA](#), [AMHCA](#), [ASCA](#)), [Florida Standards for Professional Practice](#), and the policies and regulations of FGCU, the College of Education, and the Counseling Program may be dismissed from the internship site and receive an unsatisfactory grade for the internship experience, and may be dismissed from the program.

INTERNSHIP DEVELOPMENT PLAN

Each time students move into an internship semester, they are moving into the role of the beginning professional. This new role demands a higher level of self-supervision, personal accountability, and self-reliance than the role in the classroom. The Internship Development Plan is an opportunity for each candidate to begin to make this transition by identifying specific goals and objectives they would like to develop as they prepare for a launch into the professional setting.

Overall, each intern will develop the plan on an individual basis. However, it is appropriate for the intern to seek assistance in developing the plan. The student's supervisor, both on-campus and on-site are excellent resources to assist in determining goals and needs for the coming semester. In addition, the Internship supervisors, both on-site and on-campus will also be helpful.

SUPERVISORY EVALUATION

Faculty supervisors, site supervisors, and internship students work collaboratively throughout the semester to assess the student's performance and monitor his/her progress. Feedback to students is a continuous process and student progress is documented in final semester evaluations. Each professional who is providing supervision to internship candidates must complete evaluation forms at the end of the student's field experience. Site supervisors are expected to review their evaluations with students before submitting the evaluation form to the Faculty Supervisor. It is strongly recommended that students use this same evaluation process to compare self-ratings and supervisors' ratings. Supervisors are also encouraged to write specific strengths and weaknesses in space provided since this gives university supervisors areas where they can intervene for improvement.

EVALUATION OF PROGRESS

At the mid-point of the practicum or internship experience, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience.

It is essential that supervisors engage in ongoing assessment of the student's performance. If there are any problems with the student's performance, the supervisor is expected to communicate this to the student and his or her university supervisor and the practicum/internship coordinator. A remediation plan will be developed by the supervisor and student and submitted to the student's instructor. If a remediation plan is developed, the instructor should be provided with verbal and/or written feedback from both the student and supervisor on a weekly basis as to the student's progress. Forms for evaluation of students at midway through the semester and at the completion of practicum and internship are found in the appendix.

Sometimes, a student's remedial plan may include a referral to a FGCU or community counselor. Counseling faculty require only that the counselor report on the student's attendance and overall adequate progress. Also as a safeguard, FGCU Counseling and Psychological Services (CAPS) has a confidentiality policy that precludes graduate students from counseling students in their own programs. This policy promotes good practices and avoidance of multiple relationships. It is also the policy of the counseling program that current students are not permitted to counsel other students currently in the program as part of any site-based field experience.

INTERNSHIP RESPONSIBILITIES

The following section lists guidelines and responsibilities for each person involved in the student's internship experience.

GRADUATE INTERN CANDIDATE

- Candidates must remember that they are beginners in the counseling field and should seek and accept continual supervision.
- Candidates must recognize that, as emerging professionals, they are obligated to monitor themselves for impairment which includes although is not limited to legal and illegal substance use/abuse, especially on-site, before or while on site. Such behaviors are grounds for immediate dismissal from the site and potentially the program.
- Candidates must maintain appropriate roles and boundaries at all times at the site and in the community.
- Candidates are guests at their sites to learn and develop their skills and not to make substantial changes in the workings of their site.
- The site personnel will give candidates appropriate experiences as warranted by the student's progress, but site staff are primarily obligated to serve their client population.
- Schedules and completes interviews with on-site contacts.
- Arranges a work schedule with the site supervisor.
- Candidates and site supervisors agree, and candidates are expected to adhere, to the hours they have established with the site, to any dress or behavioral codes of their site, and to perform responsibilities in a professional manner as if a paid employee.
- Site staff may revoke a student's privileges at any time. However, this seldom happens since site supervisors and the university coordinator or supervisors have regular communication with the sites. Candidates who have questions or concerns at any time about their work on site should contact their site supervisor first and then their university supervisor or Internship Coordinator.
- Candidates are required to acquire liability insurance before they begin their work on internship sites and place a copy with their graduate student file. Insurance may be obtained through professional associations (i.e. American Counseling Association, American School Counselor Association, American Mental Health Counselors Association) or private insurance agents. Note that specific school districts and/or agencies may require interns to purchase additional coverage that names them as the insured.
- In consultation with site and university supervisors, develops goals and objectives for his/her experience and submits this to his/her university supervisor early in the semester.
- Mental health interns are encouraged to visit other agencies and/or schools providing related or comparable services or referral sources.
- School counseling interns arrange to visit other schools of the same and different grade levels
- Specifically, interns:



- Keep an accurate daily log of intern activities
- Are present at and are prepared for individual and group supervision sessions taking an active role in the process, and attend other on-campus meetings.
- Competently complete course requirements and assignments
- Provide audio or video recordings of sessions or make transcriptions of sessions when due.
- Arrange for site visit(s) from the university supervisor.
- Return all paperwork in a timely manner.
- Complies with all legal and ethical regulations; brings all potential legal and ethical issues to the attention of university and site supervisors.
- Are cooperative with the site and university supervisors.
- Take responsibility for having health insurance. Please note that candidates are responsible for costs associated with any medical treatment needed due to accidents/injuries that happen during field placements.
- Maintains appropriate and professional behavior/judgment as outlined all codes of ethics, program and university standards, laws, and the like.

INTERNSHIP COORDINATOR

1. Acts as the primary liaison among students, faculty, and internship site personnel.
2. Coordinates the application review and approval process.
3. Coordinates with sites regarding the numbers of students to be placed at each site and with each supervisor.
4. Maintains appropriate contacts throughout the process with student, advisor, and university and site supervisors.
5. Consults as needed with site and university supervisors regarding problems with the student's placement and performance.
6. Coordinates site supervisor training.
7. Takes responsibility for helping students secure a site.
8. Works as a liaison between the counseling program, the faculty supervisor, the student, and the internship site should problems arise.
9. Is responsible for maintaining comprehensive student internship files in an organized and easily accessible manner.
10. Visits and reviews potentially new sites for approval as an internship site.
11. Ensures that school counseling site supervisors receive FGCU fee waivers when applicable.

ON-SITE CONTACT PERSON

1. Interviews internship candidates after having been assigned by the Internship Coordinator and indicates preferences among those students for site placement, without discrimination in relation to race, religion, gender, age, national origin, disability, or sexual orientation.
2. Informs interviewed students regarding their internship placement. Note that the number and assignment of trainees will be mutually agreed upon between the site and the program internship coordinator.
3. Assigns accepted students to qualified on-site supervisors (a person who has a minimum of a master's degree in counseling, psychology, or clinical social work and two years of relevant, postgraduate experience).
4. Helps ensure that the candidate will have adequate workspace, technology, access to telephone, and any necessary supplies and equipment for the student.

ON-SITE SUPERVISOR

Note: Sometimes, the on-site supervisor is also the on-site contact.

1. Is present and available while the intern is on site performing their duties intern. Arrangements may be made during special circumstances for the site supervisor to delegate this to an appropriate professional who will then be present and available on-site.
2. Site supervisors must meet minimum requirements for experience, training, and professional credentials to be eligible to work as a site supervisor. (Usually at least two years as a practicing professional in counseling or a closely related field, license or certification as appropriate, and for school counselors, having completed the required training in supervision or collegial coaching.)
3. Negotiates with students to establish their site specific internship schedule and responsibilities consistent with internship requirements.
4. Orients the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
5. Develops goals and objectives with the student for his/her experience early in the semester.
6. Has been trained by the university and familiar with the *FGCU Graduate Candidate and Site Supervisor's Manual*, and has appropriate supervisor's training (Clinical Educator training for school counseling candidates).
7. Ensures that the student has appropriate experience(s) during the placement based on student's goals and objectives.
8. Meets an average of at least one-hour each week with the intern for individual supervision.
9. Provides a written evaluation of the student's performance at mid-semester and at the end of the placement. Evaluations are to be submitted to the student's university supervisor. These may be found in the Appendix.
10. Maintains contact with university supervisor for assistance and consultation relating to student's progress.
11. Engages in ongoing assessment of the student's performance and communicates with the university supervisor about any problems with the student's performance. If problems continue, the site supervisor, in consultation with the student and university supervisor, will develop a remediation plan.
12. Is available to meet with the university supervisor at least once per semester.
13. Maintains appropriate confidentiality (with the exception of the university supervisor) regarding information obtained during supervision with the student.

Site Supervisors are invited to attend an orientation (live or online) and appreciation activity at least on an annual basis. Site Supervisors whose schedules preclude attendance at this event are provided with orientation materials including a PowerPoint presentation and handbook for their review on an individual basis. As follow-up, the Internship Coordinator (or faculty designee) meet with individual site supervisors at least once during active student internships. During these meetings, Site Supervisors are provided with orientation materials, handbooks, manuals, and program requirements are reviewed; especially as they pertain to internship requirements.

UNIVERSITY INTERNSHIP SUPERVISOR

1. Offers an orientation meeting with site supervisors at the beginning of the students' internship experience to provide guidance and assistance to the site supervisor.
2. Approves student's goals and objectives to be pursued at site.
3. Explains the requirements of the experience and provides pertinent information.
4. Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
5. Provides supervision to the students in a group setting for weekly supervision.
6. Reviews work samples (audio/video recordings) of the student's fieldwork.
7. Appropriately maintains confidentiality about information obtained during supervision.
8. Plans a follow-up conference with the site supervisor for final assessment of the student's progress.
9. Collects logs and supervisor evaluations from each student.
10. Completes a written evaluation for each student.
11. Submits all evaluations and logs to Coordinator at the end of term.
12. Assigns grades to students for the practicum and internship experience.



ETHICAL ISSUES IN COUNSELOR SUPERVISION

INFORMED CONSENT

Supervisors have a responsibility to incorporate the principles of informed consent as these relate to their supervisees and the clients they serve.

- Supervisors adequately discuss with supervisees expectations, roles, and rules related to the supervisory relationship.
- Supervisees should be aware of procedures for contacting their supervisors, or an alternate supervisor, in cases of crisis situations.
- Supervisees and supervisors should clearly review expectations of performance (e.g., what the supervisees' work assignments/responsibilities will entail), evaluation criteria and



procedures, and due process and appeal procedures of their institution.

- Supervisors must be sure that consumers are aware that their counselors are being supervised, the parameters of that supervision, and how this influences confidentiality (e.g., that recordings will be reviewed by supervisor and a supervision group).

CONFIDENTIALITY

Supervisors make every effort to safeguard confidentiality within both the therapeutic and supervisory relationships.

- Supervisors work to ensure supervisees' awareness of and respect for consumers' rights to privacy and confidentiality in their working relationship and the information resulting from it (e.g., case notes, test results).
- Supervisors help supervisees differentiate between confidentiality, privacy, and privileged communication.
- Supervisors are responsible for protecting supervisees' right to privacy and confidentiality. It is important for supervisors and supervisees to review the limits of confidentiality within the supervision relationship.
- In the case of working with minors, interns should understand the legal and ethical standards for working with minors including the rights of parents/guardians.

INTERNSHIP GRADUATE STUDENTS

- Supervisees need to be aware of agency/school policies regarding procedures for obtaining consumers' consent for release of information.
- Supervisees should understand when confidentiality must be breached and how this should be done.
- Graduate students do not discuss the events or contents of the supervision sessions outside the confines of the group or individual supervision sessions.
- Counselor wellness. In recognition of the physical and emotional strain that often occurs in the process of practicing a new role that is stressful for even the experienced practitioner, attention is consistently given to the student counselor's health and wellness. Accomplishments are recognized and praised. Areas of deficiency are regarded as opportunities to learn and improve. It is the responsibility of both the faculty instructor and students to ensure that individual and group supervision are safe environments in which to process what one does as a counselor-in-training and what it feels like. Balancing work and relaxation is promoted. If personal issues interfere with the student's role as counselor, personal counseling and/or a Leave of Absence will be suggested.
- Graduate students maintain professional relationships with all university and site supervisors, and avoid dual relationships.

Violation of these policies is considered a breach of ethical behavior and may result in dismissal from the program.

MULTIPLE RELATIONSHIPS

Despite the inherent duality in the supervisory relationship, supervisors are responsible for creating and maintaining appropriate relationship boundaries with supervisees.

SOCIAL AND SEXUAL RELATIONSHIPS

- Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisees. They are aware of the differential in power that exists and the supervisee's possible incomprehension of that power differential. Supervisees are required to report any violations to the university faculty.
- Supervisors should not engage in social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or supervisory relationship terminated. Supervisees are required to report any violations to the university faculty.
- Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment. Supervisees are required to report any violations to the university faculty.

COUNSELING PRACTICUM/INTERNSHIP STUDENTS:

- Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- If supervisees request counseling, supervisors provide them with acceptable referrals. Supervisors do not serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles.
- Supervisors do not accept close relatives as supervisees.

MULTIPLE SUPERVISORY ROLES

- Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), the roles should be divided among different supervisors when possible. When this is not possible, it is important to carefully explain to supervisees the expectations and responsibilities associated with each supervisory role.

Supervisors have multiple responsibilities. They must balance their responsibilities to protect consumers' well being while simultaneously promoting supervisees' professional development.

- Supervisors are responsible for making every effort to monitor consumer welfare, supervisee performance (actions and inactions) and professional development, and supervisee compliance with relevant legal, ethical, and professional standards of care.
- To assist in monitoring both consumer welfare and supervisee development, supervisors should meet regularly in face-to-face sessions with their supervisees. Actual work samples (via recording or live observation) in addition to case notes should be reviewed by supervisors as a regular part of the ongoing supervisory process.
- Supervisors inform supervisees about professional and ethical standards and legal responsibilities.

- Supervisors encourage and assist supervisees in defining their own theoretical orientation toward their work, in establishing supervision goals for themselves, and in learning to monitor and evaluate their own progress toward meeting these goals.
- Supervisors should be competent to assess supervisees' skills and restrict supervisees' activities to those that are commensurate with their current level of skills. At the same time, supervisors must be able to appropriately challenge supervisees in developing additional skills.

RETENTION/DISMISSAL/ENDORSEMENT

Supervisors are simultaneously facilitators of their supervisees' growth and gatekeepers for the profession. They need to give supervisees every possible opportunity to succeed in their field placements and employment, to keep them informed to their progress, and to dismiss from the site or work settings supervisees who are unable to counsel effectively. They must be fair to supervisees whose performance is inadequate and help them improve, but also act as gatekeepers to the profession.

EVALUATION

- Supervisors clearly state to supervisees the levels of competency expected, appraisal methods, and timing of evaluations.
- Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance.
- Supervisors provide students and supervisees with ongoing performance appraisal and evaluation feedback.

REMIEDIATION AND DISMISSAL

- Supervisors have the responsibility of recommending to and securing remedial assistance for supervisees who are unable to provide competent professional services and/or who display questionable ethical or professional judgment or behaviors. These recommendations should be clearly and professionally explained in writing to the supervisees.
- Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued or future employment if the supervisor believes that the supervisee is not qualified for the specific tasks associated with employment or are impaired in any way that would interfere with the performance of their duties.
- Supervisors take reasonable steps to assist students or supervisees who are not certified for endorsement to become certified.
- Supervisors seek professional consultation and document their decision to dismiss or refer students and supervisees for assistance. Supervisors assure that supervisees have recourse to address such decisions.



FINAL COMMENTS: HINTS FOR SUCCESS

Each site placement is idiosyncratic so perhaps not all of the ideas and information that follow will apply to each field experience. The rule of thumb for the reader is common sense. Although these suggestions may appear to be obvious, historically, these are the areas where candidates have experienced problems.

- Graduate school can be stressful, especially during terms in which field experiences are being conducted. Students should plan in advance to have the appropriate supports and activities which will allow them to stay focused and balanced.
- When students experience or are anticipating personal or other issues that may interfere with their successful participation at the site or in the program, they are expected to notify and discuss these issues with program faculty or their advisor.
- Because the student is entering the professional world, he/she must dress appropriately and in accordance with existing dress codes within the site setting. This is considered an important part of professional demeanor and development. It is not the site's responsibility to accommodate your personal preferences or needs in regard to self-expression.
- Students must have the courtesy to call the site if they will be delayed or absent. Students should be on time for meetings with clients, students, staff, and the site in general. If the student wishes to be treated as a professional, he/she must act accordingly. Consider that dress and behavior reflect not only on the candidate counselor but also upon the university and future candidates.
- Select a site that closely resembles the setting that he/she envisions they would wish to work. The advantages are twofold: students will discover if they do want to work in such a setting and if so, they will make important career contacts.
- Select a site early to avoid last minute, unsatisfactory placement. In doing so, students will also reduce the risk of not meeting program approval. In addition, some sites require interviews and background checks that may take time to be completed.
- The intern should go to his/her site at least a week before the placement officially commences. He/she will then have the time to become acquainted with co-workers and the institution's procedures. Interns will also have an opportunity to learn their way around and to select and/or arrange office space as well as secure needed permission forms. In essence, arriving ahead of schedule will permit the intern extra time to attend to many details before he/she is actually faced with the task of counseling clients/students.
- Take advantage of co-worker's expertise; students have built-in resources and must take the initiative in making the best use of their internship experience.
- If you observe opportunities for improvement at the site, make sure to work with your supervisors before taking any action. Remember, you are a guest at your site.
- Become involved in a variety of on-site activities as appropriate. For example the counseling intern may want to run groups, organize career days, participate in staff development workshops, or training sessions. These are all unique learning opportunities. Not only does the student gain valuable experience, but also will have a chance to broaden their depth of knowledge and experience in the counseling profession.

Candidates will note that during internships that require a significant number of hours, a minimal number of additional courses are scheduled. Because of the time demands it is recommended that counseling student interns not work outside of the field placement, or work only part time. If one must

work full-time, he/she should be fully aware that family, friends, and hobbies will have limited room in his/her life. If you perceive that the field placement is a time for sacrifice and devotion, you are absolutely correct!

Clearly, the key to a successful field placement is involvement with clients, students, staff, supervisors and peers. Interns are encouraged to take calculated risks and try new professional behaviors. This is an opportunity for professional growth and experimentation while under intensive and expert supervision. What the student gains is directly proportional to the amount of work that they put into the internship. Counseling interns will be expected to prepare case presentations regarding their clients, and to review literature pertaining to the issues that they bring to the counseling sessions. They will also be working as a professional and colleague in a work setting. It is the intern's responsibility to fit in to that workplace and to deliver necessary counseling services. The counseling student's site and university supervisors are available for consultation outside of the regularly scheduled meetings.

Clinical Experience Pre-Requisites

To begin the internship sequence, student must:

- Be admitted to the program
- Successfully complete with a grade of A, B, or S in the following courses:
 - Introduction to Community Mental Health or School Counseling
 - Legal and Ethical issues
 - Practicum
 - Advanced practicum
 - Counseling theory

Remaining courses are required as pre and co-requisites for enrolling in successive internships as outlined in students' program of study. Again, deviations from the program sequence are only allowed with faculty approval on an individual/exceptional basis.



INTERNSHIP CANDIDATE INFORMATION

Student Name: _____

Date:	
Candidate I.D.:	
Home Phone:	
Work Phone:	
E-mail Address:	
Cell Number:	
Home Address:	
Fax:	
Emergency Contact:	
1st Site	
Location Name	
Name of Supervisor	
Phone #	
Address:	
Credentials:	
Years of Experience:	
Schedule	
Directions	
2nd Site	
Location Name	
Name of Supervisor	
Phone #	
Address:	
Credentials:	
Years of Experience:	
Schedule	
Directions	

STUDENT INTERNSHIP AGREEMENT

Directions: Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum supervisor or internship coordinator.

1. I hereby attest that I have read and understood the ACA, ASCA, and/or AMHCA ethical standards and the [Florida Standards for Professional Practice](#) and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.
4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature _____

Date _____

Consent for Counseling (School Counselors)

Dear Parent:

I am currently completing my master's degree in school counseling at Florida Gulf Coast University. To improve my skills in helping students become more effective learners, I am required to complete a practicum and internship. As you know, counseling in the schools is not only provided for students with problems. Counseling is for all children and adolescents.

One of the requirements for these field experiences is that I record my counseling sessions so that my instructor and/or student colleagues can listen to me counsel and give me appropriate feedback. All parties are bound by confidentiality rules and will not discuss what they hear outside of class. I would appreciate your cooperation in allowing me to work with _____ (Student's first name).

Here are several other things that I would like for you to know:

- Although my counseling activities are designed to enhance the outcome of your child's progress in school, there are no penalties for denying permission. Your child's participation or non-participation will in no way affect his/her academic standing or progress. It will be explained to your child before participating that he/she may elect to withdraw from participating at any time.
- The internship is designed to be a comprehensive educational experience which closely simulates the job of school counselor. The results of my work will be shared only with my site supervisor (the school counselor), my professor, and the classmates in my supervision course. Feedback that is provided to parents or teachers may be limited by counseling ethics and Florida law. Also, I am required by law to report any suspicion of child abuse and/or neglect.
- To get the best experience possible, it is sometimes necessary to audio and/or video record my work to present to my professor for feedback and supervision. It is understood that the audio recordings will be confidential and only reviewed for supervision purposes. Your child's last name will not be recorded or written in any documentation. All recordings are secured and destroyed at the end of the semester if not sooner.

If you have any questions or concerns, please call my site supervisor,
_____ at () _____.

Thank you very much for your help!

I have read and I understand the above. I agree to allow my child,
_____, to participate in the above described
counseling/guidance activities and for me to record our meeting (which, again, will be
destroyed immediately after processing; only your child's first name will be used while

recording).

Please sign below if this is agreeable to you. If you have any questions or concerns, call me at the number provided.

Thank you for your cooperation.

Intern Student's Name (print) _____ Contact number _____

Intern's Signature _____

Site Supervisor Name (print) _____ Contact number _____

Site Supervisor Signature _____

Parent Name and address (print) _____ Contact number _____

Parent's signature _____ Date: _____

Consent for Counseling: Children/Adolescents

(Mental Health Counselors)

Dear _____:

I am currently completing my master's degree in community mental health counseling at the Florida Gulf Coast University. To improve my knowledge and skills, I am required to complete a practicum and internship. These experiences are under the direct supervision of a trained counselor at the agency and of a faculty supervisor at the University.

One of the requirements for these field experiences is that I record my counseling sessions so that my supervisors and/or student colleagues can listen to me counsel and give me appropriate feedback. All parties are bound by confidentiality rules and will not discuss what they hear outside of class. I would appreciate your cooperation in allowing me to work with your child _____ (Child's first name)

It is understood that the audio recordings will be confidential and only reviewed for supervision purposes. Your name will not be recorded or written in any documentation. Once supervision is completed, the recording will be erased.

Here are several other things that I would like for you to know:

- Although my counseling activities are designed to enhance the outcome of your child's progress, there are no penalties for denying permission. Your child's participation or non-participation will in no way affect his/her ability to access other services. It will be explained to your child before participating that he/she may elect to withdraw from participating at any time.
- The internship is designed to be a comprehensive educational experience, which closely simulates the job of mental health counselor. The results of my work will be shared only with my site supervisor, my professor, and the classmates in my supervision course. Feedback that is provided to other professionals may be limited by counseling ethics and Florida law.
- To get the best experience possible, it is sometimes necessary to audio and/or video record my work to present to my professor for feedback and supervision. It is understood that the audio recordings will be confidential and only reviewed for supervision purposes. Your child's last name will not be recorded or written in any documentation. All recordings are secured and destroyed at the end of the semester if not sooner.

If you have any questions or concerns, please call my site supervisor at
() _____.

Thank you very much for your help!

I have read and I understand the above. I agree to allow my child,
to participate in the above described counseling/guidance activities and for me to
record our meeting (which, again, will be destroyed immediately after processing; only
your child's first name will be used while recording).

Thank you for your cooperation.

Intern Student's Name (print) _____ Contact number _____

Intern's Signature _____

Site Supervisor Name (print) _____ Contact number _____

Site Supervisor Signature _____

Parent Name and address (print) _____ Contact number _____

Parent's signature _____ Date: _____

Consent for Counseling Adults: (Mental Health Counselors)

Dear _____:

I am currently completing my master's degree in community counseling at Florida Gulf Coast University. To improve my knowledge and skills, I am required to complete a practicum and internship. These experiences are under the direct supervision of a trained counselor at the agency and of a faculty supervisor at the University.

One of the requirements for these field experiences is that I record my counseling sessions so that my supervisors and/or student colleagues can listen to me counsel and give me appropriate feedback. All parties are bound by confidentiality rules and will not discuss what they hear outside of class. I would appreciate your cooperation in allowing me to work with you.

Here are several other things that I would like for you to know:

- Although my counseling activities are designed to enhance the outcome of your progress toward mental health counseling goals, there are no penalties for denying permission. Your participation or non-participation will in no way affect your ability to access other services. You may elect to withdraw from participating at any time.
- The internship is designed to be a comprehensive educational experience which closely resembles the job of mental health counselor. The results of my work will be shared only with my site supervisor my professor, and the classmates in my supervision course. Also, I am required by law to report any suspicion of child abuse and/or neglect.
- To get the best experience possible, it is sometimes necessary to audio and/or video record my work to present to my professor for feedback and supervision. It is understood that the audio recordings will be confidential and only reviewed for supervision purposes. Your last name will not be recorded or written in any documentation. All recordings are secured and destroyed at the end of the semester if not sooner.

If you have any questions or concerns, please call my site supervisor at

_____.

Thank you very much for your help!

Please sign below if this is agreeable to you. If you have any questions or concerns, my site supervisor at the number provided.

Thank you for your cooperation.

Intern's Signature _____

Site Supervisor Name (print)

Contact number

Site Supervisor Signature_____

Client Name and Address (print)

Contact number

Goals Statements

Each candidate must develop goals for their own personal development for the internship Experience. These goals should be designed to move you toward your entry as a beginning professional counselor by the end of the semester. Several specific areas need to be addressed:

Knowledge Base: What specific goals do you want to set concerning a change in your personal knowledge base during the internship semester?

Skill Sets: What counseling skills do you want to develop or further develop during the internship semester?

Attitudes. What attitudinal changes do you think would be most beneficial for you to work toward during the internship semester?

Supports

As you consider the coming semester and your professional/personal needs, there are a variety of supports to turn to. A primary support is your site supervisor. What specific things do you want from your site supervisor that will aid you in reaching the goals detailed above?

A second support will come from the University. What specific things do you want from the University, the faculty, or the internship Class to help you meet your goals as detailed above?

Finally, as you consider the goals above, the support provided by the University and your site supervisor, there will be additional things that you will need to provide for yourself or seek out in other formats. What are some of the additional things that you must provide for yourself?



Weekly Schedule

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8-9						
9-10						
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
5-6						
6-7						
7-8						
8-9						

INTERNSHIP SITE VISITATION FORM

FLORIDA GULF COAST UNIVERSITY COUNSELOR EDUCATION

DATE: _____ CANDIDATE'S NAME: _____

SEMESTER: _____

LOCATION: _____

COMMENTS OF SITE SUPERVISOR:

COMMENTS OF UNIVERSITY SUPERVISOR:

COMMENTS OF INTERNSHIP CANDIDATE

SIGNATURE OF SITE SUPERVISOR

SIGNATURE OF UNIVERSITY SUPERVISOR

**SITE SUPERVISOR'S MID-SEMESTER EVALUATION
OF COUNSELING CANDIDATE**

Florida Gulf Coast University

Student's Name: _____

Site Supervisor's Name: _____

University Supervisor's Name: _____

Areas of Performance	Not Observed	Needs Improvement	On or Above Target
Receptive to constructive feedback			
Dependable and reliable			
Able to function without close supervision			
Demonstrates professionalism in attire and appearance			
Develops positive relationships with other staff members			
Exhibits developmentally appropriate counseling skills			
Is flexible and able to meet the needs of the worksite			
Shows growth and increasing independence			
Strives to gain increasing skills and knowledge of counseling			
Functions in an ethical manner			
Training Activities			
Intake interviewing			
Individual counseling/psychotherapy			
Group counseling/psychotherapy			
Testing: Administration and interpretation			
Report writing			
Consultation			
Psycho-educational activities			
Career counseling			
Family/Couple counseling			
Case conference or staff presentation			
Other _____			
Other _____			
Other _____			

Signature of Supervisor

Date

USE REVERSE SIDE OR ATTACH PAGES FOR ADDITIONAL COMMENTS

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SITE SUPERVISOR'S EVALUATION OF MENTAL HEALTH COUNSELOR AT THE END OF THE SEMESTER*

This form is to be used to evaluate candidate performances in counseling internship. The form should be completed at the end of the semester.

Name of graduate student counselor _____

Directions: The supervisor circles a number that best evaluates the student counselor on each performance at the end of the semester.

General Supervision Comments	Poor	Adequate	Good
1. Demonstrates a personal commitment in developing professional competencies	1 2	3 4	5 6
2. Invests time and energy in becoming a counselor	1 2	3 4	5 6
3. Accepts and uses constructive criticism to enhance self-development and counseling skills	1 2	3 4	5 6
4. Engages in open, comfortable, and clear communication with peers and supervisors	1 2	3 4	5 6
5. Recognizes own competencies and skills and shares these with peers and supervisors	1 2	3 4	5 6
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors	1 2	3 4	5 6
7. Completes case reports and records punctually and conscientiously	1 2	3 4	5 6
The Counseling Process			
8. Researches the referral prior to the first interview	1 2	3 4	5 6
9. Keeps appointments on time	1 2	3 4	5 6
10. Begins the interview smoothly	1 2	3 4	5 6
11. Explains the nature and objectives of counseling when appropriate	1 2	3 4	5 6
12. Is relaxed and comfortable in the interview	1 2	3 4	5 6
13. Communicates interest in and acceptance of the client	1 2	3 4	5 6
14. Facilitates client expression of concerns and feelings	1 2	3 4	5 6
15. Focuses on the content of the client's problem	1 2	3 4	5 6
16. Recognizes and resists manipulation by the client	1 2	3 4	5 6
17. Recognizes and deals with positive affect of the client	1 2	3 4	5 6
18. Recognizes and deals with negative affect of the client	1 2	3 4	5 6
19. Is spontaneous in the interview	1 2	3 4	5 6
20. Uses silence effectively in the interview	1 2	3 4	5 6
21. Is aware of own feelings in the counseling session	1 2	3 4	5 6
22. Communicates own feelings to the client when appropriate	1 2	3 4	5 6
23. Recognizes and skillfully interprets the client's covert messages	1 2	3 4	5 6
24. Facilitates realistic goal setting with the client	1 2	3 4	5 6
25. Encourages appropriate action-step planning with the client	1 2	3 4	5 6
26. Employs judgment in the timing and use of different techniques	1 2	3 4	5 6
27. Initiates periodic evaluation of goals, action-steps, and process during counseling	1 2	3 4	5 6
28. Explains, administers, and interprets tests correctly	1 2	3 4	5 6
29. Terminates the interview smoothly	1 2	3 4	5 6

The Conceptualization Process

30. Focuses on specific behaviors and their consequences, implications, and contingencies	1 2	3 4	5 6
31. Recognizes and pursues discrepancies and meaning of inconsistent information	1 2	3 4	5 6
32. Uses relevant case data in planning both immediate and long-range goals	1 2	3 4	5 6
33. Uses relevant case data in considering various strategies and their implications	1 2	3 4	5 6
34. Bases decisions on a theoretically sound and consistent rationale of human behavior	1 2	3 4	5 6
35. Is perceptive in evaluating the effects of own counseling techniques	1 2	3 4	5 6
36. Demonstrates ethical behavior in the counseling activity and case management	1 2	3 4	5 6

Additional comments and/or suggestions _____

Date _____ Signature of Supervisor _____
or peer _____

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

Date _____ Signature of student counselor _____

STUDENT COUNSELOR EVALUATION OF SITE & FGCU SUPERVISOR*

Suggested Use: The practicum or internship supervisor can obtain feedback on the supervision by asking the student counselor to complete this form. The evaluation could be done at midterm and/or final. The purposes are twofold: (1) to provide feedback for improving supervision and (2) to encourage communication between the supervisor and the student counselor.

Directions: The student counselor is to evaluate the supervision received. Complete this form for the university supervisor and one for the site supervisor. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

Name of Practicum/Internship supervisor: _____
Period covered: from _____ **to** _____

	Poor	Adequate	Good
1. Gives time and energy in observations, recording processing, and case conferences.	1 2	3 4	5 6
2. Accepts and respects me as a person.	1 2	3 4	5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2	3 4	5 6
4. Gives me useful feedback when I do something well.	1 2	3 4	5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2	3 4	5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2	3 4	5 6
7. Provides suggestions for developing my counseling skills.	1 2	3 4	5 6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1 2	3 4	5 6
9. Encourages me to use new and different techniques when appropriate.	1 2	3 4	5 6
10. Is spontaneous and flexible in the supervisory sessions.	1 2	3 4	5 6
11. Helps me define and achieve specific concrete goals for myself during the practicum experience.	1 2	3 4	5 6
12. Gives me useful feedback when I do something wrong.	1 2	3 4	5 6
13. Allows me to discuss problems I encounter in my practicum setting.	1 2	3 4	5 6
14. Pays appropriate amount of attention to both me and my clients.	1 2	3 4	5 6
15. Focuses on both verbal and nonverbal behavior in me and in my clients.	1 2	3 4	5 6
16. Helps me define and maintain ethical behavior in counseling and case management.	1 2	3 4	5 6
17. Encourages me to engage in professional behavior.	1 2	3 4	5 6
18. Maintains confidentiality in material discussed in supervisory sessions.	1 2	3 4	5 6
19. Deals with both content and effect when supervising.	1 2	3 4	5 6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1 2	3 4	5 6
21. Helps me organize relevant case data in planning goals and strategies with my client.	1 2	3 4	5 6

GRADUATE COUNSELING INTERNSHIP CANDIDATE & SITE SUPERVISOR'S MANUAL

22. Helps me to formulate a theoretically sound rationale of human behavior.	1 2	3 4	5 6
23. Offers resource information when I request or need it.	1 2	3 4	5 6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling recordings.	1 2	3 4	5 6
25. Allows and encourages me to evaluate myself.	1 2	3 4	5 6
26. Explains his/her criteria for evaluation clearly and in behavioral terms.	1 2	3 4	5 6
27. Applies his/her criteria fairly in evaluating my counseling performance.	1 2	3 4	5 6

* Printed by permission from Dr. Harold Hackney, Assistant Professor, Purdue University. This form was designed by two graduate students based upon material drawn from *Counseling Strategies and Objectives* by H. Hackney and S. Nye, Prentice-Hall, Englewood Cliffs, NJ, 1973. This form originally was printed in Chapter 10 of the *Practicum Manual for Counseling and Psychotherapy* by K. Dimick and F. Krause, Accelerated Development, Muncie, IN, 1980.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

_____ Date _____ Signature of practicum student/intern

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.

_____ Date _____ Signature of supervisor

SITE EVALUATION FORM

Directions: Student completes this form at the end of the practicum and/or internship. This should be turned in to the university supervisor or internship coordinator as indicated by the university program

Name _____ Site _____
Dates of placement _____ Site supervisor _____
Faculty liaison _____

Rate the following questions about your site and experiences with the following scale:

A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Usefulness and helpfulness of faculty liaison
4. _____ Relevance of experience to career goals
5. _____ Exposure to and communication of school/agency goals
6. _____ Exposure to and communication of school/agency procedures
7. _____ Exposure to professional roles and functions within the school/agency
8. _____ Exposure to information about community resources
9. _____ Rate all applicable experiences that you had at your site:
 - _____ Report writing
 - _____ Intake interviewing
 - _____ Administration and interpretation of tests
 - _____ Staff presentation/case conferences
 - _____ Individual counseling
 - _____ Group counseling
 - _____ Family/couple counseling
 - _____ Psychoeducational activities
 - _____ Consultation
 - _____ Career counseling
 - _____ Other _____
10. _____ Overall evaluation of the site

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

**School Counseling Intern Final Evaluation
Florida Educator Accomplished Practices**

**School Counseling Internship Evaluation of
Florida Educator Accomplished Practice**

Candidate's Name: _____

Evaluator's Name: _____

Internship (circle one) Int. 1 Int. 2 Int. 3

Date: _____

This is the final evaluation form for the internship experience. The behaviors listed on this form are not intended to be all-inclusive, but are major indicators in each of the categories.

Rating scale: Circle the appropriate rating for each of the Accomplished Practices according to the following scale:

O/Outstanding = consistently exhibits outstanding qualities; **AA /Above Average** =exhibits above average qualities; **S/Satisfactory** - exhibits proficient qualities; **U/Unsatisfactory** =requires assistance and guidance; **N/A** = the evaluator has not had sufficient opportunity to observe to make a judgment in this category.

Please include additional comments that verify how you observed each of the practices as part of your evaluation. At the end of the form please make comments concerning the intern's performance on any or all of the items listed.

A. QUALITY OF INSTRUCTION AND COUNSELING

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective counselor consistently:

A . Aligns classroom guidance with state-adopted standards at the appropriate level of rigor;	O	AA	S	U	NA
b. Sequences lessons and concepts to ensure coherence and required prior knowledge	O	AA	S	U	NA
c. Designs classroom guidance for students to achieve mastery;	O	AA	S	U	NA

d. Selects appropriate formative assessments to monitor learning; O AA S U NA

e. Uses a variety of assessment data, to evaluate learning outcomes, improve learning outcomes; O AA S U NA

f. Develops experiences that require demonstration of skills competencies. O AA S U NA

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention; O AA S U NA

b. Manages individual and class behaviors through a well-planned management system O AA S U NA

c. Conveys high expectations to all students; O AA S U NA

d. Respects students' cultural and family background; O AA S U NA

e. Models clear, acceptable oral and written communication skills O AA S U NA

f. Maintains a climate of openness, inquiry, fairness, and support O AA S U NA

g. Integrates current information and communication technologies O AA S U NA

h. Adapts the learning environment to accommodate the differing needs and diversity of students O AA S U NA

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication O AA S U NA

2. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject to:

a. Deliver engaging and challenging lessons; O AA S U NA

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter O AA S U NA

c. Identify gaps in students' subject matter knowledge; O AA S U NA

d. Modify instruction to respond to preconceptions or misconceptions O AA S U NA

e. Relate and integrate the subject matter with other disciplines and life experiences; O AA S U NA

f. Employ higher order questioning techniques; O AA S U NA

g. Apply varied instructional strategies and resources to teach and counsel for student understanding; , including appropriate technology, O AA S U NA

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; O AA S U NA

i. Support, encourage, and provide immediate and specific feedback to students to promote students achievement and interpersonal growth; O AA S U NA

j. Utilize student feedback to monitor instructional needs and to adjust instruction and counseling. O AA S U NA

3. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning and interpersonal needs, informs instruction based on those needs, and drives the learning process; O AA S U NA

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; O AA S U NA

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; O AA S U NA

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; O AA S U NA

e. Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s); O AA S U NA

f. Applies technology to organize and integrate assessment information. O AA S U NA

B. CONTINUOUS IMPROVEMENT, RESPONSIBILITY AND ETHICS

4. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; O AA S U NA

b. Examines and uses data-informed research to improve instruction and student achievement; O AA S U NA

c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; O AA S U NA

d. Engages in targeted professional growth opportunities and reflective practices, O AA S U NA

e. Implements knowledge and skills learned in professional development in the teaching, learning, and counseling process. O AA S U NA

5. Professional Responsibility and Ethical Conduct.

Candidate demonstrates that he/she understands that Counselors are held to a high moral standard in a community, the effective counselor adheres to the Ethical Standards of the American School Counseling Association and the Code of Ethics

and the Principles of Professional Conduct of the Education Profession and of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

O AA S U NA