Appendix 12:
School Practicum/Internship Guide

PRACTICUM AND INTERNSHIP PACKET
FOR
STUDENTS, INTERNS, AND SITE SUPERVISORS

COUN 6290 SCHOOL COUNSELING PRACTICUM
AND
COUN 6291 SCHOOL COUNSELING INTERNSHIP

CACREP Accredited Since 1990

Preparing School Counselors at UNI Since 1953

GRADUATE PROGRAM IN COUNSELING
Clinical Mental Health Counseling and School Counseling
University of Northern Iowa

School Counseling Emphasis
Date________________

Dear Colleague:

Thank you for agreeing to supervise one of our School Counseling Internship students for Spring 2014. Because you have agreed to mentor and supervise an intern, you must be aware of the rewards. Internship supervision is the important link between the academic program of study and the profession of practicing counselors. The process of internship ends with two individuals knowing one another’s philosophy and skills in an intimate way; two individuals who are now and will continue to be colleagues. Many of the requirements for internship are detailed in our CACREP accreditation standards. Our program has been CACREP accredited since 1990, but UNI has been graduating counselors since 1953!

Supervision can involve a combination of activities which include didactic instruction, case discussion, role plays, direct observation of sessions, joint therapy, frequent review of audio or videotapes, and opportunities to observe the supervisor conducting counseling sessions. We recommend that both parties (intern and supervisor) take an active role in discussing what kinds of learning experiences would be most helpful during internship. Initial and ongoing discussions, including a review of the information in the packet are encouraged throughout the experience. **Your evaluation is needed both at midterm and at the completion of the internship experience. A copy of the Professional Counseling Performance Evaluation (PCPE) is provided in this packet.** Please use it for both midterm and the final evaluation. **The student will not receive “credit” until the final evaluation is received.**

Our interns are required to do 600 contact hours, including 240 hours of direct client (individual, group or classroom) contact over the course of the semester (or year if part time) and 360 of indirect time logged. **One hour of weekly supervision by the site supervisor meets our minimum requirements,** live supervision of interns in counseling related activities is necessary, especially if it is not possible to video or audio tape.

I will be available throughout the semester if you need to contact me and I may check in with you on our student’s progress. At least once, I will visit your school. I am providing both my email and phone contact information below. If you have any questions please let me know and thank you for mentoring our student!

Respectfully,

*Instructor’s contact information here
Name, address, phone, and email*
Graduate Program in Counseling
University of Northern Iowa

PRACTICUM: COUN 6290 School Counseling Practicum

Instructors for the course will hold an informational meeting with students enrolling in practicum several weeks prior to the beginning of the semester. Enrollment is determined by the course rotation with your advisor/clinical school counseling coordinator, and/or the counseling program chair. You will have 2 sites for practicum for the duration of the semester. You will be assigned to a section in either the elementary or secondary level. Students receive frequent live supervision by the instructor of the course or a school counselor working within the school district. A commitment of a full day at your practicum primary site is essential. At the end of the school day the instructor of the course will hold a seminar with students in their section for additional supervision. Students will seek out an additional practicum site that accommodates their schedule at the opposite level of their primary site (more details below).

In anticipation of receiving Iowa K-12 Iowa Professional Service License, you must have practicum and/or internship experience at all levels (K-5, 6-9, 10-12). Since many people have jobs by the time they take internship, it is highly advisable to do practicum at all levels. You must also remain at sites throughout the semester.

By the end of practicum, you must document a minimum of 150 hours, with time at the level opposite than the one you plan to specialize in. You will be registered in COUN 6290 in a section of either elementary or secondary. It is your responsibility to attain your additional site and ensure that you have experiences in those other levels. This is a great opportunity to be in the field and supervised and mentored by experienced professionals. Many students have more than 150 hours during practicum.

These 150 hours must include 60 hours direct contact (20 at each level of elementary through secondary). The rest of your hours will be in the area you wish to specialize in. (For example: If you think you want to specialize in high school counseling, you would need a minimum of 20 direct hours, plus 20 direct contact both at the middle school and elementary level (60 total direct). The remainder of your 110 hours would be indirect hours, mostly at the high school level.) Please note: these 50 additional hours in practicum, beyond CACREP requirements, are related to the K-12 Professional Service License that our students receive in Iowa to be a school counselor.

PRACTICUM 2009 CACREP STANDARDS

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:
1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

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

   **Conditional License as a School Counselor**

   *If students who have completed the core courses in their program of study, and do not have a teaching background EXCEPT for practicum and internship, may apply for a conditional license to practice as a school counselor in Iowa (applications at the BOEE). Students that currently hold an Iowa teaching license can apply for their conditional license after completing 12 credits in the program. If you call the BOEE with questions, make sure you note the date, information shared, and the person providing the information.*

Iowa Department of Education
https://www.educateiowa.gov/

Board of Educational Examiners (BOEE) licensing
(those holding the license and seeking license)

http://www.boee.iowa.gov/

http://www.boee.iowa.gov/seeking_other.html (Professional Service License)
INTERNSHIP: COUN 6291 School Counseling Internship

SCHOOL INTERNSHIP GUIDELINES: University, Site, and Student

General Guidelines

1. The school will provide the student intern with a paid or non-paid work experience which will help him/her prepare for employment in a school setting.

2. The student must put in a minimum of 600 hours (20 hours/week over two terms or 40 hours/week over one term) on-site in a school over no more than two academic terms.

3. The student must be supervised on-site by a person with at least a master’s degree in school counseling, at least two years of professional experience in counseling, and evidence of continuing professional development activities.

4. On-site supervision should include one hour per week face-to-face supervision, including critique of the intern’s actual counseling sessions (live supervision or listening to tapes) and completing site supervisor critique forms.

5. The student will have the opportunity for individual supervision with university faculty weekly, and group seminar will be for either 1 ½ hours weekly or 3 hours bi-weekly in addition to on-site supervision. If students placed or employed at a distance from campus for internship then distance supervision technology is utilized for both individual supervision and group supervision.

Responsibilities of the Cooperating School

1. Interview the potential intern. If the interview is successful, a schedule for the internship can be planned. If the interview is not successful, please contact the university internship supervisor.

2. Designate an individual who will be the site supervisor for the student intern. Once a student is approved for the internship placement, all contact regarding the student will be addressed to the site supervisor.

3. Provide an opportunity for the intern student to participate in the routine professional activities of the practicing master’s level counselor. These should include – individual and small group and/or family counseling; career counseling; if applicable, scoring and
interpretation of tests for clients being counseled; use of educational, occupational and personal-social information; consultation with parents and staff; referral of clients; staff meetings; parent groups; classroom guidance. At the internship level, it is especially critical that students become involved with all aspects of the school counseling program in that they are familiar with the four components of comprehensive school counseling programs: responsive services, educational planning, psychological education, and program management.

4. The designated site supervisor should:

   a. Inform the intern about the policies and procedures governing the placement site;

   b. Participate in the development of the intern’s plan for the semester(s);

   c. Spend a minimum of one hour per week supervising the intern’s work, including critiques of the intern’s actual case counseling (individual, small group, and classroom guidance sessions);

   d. Make provisions for the student intern to attend meetings, conferences, workshops, etc. which the site supervisor normally attends;

   e. Inform the university instructor of any concerns regarding the intern’s current functioning level, or concerns regarding the intern’s potential for becoming a productive, professional counselor; and

   f. Complete a mid-term and a final evaluation each semester of the student intern’s performance on forms provided by the university.

5. A site supervisor may expect as a result of his/her role:

   a. Input from the university supervisor in designating the intern experience;

   b. Assistance from the student intern in lightening the workload; and

   c. Stimulation and professional growth from the experience of supervising/mentoring.
Responsibilities of the University

1. Approve students for registration in the internship and for placement through the Area’s internship coordinator and instructor.

2. Arrange placement of students through cooperating schools. Placements will be arranged at least 30 days in advance.

3. Provide a department instructor who will serve as liaison with in the internship site.

4. The university instructor’s responsibilities include:

   a. communicating with the site supervisor and the student intern prior to or during the first two weeks of the internship to review the student’s internship plan;

   b. maintain regular contact with the site supervisor by phone, e-mail, or on-site visits over the course of the semester;

   c. meet individually, in dyads, or in triads for additional supervision with the student intern during the semester. At least one site visit will be made during the semester by the instructor at the intern’s site;

   d. provide further instruction and critiquing during on-campus seminars (1 ½ hours/week – 15 weeks);

   e. critique the student intern’s performance; and

   f. assign course evaluation (pass-no credit) after consultation with site supervisor.

Responsibilities of the Student Intern

1. Arrange through the Clinical School Counseling Coordinator and student’s advisor to register for the internship. The student is responsible for completing all prerequisites and meeting deadlines to insure appropriate placement.

2. Prepare a proposed plan for the internship experience by the end of the second week of the semester. The plan should include the student’s goals, the activities to achieve the
goals, expectations for the supervisors, and a plan for assessing the experience. The plan should be endorsed by the site supervisor and the university instructor.

3. Perform the counseling functions agreed to in the internship plan and other functions as directed by the site supervisor.

4. Work to improve performance in response to feedback made by the site supervisor and the university instructor.

5. Meet as scheduled with the site and university supervisors for critique of work, including actual individual, small group, and classroom guidance seminar.

6. Keep a weekly log of activities experience and comment on areas of concern; complete other forms weekly: individual session reports, group counseling and classroom guidance lesson plans, and self-evaluations.

7. Prepare a final cumulative record of internship activities and amount of time spent on each. (Must document a minimum of 240 direct client contact hours and 360 indirect hours; minimum of 600 total.)

8. Student intern should already have professional liability insurance. Student intern’s need to be sure it is up to date and current.

9. Be consistent with the requirements of the internship site with regard to professional appearance, punctuality, and so forth.

10. Demonstrate behavior in accordance with the ACA ethical and professional standards.

11. Prepare a written self-evaluation of strengths, areas to improve, and learnings at the end of the internship experience.

12. Meet with the site and university supervisors each semester for a mid-term and final evaluation of the internship.
2009 CACREP INTERNSHIP STANDARDS

SECTION III
PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.

2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.

3. Relevant supervision training and experience.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

1. Have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.

2. Have completed or are receiving preparation in counseling supervision.

3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

C. Site supervisors must have the following qualifications:

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

3. Knowledge of the program’s expectations, requirements, and evaluation procedures
for students.

4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

**INTERNSHIP**

G. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

The Following pages are required forms for internship and signed copies by all parties should be provided for: intern, supervisor, and internship instructor.
COUN 6290 SCHOOL COUNSELING PRACTICUM OR COUN 6291 INTERNSHIP
University of Northern Iowa

Practicum Student or Intern Name ________________________________

Fall __________  Spring __________

School Counselor Practicum or Internship Site
School District ________________________________________________
School ______________________________________________________
Address _____________________________________________________
__________________________________________________________

Site Phone  ____________________________
Intern’s Cell Phone ____________________________
Intern’s Email  ______________________________

Supervisor Information
Supervisor ___________________________________________________
Supervisor’s Position in school district __________________________

Phone  ____________________________
Email  ____________________________

10/2013
School Counseling Practicum or Internship
University of Northern Iowa
On Site Supervisor and Internship Student Agreement

Prior to beginning the internship experience, and after the internship meeting with the instructor, the internship student should have this form signed by the prospective on-site supervisor.

_________________________________________ has discussed the internship experience and the CACREP (Intern’s name) requirements with me and has permission to work with students under my supervision at:

Location: ________________________________

Semester & Year: _______________________

I understand that if I have further questions regarding the internship or if I am unable to resolve any concerns with the student that I will contact.

School Counseling Practicum or Internship Instructor

Instructors contact information here

(On site supervisor’s signature) (Date)

(Intern’s signature) (Date)

(Instructor approval) (Date)
**AUDIO AND VIDEO TAPING PROCEDURES**

Audio and/or video taping is crucial, both for supervisory purposes and in order to protect the interests of clients. Therefore, audio and/or video tape whenever appropriate.

1. Receiving parental consent for taping of children and adolescents is encouraged by UNI. However, this decision is left to the discretion of respective school and/or school districts. Forms are available.

2. It is essential that the purpose of the taping be explained to clients. In essence, indicate that it is to help the trainee improve skills and that their identity will not be revealed to others.

3. All tapes are to be listened to or viewed by the counselor trainee; they also will be shared with the university instructors, and/or his/her designated on-campus supervisor, and by the on-site supervisor. Occasionally, tapes are group critiqued in practicum or internship seminar. However, no tape is shared in the seminar if the identity of the client is likely to be evident, and no reference to the client’s last name is to be made. Listening to or viewing a tape by the seminar is an activity which is entered into only after adequate safeguards are taken to protect the identity and interests of the client. (Only first names of the clients are to be used on tapes and/or forms).

4. After tapes have been critiqued, **they are to be erased.** This responsibility rests with the counselor trainee.

5. Interview content, whether taped or not, is to be kept **strictly confidential.** All listening to tapes, critiquing, and supervision are to be confined to private critique and supervisory areas. Under no circumstances are clients, their identities, or the nature of their concerns, to be discussed with persons other than supervisors or seminar members.
IF AUTO OR VIDEO TAPING ARE NOT POSSIBLE AT YOUR SITE, IT IS ESSENTIAL THAT THE INTERNS RECEIVE LIVE SUPERVISION OF COUNSELING SKILLS IN INDIVIDUAL OR GROUP SESSIONS, AS WELL IN GUIDING CLASSROOM LESSONS. FEEDBACK IS VITAL TO COUNSELOR DEVELOPMENT.

School and Clinical Mental Health Counseling Program
University of Northern Iowa
Professional Counseling Performance Evaluation (PCPE)

Student ____________________________ Program __________________________
Semester and Academic Year __________________________
Faculty Supervisor __________________________
Onsite Supervisor __________________________
Faculty Counseling Skills __________________________
Other: __________________________

Mid-Semester Evaluation: Date: ______
End of Semester Evaluation: Date: ______

Rating Scale:  
N - Not required and/or No opportunity to observe  
0 - Does not meet criteria expected for student’s level of preparation and experience.  
1 - Minimally or inconsistently meets criteria expected for student’s level of preparation and experience.  
2 - Consistently meets criteria expected for student’s level of preparation and experience.  
3 - Exceeds criteria expected for student’s level of preparation and experience

The Student…

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<th>1. COUNSELING SKILLS</th>
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<td>a. Establishes relationships characterized by working alliance.</td>
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<td>b. Creates appropriate structure: Sets and maintains boundaries such as meeting place, time, and duration.</td>
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<td>c. Provides individual, group, family, or educational sessions designed to promote wellness and improve functioning (i.e. relationships, academics, personal/social development, career) (CHMC D3, D5; SC F2)</td>
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<td>d. Shows understanding of content of client’s story – primary elements</td>
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<td>e. Shows understanding of context of client’s story – uniqueness and underlying meanings (CHMC D2, F2, F3)</td>
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<td>f. Responds to feelings; identifies client affect and address feelings therapeutically.</td>
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<td>g. Demonstrates congruence/genuineness; outer behavior consistent with inner</td>
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a. Shows empathy: Takes client’s perspective without over-identifying and communicates this experience to client. 

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b. Demonstrates effective nonverbal communication: use of body, voice, attire, etc. 

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c. Creates a psychologically safe environment. 

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d. Shows awareness of, and effectively manages, power differences in relationships. 

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l. Collaborates with client to establish clear and measurable counseling goals.  (CMHC J2; SC J2) 

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m. Facilitates client’s movement toward counseling goals and apprises client of progress. (CMHC D1; SC D2, D3) 

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n. Promotes wellness through both intervention and prevention. (CMHC D1, D3; SC D2, D3) 

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2. PROFESSIONAL DISPOSITION & BEHAVIOR 

a. Conducts self ethically and in compliance with legal requirements so as to promote confidence in the counseling profession.  (CMHC B1; SC B1) 

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b. Relates to peers, professors, and others according to stated professional standards. (CMHC B1; SC B1) 

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c. Keeps accurate and timely records. (CMHC B1, D7; SC B1) 

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d. Demonstrates sensitivity to real and ascribed power differences between self and others; does not exploit or mislead others during or after professional relationships. (CMHC D2, D5; SC D1, F1) 

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3. KNOWLEDGE 

a. Demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to others. (CMHC D1; SC D2) 

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b. Recognizes and responds appropriately to cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. (CMHC D2, D5, F3; SC D1, F1) 

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c. Promotes wellness, optimal mental health, and development through programs by providing programs and services designed to enhance these areas. (CMHC D3, SC L1) 

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d. Analyzes and applies relevant research findings to the practice of counseling.  (CMHC J1; SC J1, J3) 

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e. Participates in design, implementation, management, and evaluation of effectiveness of counseling services provided to his or her population (i.e school or case load) (CMHC J2, J3 ; SC P1) 

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f. Appropriately applies assessment and diagnostic tools both initially and throughout counseling through intake interview, mental status evaluation, bio psychosocial history, mental health history, and psychological assessment. (CMHC, D1, H1, H2, H3, H4, L1, L2, L3; SC H1, H2, H3, H5) 

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g. Identifies and responds appropriately to clients with addiction and co-occurring disorders. (CMHC D8, H3, H4) N 0 1 2 3

h. Assesses and manages suicide risk. (CMHC D6, H3; SC D4) N 0 1 2 3

i. Recognizes and responds therapeutically to crises, disasters, and other trauma-causing events in clients’ lives. (CMHC C6, L3; SC C6) N 0 1 2 3

j. Involves others in client’s life in the counseling process as clinically, ethnically, and legally appropriate. (CMHC D4; SC F4, H4, N1, N3) N 0 1 2 3

k. Recognizes the boundaries of one’s particular competencies and the limitations of one’s expertise. (CMHC D9; SC D5) N 0 1 2 3

l. Provides only those services and applies only those techniques for which one is qualified by education, training, and experience. (CMHC B1, D9; SC B1, D5) N 0 1 2 3

m. Takes responsibility for compensating for one’s deficiencies. (CMHC D9; SC D5) N 0 1 2 3

n. Takes responsibility for assuring others’ welfare when encountering the boundaries of one’s expertise, through such activities as consultation and referral. (CMHC D4, D9, F1; SC D5, H4, N2, N3, N5) N 0 1 2 3

4. SELF-AWARENESS

a. Exercises appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others. N 0 1 2 3

b. Demonstrates honesty, fairness, and respect for others. N 0 1 2 3

c. Demonstrates an awareness of one’s own belief systems, values, needs and limitations and the effect of these factors on one’s work (CMHC D2; SC D1) N 0 1 2 3

d. Seeks, welcomes, receives, integrates, and utilizes feedback from supervisors and others. (CMHC D9; SC D5) N 0 1 2 3

e. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability. N 0 1 2 3

f. Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. (CMHC B1; SC B1) N 0 1 2 3

5. INTEGRITY

a. Refrains from making statements that are false, misleading, or deceptive, (CMHC B1; SC B1) N 0 1 2 3

b. Avoids improper and potentially harmful dual relationships. (CMHC B1; SC B1) N 0 1 2 3

c. Respects and fundamental rights, dignity, and worth of all people. (CMHC B1, D2; SC B1, F1) N 0 1 2 3

d. Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. (CMHC B1; SC B1) N 0 1 2 3

e. Demonstrates the ability to articulate, model, and advocate for policies, programs, and services that meet clients’ unique needs. (CMHC F2; SC B2, F3) N 0 1 2 3

Mid-Semester Comments:
Student Comments

Strengths:

Areas of growth:

Supervisor Comments

Strengths:

Areas of growth:

End of Semester Comments:

Student Comments

Strengths:

Areas of growth:

Supervisor Comments

Strengths:

Areas of growth:
Student Evaluation of Site and Faculty Supervisor

School Counseling and Mental Health
University of Northern Iowa

This evaluation form should be completed by the practicum/internship student at the end of the practicum/internship experience. Discussion of the form with the site supervisor being evaluated is encouraged but not required.

Name of Site/Faculty Supervisor: ___________________________ Date: ____________

Name of Site: ___________________________________________________________

Name of Student: ___________________________ Semester/Year: _______

DIRECTIONS: Circle the number which best represents how you, the student, perceived the supervision received at your site:

Key: 0 = Insufficient opportunity to observe/experience
1 = Needs much improvement  2 = Needs some improvement
3 = Meets expectations  4 = Superior

Note: The words site supervisor through the survey are interchangeable with faculty supervisor throughout the survey depending on who you are evaluating.

My site/faculty supervisor: Circle One

1. Gives time and energy in observing my skills and discussing cases  0 1 2 3 4
2. The site supervisor was friendly and approachable  0 1 2 3 4
3. Accepts and respects me as a person  0 1 2 3 4
4. Recognizes and encourages further development of my strengths & capabilities  0 1 2 3 4
5. Gives me useful feedback when I do something well  0 1 2 3 4
6. The site supervisor observed my work on a regular basis  0 1 2 3 4
7. Encourages and listens to my ideas and suggestions for developing my counseling skills

8. Provides suggestions for developing my counseling skills

9. Helps me to understand the implications and dynamics of the counseling approaches I utilize

10. Encourages me to use new and different techniques when appropriate

11. The site supervisor demonstrated multicultural competencies

12. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience

13. Gives me useful feedback when I do something inappropriate

14. Allows me to discuss problems I encounter in my practicum/internship setting

15. Focuses on both verbal and nonverbal behavior in me and in my clients.

16. Helps me define and maintain ethical behavior in counseling and case management.

17. Encourages me to engage in professional behavior

18. Maintains confidentiality in material discussed in supervisory Sessions

19. Deals with both content and affect when supervising

20. Focuses on the implications, consequences, and contingencies of of specific behaviors in counseling and supervision.

21. Helps me organize relevant case data in planning goals and strategies with my client.

22. Helps me to articulate my a theoretical orientation

23. Offers resource information when I request or need it

24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes/or receiving feedback from live supervision

25. Allows and encourages me to evaluate myself
26. Explains his/her criteria for evaluation clearly
27. Applies his/her criteria fairly in evaluating my counseling performance
28. The site supervisor was a good liaison to the counseling profession
29. The site supervisor informed me about professional growth opportunities that would enhance my learning
30. Did your site placement meet your expectations
31. Did your site placement broaden your understanding of the counseling field and diverse client populations
32. Do you believe your site placement enhanced your counseling skills and professional growth
33. Would you recommend this supervisor for other students in our program

Additional Comments and/or Suggestions:

Student’s Signature: ___________________________ Date: _____________
10/2013