

Counselor Education Practicum and Internship Manual

Career Counseling & Clinical Mental Health Counseling

Updated August 19, 2022



Counselor Education
Department of Educational Psychology and Learning Systems
3210 Stone Building
The Florida State University
Tallahassee, FL 32306-4453

Erik Hines, Ph.D.
Counselor Education Program Coordinator
Telephone: 850-644-8796
emhines@fsu.edu

Table of Contents

Practicum Guidelines.....3

Internship Guidelines5

Student Requirements and Program Expectations6

Supervising Agency Requirements and Expectations10

Site Supervisor Requirements and Expectations11

Appendix A: Supervisor Data Form12

Appendix B: Agreement Form13

Appendix C: Internship Application.....15

Appendix D: Sample Practicum/Internship Log17

Appendix E: Verification of Group Leadership18

Appendix F: Site Supervision Evaluation.....19

Appendix G-1: Career Counseling Formative/Summative Internship Evaluation..... 20

Appendix G-2: Clinical Mental Health Counseling Formative/Summative Evaluation27

Appendix H: Certificate of Participation.....32

Counselor Education Program Practicum & Internship Guidelines

The basic purpose of the practicum and internship program is to allow counseling students to apply knowledge, skills, and professional values to actual practice settings in the community. The on-site work experience provides an opportunity to integrate theory and practice. The practicum and internship experience is a reciprocal arrangement: students exchange their work in return for on-the-job supervision and experience in the field. The result is ultimately the promotion of professional development, integration of knowledge and skills, and development of professional competence. The practicum and internship program is also designed to solidify a sense of professional counselor identity. The counseling setting, the interaction with staff and clients, the realities and responsibilities of the helping process, and the conscious application of ethical principles, combine to result in the personal knowledge and commitment necessary to enter the field of counseling and human services.

The program requires Counselor Education (CE) majors to complete a supervised counseling practicum and internship experience that totals a minimum of 700 clock hours, in accordance with the 2016 CACREP Standards. The practicum and internship, occurring over three consecutive semesters, provide students the opportunity to perform the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The requirements, procedures, and expectations for all the Career Counseling (CC) and Clinical Mental Health Counseling (CMHC) majors are as follows:

Practicum Guidelines

Expectations

The practicum is typically taken during the first year of the M.S./Ed.S. program. Students enroll in MHS 5801 for one semester for four credit hours. Students must have successfully completed MHS 5400 Counseling Theories and Techniques to enroll in Practicum. The faculty instructor for the student's section of MHS 5801 serves as the faculty supervisor. The Supervisor Data Form and the Agreement Form must be signed and returned to the faculty supervisor and/or clinical coordinator by the first week of the semester that the student is registered for practicum. Students must also provide their faculty supervisor proof of liability insurance. It is each student's responsibility to ensure that these forms are submitted to the appropriate faculty member in a timely fashion.

The faculty supervisor and the site supervisor will discuss (by phone, e-mail, Zoom, or in person) the students' progress throughout the semester. The site supervisor and faculty advisor will be available to discuss any issues that arise during the practicum experience. Students who cannot complete practicum at their assigned site must notify their faculty supervisor and/or clinical coordinator immediately. All practicum requirements, including direct service hours, must be completed prior to enrolling in internship.

Requirements

1. A minimum of 100 clock hours with at least 40 of those clock hours being direct service with actual clients, over a full academic term, that contributes to the development of counseling skills.
2. An average of 1 hour per week individual and/or triadic supervision throughout the practicum by a qualified site supervisor.
3. An average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision (by site supervisor) of the student's interactions with clients.
5. Evaluation and feedback on the student's counseling performance throughout the practicum

Procedures

Career Counseling (CC) majors will complete their practicum at the FSU Career Center and/or other community, school, and private practice agencies. CC students desiring to gain field practice in community, school, and private practice agencies should speak with their advisor and/or the clinical program coordinator. Clinical Mental Health Counseling (CMHC) majors will complete their practicum hours in community mental agencies in or near the Tallahassee area. All students eligible for practicum will meet with their respective faculty supervisor and/or clinical coordinator at least one semester prior to practicum to discuss the requirements and expectations. Students will be advised of the available practicum sites and receive an orientation to the procedures for beginning their clinical practice.

Following the meeting, students will provide their program coordinator their three preferred practicum sites. Students may include unlisted sites. After the faculty supervisor and/or clinical coordinator reviews the list, they will permit the students to contact the preferred practicum sites to express their interest in working with them. Students should not contact a practicum site to inquire about a placement without first informing their faculty supervisor and/or clinical coordinator. Most sites will invite students to interview for a placement. Once the site informs the student that they will accept the student for practicum, the student is responsible for contacting the practicum site to complete their schedule, agency orientations or trainings, and other procedures the agency requires. Please note that many agencies require background checks and drug testing. Some agencies pay for these, but other agencies expect the student to pay those costs. All practicum sites must be approved by the faculty supervisor and/or clinical coordinator to assure that the practicum site meets CACREP-accreditation standards.

Once a practicum site is secured, students will provide their agency supervisors the CE Practicum and Internship Manual, along with a copy of the Supervisor Data Form (Appendix A), the Agreement Form (Appendix B), the Site Supervisor Manual, and proof of their professional liability insurance. Professional liability insurance can be obtained with ACA or AMHCA student membership. Please note that all practicum and internship students must be covered by

professional liability insurance.

Internship Guidelines

Expectations

The internship begins after the successful completion of MHS 5801 Practicum. The total number of hours is usually completed over two full academic terms for both the CC and CMHC counseling programs. CC and CMHC majors register 12 credits total for SDS 5820, for two semesters, six credit hours each.

Like the practicum process, students should meet with their faculty supervisor and/or clinical coordinator to discuss the internship process and procedures one semester prior to internship. Students desiring to add or change sites must notify their faculty advisor and clinical coordinator of their wishes during this time. Students must be permitted to add or change a site and provide sufficient reasoning for changing sites. All sites must be approved by the faculty clinical coordinator.

Once a new internship site is secured, students will provide their agency supervisors with a copy of the Supervisor Data Form (Appendix A), the Agreement Form (Appendix B), and the Site Supervisor Manual. The Supervisor Data Form and a signed copy of the Agreement Form should be returned to the faculty supervisor and/or the clinical coordinator for the student's program area, prior to beginning the internship. Students must also provide their site supervisor and faculty supervisor proof of liability insurance. It is each student's responsibility to ensure all forms are submitted to the appropriate people in a timely fashion.

The faculty supervisor and the site supervisor will discuss (by phone, e-mail, Zoom, or in person) the students' progress throughout the semester. The site supervisor and faculty supervisor and/or clinical coordinator will be available to discuss any issues that arise during the internship experience. Students who cannot complete the internship requirements at their assigned site must notify their faculty supervisor and/or clinical coordinator immediately.

Requirements

1. A minimum of 600 clock hours with at least 240 of those clock hours being direct service with actual clients over two full academic terms that contributes to the development of counseling skills.
2. An average of 1 hour per week individual and/or triadic supervision throughout the internship by a qualified site supervisor, counselor education program faculty, or a student supervisor who is under the supervision of a counselor education program faculty member.
3. An average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the internship by a program faculty member.
4. The development of program-appropriate audio/video recordings for use in supervision or live

supervision (by site supervisor) of the student's interactions with clients.

5. Evaluation of the student's counseling performance throughout the internship.

Procedures

Like the practicum procedures, students should meet with their faculty supervisor and/or clinical coordinator one semester prior to internship to discuss the internship requirements and procedures. CC and CMHC students should submit a completed Internship Application (Appendix C) to their respective faculty supervisor and/or clinical coordinator the semester prior to beginning the internship. It is strongly recommended that students begin seeking an internship no later than the 8th week of the semester prior to internship. Please note that many agencies require background checks, and some require drug testing. Some agencies pay for these, but other agencies expect the intern to pay.

Once an internship site is secured, students will provide their agency supervisors with a copy of the Site Supervisor Manual, the Supervisor Data Form (Appendix A) and the Agreement Form (Appendix B). The Supervisor Data Form and a signed copy of the Agreement Form should be returned to the faculty supervisor and/or clinical coordinator prior to beginning the internship. It is each student's responsibility to ensure that these forms are returned to the appropriate faculty member in a timely fashion.

Student Requirements and Program Expectations

Professionalism

Students will adhere to the work schedule, rules, and regulations of the agency and will conduct themselves in a professional manner. Students will maintain confidentiality of client information under agency guidelines and professional code of ethics. Students are expected to dress and act professionally, and to call their agencies if they will be late or absent for any reason. Students should be considered as staff members, and are expected to carry a caseload, under supervision, when sufficient professional competence is demonstrated.

Students should work with their site supervisors to create a fixed work schedule for the semester and communicate any conflicts or changes to the work schedule at their earliest convenience. Students must provide their faculty supervisor with this schedule within the first week of practicum and internship. Students should also ensure that all necessary paperwork is submitted to the site supervisor and faculty supervisor in a timely fashion.

Student may not terminate their clinical responsibilities during the semester without reasonable cause such as illness, withdrawal, site termination or other uncontrollable events. Following completion of the required minimum clinical hours, students still need to track their activity and continue attending their practicum or internship site until the last week of class.

Student Initiated Site Change or Termination

Faculty recommend students complete at least two of their three semesters, if not all, clinical work at the same site. Students may not change internship sites without first consulting the

clinical coordinator and/or faculty supervisor and their current site supervisor. Students must present legitimate reasons for changing sites (e.g., ethical or professional issues, maltreatment, inability to gain sufficient hours) to the clinical coordinator and/or faculty supervisor.

Based on the concerns listed, the intern, the site supervisor and faculty supervisor and/or clinical coordinator will discuss the issues and determine whether a solution at the existing site is possible. The student may be asked to continue placement until the end of the semester with an agreement that a change of placement will occur for the following semester. If no solution is possible, the student will proceed with the termination process and begin collaborating with the clinical coordinator and/or faculty supervisor to identify a new site.

Upon permission to change sites, the student must engage in the appropriate termination process with their clients and the site supervisor which may include but is not limited to a letter of resignation stating their decision to leave, their last date of internship, and duties to be completed before leaving. Students must return all site property and material (e.g., manuals, files, keys, parking passes) by their last day on site.

Students are permitted to change sites one time during their clinical practice experience, including the transition from practicum to internship. Changing sites an additional time must be due to the reasons listed above or be initiated by the site or faculty supervisor and/or clinical coordinator.

Administrative Initiated Site Change or Termination

When a site manager or site supervisor decides to terminate a student's placement, the intern, site supervisor, and faculty supervisor and/or clinical coordinator will discuss the concerns. The site supervisor and faculty supervisor and/or clinical coordinator must provide a written summary of the reasons for termination and documentation of the student's performance via the CE disposition evaluation and/or the practicum and internship evaluation.

If the termination of the internship placement is due to unsatisfactory performance, the student will meet with their faculty supervisor and/or clinical coordinator, as well as additional CE faculty, to review the listed concerns, and if possible, devise a remediation plan. The student will receive an "F" or Unsatisfactory (U) in the MHS 5801 Practicum or SDS 5820 Internship course. The student is not guaranteed another placement during that semester or the following semester and may be required to re-enroll in the course (MHS 5801 Practicum and SDS 5820 Internship) the next semester the course is offered. The student may not advance to SDS 5820 until all issues are resolved.

A student terminated by their site or faculty supervisor and/or clinical coordinator is permitted one additional opportunity to complete the practicum or internship course requirements. Upon failure to remediate and/or fulfill the program and course requirements the second time, the student will receive a grade of "F" or unsatisfactory (U) in the course and be dismissed from the program.

If the termination is not due to unsatisfactory performance but unforeseeable circumstance (e.g., termination or resignation of site supervisor, no qualified supervisor on site, site closure), the student, site supervisor and/or the site manager or director must communicate changes upon their

earliest convenience. The student, site supervisor and the faculty supervisor and/or clinical coordinator will collaborate to assist the student in completing the course and clinical requirements, which may include the completion of the appropriate performance evaluations and documentation. The student will begin collaborating with faculty supervisor to identify a new site. If the student completed the course requirements but clinical hours remain unmet, the student will receive an Incomplete (I) and continue accruing hours the following semester.

Liability Insurance Coverage

All students enrolled in practicum and internship must have active individual professional counseling liability insurance. Faculty supervisor and/or clinical coordinator and site supervisor will obtain proof of individual liability insurance at the beginning of the practicum and internship and monitor student coverage throughout the clinical experience.

Documentation

Students are required to maintain a weekly log documenting their hours and a journal of their weekly activities that may include the following: administrative issues, personal and professional development, indirect and direct client service, strengths/weaknesses, and personal reactions. The formats of the respective journals are left to the faculty supervisors' discretion.

Time logs (Appendix D) are submitted to site supervisors and faculty supervisors monthly. Failure to do so will result in a grade of "U" for the course. As soon as the logs are submitted, a change of grade will be executed, and the student is permitted to begin the next phase of field practice. In compliance with the CACREP standards, students cannot accumulate clinical hours during the semester breaks as the academic programs cannot provide the required group supervision.

Clinical Service Descriptions

Direct service includes any direct client contact or service provision such as individual, family and couple counseling, group counseling, psychoeducation, consultation, and assessment services. Indirect service includes individual, triadic, and group supervision, clinical observation, case management activities, case reporting activities, professional development, and agency orientation.

Individual supervision includes an average of 1-hour weekly supervision meetings with the site supervisor. Triadic or group supervision may take place at the student's site in addition to the weekly, 90-minute meeting with a faculty supervisor and other interns registered for MHS 5801 or SDS 5820. Supervision groups, specifically in MHS 5801 and SDS 5820, will maintain a 1:12 faculty-student ratio. Note: If live supervision is not available during the direct service contact hours, then the student must audio or video tape these contacts with clients, with client permission and maintaining confidentiality. These tapes may then be used as part of their individual and/or group supervision.

Group Leadership Verification

CACREP requires that all counseling students lead or co-lead a counseling or psycho-educational group during either practicum or internship. If a student does not complete this requirement in practicum, they must complete this requirement in their internships. The Verification of Group Leadership form (Appendix E) must be signed by the site supervisor and submitted to the faculty supervisor by the student once this requirement is fulfilled.

Site Supervision Evaluation

Students are expected to complete a site supervision/supervisor evaluation (Appendix F) at the end of each semester. Students may complete the evaluation via Qualtrics. The evaluation must be submitted to the faculty supervisor prior to finals week. The evaluation will be available through the learning management system, Canvas.

Student Evaluation & Feedback

Ongoing feedback of student performance, professional competency and progress is expected. Site supervisors will assess students using the formative and summative evaluation (Appendix G) during Internship 1 (fall 2) and Internship 2 (spring 2). Students should meet with their agency supervisors at least twice during the semester to discuss their performance. The faculty supervisor will distribute the Qualtrics link for the formative/summative evaluations to the site supervisors via email at least one month prior to the end of the semester.

Student must receive a minimum score of “Developing 2” on at least 10 criteria and no less than 6 scores of "Developing 1" on all other criteria on the Formative Internship Evaluation in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 1" or any scores of "Unsatisfactory", feedback must be provided for each criterion that provides specific evidence and recommendations for improvement.

Students must receive a minimum score of “Target” on at least 10 criteria and no less than 6 scores of “Developing 2” on all other criteria on the Summative Internship Evaluation in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below “Developing 2” or any scores of “Unsatisfactory”, feedback must be provided for each criterion that provides specific evidence and recommendations for improvement. If a candidate receives an “Unsatisfactory”, a remediation plan will be created based on the feedback and recommendations for improvement. Students who receive an unsatisfactory (U) rating will not pass Internship.

The site supervisors should report any issues, concerns, and/or problems to the faculty supervisor and/or clinical coordinator immediately. When necessary, the faculty supervisor and/or clinical coordinator will meet with the student and site supervisor to address any issues or concerns.

Signature Assessments (SAs)

The Career Counseling and Clinical Mental Health Counseling degree programs at Florida State University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates enrolled in CACREP accredited programs must demonstrate knowledge and skills outlined in eight core areas that represent the foundational knowledge of all entry-level counselor education graduates. Additionally, candidates must also demonstrate the professional knowledge and skills in their specialty area.

Program faculty have created Signature Assessments throughout the coursework of the Counselor Education program to assess CACREP Core and Specialty Standards. Standards-based rubrics will be used to evaluate all signature assessments in Via.

Signature Assessments have a minimum level of performance of **3 – Developing 2** on all criteria. The minimum level of performance on the Formative and Summative Internship Evaluation varies. Please see the section above. Candidates receiving a rating below the minimum level of performance will need to revise the assignment and resubmit the signature assessment in Via during the course.

A grade of Incomplete will be given if a student cannot show mastery at the minimum level of performance by the end of the course. Students who do not show mastery at the end of the course will be allowed to revise show mastery skill development. Specifically, students who do not show mastery by the end of the semester will be given an Incomplete (I) and **MUST** have met this requirement by the 7th week of the following semester.

Supervising Agency Requirements and Expectations

The respective supervising agency expects students to report as professional staff members and to behave in all respects as professionals throughout the clinical experience.

An agency's emphasis will be on getting the student involved and participating in the agency setting from the first day of the clinical experience. An agency provides the following support and resources:

- (1) Sufficient time to supervise students. Day-to-day supervision must be by persons who meet the licensure or certification qualifications and are willing to perform the requirements described below.
- (2) Adequate facilities, equipment, and materials to enable students to function on a professional level.
- (3) An atmosphere where students have an opportunity to benefit from the experience of, and working with, other members on the staff.
- (4) An orientation to agency program components as well as observation, information, and experience in areas such as:

- a. History and philosophy of the agency,
- b. Counseling and interviewing sessions with clients,
- c. Evaluation of case materials,
- d. Clerical and administrative procedures in case load management,
- e. Relating medical, psychological, economic, and social knowledge to counseling,
- f. Utilization and interaction with the community and professionals,
- g. Testing and research, and
- h. Job development and placement (when applicable).

(5) Work rules and guidelines used by the professional staff to aid the student's orientation.

Site Supervisor Requirements and Expectations

Site supervisors, acting as mentor and consultant to students, play a critical role in the practicum. Therefore, certain minimal standards for site supervisors must be adhered to. In accordance with the CE program's accreditation body (www.cacrep.org), Site supervisors must have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision

Site supervisors will receive input from the faculty supervisor and/or clinical coordinator in designing the clinical experience. Supervisors should also expect the students to assist them in carrying a case load, especially upon entering internship.

Site supervisors are expected to set aside an average of one hour per week for individual or group supervision. Students should also have informal access to the supervisor during the week as the need arises. This need can be met through arrangements made between the supervisor and the student.

The agency supervisor will complete a minimum of two evaluation reports during the student's field practice. The reports should be submitted to the faculty supervisor and should be discussed with the student prior to submission. The faculty supervisor and the site supervisor will discuss (by phone, e-mail, Zoom, or in person) the students' progress throughout the semester. The site supervisor and faculty advisor will be available to discuss any issues that arise during the clinical experience

Site supervisors **must participate** in the program's online Site Supervisor Orientation. At the beginning of the semester, site supervisors will receive an email from the faculty supervisor with a link to the online CE Site Supervisor Training and survey.

Site supervisors within the State of Florida are eligible to receive a "Certificate of Participation" (Appendix H), which will entitle the supervisor to four credit hours free tuition at a university within the State University System of Florida. Supervisors in Florida state agencies are not eligible for the certificate.

Supervisor Data Form
Counselor Education Program
The Florida State University

Term _____ Hours Credit _____

Intern Name _____

Present address _____ (Zip) _____

Telephone _____ FSU ID# _____

Permanent address

_____ (Zip) _____ Telephone _____

Agency/Practicum or Internship Site

Name _____

Address _____ (Zip) _____

Agency Supervisor _____ Telephone _____

E-mail Address _____

Supervisor's Office Address

Site Supervisor's Degree & Major _____

Is the supervisor licensed or certified? Yes _____ # _____ No _____

Type of licensure or certification _____

Is the supervisor eligible for a "Certification of Participation?" Yes _____ No _____

CE Faculty Supervisor _____

**Agreement Between Florida State University
Counselor Education Program and Field Practice Sites**
Counselor Education Program
The Florida State University

The Counselor Education (CE) program recognizes and appreciates the resources and effort provided by many agencies in the Tallahassee community in the ongoing training of our students. In order to develop and maintain our training to the mutual benefit of the program, the training sites, and the individual students, the following agreement form has been drawn up to address the major issues involved in the practicum and internship experience for M.S./Ed.S. degree students. Additional issues or comments related to the unique situation of a given training site may be added at the end of this form and the modified form is signed by the appropriate representatives of the site and the CE faculty supervisor.

Ground Rules

1. Practicum and internship are training experiences. Students are placed in agency settings to gain supervised experience in providing a range of counseling and related services at a level appropriate to their level of training, skills, and professional goals.
2. Placements are arranged by the clinical coordinator based upon discussion with faculty, students, and training site personnel. The site may request interview and/or other relevant data and is encouraged to provide input to the coordinator regarding student placement.
3. Practicum and internship requirements and experiences will differ from site to site. However, all students are expected to meet the following minimum requirements during the term of their placement:
4. Practicum: 100 hours, including a minimum of 40 hours of direct client contact; site supervision; case preparation; and other approved training experiences for both the Career and Clinical Mental Health Counseling program.

Internship: 600 hours total, with 240 hours of direct client contact site supervision; case preparation; and other approved training experiences for both the Career and Clinical Mental Health Counseling program.

Certain field sites may require additional hours. This should be clearly understood and agreed to by the student, faculty supervisor and/or clinical coordinator, and the site supervisor prior to the semester of initial placement.

5. Students will participate in 1.5 hours per week of group supervision provided by the practicum and internship course instructor and/or faculty supervisor.
6. On-site supervision is defined operationally as a minimum of one (1) hour per week of supervision with a professionally appropriate staff member on site who has monthly consultation (such as in person, phone, email) with the practicum and internship course instructor. On-site supervision may consist of individual and/or triadic supervision.

7. The site should provide opportunity for live supervision of these hours or allow the development of appropriate audio/video recordings for use in supervision.
8. To be approved for field experience placement, the site should include training as part of its ongoing "mission." This can be demonstrated in several different ways, including (a) regular acceptance of trainees for supervised experience, (b) providing training experiences such as case conferences, training seminars, availability of a peer group for trainees (i.e., multiple trainees at similar levels of training), and (c) co-counseling opportunities with staff.
9. The site supervisor agrees to meet with the appropriate practicum and internship course instructor and to contact them as early in the semester as possible if there is a problem which threatens the likelihood of the student's successful completion of the program. Recommendation for early termination of a student's placement should be directed to the course instructor/faculty supervisor.
10. The site supervisor agrees to provide a written evaluation of the student's work during the semester of placement. This evaluation should include a brief description of the student's strengths and weaknesses in the area of (a) conceptualizing and carrying through counseling projects and maintaining other professional relationships; (b) appropriate and effective use of counseling methods and techniques; (c) professional and ethical behavior; (d) openness to and effective use of supervision and training opportunities. Other comments, including recommendations concerning the student's continued professional development, are encouraged.

The evaluation from the site is a major factor in determining the student's final grade for the semester. The evaluation also provides an important recommendation for each student's professional dossier.

11. CACREP accreditation standards require all counseling students to lead or co-lead a counseling or psycho-educational group during either practicum or internship.
12. Students are expected to follow the procedures and to meet all administrative and legal requirements of the agency.
13. Site specific arrangements and comments:

Signed _____ Date _____
 Faculty Supervisor (Counselor Education)

Signed _____ Date _____
 Director/ Site Supervisor (Cooperating Agency)

Signed _____ Date _____
 Counseling Student

Placement Site _____ Dates for Placement: From _____ To _____

Internship Application
Counselor Education Program
The Florida State University

Name of intern: _____ FSU EMP ID _____

Dates of Internship: _____ Term: _____

Location Preference(s) for Internship:

| Agency & Address (zip code) | Contact Person | Phone # |
|-----------------------------|----------------|---------|
|-----------------------------|----------------|---------|

1. _____

2. _____

Present Address: _____

Telephone (h) _____ (cell) _____

Permanent Address _____

Work Address (if any): _____

Work phone: _____

Email addresses (please include FSU & non-FSU email addresses) _____

Do you have a disability for which an accommodation needs to be made? ___yes ___no
If yes, please describe any necessary accommodations.

List Your Current Grade Point Average _____ (out of possible 4.0)

Date You Expect to Receive MS/EdS degree _____

INSERT COUNSELING COURSES TO BE COMPLETED PRIOR TO INTERNSHIP BELOW

Sample Practicum/Internship Time Log

| Practicum/Internship Hour Log (Site) | | | | | | | | | | | | | | | | | |
|--|--|------------------|-------------------|-----------------|--------------|---------------------------------------|--------------------|---|-------------------|------------------------|------------------|-------------|----------------|--------------|------------------------|--|-----------------------|
| Student: | | | | Internship: | | | | Semester/Year: | | | | | | | | | |
| Internship Site Supervisor(s): | | | | | | Internship Supervisor Site Signature: | | | | | | | | | | | |
| Week Beginning | Type of Direct Client Service Activity | | | | | | | Indirect Client Activity and Supervision | | | | | | | Cumulative Total Hours | | |
| | Individual Counseling | Group counseling | Family counseling | Psychoeducation | Consultation | Assessment | Total Client Hours | Client Information Codes | Group Supervision | Individual Supervision | Preparation Time | Observation | Record keeping | Case Finding | | Training and seminar | Administrative duties |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | 0 |
| Total Current Semester Client Hours (Site 1)* | | | | | | | 0 | Total Current Semester Non-Client Hours (Site 1) | | | | | | | 0 | 0 Total hours current semester (site 1) | |
| Total Current Semester Client Hours (Site2)* | | | | | | | 0 | Total Current Semester Non-Client Hours (Site 2) | | | | | | | 0 | 0 Total hours current semester (Site 2) | |
| CUMULATIVE CURRENT SEMESTER CLIENT HOUR (ALL SITES) | | | | | | | 0 | CUMULATIVE CURRENT SEMESTER NON-CLIENT HOURS (ALL SITES) | | | | | | | 0 | 0 CUMULATIVE HOURS CURRENT SEMESTER (ALL SIT | |
| Total Previous Semester(s) Client Hours | | | | | | | 0 | Total Previous Semester(s) Non-Client Hours | | | | | | | 0 | 0 Total hours previous semester(s) | |
| TOTAL CLIENT HOURS - ALL SEMESTERS** | | | | | | | 0 | TOTAL INDIRECT HOURS - ALL SEMESTERS | | | | | | | 0 | 0 TOTAL CLINICAL HOURS (All Semesters)*** | |

| * Must total a minimum of 40% of total hours accrued per semester | | |
|---|---------------------------|-----------------------------------|
| ** Must total a minimum of 400 hours | | |
| *** Must total a minimum of 1000 hours | | |
| Client Information Codes | | |
| Age | Ethnicity | Diversity |
| 1) Adult (18-64) | 1) African-American/Black | 1) G/L/B/T |
| 2) Adolescent (13-17) | 2) Asian-American | 2) Physical/Orthopedic Disability |
| 3) School Age | 3) Latino/Hispanic | 3) Blind/Visually Impaired |

Note: This is a sample practicum/internship Log. These are typically maintained electronically using an Excel spreadsheet or similar software.

Verification of Group Leadership
Counselor Education Program
Florida State University

Name:

Degree:

Major:

Semester/Year:

When Completed: _____ Practicum _____ Internship

Type of Group: _____ Counseling _____ Psycho-educational

The undersigned verifies that the student led or co-lead a counseling or psycho-educational group as part of practicum or internship as indicated above.

Name of Supervisor Verifying the Student's Participation: _____

Supervisor Signature

Date

Site Supervision Evaluation
(completed by the student)

Student _____

Supervisor _____

Agency _____

Semester _____

Using the following rating scale, please evaluate the site and the on-site supervisor by circling the appropriate number following each item.

5 - Outstanding 4 - Above Average 3 - Average 2 - Below Average 1 - Inadequate NA - No Basis or Not Applicable

| | |
|--|--------------|
| I. SUPERVISION LOGISTICS | |
| A. Availability of supervisor for consultation outside of the weekly supervision meeting | NA 1 2 3 4 5 |
| B. Supervisor's adherence to weekly supervision | NA 1 2 3 4 5 |
| C. Adequacy of supervisor's feedback and discussion regarding specific cases | NA 1 2 3 4 5 |
| D. Adequacy of supervisor's feedback regarding student's counseling skills | NA 1 2 3 4 5 |
| II. SUPERVISOR'S STYLE AND CHARACTERISTICS | |
| A. Supervisor's concern and interest in the student | NA 1 2 3 4 5 |
| B. Supervisor's ability to foster independence | NA 1 2 3 4 5 |
| C. Supervisor's ability to act as a positive role model. | NA 1 2 3 4 5 |
| D. Willingness of supervisor to interact with student as a junior colleague. | NA 1 2 3 4 5 |
| E. Willingness of supervisor to provide direction in the areas of counseling techniques, assessment, and case management | NA 1 2 3 4 5 |
| F. Supervisor's adherence to ethical standards | NA 1 2 3 4 5 |
| III. DEVELOPMENT OF CLINICAL SKILLS | |
| A. Ability of supervisor to provide assistance and direction in conceptualizing presenting problems of the client | NA 1 2 3 4 5 |
| B. Ability of supervisor to provide assistance and direction in the use of specific counseling techniques and procedures | NA 1 2 3 4 5 |
| C. Supervisor's ability to assist student in the use of appropriate assessment tools | NA 1 2 3 4 5 |
| IV. ADEQUACY OF CLINICAL EXPERIENCE | |
| A. Adequacy of the number of assessments student was assigned | NA 1 2 3 4 5 |
| B. Appropriateness of cases assigned to the student | NA 1 2 3 4 5 |
| C. Availability of various experiences in which student could participate | NA 1 2 3 4 5 |
| D. Willingness of other counselors or staff to provide consultation | NA 1 2 3 4 5 |
| E. Adequacy of opportunities for student to participate in staffings | NA 1 2 3 4 5 |
| F. Adequacy of opportunities for student to participate in in-service training | NA 1 2 3 4 5 |
| V. OVERALL RATING OF SUPERVISOR | |
| VI. OVERALL RATING OF CLINICAL SITE | NA 1 2 3 4 5 |

Comments:

Career Counseling Formative/Summative Internship Evaluation

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Career Counseling candidates will be assessed by the site supervisor using the Formative/Summative Internship Evaluation.

For the formative evaluation, candidates must receive a minimum score of 3 or “Developing 2” on at least 10 criteria and no more than 6 scores of 2 or “Developing 1” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 2 or “Developing 1” or any scores of 1 or “Unsatisfactory”, a remediation plan must be created by the program CE Clinical Site Training Coordinator/course instructor and the Site Supervisor.

For the summative evaluation, candidates must receive a minimum score of 4 or “Target” on at least 10 criteria and no more than 6 scores of 3 or “Developing 2” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 3 or “Developing 2” or any scores of 1 or “Unsatisfactory”, a remediation plan will be developed by the CE Clinical Training Coordinator/course instructor, Site Supervisor, and major professor, and the course will need to be retaken.

INSTRUCTIONS: Please rate candidate on each criteria (FOR EACH QUESTION) using the following rubric:

- *Unsatisfactory – The candidate does not demonstrate this knowledge or skill.*
- *Developing 1 - The candidate inadequately demonstrates this knowledge or skill.*
- *Developing 2 - The candidate moderately demonstrates this knowledge or skill.*
- *Target - The candidate adequately demonstrates this knowledge or skill. Not applicable - The candidate did not have the opportunity to demonstrate this skill.*

QUESTION 1-Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas
- 2) 2.F.1.b. Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- 3) 2.F.1.c. Demonstrates an understanding of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 4) 2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession
- 5) 2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 6) 2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice

- 7) 2.F.1.l. Uses self-care strategies appropriate to the counselor role
- 8) 2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments:

QUESTION 2-Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2) 2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 3) 2.F.2.c. Demonstrates multicultural counseling competencies
- 4) 2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other
- 5) 2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients
- 6) 2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients
- 7) 2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews
- 8) 2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments:

QUESTION 3-Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.3.a. Demonstrates an understanding of theories of individual and family development across the lifespan
- 2) 2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development
- 3) 2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors
- 4) 2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 5) 2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior
- 6) 2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan

- 7) 2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions
- 8) 2.F.3.i. Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments:

QUESTION 4-Career Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.4.a. Demonstrates an understanding of theories and models of career development, counseling, and decision making
- 2) 2.F.4.b. Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 3) 2.F.4.c. Uses processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- 4) 2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences
- 5) 2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 6) 2.F.4.f. Uses strategies for career development program planning, organization, implementation, administration, and evaluation
- 7) 2.F.4.g. Uses strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 8) 2.F.4.h. Uses strategies for facilitating client skill development for career, educational, and life-work planning and management
- 9) 2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- 10) 2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development (5)
- 11) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

12) Comments:

QUESTION 5 Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.5.b. Uses a systems approach to conceptualizing clients1)
- 2) 2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation

- 3) 2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 4) 2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process
- 5) 2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process
- 6) 2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills
- 7) 2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans
- 8) 2.F.5.i. Uses development of measurable outcomes for clients
- 9) 2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention
- 10) 2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources
- 11) 2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies
- 12) 2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 13) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

14) Comments:

QUESTION 6-Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work
- 2) 2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development.
- 3) 2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness
- 4) 2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders
- 5) 2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members
- 6) 2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings
- 7) 2.F.6.h. Uses ethical and culturally relevant strategies for designing and facilitating groups
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9) Comments:

QUESTION 7-Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings
- 2) 2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 3) 2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse
- 4) 2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes
- 5) 2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development
- 6) 2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations
- 7) 2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9) Comments:

QUESTION 8-Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- 2) 2.F.8.b. Identifies evidence-based counseling practices
- 3) 2.F.8.c. Appropriately uses needs assessments
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

QUESTION 9-Foundations of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 5.B.1.b. Demonstrates an understanding of emergent theories of career development and counseling
- 2) 5.B.1.c. Demonstrates an understanding of principles of career development and decision making over the lifespan
- 3) 5.B.1.d. Uses appropriate formal and informal career- and work-related tests and assessments
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

QUESTION 10-Contextual Dimensions of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 5.B.2.c. Demonstrates an understanding of the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues
- 2) 5.B.2.d. Demonstrates an understanding of factors that affect clients' attitudes toward work and their career decision-making processes
- 3) 5.B.2.e. Demonstrates an understanding of the impact of globalization on careers and the workplace
- 4) 5.B.2.f. Demonstrates an understanding of the implications of gender roles and responsibilities for employment, education, family, and leisure
- 5) 5.B.2.g. Demonstrates an understanding of education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
- 6) 5.B.2.h. Demonstrates an understanding of the resources available to assist clients in career planning, job search, and job creation
- 7) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

8) Comments:

QUESTION 11-Practice of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 5.B.3.a. Conducts intake interviews and comprehensive career assessment
- 2) 5.B.3.b. Uses strategies to help clients develop skills needed to make life-work role transitions
- 3) 5.B.3.c. Uses approaches to help clients acquire a set of employability, job search, and job creation skills
- 4) 5.B.3.d. Uses strategies to assist clients in the appropriate use of technology for career information and planning
- 5) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

6) Comments:

QUESTION 12-Foundations of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 5.C.1.e. Appropriately uses psychological tests and assessments specific to clinical mental health counseling
- 2) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

3) Comments:

QUESTION 13-Contextual Dimensions of Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors
- 2) 5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals.
- 3) 5.C.2.i. Demonstrates an understanding of cultural factors relevant to clinical mental health counseling

QUESTION 13-Contextual Dimensions of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

QUESTION 14-Practice of Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 5.C.3.b. Applies techniques and interventions for prevention and treatment of a broad range of mental health issues
- 2) 5.C.3.d. Uses strategies for interfacing with integrated behavioral health care professionals
- 3) 5.C.3.e. Uses strategies to advocate for persons with mental health issues
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

Clinical Mental Health Counseling Formative/Summative Internship Evaluation

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the Formative Final Internship Evaluation.

For the formative evaluation, candidates must receive a minimum score of 3 or “Developing 2” on at least 10 criteria and no more than 6 scores of 2 or “Developing 1” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 2 or “Developing 1” or any scores of 1 or “Unsatisfactory”, a remediation plan must be created by the program CE Clinical Site Training Coordinator/course instructor and the Site Supervisor.

For the summative evaluation, candidates must receive a minimum score of 4 or “Target” on at least 10 criteria and no more than 6 scores of 3 or “Developing 2” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 3 or “Developing 2” or any scores of 1 or “Unsatisfactory”, a remediation plan will be developed by the CE Clinical Training Coordinator/course instructor, Site Supervisor, and major professor, and the course will need to be retaken.

INSTRUCTIONS:

Please rate candidate on each criteria (FOR EACH QUESTION) using the following rubric:

- *Unsatisfactory – The candidate does not demonstrate this knowledge or skill.*
- *Developing 1 - The candidate inadequately demonstrates this knowledge or skill.*
- *Developing 2 - The candidate moderately demonstrates this knowledge or skill.*
- *Target - The candidate adequately demonstrates this knowledge or skill. Not applicable - The candidate did not have the opportunity to demonstrate this skill.*

QUESTION 1-Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas
- 2) 2.F.1.b Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- 3) 2.F.1.c. Demonstrates an understanding of counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 4) 2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession
- 5) 2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 6) 2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice (6
- 7) 2.F.1.l. Uses self-care strategies appropriate to the counselor role
- 8) 2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession

9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments:

QUESTION 2- Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
 - 2) 2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 - 3) 2.F.2.c. Demonstrates multicultural counseling competencies
 - 4) 2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other
 - 5) 2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients
 - 6) 2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients
 - 7) 2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews
 - 8) 2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
 - 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:
-

10) Comments:

QUESTION 3- Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 2.F.3.a. Demonstrates an understanding of theories of individual and family development across the lifespan
 - 2) 2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development
 - 3) 2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors
 - 4) 2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior
 - 5) 2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior
 - 6) 2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - 7) 2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions
 - 8) 2.F.3.i. Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
 - 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:
-

10) Comments:

QUESTION 4-Career Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH
CRITERIA

- 1) 2.F.4.b Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 2) 2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences
- 3) 2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 4) 2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- 5) 2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development
- 6) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

7) Comments:

QUESTON 5- Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH
CRITERIA

- 1) 2.F.5.b. Uses a systems approach to conceptualizing clients
- 2) 2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation
- 3) 2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 4) 2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process
- 5) 2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process
- 6) 2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills
- 7) 2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans
- 8) 2.F.5.i. Uses development of measurable outcomes for clients
- 9) 2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention
- 10) 2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources)
- 11) 2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies
- 12) 2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 13) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

14) Comments:

QUESTION 6- Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH
CRITERIA

- 1) 2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work
- 2) 2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development
- 3) 2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness

- 4) 2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders
- 5) 2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members
- 6) 2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings
- 7) 2.F.6.g. Uses ethical and culturally relevant strategies for designing and facilitating groups
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9) Comments:

QUESTION 7-Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings
- 2) 2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 3) 2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse
- 4) 2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes
- 5) 2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development
- 6) 2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations
- 7) 2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9) Comments:

QUESTION 8-Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- 2) 2.F.8.b. Identifies evidence-based counseling practices
- 3) 2.F.8.c. Appropriately uses needs assessments
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

QUESTION 9- Foundations of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.1.a. Demonstrates an understanding of theories and models related to clinical mental health counseling

- 2) 5.C.1.b. Demonstrates an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - 3) 5.C.1.c. Demnstrates an understanding of neurobiological and medical foundation and etiology of addiction and co-occurring disorders
 - 4) 5.C.1.d. Uses appropriate psychological tests and assessments specific to clinical mental health counseling
 - 5) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:
-
- 6) Comments:
-

QUESTION 10-Contextual Dimensions of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors
- 2) 5.C.2.b Demonstrates an understanding of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 3) 5.C.2.c. Demonstrates an understanding of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- 4) 5.C.2.d. Demonstrates an understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 5) 5.C.2.e. Demonstrates the understanding that potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- 6) 5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals with mental health diagnoses
- 7) 5.C.2.g. Demonstrates an understanding of the impact of biological and neurological mechanisms on mental health
- 8) 5.C.2.i. Demonstrates an understanding of the cultural factors relevant to clinical mental health counseling
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10)Comments:

QUESTION 11- Practice of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.3.a. Conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management
 - 2) 5.C.3.b. Uses techniques and interventions for prevention and treatment of a broad range of mental health issues
 - 3) 5.C.3.c. Uses strategies for interfacing with integrated behavioral health care professionals
 - 4) 5.C.3.d. Uses strategies to advocate for persons with mental health issues
 - 5) 5.C.3.e. Uses strategies to advocate for persons with mental health issues
 - 6) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:
-

Certificate of Participation
Counselor Education Program
The Florida State University

Major Area: _____

EXCEPTIONS: State of Florida Employees and out-of-state supervisors.

Course Number (Prefix & #): _____ # of Course Hours: _____

Semester (1 at a time): _____ Year: _____

Exact Field Practice Dates: _____

Student Name: _____

Student FSU EMPID:* _____

Field Practice Site Name and Address: _____

Immediate Site Supervisor (one only): _____

Site Supervisor's Social Security Number:* _____

*NOTE: The Florida State University Dean of Faculties office will not issue a fee waiver without both the student and supervisor ID numbers requested above.