FIELD EXPERIENCE MANUAL
FOR
PROGRAMS IN COUNSELOR EDUCATION

DEPARTMENT OF LEADERSHIP AND PROFESSIONAL STUDIES

FLORIDA INTERNATIONAL UNIVERSITY
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We look forward to a long and mutually beneficial relationship!

Most sincerely,

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INTRODUCTION

This manual provides information about field experiences in the Counselor Education Program, located in the Department of Leadership and Professional Studies, College of Education, Florida International University and is a supplement to the Student Handbook for Counselor Education Programs. Field experiences consist of the practicum, internship, and practicum/internship supervision.

Field experiences are a part of all tracks of the Counselor Education Program, including Clinical Mental Health Counseling, School Counseling, and Rehabilitation Counseling at the Master’s level. These tracks share common core courses and objectives at all levels, yet each track develops distinct competencies through environmental emphases and field experiences.

PURPOSE

Field Experiences are designed to provide students with the opportunity to apply and practice the competencies acquired throughout their training program. The field experience courses are judged by the faculty to be the most important preparatory experiences in which students will engage. It is an opportunity to synthesize and apply theoretical knowledge and to enhance and refine students' counseling and guidance skills. In many instances the field experiences serve as a stepping-stone for future student employment. The field experiences also provide a link between the schools, community, the University, and the department counseling unit.

LIABILITY INSURANCE

All students must have obtained personal professional liability insurance prior to beginning any practicum or internship experience. Documentation of liability insurance should be kept current; both the Clinical Coordinator and your Faculty Supervisor(s) should have a copy of your current policy.

Liability insurance is available free of charge for students who belong to the American Counseling Association (ACA) and/or the American School Counselor Association. Application forms for liability insurance and membership in ACA and ASCA can be found on the Counselor Education bulletin board (second floor of ZEB) or on-line at www.counseling.org and www.schoolcounselor.org

ETHICAL AND LEGAL STANDARDS

Students must abide by (1) the standards of conduct established by the school district, agency, or other institution in which they have been placed as a practicum or internship student; (2) the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida; and,

(3) Standards of Ethical Conduct of the American Counseling Association (ACA), the American School Counselors Association (ASCA), and/or the American Rehabilitation Counseling Association (ARCA). Any incident of unethical behavior should be immediately brought to the attention of the Faculty Supervisor.
APPLICATION PROCESS FOR FIELD EXPERIENCES

Students must apply for field experiences by the deadline dates of the College of Education.

Deadline Dates:

(School Counseling)

March 1: Fall semester placement
October 1: Spring semester placement

(*There is no summer placement for School Counselors)

(Clinical Mental Health/Rehab Counseling)

June 15: Fall semester placement
October 1: Spring semester placement
March 1: Summer semester placement

Students applying for School Counseling field experiences must visit the Office of Field Experiences (ZEB 220) to begin steps necessary for completion prior to turning in the application. Information can be found by accessing http://education.fiu.edu/field_experience.html. Once requirements are completed, School Counseling students should submit signed applications to the Clinical Coordinator of Field Experiences (ZEB 247) by deadlines listed above.

Additional instructions are available from the Director of Clinical Supervision and Intern Placement in the College of Education or from the faculty advisor. Applications for mental health and rehabilitation counselor field experiences are available on-line at http://education.fiu.edu/counselor_ed/experiences.html and from faculty advisors or the Clinical Coordinator.

The completed packet includes:

- The completed Field Experience Application
- An unofficial copy of your transcript, and
- An updated resumé

Applicants must prepare and submit 3 copies of the completed, signed packet to the individuals or offices shown below by the deadline.

- Original signed application and one copy to Clinical Coordinator of Field Experiences in ZEB 247.
- One copy for the student

The placement site for School Counseling students is selected by the school district/agency in coordination with the Faculty Supervisor and/or Clinical Coordinator. Students may choose the geographical area or feeder pattern in which they would prefer placement. Although, we try to accommodate students as best we can, there are no guarantees that students will be assigned their choice of placements. As of Spring 2012, the Counselor Education program does not offer site placements outside of Miami-Dade and Broward counties.
School Counseling Students: The State of Florida certification guidelines indicate that a school site placement (practicum or internship) should be in a Pk-12 grade setting (i.e., an elementary, middle, or senior high school). These schools operate during the regular, "A.M." working day. Consequently, students must make every effort to assure that their work schedules do not conflict with the hours of the practicum or internship. In most instances, the school district will not place students in schools where they are employed, and during the employee's regular, working hours. Schools do not place students in the summer.

TYPES OF FIELD EXPERIENCES

There are two types of field experiences, the practicum and the internship. The practicum is designed to help students develop requisite counseling skills and knowledge of the applied setting. The internship provides the student with experience in all aspects of professional functioning applicable to his or her program track.

THE COUNSELING PRACTICUM

The practicum precedes the internship and provides for the development of counseling skills under supervision. Initially, the practicum student should be restricted to the role of co-facilitator for all counseling modalities (e.g., individual, couples, family, and/or group). Especially at the onset of the practicum experience, practicum students should “sit in” on sessions of experienced counselors (ideally the Site Supervising Counselor) to observe and learn the structure and content of counseling sessions performed at the particular site. At no time should a practicum student be assigned individual clients or sole facilitation of groups until that student has demonstrated competence with clients at the specific site. Competence should be determined through direct observation by the Site Supervising Counselor (and/or other lead counselors) and may include input from the Faculty Supervisor.

Practicum Hours

1. School Counseling practicum students must complete a total of 105 hours at the placement site (40 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in SDS 6800, Advanced Practicum in Counseling and Consultation
   a. Direct Service: Direct client contact hours should include individual and group counseling of students, classroom guidance presentations, and consultation services to parents and teachers.
   b. Indirect Service: Indirect contact hours should include weekly group supervision and may include observation of other counseling sessions, preparing case notes, administrative tasks on behalf of students served, and doing research to prepare for counseling sessions each week.

2. Clinical Mental Health Counseling practicum students must complete a total of 400 hours at the placement site (160 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in MHS 6800, Advanced Practicum in Counseling and Consultation.
   a. Direct Service: A minimum of 160 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.
   b. Indirect Service: Indirect contact hours should include weekly group supervision and may include observation of other counseling sessions, preparing case notes, and doing research to prepare for counseling sessions each week.
3. **Rehabilitation Counseling practicum students** must complete a total of 105 hours at the placement site (40 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in RCS 6801, Advanced Practicum in Counseling and Consultation.
   a. **Direct Service**: A minimum of 40 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.
   b. **Indirect Service**: Indirect contact hours should include weekly group supervision and may include observation of other counseling sessions, preparing case notes, and doing research to prepare for counseling sessions each week.

4. No student will be permitted to complete a practicum in less than 10 weeks.

### Common Objectives for Practicum Students

The site should provide opportunities to foster the following:

1. **Communications Skills**: Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, facilitative responding, differentiating and balancing between affect and cognitive messages, appropriate self-disclosing, confrontation, etc. These communication skills will be adapted to the cultural expectations, age level, and special needs of each client.
2. **Relationship Building Skills**: Students will demonstrate the ability to establish a trusting, open, therapeutic relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client.
3. **Problem Solving Skills**: Students will develop and practice effective critical thinking, problem solving and conflict resolution skills in individual and family therapy sessions. The client's autonomy will be respected in the decision making process.
4. **Professional Development**: Students will demonstrate "professionalism" through proper dress, adherence to ACA's Ethical Codes, and respect for the clients’ values system, a willingness to work with clients of different races, creeds, color, sex, sexual preference and an absence of prejudicial beliefs and stereotypes.
5. **Personal Growth and Development**: Students will demonstrate an ability to understand and express their personal dynamics in individual and family therapy sessions through self-disclosure, acceptance and reaction to constructive criticism, and calm and persistent courage in facing difficult or crisis situations, and awareness of expectations of self and others.
6. **Conceptualization Skills**: Students will be able to demonstrate conceptualization skills through case analysis (e.g., identifying major issues and concerns, recognizing consistent patterns of behavior, providing diagnosis using the DSM-IV-TR, recognizing dominant themes in sessions, defining objectives for the client's therapeutic change process, and/or defining treatment plans). Similarly, students will begin to solidify their conceptualization of clients within their chosen theoretical framework(s).

### Practicum Logistics

1. **Direct Service**: A minimum of 40 (School & Rehabilitation Counseling) and 160 (Clinical Mental Health) face-to-face client hours (as documented on time logs) must be completed by the conclusion of the practicum. These hours must include experience in both individual and group counseling work.
2. **Individual Supervision**: Weekly interaction with an average of one hour per week of individual supervision **on site** (with the Site Host) as well as an average of one hour per week of individual and/or triadic supervision **on campus** (with a program Faculty Member or a supervisor working under
the supervision of a program Faculty Member), will occur regularly over a minimum of one academic term.

3. **Group Supervision:** An average of one and one half hours per week of group supervision on campus will be provided on a regular schedule over the course of the student's practicum by a program Faculty Member or a supervisor under the supervision of a program faculty member.

4. **Variety of Activities:** The practicum student will have the opportunity to become familiar with a variety of professional activities in addition to direct client service (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.).

5. **Audio/Videotapes/Digital voice recordings & Observation:** The practicum student must have the opportunity to develop program-appropriate audio, digital and/or videotapes of the student's interactions with clients for use in supervision. Additionally, opportunities for direct observation and feedback of client interventions and counseling sessions may occur.

6. **Evaluation:** The practicum student's performance will be evaluated throughout the practicum experience, to include formal evaluations made by both the Site Host and Faculty Supervisor at the midpoint (at the 6-7 week mark) and after the student completes the practicum. Similarly, the practicum student will have the opportunity to evaluate the site, Site Supervising Counselor, and Faculty Supervisor. **Students who receive a grade less than a B on the practicum will not be allowed to enroll in the internship until a remediation plan has been completed.**

## THE COUNSELING INTERNSHIP

Students enrolled in the full-time internship assume more professional responsibilities than practicum students and, by the middle of the academic semester, are expected to assume the same responsibilities and tasks of a professional counselor. All degree-seeking students in all three tracks must complete a supervised internship of 600 clock hours that is initiated **after** successful completion of the student's practicum (i.e. you are not permitted to “bank” hours). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform.

School Counseling students may complete their internship in a site different from that of their practicum. However, since certification for school counselors is K-12, completing field experiences at different educational levels is encouraged. Clinical Mental Health and Rehabilitation students may continue their internship at the same site as their practicum or may elect to experience a different setting. In order to provide opportunities for a breadth of clinical experiences, students are **highly** encouraged to not complete their internship hours at their places of employment. If they choose to do so, it is suggested that these clinical experiences be in areas different from their current job-related responsibilities and that they be supervised by someone other than their current employer.

### Internship Hours

1. **School Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in SDS 6820, Supervised Field Experience in Counseling.
   a. **Direct Service:** Direct client contact hours should include individual and group counseling of students, classroom guidance presentations, and consultation services to parents and teachers.
   b. **Indirect Service:** Indirect contact hours should include weekly group supervision and may include observation of other counseling sessions, preparing case notes, administrative tasks on behalf of students served, and doing research to prepare for counseling sessions each week.
2. **Clinical Mental Health Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in MHS 6820, Supervised Field Experience in Counseling.

   a. **Direct Service**: A minimum of 240 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.

   b. **Indirect Service**: Indirect contact hours should include weekly group supervision and may include observation of other counseling sessions, preparing case notes, and doing research to prepare for counseling sessions each week.

3. **Rehabilitation Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in RCS 6821, Supervised Field Experience in Counseling.

   a. **Direct Service**: A minimum of 240 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.

   b. **Indirect Service**: Indirect contact hours should include weekly group supervision and may include observation of other counseling sessions, preparing case notes, and doing research to prepare for counseling sessions each week.

4. No student will be permitted to complete an internship in less than 10 weeks.

**Common Objectives for Interns**

**Note:** The internship is intended to build upon the student’s practicum experiences. Therefore, interns are expected to process clients at a much richer level than they did as practicum students. In supervision, they should be challenged to explore themselves and how they conceptualize particular case dynamics more so than they might have been in practicum.

The site should provide opportunities to foster the following:

1. **Communications Skills**: Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, facilitative responding, differentiating and balancing between affect and cognitive messages, appropriate self-disclosing, confrontation, etc. These communication skills will be adapted to the cultural expectations, age level, and special needs of each client. The key difference here is that the intern should demonstrate intentionality in the implementation of communication skills.

2. **Relationship Building Skills**: Students will demonstrate the ability to establish a trusting, open, therapeutic relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client.

3. **Problem Solving Skills**: Students will develop and practice effective critical thinking, problem solving and conflict resolution skills in individual and family therapy sessions. The client's autonomy will be respected in the decision making process.

4. **Systems Approaches**: Integrate, as appropriate to site and clientele, wraparound services and discuss the implementation of wraparound services in individual and group supervision.

5. **Professional Development**: Students will demonstrate "professionalism" through proper dress, adherence to ACA's, ASCA’s, ARCA’s Ethical Codes, and respect for the clients’ value system, a
willingness to work with clients of different races, creeds, color, sex, sexual preference and an absence of prejudicial beliefs and stereotypes.

6. **Personal Growth and Development**: Students will demonstrate an ability to understand and express their personal dynamics in individual and family therapy sessions through self-disclosure, acceptance and reaction to constructive criticism, and calm and persistent courage in facing difficult or crisis situations, and awareness of expectations of self and others.

7. **Conceptualization Skills**: Students will be able to demonstrate conceptualization skills through case analysis (e.g., identifying major issues and concerns, recognizing consistent patterns of behavior, providing diagnosis using the DSM-IV-TR, recognizing dominant themes in sessions, defining objectives for the client's therapeutic change process, and defining treatment plans). Similarly, students will solidify their conceptualization of clients *within their chosen theoretical framework(s)*.

**Internship Logistics**

1. **Direct Service**: A minimum of 240 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. These hours must include experience in both individual and group counseling work.

2. **Supervision**: Weekly interaction with an average of one hour per week of individual supervision on site (with the Site Host) as well as an average of one and one half hours per week of group supervision on campus (with a program Faculty Member or a supervisor working under the supervision of a program Faculty Member), will occur regularly over a minimum of one academic term. Supervision hours with the faculty member do not count toward total hours.

3. **Variety of Activities**: The intern will have the opportunity to become familiar with a variety of professional activities in addition to direct client service (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.). Similarly, the intern will have the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, program development and evaluation, professional literature, and research.

4. **Audio/Videotapes, Digital voice recordings & Observation**: The intern must have the opportunity to develop program-appropriate audio and/or videotapes of the intern's interactions with clients for use in supervision. Additionally, opportunities for direct observation and feedback of client interventions and counseling sessions may occur.

5. **Evaluation**: The intern's performance will be evaluated throughout the internship experience, to include formal evaluations made by both the Site Host and Faculty Supervisor at the midpoint (at the 6-7 week mark) and after the intern completes the internship. Similarly, the intern will have the opportunity to evaluate the site, Site Supervising Counselor, and Faculty Supervisor.

**FIELD EXPERIENCE OBJECTIVES**

There are several primary objectives that are common to all students involved in the field experiences. These include:

1. Conduct individual and group counseling to facilitate positive behavioral, attitudinal, and educational changes in clients.
2. Conduct counseling activities that facilitate the development of educational, life, and career skills in clients.
3. Conduct consultation with significant individuals in the life of the client.
4. Apply appraisal and measurement procedures including but not limited to the following: achievement, abilities and aptitude, personality, career exploration, and development; interpretation of testing results; social-emotional development, and; assessment of classroom social climates.
5. Use developmental guidance and preventive clinical mental health strategies to promote positive mental health, individual development, and prevention of adjustment problems.

6. Work collaboratively, cooperatively, and effectively with diverse individuals (e.g., special needs and at risk-youth; multicultural and multiethnic; males and females, etc.).

7. Abide by the standards of conduct established by the school district, agency, or other mental health or educational institution, the Standards of Ethical Conduct of the American Counseling Association (ACA), the American School Counselors Association (ASCA), and the American Rehabilitation Counseling Association (ARCA).

RESPONSIBILITIES

The field experiences involve a collaborative effort of four individuals: the Student-Counselor, the Site Supervising Counselor, the Faculty Supervisor, and the Coordinator of Clinical Field Experiences. Each individual has their own set of responsibilities and each is held accountable to these.

STUDENT-COUNSELOR

1. Completes the application process for the practicum or internship by the deadline dates to the Coordinator of Clinical Supervision and Placement and the Faculty Supervisor. Applications are available from the Coordinator of Clinical Supervision and your faculty advisor. Two copies and the original are to be submitted to the Coordinator of Clinical Supervision and Placement. One copy is given to the Faculty Supervisor and one copy is retained by the student.

2. Shows evidence of having obtained professional liability insurance. Professional liability insurance is free to student members of ACA and ASCA.

3. Completes the Field Experience Prospectus and Site Agreement with the Site Supervising Counselor (see Appendix 1A). This is a schedule that is suitable and agreeable to both parties and the placement site. The student must adhere to this agreement and advise the Site Supervising Counselor and the Faculty Supervisor/Clinical Instructor if conflicts or changes occur.

4. Completes the required number of field experience hours on site.

5. Abides by the rules, regulations, and time schedules of the placement setting.

6. Performs customary counseling functions, activities, and tasks as assigned by the Site Supervising Counselor.

7. Attends any school, district, or agency staff development conferences and meetings as directed by the Supervising Counselor or the school or agency administrator.

8. Continuously strives to improve performance at the placement site and accept feedback from supervisors and other placement personnel in a professional manner.

9. Attends all group and individual supervision meetings scheduled by the Faculty Supervisor, Site Supervising Counselor, and Clinical Coordinator.

10. Completes and submits (a) the “Counseling Clinical Hours” Time Log (see Appendix 5A) signed by the Site Supervising Counselor and Faculty Supervisor documenting the number of hours completed on site and (b) the “Field Experience Weekly Summary” Sheets (see Appendix 2E).

11. Maintains a neatly written or typed logbook that includes both the “Counseling Clinical Hours” Time Logs and the “Field Experience Weekly Summary” Sheets (see Appendix 6A). This logbook will be reviewed throughout the semester and should be brought to every individual and group supervision session, currently updated and accurate.

12. Completes any additional course requirements and documents outlined on the course syllabus and in this Field Experience Manual.

13. Acts in a professional and ethical manner at all times.

SITE SUPERVISING COUNSELOR
1. Provides on-site supervision of the Student-Counselor, allowing for independence as the Student-Counselor improves his/her functioning as the field experience progresses. At **no time** should a student be left alone on site, whether or not clients are present.

2. Completes the *Field Experience Prospectus and Site Agreement* with the Student-Counselor (see Appendix 1A). This is a schedule that is suitable and agreeable to both parties.

3. Provides opportunities for the Student-Counselor to achieve the objectives and the competencies of the course by assigning appropriate duties, tasks, and responsibilities.

4. Evaluates the student's performance at the **midpoint** (at the 6-7 week mark) and **end** of the field experience. The *Site Supervisor’s Evaluation of Student Performance* must be mailed, or submitted to the Faculty Supervisor via the student, no later than the Monday of the middle of the semester and the Monday of the last week of the student's field experience. These forms are located in Appendix 1C.

5. Is available to the Student-Counselor for consultation and supervision. If supervising an intern, an average of one hour of individual supervision per week must be provided and documented on the time log.

6. Possess the necessary Credentials and Experience:
   a. If supervising **school counseling** practicum students/interns, the supervisor must: (a) be a Certified School Counselor, (b) have completed the Florida Clinical Educator’s Training, (c) have completed a minimum of 3 years professional experience in the discipline, and; (d) have knowledge of the program’s expectations, requirements, and evaluation procedures for students.
   b. If supervising **clinical mental health counseling** practicum students/interns, the supervisor must: (a) possess a minimum of a master’s degree in Mental Health Counseling or a related profession (e.g., Marriage and Family Therapy, Social Work, or Psychology) with equivalent qualifications (including appropriate certifications and/or licenses); (b) have completed training in supervision, (c) have completed a minimum of 3 years professional experience in the discipline, and; (d) have knowledge of the program’s expectations, requirements, and evaluation procedures for students.
   c. If supervising **rehabilitation counseling** practicum students/interns, the supervisor must: (a) be a Certified Rehabilitation Counselor, (b) have completed a minimum of 3 years professional experience in the discipline, and; (c) have knowledge of the program’s expectations, requirements, and evaluation procedures for students.

7. Attends any **Orientation Meetings** at FIU scheduled by the Clinical Coordinator of Field Experiences.

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**FACULTY SUPERVISOR**

1. Coordinates the field experience to assure a successful program for the student.

2. Consults with the Site Supervising Counselor and other district or agency counseling staff as needed.

3. Provides monitoring and supervision via group supervision meetings and individual meetings with students.

4. Evaluates the student's completion of the course requirements and performance. The Faculty Supervisor/Clinical Instructor will assign a letter grade based on (a) the assessment of the student’s completion of course requirements, (b) the *Site Supervisor’s Evaluation of Student Performance* completed by the Site Supervising Counselor, and (c) *The Evaluation of Student Performance* completed by the Faculty Supervisor at both the **midpoint** (at the 6-7 week mark) and **end** of the Field Experience (see Appendix 2C).

5. Visits the placement site to consult with the Supervising Counselor or other school/agency administrators as needed, or to conduct on-site observations of students. Progress of students...
may also be assessed by phone or e-mail.

COORDINATOR OF CLINICAL FIELD EXPERIENCES

1. Processes student applications for field experiences.
2. Coordinates with district personnel and the Office of Student Teaching to finalize placement sites and obtain contractual agreements for school counseling students.
3. Coordinates with agency personnel to finalize placements and obtain contractual agreements for Rehabilitation and Clinical Mental Health Counseling students.
4. Monitors the field experience process to assure quality of site placements and satisfactory experiences for counseling students.
5. Consults with faculty as needed regarding student progress and completion of field experiences.
6. Prepares letters of verification of completion of field experiences by counseling students.
7. Coordinates the Student and Site Supervising Counselors Orientation.
8. Maintains evidence of student liability insurance and passing of State certification exams.
9. Maintains and revises the Field Experience Handbook as needed.
EVALUATION AND FINAL GRADES

The Faculty Supervisor will assess the student with a letter grade based on (a) the completion of all course requirements (b) the Site Supervisor’s Evaluation of Student Performance completed by the Site Supervising Counselor at the midpoint and end of the semester, and (c) The Evaluation of Student Performance completed by the Faculty Supervisor. Course requirements are listed on the course syllabi and include, but may not be limited to, the following:

1. Completion of the required on-site hours.
2. Attendance at all individual and group supervision meetings scheduled by the Faculty Supervisor/Clinical Instructor and Site Supervising Counselor.
3. Completion of all required documentation, to include the time log signed by the Site Supervising Counselor and Faculty Supervisor.
4. Completion of any additional course requirements specified on the course syllabus. Other course requirements may include portfolios, case analyses, class presentations, and audiotapes or videotapes of counseling sessions. Any student who audiotapes a counseling session with an adult or child must have the signed written consent of the client. When counseling children and adolescents, signed written consent must be obtained from the parent or legal guardian of the child.
5. Uploading of all Taskstream assignments required in practicum and internship courses.
6. For school counseling students, evidence of passing score on the Florida Teacher Certification Exam (FTCE), the General Knowledge Exam (all sections, including the Essay), and the subject area exam in Guidance and Counseling.
7. For Rehabilitation and Clinical Mental Health Counseling students, evidence of passing the CPCE exam.
Appendix 1A: Field Experience Prospectus & Site Agreement

Counselor Education Program
College of Education
Florida International University

Student Name______________________________Panther ID#___________________________
Phone ____________________________________Email________________________________
Address
______________________________________________________________________________
______________________________________________________________________________
Check One:       Intern ___    Practicum Student ___
Beginning Date ____________________ and Ending Date ______________________________
Prospective agency/school (and particular department) address
______________________________________________________________________________
______________________________________________________________________________

Individuals involved with supervision of student (e.g., administrator, lead-counselor(s), and/or coordinator)
______________________________________________________________________________
______________________________________________________________________________

Responsible Site Supervisor _______________________________________________________
Job Title________________________________Phone _________________________________
Address _______________________________________________________________________
Highest Degree ____________________    Field ______________________________________
Licenses/Certifications ___________________________________________________________

Field Experience Agreement

This is a cooperative agreement between Florida International University, Counselor Education Program and the agency/school named above. As a result, the Counselor Education Program agrees to: (1) acquaint students with the rules and regulations of the cooperating institution and shall hold the student responsible for complying with all rules and regulations applicable as non-resident personnel; (2) jointly plan the field experience with the institution and the student; (3) jointly review and agree upon the qualifications and credentials of the institutional supervisor who will conduct the supervision of the student; (4) make available to the institution, university resources for consultation purposes; (5) provide methods for student evaluation which are appropriate, meaningful and comprehensive; and (6) release, discharge, and hold harmless the
Department/University from any and all claims existing out of any personal injuries, illnesses, disability, loss or damage of any kind sustained by the student during the period of field experience at the institution.

Additionally, the *Site (i.e. agency/school) agrees* to: (1) provide the student with an average of one hour per week of individual supervision on site (with the Site Host); (2) provide the student with the opportunity to become familiar with a variety of professional activities in addition to direct client service (e.g., record keeping, supervision, information and referral, in-service and staff meetings, etc.); (3) provide the opportunity to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision (additionally, opportunities for direct observation and feedback of client interventions and counseling sessions may occur), and; (4) evaluate the student's performance throughout the field experience, to include a formal evaluation made by the Site Host both at the midpoint (at the 6-7 week mark) and at the end of the field experience.

**Field Experience Prospectus**

On the next page, the student shall concisely outline the proposed field experience. The prospectus should make clear the chief responsibilities of the student and the approximate allocation of time. You may take advantage, however, of new opportunities, when they arise, after consulting with your Faculty supervisor.

The Prospectus should be typed and will cover these topics:

1. **Time:** Indicate dates (months, year) and specific hours per week.
2. **Host:** Indicate names, positions, and a brief background of each person tube involved in the supervision and the approximate weekly time to be devoted to supervision.
3. **Experience:** List the various duties you will perform. Indicate approximate time devoted to each. An internship student should engage in all the activities performed by a full-time staff member of the agency.
4. **Signatures:** The prospectus must be completed, signed by the student, site host, and Faculty supervisor. The prospectus should be submitted no later than the first week in which classes are held.

**Student:**

**Site:**

**Site Supervisor:**

1. Student's Signature ____________________________________________   Date _________
2. Host's Signature ________________________________________________   Date _________
3. Faculty Supervisor ______________________________________________   Date _________
APPENDIX 1B: STUDENT EVALUATION OF FIELD PLACEMENT

COUNSELOR EDUCATION PROGRAMS

FLORIDA INTERNATIONAL UNIVERSITY

Placement Site: ____________________________________________________________

Address: __________________________________________________________________

Site Supervisor: __________________________________________________________

Name of Student: _________________________________________________________

Program: ________________________________________________________________

Semester & Year: __________________________________________________________

******************************************************************************

Directions:

The Student Field Experience Evaluation provides students with the opportunity to analyze and appraise the field experience. This evaluation is utilized to assess the quality of the experience gained by the student; as well as the achievement of learning objectives identified at the beginning of the term. Completion of this evaluation is a requirement of SDS 6800, SDS 6820, MHS 6800, MHS 6800, MHS 6820, RCS 6801, RCS 6821.

1. Describe the counseling activities in which you engaged during this field experience. Include the type and number of clients counseled (individual, group, couple, family, workshop, etc...); supervisory sessions attended; staff meetings; in-service training; projects; documentation of therapeutic services; etc...(use additional paper, if needed).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. List the learning objectives which you expected to achieve during this field experience and indicate the results obtained.
3. Were you satisfied with the achievement of stated learning objectives? Yes_____ No_____

A. If so, in what ways do you believe the setting of this field experience was conducive to achievement of these objectives?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

B. If not, what problems have you identified which may have interfered with the achievement of these learning objectives?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

4. Describe and appraise the supervisory process available (i.e., Did you work independently or with close supervision? What was the type and frequency of the supervisory sessions conducted between you and the supervisor? Do you believe there was adequate supervision?). Comment on your relationship with your immediate supervisor.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

5. What improvements in the field placement do you believe would have enhanced the quality of this learning experience?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

6. Do you believe the Counseling Program’s curriculum provided adequate theoretical background and preparation for the type of counseling responsibilities which were assigned during this field experience? Yes _____ No _____ If not, in what areas did you feel weak?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

7. Did the placement setting:
   A. Accept you in the role of student counselor? Yes___ No___
   B. Offer you the opportunity to meet and interact with other professionals? Yes ___ No ___
C. Provide an atmosphere conducive to cooperative working relations with others? Yes ___ No ___

D. Provide adequate physical facilities conducive to learning? Yes ___ No ___

E. Provide opportunities to be innovative and creative? Yes ___ No ___

F. Provide the opportunity to participate in a variety of learning experiences? Yes ___ No ___

8. Was there agreement between your expectations of the field experience and the school / agency expectations? Yes ___ No ___

9. Would you recommend this field placement to be assigned to other students in the future? Yes ___ No ___

Please comment on any item(s) checked “no.” Use an additional page if necessary.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Student’s Signature: _____________________________________ Date: ___________________
APPENDIX 1C: SITE SUPERVISOR’S EVALUATION OF STUDENT PERFORMANCE

FLORIDA INTERNATIONAL UNIVERSITY
COUNSELOR EDUCATION PROGRAMS

Mid Term Assessment

Student-Counselor: ____________________________ Panther ID#__________________
Major: School Counseling _______ Clinical Mental Health Counseling____________________
Field Experience Type: Practicum ____ Internship ____ Semester/Yr ________________
Placement Site: ________________________________________________________________
Site Supervisor: _______________________________________________________________
Site Address: _________________________________________________________________
Site Phone #: _________________________ Supervisor Email: __________________________
Faculty Supervisor Completing Form: _____________________________________________

Signature    Date

Student Signature: ___________________________________________________________

Signature    Date

Directions:

Using the rating scale below, complete this evaluation to assess the Student-Counselor’s performance during the supervision process, particularly in relation to competencies attained. Not all of the listed behaviors need to be displayed for the student to meet the expectations of the practice. Please circle the rating for each practice, giving only one rating per practice.

Rubric Criteria

Exceeds Expectations = The student-counselor demonstrates this accomplished practice at a level exceeding that expected of a beginning professional school counselor

Meets Expectations = The student-counselor proficiently demonstrates this accomplished practice at a level expected of a beginning professional school counselor

Near Expectations = The student-counselor demonstrates this accomplished practice at a level expected of a beginning school counselor, although not yet consistent over time

Below Expectations = The student-counselor demonstrates this accomplished practice inconsistently and at a level less than expected of a beginning school counselor, or is unsuccessful in demonstrating this accomplished practice
**Not Marked** = The rater was *not able to observe* this or this is not relevant to the beginning school counselor’s instructional setting

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<thead>
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<th>ATTITUDE TOWARD SUPERVISION (CACREP #1)</th>
<th>PERSONAL CHARACTERISTICS (CACREP #1)</th>
<th>THEORY, SKILLS, &amp; TECHNIQUES (CACREP #5, 6)</th>
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<tr>
<td><strong>Rating</strong></td>
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<td>Meets</td>
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<td>Meets</td>
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<td>Meets</td>
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</table>

- Ability to take initiative and perform independently
- Promptness (arriving for supervision on time)
- Ability to complete tasks on time
- Initiative to make arrangements for absences
- Active involvement in dyad/group supervision
- Ability to seek new information from the dyad/group
- Receptiveness to learning
- Ability to seek additional supervision when necessary
- Awareness of areas that need improvement
- Completion of required number of hours on site
- Self-awareness and self-understanding
- The capacity to accept and profit from constructive criticism
- Ability to communicate clearly and effectively
- Ability to be tactful
- Evidence of pre-planning for the counseling sessions
- Appropriate application of counseling theories/techniques to individual situations and clients
- Appropriate procedures/language to disseminate information
- Appropriate listening and responding skills
- Knowledge/application of group dynamics & techniques
- Appropriate interventions for presenting problems
- Ability to identify and evaluate materials and resources for implementing counseling activities
- Ability to apply “closure”
<table>
<thead>
<tr>
<th>ASSESSMENT &amp; RESEARCH (CACREP # 7, 8)</th>
<th>CONSULTATION &amp; COLLABORATION (CACREP #5)</th>
<th>PROFESSIONAL, ETHICAL, AND LEGAL (CACREP #1)</th>
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<tr>
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<td><strong>● Knowledge of legal rights of clients and minor clients with regard to records and confidentiality</strong></td>
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<td><strong>● Knowledge of use of legislation concerning special needs clients (e.g., IDEA, ADA)</strong></td>
</tr>
<tr>
<td><strong>● Employs a variety of assessment techniques and strategies</strong></td>
<td><strong>● Knowledge and familiarity with outside referral agencies</strong></td>
<td><strong>● Knowledge of laws regarding child abuse/neglect and acts in accordance with such laws</strong></td>
</tr>
<tr>
<td><strong>● Assesses clients and gives specific strategies for improvement</strong></td>
<td><strong>● Professional conduct during clinical experiences</strong></td>
<td><strong>● Ability to act as advocates for clients and programs</strong></td>
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<tr>
<td><strong>● Assesses learning in a positive, non-threatening manner</strong></td>
<td><strong>● Ability to consult with others about ethical issues</strong></td>
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<tr>
<td>(CACREP# 5)</td>
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| ●Knowledge of activities that teach communication, decision-making, and social skills  
●Knowledge and skills in conflict mediation/resolution  
●Ability to identify and apply intervention strategies for client self-destructive and addictive behaviors | ●Knowledge of cross-cultural techniques and interventions  
●Demonstrates the importance of addressing the differences between the counselor and client  
●Demonstrates knowledge of diversity in clients and a willingness to be open to differences  
●Demonstrates sensitivity to issues of gender differences  
●Possess the ability to build rapport and respect with clients | ●Demonstrates the ability to initiate and complete a variety of tasks related to the professional work of the agency  
●Demonstrates the ability to provide a clear rationale for professional interventions using current and acceptable theoretical, empirical, and research based formulations  
●Demonstrates knowledge and acceptance of the agency’s policies  
●Demonstrated the ability to use and interpret psychological appraisal instruments with clients |

Please note the student counselor’s areas of strength, which you have observed:

Please note the student counselor’s areas needing improvement, which you have observed:

Please comment on the student counselor’s general performance during his/her field experience to this point:

Final Eval 1

APPENDIX 1C: SITE SUPERVISOR’S EVALUATION OF STUDENT PERFORMANCE
FLORIDA INTERNATIONAL UNIVERSITY
COUNSELOR EDUCATION PROGRAMS

Final Assessment

Student-Counselor: ____________________________________ Panther ID#___________

Major: School Counseling________ Clinical Mental Health Counseling____________________

Field Experience Type: Practicum ____ Internship ____ Semester/Yr _____________

Placement Site: ___________________________________________________________

Site Supervisor: __________________________________________________________

Site Address: _____________________________________________________________

Site Phone #: ____________________ Supervisor Email: _________________________

Faculty Supervisor Completing Form: __________________________________________

Signature    Date

Student Signature: _________________________________________________________

Signature    Date

Directions:

Using the rating scale below, complete this evaluation to assess the Student-Counselor’s performance during the supervision process, particularly in relation to competencies attained. Not all of the listed behaviors need to be displayed for the student to meet the expectations of the practice. Please circle the rating for each practice, giving only one rating per practice.

Rubric Criteria

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24
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<th>TECHNIQUES (CACREP #5, 6)</th>
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- ● Uses assessment/research techniques and strategies to measure intervention and program outcomes
- ● Employs a variety of assessment techniques and strategies
- ● Assesses clients and gives specific strategies for improvement
- ● Assesses learning in a positive, non-threatening manner
- ● Involves clients in self-assessment activities at appropriate intervals

- ● Ability to communicate the needs of clients and/or families through the consultation process
- ● Ability to conduct meetings with parents/family member to communicate the needs of clients
- ● Knowledge and familiarity with outside referral agencies

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26
Please note the student counselor’s areas of strength, which you have observed:

Please note the student counselor’s areas needing improvement, which you have observed:

Please comment on the student counselor’s general performance during his/her field experience to this point:

APPENDIX 2C:  FACULTY SUPERVISOR’S EVALUATION OF STUDENT PERFORMANCE

FLORIDA INTERNATIONAL UNIVERSITY

COUNSELOR EDUCATION PROGRAMS
Midterm Assessment

Student-Counselor: ____________________________________________ Panther ID# __________

Major: School Counseling ______ Clinical Mental Health Counseling ________________

Field Experience Type: Practicum ____ Internship ____ Semester/Yr ____________

Placement Site: ______________________________________________________

Site Supervisor: ______________________________________________________

Site Address: __________________________________________________________________

Site Phone #: ____________________________ Supervisor Email: ______________________

Faculty Supervisor Completing Form: ____________________________________________

Signature ____________________________ Date ____________

Student Signature: _______________________________________________________

Signature ____________________________ Date ____________

Directions:

Using the rating scale below, complete this evaluation to assess the Student-Counselor's performance during the supervision process, particularly in relation to competencies attained. Not all of the listed behaviors need to be displayed for the student to meet the expectations of the practice. Please circle the rating for each practice, giving only one rating per practice.

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<p>| ATTITUDE TOWARD SUPERVISION (CACREP #1) | PERSONAL CHARACTERISTICS (CACREP #1) | THEORY, SKILLS, &amp; TECHNIQUES (CACREP # 5, 6 ) |</p>
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- Ability to take initiative and perform independently
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- Ability to seek new information from the dyad/group
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<th>PROFESSIONAL CORE COMPETENCIES (CACREP # 1)</th>
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Please comment on the student counselor’s general performance during his/her field experience to this point:
APPENDIX 2C: FACULTY SUPERVISOR’S EVALUATION OF STUDENT PERFORMANCE

COUNSELOR EDUCATION PROGRAMS

FLORIDA INTERNATIONAL UNIVERSITY

Final Assessment

Student-Counselor: _______________________________ Panther ID#________________

Major: School Counseling________Clinical Mental Health Counseling________________

Field Experience Type:    Practicum ____   Internship ____ Semester/Yr _________________

Placement Site: ______________________________________________________________

Site Supervisor: ______________________________________________________________

Site Address: _________________________________________________________________

Site Phone #: ___________________________ Email________________________________

Faculty Supervisor Completing Form: ____________________________________________

  Signature    Date

Student Signature: ______________________________________________________________

  Signature    Date

Directions: Using the rating scale below, complete this evaluation to assess the Student-
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<tr>
<td>Exceeds</td>
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<tr>
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</tbody>
</table>

- Ability to take initiative and perform independently
- Promptness (arriving for supervision on time)
- Ability to complete tasks on time
- Initiative to make arrangements for absences
- Active involvement in dyad/group supervision
- Ability to seek new information from the dyad/group
- Receptiveness to learning
- Ability to seek additional supervision when necessary
- Awareness of areas that need improvement
- Completion of required number of hours on site

- Self-awareness and self-understanding
- The capacity to accept and profit from constructive criticism
- Ability to communicate clearly and effectively
- Ability to be tactful

- Evidence of pre-planning for the counseling sessions
- Appropriate application of counseling theories/techniques to individual situations and clients
- Appropriate procedures/language to disseminate information
- Appropriate listening and responding skills
- Knowledge/application of group dynamics & techniques
- Appropriate interventions for presenting problems
- Ability to identify and evaluate materials and resources for implementing counseling activities
- Ability to apply “closure”

<p>| ASSESSMENT &amp; RESEARCH | CONSULTATION &amp; PROFESSIONAL, ETHICAL, AND LEGAL |</p>
<table>
<thead>
<tr>
<th>(CACREP # 7, 8)</th>
<th>COLLABORATION (CACREP #5)</th>
<th>(CACREP #1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating</strong></td>
<td>Exceeds Meets Near Below</td>
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</tbody>
</table>

- Uses assessment/research techniques and strategies appropriate to clients’ developmental needs
- Uses assessment/research techniques and strategies to measure intervention and program outcomes
- Employs a variety of assessment techniques and strategies
- Assesses clients and gives specific strategies for improvement
- Assesses learning in a positive, non-threatening manner
- Involves clients in self-assessment activities at appropriate intervals

- Ability to communicate the needs of clients and/or families through the consultation process
- Ability to conduct meetings with parents/family member to communicate the needs of clients
- Knowledge and familiarity with outside referral agencies

- Knowledge of legal rights of clients and minor clients with regard to records and confidentiality
- Knowledge of use of legislation concerning special needs clients (e.g., IDEA, ADA)
- Knowledge of laws regarding child abuse/neglect and acts in accordance with such laws
- Professional conduct during clinical experiences
- Ability to consult with others about ethical issues
- Ability to act as advocates for clients and programs

<p>| ADDRESSING CURRENT CONCERNS (CACREP# 5) | MULTICULTURAL COUNSELING (CACREP # 2) | PROFESSIONAL CORE COMPETENCIES (CACREP # 1) |</p>
<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Exceeds Meets Near Below</td>
<td>Exceeds Meets Near Below</td>
<td>Exceeds Meets Near Below</td>
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<tr>
<td>●Knowledge of activities that teach communication, decision-making, and social skills</td>
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<tr>
<td>●Knowledge and skills in conflict mediation/resolution</td>
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<tr>
<td>●Ability to identify and apply intervention strategies for client self-destructive and addictive behaviors</td>
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<tr>
<td>●Knowledge of cross-cultural techniques and interventions</td>
<td></td>
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<tr>
<td>●Demonstrates the importance of addressing the differences between the counselor and client</td>
<td></td>
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<tr>
<td>●Demonstrates knowledge of diversity in clients and a willingness to be open to differences</td>
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<tr>
<td>●Demonstrates sensitivity to issues of gender differences</td>
<td></td>
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<tr>
<td>●Possess the ability to build rapport and respect with clients</td>
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<tr>
<td>●Demonstrates the ability to initiate and complete a variety of tasks related to the professional work of the agency</td>
<td></td>
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<tr>
<td>●Demonstrates the ability to provide a clear rationale for professional interventions using current and acceptable theoretical, empirical, and research based formulations</td>
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</tr>
<tr>
<td>●Demonstrates knowledge and acceptance of the agency's policies</td>
<td></td>
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</tr>
<tr>
<td>●Demonstrated the ability to use and interpret psychological appraisal instruments with clients</td>
<td></td>
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</tr>
</tbody>
</table>

Please note the student counselor’s areas of strength, which you have observed:

Please note the student counselor’s areas needing improvement, which you have observed:

Please comment on the student counselor’s general performance during his/her field experience to this point:
APPENDIX 3C: SITE SUPERVISOR’S EVALUATION OF REHABILITATION COUNSELING STUDENT’S PERFORMANCE

COLLEGE OF EDUCATION
FLORIDA INTERNATIONAL UNIVERSITY

Mid-Term Assessment

Student-Counselor: ____________________________________________________________

Practicum________ Internship__________ (Check one)

Placement Site: ________________________________________________________________

Site Supervisor: __________________________________________________________________

Site Address: ___________________________________________________________________

Phone: ___________________________ Date of evaluation: _____________________________

Faculty Supervisor Completing Form: ____________________________________________

******************************************************************************

Directions: Please complete this evaluation to assess the Student-Counselor's performance during individual supervision. This evaluation should be reviewed with the student counselor.

******************************************************************************

Please use the following rating scale to assess the student's performance in relation to the competencies attained:

5 = Excellent  4 = Very Good  3 = Good  2 = Fair  1 = Poor

If you have not directly observed or believe you do not have sufficient information on which to base a rating, please rate "0" for not observed/cannot evaluate.

Place the number used to assess the degree of competency attained by the Student-Counselor next to the competency being evaluated.

THE STUDENT-COUNSELOR WAS ABLE TO...

1. Knowledge and Application of Counseling (CORE #C2:2)

   ____ Establish a therapeutic counseling relationship with clients.

   ____ Recognize the relationship of personality, learning, and human development and is able to apply these according to client need.

   ____ Apply counseling theories/techniques appropriate to specific situations.

   ____ Demonstrate knowledge and application of group dynamics.

   ____ Apply appropriate listening and responding skills in counseling interventions.

   ____ Plan and conduct group life skills and activities.
Select appropriate procedures to communicate information to clients.

Identify and evaluate materials and resources for implementing counseling activities.

Integrate data from a number of sources into a meaningful case study or to develop prescriptive client treatment plans.

Comments:_______________________________________________________________________
________________________________________________________________________________

2. Knowledge of Measurement and Appraisal (CORE C2:5, E5)

Demonstrate knowledge and application of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).

Demonstrate knowledge of administration and scoring of assessment instruments

Identify conditions that may affect test results.

Demonstrate knowledge of appropriate procedures for collecting, storing, and safeguarding assessment instruments and data.

Develop oral and written reports that provide meaningful information based upon assessment data.

Interpret assessment data to clients, family members, and/or professional personnel in terms of the growth and development of clients.

Interpret individual student data from records and professional reports.

Comments:_______________________________________________________________________
________________________________________________________________________________


Organize guidance and counseling activities related to career development.

Identify decision-making processes and how these processes can be used with clients in various aspects of career development.

Evaluate educational and career materials.

Identify appropriate materials to be used in educational and career development.

Interpret client appraisal data relevant to career development.

Assist clients in exploring career and educational options.
Demonstrate knowledge of career, vocational, educational, financial, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.

Understand the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

Comments:_______________________________________________________________________

________________________________________________________________________________

4. **Knowledge of Consultation, Collaboration and Coordination (CORE E2)**

Communicate the needs of clients through the consultation process.

Assist individuals and groups to identify, collect, and utilize appropriate data and resources.

Demonstrate skills in consulting with school and/or agency professionals in team meetings and staffings.

Collect and synthesize client referral data.

Coordinate case management services for clients.

Comments:_______________________________________________________________________

________________________________________________________________________________

5. **Knowledge of Professional, Ethical, and Legal Considerations (CORE E1)**

Demonstrate knowledge of ethical, legal, and professional standards.

Demonstrate knowledge of legal rights of clients with regard to counseling notes and records.

Demonstrate knowledge of use of legislation concerning clients with disabilities.

Demonstrate knowledge of laws regarding child abuse and neglect and act in accordance with such laws.

Act in a professional manner befitting a counselor.

Apply the principles of disability-related legislation including the right persons with disabilities to independence, inclusion, choice and self-determination, access, and respect for individual differences.

Comments:_______________________________________________________________________

________________________________________________________________________________

6. **Knowledge of Diversity (CORE C2:2, E3:2)**
Demonstrate knowledge and skills in working with culturally and linguistically diverse clients.

Demonstrate knowledge and skills in working with clients with special needs.

Demonstrate cultural understanding and sensitivity when working with others from diverse backgrounds.

Apply counseling interventions congruent with clients’ worldviews and orientations.

Comments:_______________________________________________________________________
________________________________________________________________________________

7. Knowledge of activities and programs for addressing current concerns (CORE E2:4, E2:5)

Demonstrate knowledge of activities that teach communication skills, decision-making skills, and social skills.

Demonstrate knowledge and can apply a crisis intervention plan if needed.

Demonstrate knowledge and skills in conflict mediation and resolution.

Identify self-destructive and addictive behaviors in clients and develop appropriate intervention strategies.

Comments:_______________________________________________________________________
________________________________________________________________________________

8. Knowledge of appropriate technology (CORE C2:3d)

Demonstrate knowledge of the use of technology in student record management.

Demonstrate knowledge and use of technology for reporting and data-based management.

Comments:_______________________________________________________________________
________________________________________________________________________________

9. Interpersonal and Supervisory Relationship

Demonstrate ability to relate and work effectively with others involved in the client’s life (e.g., parents, and/or responsible adults, staff counselors, administrators, and other professionals).

Seek help and accept supervisory feedback without being unduly embarrassed, upset, or defensive.

Adapt to, and incorporate recommendations and changes.

Comments:_______________________________________________________________________
________________________________________________________________________________
10. Rehabilitation Practices and Case Management  (CORE C2:1, C2:3, E3)

_________ Determine the adequacy of existing information for rehabilitation planning.

_________ Integrate cultural, social, economic, disability-related, and environmental factors in planning.

_________ Plan a comprehensive individual assessment (e.g., personality, interpersonal skills, intelligence, and related functional capabilities, educational achievement, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, and employment opportunities).

_________ Identify available personal and public resources with the informed choice of the individual to determine jointly, with the consumer, an appropriate rehabilitation plan.

_________ Facilitate, with the individual, the development of a client-centered rehabilitation and/or independent living plan.

_________ Establish working relationships with other service providers involved with the individual and/or family, or client’s advocate, including provision of consumer involvement and choice.

_________ Determine mutual responsibilities with other service providers involved with the individual, family, or client’s advocate, including consumer involvement and choice.

_________ Develop a knowledge base of and refer individuals to other community resources when appropriate.

_________ Assist individuals in identifying areas of personal responsibility including potential fiscal resources to obtain need services.

_________ Serve as a consultant to other community agencies to advocate for integration of individuals with disabilities within the community.

_________ Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public.

_________ Identify and plan for the appropriate use of assistive technology including computer related resources.

_________ Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.

_________ Determine an individual’s eligibility for rehabilitation services and/or programs including the need for services to prepare for, enter, engage in, or retain gainful employment.

_________ Evaluate the feasibility of an individual’s rehabilitation or independent living objectives.

_________ Review assessment information to determine appropriate services.

_________ Assess the individual’s capabilities to make decisions.

_________ Determine an individual’s vocational or independent living skills, aptitudes, interests, and preferences.
11. **Job development, placement, and job retention (CORE C2:6, E6)**

- Obtain and use labor market information.
- Identify and contact employers to develop job opportunities.
- Evaluate work activities through the use of job and task analyses.
- Modify and restructure jobs and use assistive devices, where appropriate.
- Consult with experts to increase the functioning of individuals.
- Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation.
- Assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers.
- Review available data to determine potential person/job match.
- Teach appropriate job-seeking and job retention skills.
- Provide support services to facilitate job retention.
- Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post employment services.

Comments:

_________________________________________________________________________________

12. **MY OVERALL RATING OF THIS STUDENT-COUNSELOR IS (Circle one)**

<table>
<thead>
<tr>
<th></th>
<th>&quot;5&quot;</th>
<th>&quot;4&quot;</th>
<th>&quot;3&quot;</th>
<th>&quot;2&quot;</th>
<th>&quot;1&quot;</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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</tbody>
</table>

COMMENTS: ___________________________________________

_________________________________________________________________________________

Student Signature: ___________________________ Date: ___________________

Supervisor Signature: ___________________________ Date: ___________________
APPENDIX 3C: SITE SUPERVISOR’S EVALUATION OF REHABILITATION COUNSELING STUDENT’S PERFORMANCE
COLLEGE OF EDUCATION
FLORIDA INTERNATIONAL UNIVERSITY
Final Assessment

Student-Counselor: ____________________________________________________________
Practicum__________ Internship____________ (Check one)
Placement Site: ________________________________________________________________
Site Supervisor: __________________________________________________________________
Site Address: ___________________________________________________________________
Phone: __________________________ Date of evaluation: _____________________________
Faculty Supervisor Completing Form: ____________________________________________

Directions: Please complete this evaluation to assess the Student-Counselor's performance during individual supervision. This evaluation should be reviewed with the student counselor.

Please use the following rating scale to assess the student's performance in relation to the competencies attained:

5 = Excellent   4 = Very Good   3 = Good   2 = Fair   1 = Poor

If you have not directly observed or believe you do not have sufficient information on which to base a rating, please rate "0" for not observed/cannot evaluate.
Place the number used to assess the degree of competency attained by the Student-Counselor next to the competency being evaluated.

THE STUDENT-COUNSELOR WAS ABLE TO...

1. Knowledge and Application of Counseling (CORE #C2:2)
   _____ Establish a therapeutic counseling relationship with clients.
   _____ Recognize the relationship of personality, learning, and human development and is able to apply these according to client need.
   _____ Apply counseling theories/techniques appropriate to specific situations.
   _____ Demonstrate knowledge and application of group dynamics.
   _____ Apply appropriate listening and responding skills in counseling interventions.
   _____ Plan and conduct group life skills and activities
   _____ Select appropriate procedures to communicate information to clients.
   _____ Identify and evaluate materials and resources for implementing counseling activities.
   _____ Integrate data from a number of sources into a meaningful case study or to develop prescriptive client treatment plans.
2. Knowledge of Measurement and Appraisal (CORE C2:5, E5)

______ Demonstrate knowledge and application of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).

______ Demonstrate knowledge of administration and scoring of assessment instruments

______ Identify conditions that may affect test results.

______ Demonstrate knowledge of appropriate procedures for collecting, storing, and safeguarding assessment instruments and data.

______ Develop oral and written reports that provide meaningful information based upon assessment data.

______ Interpret assessment data to clients, family members, and/or professional personnel in terms of the growth and development of clients.

______ Interpret individual student data from records and professional reports.

Comments:_______________________________________________________________________
_________________________________________________________________________________


______ Organize guidance and counseling activities related to career development.

______ Identify decision-making processes and how these processes can be used with clients in various aspects of career development.

______ Evaluate educational and career materials.

______ Identify appropriate materials to be used in educational and career development.

______ Interpret client appraisal data relevant to career development.

______ Assist clients in exploring career and educational options.

______ Demonstrate knowledge of career, vocational, educational, financial, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems

______ Understand the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

Comments:_______________________________________________________________________
_________________________________________________________________________________
4. Knowledge of Consultation, Collaboration and Coordination (CORE E2)

________ Communicate the needs of clients through the consultation process.

________ Assist individuals and groups to identify, collect, and utilize appropriate data and resources.

________ Demonstrate skills in consulting with school and/or agency professionals in team meetings and staffings.

________ Collect and synthesize client referral data.

________ Coordinate case management services for clients.

Comments:_______________________________________________________________________
_________________________________________________________________________________

5. Knowledge of Professional, Ethical, and Legal Considerations (CORE E1)

________ Demonstrate knowledge of ethical, legal, and professional standards.

________ Demonstrate knowledge of legal rights of clients with regard to counseling notes and records.

________ Demonstrate knowledge of use of legislation concerning clients with disabilities.

________ Demonstrate knowledge of laws regarding child abuse and neglect and act in accordance with such laws.

________ Act in a professional manner befitting a counselor.

________ Apply the principles of disability-related legislation including the right persons with disabilities to independence, inclusion, choice and self-determination, access, and respect for individual differences.

Comments:_______________________________________________________________________
_________________________________________________________________________________

6. Knowledge of Diversity (CORE C2:2, E3:2)

________ Demonstrate knowledge and skills in working with culturally and linguistically diverse clients.

________ Demonstrate knowledge and skills in working with clients with special needs.

________ Demonstrate cultural understanding and sensitivity when working with others from diverse backgrounds.

________ Apply counseling interventions congruent with clients’ worldviews and orientations.

Comments:_______________________________________________________________________
_________________________________________________________________________________
7. **Knowledge of activities and programs for addressing current concerns (CORE E2:4, E2:5)**

- Demonstrate knowledge of activities that teach communication skills, decision-making skills, and social skills.
- Demonstrate knowledge and can apply a crisis intervention plan if needed.
- Demonstrate knowledge and skills in conflict mediation and resolution.
- Identify self-destructive and addictive behaviors in clients and develop appropriate intervention strategies.

Comments: ________________________________________________________________

8. **Knowledge of appropriate technology (CORE C2:3d)**

- Demonstrate knowledge of the use of technology in student record management.
- Demonstrate knowledge and use of technology for reporting and data-based management.

Comments: ________________________________________________________________

9. **Interpersonal and Supervisory Relationship**

- Demonstrate ability to relate and work effectively with others involved in the client’s life (e.g., parents, and/or responsible adults, staff counselors, administrators, and other professionals).
- Seek help and accept supervisory feedback without being unduly embarrassed, upset, or defensive.
- Adapt to, and incorporate recommendations and changes.

Comments: ________________________________________________________________


- Determine the adequacy of existing information for rehabilitation planning.
- Integrate cultural, social, economic, disability-related, and environmental factors in planning.
- Plan a comprehensive individual assessment (e.g., personality, interpersonal skills, intelligence, and related functional capabilities, educational achievement, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, and employment opportunities).
- Identify available personal and public resources with the informed choice of the individual to determine jointly, with the consumer, an appropriate rehabilitation plan.
Facilitate, with the individual, the development of a client-centered rehabilitation and/or independent living plan.

Establish working relationships with other service providers involved with the individual and/or family, or client’s advocate, including provision of consumer involvement and choice.

Determine mutual responsibilities with other service providers involved with the individual, family, or client’s advocate, including consumer involvement and choice.

Develop a knowledge base of and refer individuals to other community resources when appropriate.

Assist individuals in identifying areas of personal responsibility including potential fiscal resources to obtain need services.

Serve as a consultant to other community agencies to advocate for integration of individuals with disabilities within the community.

Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public.

Identify and plan for the appropriate use of assistive technology including computer related resources.

Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.

Determine an individual’s eligibility for rehabilitation services and/or programs including the need for services to prepare for, enter, engage in, or retain gainful employment.

Evaluate the feasibility of an individual’s rehabilitation or independent living objectives.

Review assessment information to determine appropriate services.

Assess the individual’s capabilities to make decisions.

Determine an individual’s vocational or independent living skills, aptitudes, interests, and preferences.

Assess an individual’s need for rehabilitation engineering/technologic services throughout the rehabilitation process.

Comments:_______________________________________________________________________
_________________________________________________________________________________

11.   Job development, placement, and job retention (CORE C2:6, E6)

Obtain and use labor market information.

Identify and contact employers to develop job opportunities.

Evaluate work activities through the use of job and task analyses.

Modify and restructure jobs and use assistive devices, where appropriate.
Consult with experts to increase the functioning of individuals

Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation.

Assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers.

Review available data to determine potential person/job match.

Teach appropriate job-seeking and job retention skills.

Provide support services to facilitate job retention.

Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post employment services.

Comments: __________________________________________

12. MY OVERALL RATING OF THIS STUDENT-COUNSELOR IS (Circle one)

<table>
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<tr>
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<tbody>
<tr>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
</tbody>
</table>

COMMENTS: __________________________________________

____________________________________________________

Student Signature: ______________________ Date: ____________

Supervisor Signature: ______________________ Date: ____________

47
APPENDIX 4C: FACULTY SUPERVISOR’S EVALUATION OF REHABILITATION COUNSELING STUDENT’S PERFORMANCE

COLLEGE OF EDUCATION
FLORIDA INTERNATIONAL UNIVERSITY

Midterm Assessment

Student-Counselor: ____________________________________________________________

Practicum___________ Internship___________ (Check one)

Placement Site: __________________________________________________________________

Site Supervisor: __________________________________________________________________

Site Address: __________________________________________________________________

Phone:_____________________________ Date of evaluation:__________________________

Faculty Supervisor Completing Form:  ____________________________________________

******************************************************************************

Directions: Please complete this evaluation to assess the Student-Counselor's performance during individual supervision. This evaluation should be reviewed with the student counselor.

Please use the following rating scale to assess the student's performance in relation to the competencies attained:

5 = Excellent        4 = Very Good        3 = Good        2 = Fair        1 = Poor

If you have not directly observed or believe you do not have sufficient information on which to base a rating, please rate "0" for not observed/cannot evaluate.

Place the number used to assess the degree of competency attained by the Student-Counselor next to the competency being evaluated.

THE STUDENT-COUNSELOR WAS ABLE TO...

1. Knowledge and Application of Counseling (CORE #C2:2)
   ______ Establish a therapeutic counseling relationship with clients.
   ______ Recognize the relationship of personality, learning, and human development and is able to apply these according to client need.
   ______ Apply counseling theories/techniques appropriate to specific situations.
   ______ Demonstrate knowledge and application of group dynamics.
   ______ Apply appropriate listening and responding skills in counseling interventions.
Plan and conduct group life skills and activities.

Select appropriate procedures to communicate information to clients.

Identify and evaluate materials and resources for implementing counseling activities.

Integrate data from a number of sources into a meaningful case study or to develop prescriptive client treatment plans.

Comments:_______________________________________________________________________
________________________________________________________________________________

2. Knowledge of Measurement and Appraisal (CORE C2:5, E5)

Demonstrate knowledge and application of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).

Demonstrate knowledge of administration and scoring of assessment instruments
Identify conditions that may affect test results.

Demonstrate knowledge of appropriate procedures for collecting, storing, and safeguarding assessment instruments and data.

Develop oral and written reports that provide meaningful information based upon assessment data.

Interpret assessment data to clients, family members, and/or professional personnel in terms of the growth and development of clients.

Interpret individual student data from records and professional reports.

Comments:_______________________________________________________________________
________________________________________________________________________________


Organize guidance and counseling activities related to career development.

Identify decision-making processes and how these processes can be used with clients in various aspects of career development.

Evaluate educational and career materials.

Identify appropriate materials to be used in educational and career development.

Interpret client appraisal data relevant to career development.

Assist clients in exploring career and educational options.
Demonstrate knowledge of career, vocational, educational, financial, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.

Understand the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

Comments:_______________________________________________________________________
________________________________________________________________________________

4. Knowledge of Consultation, Collaboration and Coordination (CORE E2)

Communicate the needs of clients through the consultation process.

Assist individuals and groups to identify, collect, and utilize appropriate data and resources.

Demonstrate skills in consulting with school and/or agency professionals in team meetings and staffings.

Collect and synthesize client referral data.

Coordinate case management services for clients.

Comments:_______________________________________________________________________
________________________________________________________________________________

5. Knowledge of Professional, Ethical, and Legal Considerations (CORE E1)

Demonstrate knowledge of ethical, legal, and professional standards.

Demonstrate knowledge of legal rights of clients with regard to counseling notes and records.

Demonstrate knowledge of use of legislation concerning clients with disabilities.

Demonstrate knowledge of laws regarding child abuse and neglect and act in accordance with such laws.

Act in a professional manner befitting a counselor.

Apply the principles of disability-related legislation including the right persons with disabilities to independence, inclusion, choice and self-determination, access, and respect for individual differences.

Comments:_______________________________________________________________________
________________________________________________________________________________

6. Knowledge of Diversity (CORE C2:2, E3:2)

Demonstrate knowledge and skills in working with culturally and linguistically diverse clients.
D ______ Demonstrate knowledge and skills in working with clients with special needs.

D ______ Demonstrate cultural understanding and sensitivity when working with others from diverse backgrounds.

D ______ Apply counseling interventions congruent with clients' worldviews and orientations.

Comments: ____________________________________________________________

7. Knowledge of activities and programs for addressing current concerns (CORE E2:4, E2:5)

D ______ Demonstrate knowledge of activities that teach communication skills, decision-making skills, and social skills.

D ______ Demonstrate knowledge and can apply a crisis intervention plan if needed.

D ______ Demonstrate knowledge and skills in conflict mediation and resolution.

D ______ Identify self-destructive and addictive behaviors in clients and develop appropriate intervention strategies.

Comments: ____________________________________________________________

8. Knowledge of appropriate technology (CORE C2:3d)

D ______ Demonstrate knowledge of the use of technology in student record management.

D ______ Demonstrate knowledge and use of technology for reporting and data-based management.

Comments: ____________________________________________________________

9. Interpersonal and Supervisory Relationship

D ______ Demonstrate ability to relate and work effectively with others involved in the client’s life (e.g., parents, and/or responsible adults, staff counselors, administrators, and other professionals).

D ______ Seek help and accept supervisory feedback without being unduly embarrassed, upset, or defensive.

D ______ Adapt to, and incorporate recommendations and changes.

Comments: ____________________________________________________________

11. Rehabilitation Practices and Case Management (CORE C2:1, C2:3, E3)

D ______ Determine the adequacy of existing information for rehabilitation planning.
<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate cultural, social, economic, disability-related, and environmental factors in planning.</td>
</tr>
<tr>
<td>Plan a comprehensive individual assessment (e.g., personality, interpersonal skills, intelligence, and related functional capabilities, educational achievement, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, and employment opportunities).</td>
</tr>
<tr>
<td>Identify available personal and public resources with the informed choice of the individual to determine jointly, with the consumer, an appropriate rehabilitation plan.</td>
</tr>
<tr>
<td>Facilitate, with the individual, the development of a client-centered rehabilitation and/or independent living plan.</td>
</tr>
<tr>
<td>Establish working relationships with other service providers involved with the individual and/or family, or client’s advocate, including provision of consumer involvement and choice.</td>
</tr>
<tr>
<td>Determine mutual responsibilities with other service providers involved with the individual, family, or client’s advocate, including consumer involvement and choice.</td>
</tr>
<tr>
<td>Develop a knowledge base of and refer individuals to other community resources when appropriate.</td>
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<tr>
<td>Assist individuals in identifying areas of personal responsibility including potential fiscal resources to obtain need services.</td>
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<tr>
<td>Serve as a consultant to other community agencies to advocate for integration of individuals with disabilities within the community.</td>
</tr>
<tr>
<td>Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public.</td>
</tr>
<tr>
<td>Identify and plan for the appropriate use of assistive technology including computer related resources.</td>
</tr>
<tr>
<td>Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.</td>
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<tr>
<td>Determine an individual’s eligibility for rehabilitation services and/or programs including the need for services to prepare for, enter, engage in, or retain gainful employment.</td>
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<tr>
<td>Evaluate the feasibility of an individual’s rehabilitation or independent living objectives.</td>
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<tr>
<td>Review assessment information to determine appropriate services.</td>
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<tr>
<td>Assess the individual’s capabilities to make decisions.</td>
</tr>
<tr>
<td>Determine an individual’s vocational or independent living skills, aptitudes, interests, and preferences.</td>
</tr>
<tr>
<td>Assess an individual’s need for rehabilitation engineering/technologic services throughout the rehabilitation process.</td>
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</table>
11. **Job development, placement, and job retention (CORE C2:6, E6)**

- Obtain and use labor market information.
- Identify and contact employers to develop job opportunities.
- Evaluate work activities through the use of job and task analyses.
- Modify and restructure jobs and use assistive devices, where appropriate.
- Consult with experts to increase the functioning of individuals.
- Educate prospective employers about the benefits of hiring persons with disabilities, including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation.
- Assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers.
- Review available data to determine potential person/job match.
- Teach appropriate job-seeking and job retention skills.
- Provide support services to facilitate job retention.
- Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post employment services.

Comments:_______________________________________________________________________
_________________________________________________________________________________

12. **MY OVERALL RATING OF THIS STUDENT-COUNSELOR IS (Circle one)**

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<td>Excellent</td>
<td>Very Good</td>
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COMMENTS:_______________________________________________________________________
_________________________________________________________________________________

Student Signature:_____________________________________      Date:_________________
Supervisor Signature:___________________________________     Date:______________
APPENDIX 4C: FACULTY SUPERVISOR’S EVALUATION OF REHABILITATION COUNSELING STUDENT’S PERFORMANCE

COLLEGE OF EDUCATION
FLORIDA INTERNATIONAL UNIVERSITY

Final Assessment

Student-Counselor: __________________________________________________________

Practicum________ Internship_________ (Check one)

Placement Site: ________________________________________________________________

Site Supervisor: __________________________________________________________________

Site Address: __________________________________________________________________

Phone:_____________________________Date of evaluation:__________________________

Faculty Supervisor Completing Form:  ____________________________________________

******************************************************************************

Directions: Please complete this evaluation to assess the Student-Counselor's performance during individual supervision. This evaluation should be reviewed with the student counselor.

************************************************************************************

Please use the following rating scale to assess the student's performance in relation to the competencies attained:

5 = Excellent  4 = Very Good  3 = Good  2 = Fair  1 = Poor

If you have not directly observed or believe you do not have sufficient information on which to base a rating, please rate "0" for not observed/cannot evaluate.

Place the number used to assess the degree of competency attained by the Student-Counselor next to the competency being evaluated.

THE STUDENT-COUNSELOR WAS ABLE TO...

1. Knowledge and Application of Counseling (CORE #C2:2)
   
   _____ Establish a therapeutic counseling relationship with clients.
   
   _____ Recognize the relationship of personality, learning, and human development and is able to apply these according to client need.
   
   _____ Apply counseling theories/techniques appropriate to specific situations.
   
   _____ Demonstrate knowledge and application of group dynamics.
   
   _____ Apply appropriate listening and responding skills in counseling interventions.
Plan and conduct group life skills and activities.

Select appropriate procedures to communicate information to clients.

Identify and evaluate materials and resources for implementing counseling activities.

Integrate data from a number of sources into a meaningful case study or to develop prescriptive client treatment plans.

Comments:

2. Knowledge of Measurement and Appraisal (CORE C2:5, E5)

Demonstrate knowledge and application of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).

Demonstrate knowledge of administration and scoring of assessment instruments

Identify conditions that may affect test results.

Demonstrate knowledge of appropriate procedures for collecting, storing, and safeguarding assessment instruments and data.

Develop oral and written reports that provide meaningful information based upon assessment data.

Interpret assessment data to clients, family members, and/or professional personnel in terms of the growth and development of clients.

Interpret individual student data from records and professional reports.

Comments:


Organize guidance and counseling activities related to career development.

Identify decision-making processes and how these processes can be used with clients in various aspects of career development.

Evaluate educational and career materials.

Identify appropriate materials to be used in educational and career development.

Interpret client appraisal data relevant to career development.

Assist clients in exploring career and educational options.
Demonstrate knowledge of career, vocational, educational, financial, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems

Understand the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

Comments:_______________________________________________________________________
________________________________________________________________________________

4. Knowledge of Consultation, Collaboration and Coordination (CORE E2)

Communicate the needs of clients through the consultation process.

Assist individuals and groups to identify, collect, and utilize appropriate data and resources.

Demonstrate skills in consulting with school and/or agency professionals in team meetings and staffings.

Collect and synthesize client referral data.

Coordinate case management services for clients.

Comments:_______________________________________________________________________
________________________________________________________________________________

5. Knowledge of Professional, Ethical, and Legal Considerations (CORE E1)

Demonstrate knowledge of ethical, legal, and professional standards.

Demonstrate knowledge of legal rights of clients with regard to counseling notes and records.

Demonstrate knowledge of use of legislation concerning clients with disabilities.

Demonstrate knowledge of laws regarding child abuse and neglect and act in accordance with such laws.

Act in a professional manner befitting a counselor.

Apply the principles of disability-related legislation including the right persons with disabilities to independence, inclusion, choice and self-determination, access, and respect for individual differences.

Comments:_______________________________________________________________________
________________________________________________________________________________

6. Knowledge of Diversity (CORE C2:2, E3:2)

Demonstrate knowledge and skills in working with culturally and linguistically diverse clients.
Demonstrate knowledge and skills in working with clients with special needs.

Demonstrate cultural understanding and sensitivity when working with others from diverse backgrounds.

Apply counseling interventions congruent with clients' worldviews and orientations.

Comments:_______________________________________________________________________
________________________________________________________________________________

7. Knowledge of activities and programs for addressing current concerns (CORE E2:4, E2:5)

Demonstrate knowledge of activities that teach communication skills, decision-making skills, and social skills.

Demonstrate knowledge and can apply a crisis intervention plan if needed.

Demonstrate knowledge and skills in conflict mediation and resolution.

Identify self-destructive and addictive behaviors in clients and develop appropriate intervention strategies.

Comments:_______________________________________________________________________
________________________________________________________________________________

8. Knowledge of appropriate technology (CORE C2:3d)

Demonstrate knowledge of the use of technology in student record management.

Demonstrate knowledge and use of technology for reporting and data-based management.

Comments:_______________________________________________________________________
________________________________________________________________________________

9. Interpersonal and Supervisory Relationship

Demonstrate ability to relate and work effectively with others involved in the client’s life (e.g., parents, and/or responsible adults, staff counselors, administrators, and other professionals).

Seek help and accept supervisory feedback without being unduly embarrassed, upset, or defensive.

Adapt to, and incorporate recommendations and changes.

Comments:_______________________________________________________________________
________________________________________________________________________________

12. Rehabilitation Practices and Case Management (CORE C2:1, C2:3, E3)
_________ Determine the adequacy of existing information for rehabilitation planning.

_________ Integrate cultural, social, economic, disability-related, and environmental factors in planning.

_________ Plan a comprehensive individual assessment (e.g., personality, interpersonal skills, intelligence, and related functional capabilities, educational achievement, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, and employment opportunities).

_________ Identify available personal and public resources with the informed choice of the individual to determine jointly, with the consumer, an appropriate rehabilitation plan. Facilitate, with the individual, the development of a client-centered rehabilitation and/or independent living plan.

_________ Establish working relationships with other service providers involved with the individual and/or family, or client’s advocate, including provision of consumer involvement and choice.

_________ Determine mutual responsibilities with other service providers involved with the individual, family, or client’s advocate, including consumer involvement and choice.

_________ Develop a knowledge base of and refer individuals to other community resources when appropriate.

_________ Assist individuals in identifying areas of personal responsibility including potential fiscal resources to obtain need services.

_________ Serve as a consultant to other community agencies to advocate for integration of individuals with disabilities within the community.

_________ Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public.

_________ Identify and plan for the appropriate use of assistive technology including computer related resources.

_________ Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.

_________ Determine an individual’s eligibility for rehabilitation services and/or programs including the need for services to prepare for, enter, engage in, or retain gainful employment.

_________ Evaluate the feasibility of an individual’s rehabilitation or independent living objectives.

_________ Review assessment information to determine appropriate services.

_________ Assess the individual’s capabilities to make decisions.

_________ Determine an individual’s vocational or independent living skills, aptitudes, interests, and preferences.

_________ Assess an individual’s need for rehabilitation engineering/technologic services throughout the rehabilitation process.
11. **Job development, placement, and job retention (CORE C2:6, E6)**

- Obtain and use labor market information.
- Identify and contact employers to develop job opportunities.
- Evaluate work activities through the use of job and task analyses.
- Modify and restructure jobs and use assistive devices, where appropriate.
- Consult with experts to increase the functioning of individuals.
- Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation.
- Assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers.
- Review available data to determine potential person/job match.
- Teach appropriate job-seeking and job retention skills.
- Provide support services to facilitate job retention.
- Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post employment services.

Comments:_______________________________________________________________________
________________________________________________________________________________

12. **MY OVERALL RATING OF THIS STUDENT-COUNSELER IS (Circle one)**

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COMMENTS:_______________________________________________________________________
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Student Signature:_____________________________________      Date:_________________

Supervisor Signature:___________________________________    Date:_________________
Appendix 5A: Time Logs

Instruction Sheet for Completing Time Logs

Logistics

1. Make multiple copies of this blank “Counseling Clinical Hours” sheet for both Practicum and Internship.
2. Fill in your name on each sheet.
3. Fill in the “Page __ of ___” field (e.g., “Page 2 of 4”) – leave the second field blank until you know how many pages you will have in total.
4. Fill in the “Dates ___ to ___” with the dates that this particular sheet covers (i.e. not the dates of your total field experience).
5. You may have more than one line filled out per day.
6. Only fill in activities that contain information that is pertinent to the supervisor who will sign off on those activities (see more info below).

Instructions for Completing “Counseling Clinical Hours” Time Sheet

1. **Begin/End Time** – Using 15 minute increments [round to the nearest clock hour (e.g., 4:00, 4:15, 4:30, etc.)], encapsulate the activities performed.
2. **Date** – Use DD/MM/YY format (it is possible to have multiple entries for one date)
3. **Activity** – Note the kind of activity(s) that you participated in for that entry
4. **Supervisor’s Signature** – This is where your supervisor will sign to verify the activities that you’ve completed. If these activities are completed on site, the Site Supervisor must sign. On the other hand, if these activities were completed at the University, the Faculty Supervisor must sign.
5. **Individual Supervision (# hours)** – Note the amount of time spent in individual supervision.
6. **Group Supervision (# hours)** – Note the amount of time spent in group supervision.
7. **Client Contact (# hours)** – Note the amount of time spent in face-to-face client contact (e.g., individual, family, or group counseling; guidance; consultation, etc.) done on site
8. **Non-client Contact (# hours)** – Note the amount of time spent in non-client contact on site (e.g., reading client files, completing paperwork, preparing for sessions, etc.), which will be signed by the Site Supervising Counselor.
9. **Total Clinical Hours** – Note the total amount of time spent for that particular “Begin/End Time” period.
10. **Total the number of hours** for Individual Supervision, Group Supervision, Client Contact, Non-Client Contact, and Total Clinical Hours for each page.
11. MAKE A MINIMUM OF TWO COPIES OF EACH PAGE THAT YOU SUBMIT TO THE UNIVERSITY. These sheets will be invaluable to you as you submit documentation for certification and/or licensure after graduation.

Instructions for Completing “Field Experience Weekly Summary” Sheet

1. This sheet is provided for you to write a brief reflection paper of what occurred during the course of each week of your field experience.
2. **Summary of Week’s Activities (what did you do, how often, and when)** – Briefly summarize what occurred during the week on site.
3. **Impressions or Learning Drawn from This Week’s Activities** – Based upon what happened this week (and putting it in context with what has occurred previously), what are you learning about yourself, clients, the counseling profession, your site, etc.
4. **Concerns or Questions Arising from This Week’s Activities (things to bring into supervision)** – Based upon what happened this week (and putting it in context with what has occurred previously), what are some concerns or questions that you would like addressed in your university supervision (come to supervision prepared!).

Both the “Counseling Clinical Hours” Time Log and the “Field Experience Weekly Summary” Sheet will be kept in the Student-Counselor’s Field Experience Logbook and should be brought to every individual and group supervision session, currently updated and accurate.
## Appendix 5A: Time Logs

### COUNSELING CLINICAL HOURS

FOR (CHECK ONE): ___ PRACTICUM    ___ INTERNSHIP

Student’s Name: ____________________________ Dates _____ to _____ Page __ of __

<table>
<thead>
<tr>
<th>Begin/End Time (Clock Hours in 15 minute increments)</th>
<th>Date</th>
<th>Activity (Indiv. counseling, group, guidance, supervision, tape review, staffings, testing, clerical tasks, research, etc.)</th>
<th>Supervisor's Signature Ind. Supv. (#hrs)</th>
<th>Group Supv. (#hrs)</th>
<th>Client Contact (#hrs)</th>
<th>Non-Client Contact (#hrs)</th>
<th>Total Clinical Hours</th>
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APPENDIX 6A: FIELD EXPERIENCE WEEKLY SUMMARY

Name: ______________________________  Dates for the Week: ________________

____________________________________________________________________________

Summary of Week's Activities (what did you do, how often, and when):

____________________________________________________________________________

Impressions or Learning Drawn from This Week's Activities:

____________________________________________________________________________

Concerns or Questions Arising from This Week’s Activities (things to bring into supervision):

____________________________________________________________________________
Parental Consent Form

This is to provide permission for my child, _____________________, to engage in audiotaped or videotaped guidance and counseling sessions with _______________________________, a Student-Counselor enrolled in the nationally accredited graduate Counselor Education program at FIU. The Student-Counselor is under the direct supervision of ____________________________, a Counselor Education faculty member at FIU, and a State of Florida certificated or licensed professional counselor. An audiotape or videotape of the counseling interview is necessary for the supervision and instruction of the Student-Counselor. The tape will be used solely for supervisory and instructional purposes, and will be erased following completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that the child’s condition indicates that there is a clear and imminent danger to him/her, or to another individual, or if the child discloses information involving a violation of federal, state, or local laws, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Parent signature: ______________________________________ Date: __________

Student-Counselor signature: _____________________________ Date: __________

Minor client signature: _____________________________ Date: __________
Florida International University

Master of Science in Counselor Education

Client Consent Form

This is to provide my permission to engage in audiotaped or videotaped guidance and counseling sessions with _________________________________, a Student-Counselor enrolled in the nationally accredited graduate Counselor Education program at FIU. The Student-Counselor is under the direct supervision of ____________________________, a Counselor Education faculty member at FIU, and a State of Florida certificated or licensed professional counselor. An audiotape or videotape of the counseling interview is necessary for the supervision and instruction of the Student-Counselor. The tape will be used solely for supervisory and instructional purposes, and will be erased following completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that you disclose a situation or event that presents and indicates clear and imminent danger to your or to another individual, or involves abuse of an elderly, minor or disabled persons, or if you disclose information involving a violation of federal, state, or local laws, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Client signature: ________________________________ Date: _______

Student-Counselor signature: ___________________________ Date: _______
Sample “Opt-Out” Consent Form

Dear Parent or Guardian:

This letter serves as notification that ________________________________ a counselor in training will be providing services to the students at ____________________________ for this semester. The student-counselor is enrolled in a nationally accredited Counselor Education program at Florida International University and is working under the direction of _____________________________, a counselor at the school. The student-counselor receives further supervision from a faculty member at the university with whom he/she meets weekly. Some sessions may be audiotaped or videotaped to assist the student-counselor in reviewing the strategies used and improving his/her skills. The tape will be used solely for supervisory and instructional purposes and will be erased following the completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that the child’s condition indicates that there is a clear and imminent danger to him/her, or to another individual, or if the child discloses information involving a violation of federal, state, or local laws, the student-counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and or administrator who will in turn notify the appropriate parties.

If you are unwilling for your child’s session(s) with the student-counselor to be taped, please return this letter with your signature. An absence of a response will indicate permission. If you have any questions, please contact me at ___________________.

Sincerely,

_________________

Student-Counselor

_________________

Supervising School Counselor

Department of Leadership and Professional Studies
APPENDIX 8A: STUDENT EVALUATION OF FACULTY SUPERVISOR

FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION

STUDENT EVALUATION OF FACULTY SUPERVISOR

Faculty Supervisor: ______________________________ Semester and Year __________________

Please evaluate your supervisory experience in the following areas using this code:

SA – Strong Agree
A – Agree
N – No opinion
D – Disagree
SD – Strongly Disagree

Please circle your response. This evaluation will be shown to your supervisor after grades are submitted.

1. My supervisor was genuinely interested in my growth as a professional counselor.

   SA   A   N   D   SD

2. My supervisor was very professional in her/his dealings with me.

   SA   A   N   D   SD

3. My supervisor made suggestions regarding my taped sessions that were beneficial.

   SA   A   N   D   SD

4. My supervisor created a setting of support.
5. I was treated as a professional by my supervisor.

6. My supervisor was dependable regarding his/her meetings with me and my colleagues.

7. The supervisor offered me constructive criticism that assisted in improving my counseling skills.

8. The requirements made of me by the supervisor were fair and challenging.
APPENDIX 9A: PERFORMANCE OUTCOMES

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

FOUNDATIONS

A. Knowledge
1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge
1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, selfhelp).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge
1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices
1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge
1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
J. Skills and Practices
1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices
1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students.

FOUNDATIONS

A. Knowledge
1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge
1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices
1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge
1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices
1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices
1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge
1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices
1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge
1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.

N. Skills and Practices
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge
1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices
1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
APPENDIX 9B: ACCREDITATION STANDARDS

The Florida Educators Accomplished Practices

1. Assessment  
2. Communication  
3. Continuous Improvement  
4. Critical Thinking  
5. Diversity  
6. Ethics  
7. Human Development and Learning  
8. Knowledge of Subject Matter  
9. Learning Environments  
10. Planning  
11. Role of the Teacher  
12. Technology

Council for Accreditation of Counseling and Related Educational Programs Standards (CACREP)

- Standard 1: Professional Orientation and Ethical Practice  
- Standard 2: Social and Cultural Diversity  
- Standard 3: Human Growth and Development  
- Standard 4: Career Development  
- Standard 5: Helping Relationships  
- Standard 6: Group Work  
- Standard 7: Assessment  
- Standard 8: Research and Program Evaluation