



College of Education

TENNESSEE TECH

**Ph.D. in Counseling and
Supervision
Site Supervisor Guide**

2023-2024

Site Supervisor Guide

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Introduction

This guide is designed to orient site supervisors to the clinical experience component of the Counseling and Supervision program at Tennessee Tech University (TTU). The practicum and internship experiences are formative parts of the doctoral counseling students' learning experience. As such, the program greatly values its relationships with community agencies and school settings.

This guide outlines the purpose of the advanced practicum and internship experiences, clinical setting requirements, the roles and functions of site supervisors and supervisors, the steps in being considered a clinical site, the documentation process experiences. We also offer additional resources for supervisors.

Practicum and Internship Coordinator

The Practicum and Internship Coordinator serves as the liaison between the academic program and clinical sites. The Practicum and Internship Coordinator and their assistants facilitate site development and is the contact person should site supervisors have questions or concerns during students' placements onsite. The Practicum and Internship Coordinator also often has at least one doctoral assistant who helps with communication, documentation, and events.

If you have any questions, please contact the department directly and ask for the Faculty Practicum and Internship Coordinator at (931) 372-3091 or by email at khturner@tntech.edu.

Purposes and Definitions of Practicum and Internship Experiences

The practicum and internship experiences comprise the clinical instruction components of the academic programs for doctoral counseling and supervision students. These experiences aim to advance students' clinical skills and professional counselor identities. Doctoral students in the Counseling and Supervision doctoral program complete an advanced practicum and two internships to meet the academic requirements for the Ph.D.

Advanced Practicum is the counseling experience in a clinical setting that advances the students' clinical skills. The practicum provides an avenue for further development of counseling skills under supervision. Supervised practicum experience includes the following:

- Specified numbers of clock and direct-service hours, 100 total, and 60 direct service.

- One (1) hour of individual and one and a half (1 ½) hours of triadic supervision, occurring each week over the course of the academic term, provided by either an approved on-site individual supervisor or a supervisor assigned by the counseling and supervision program's Practicum and Internship Coordinator;
- One and one half (1 ½) hours of group supervision, occurring each week over the course of the academic term, provided by either a clinical faculty member or a group supervisor in-training who is being supervised by a clinical faculty member;
- An opportunity to accrue direct service hours in individual counseling and leading or co-leading groups;
- The opportunity for the student to develop setting-appropriate audio and/or videotapes of the student's interactions with clients for use in clinical supervision; and
- Evaluation of the student's performance throughout the Practicum, including mid-semester and end-of-semester formal evaluations.

The doctoral internship experience requires the students to choose a minimum of three (3) of the five (5) counselor educator competency areas: 1) Counseling & Consultation, 2) Teaching, 3) Supervision, 4) Research & Scholarship, and 5) Leadership & Advocacy. If a student chooses to include the Counseling & Consultation competency in their internship plan, the student may only attribute direct counseling hours toward a new counseling specialty experience and provide such evidence to satisfy the expectations of the clinical component of internship. The internship phase begins after the successful completion of the advanced practicum. The clinical component of the doctoral internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Internships include all of the following:

- Specified numbers of clock and direct-service hours with clients appropriate to the students' program of study or track. A maximum of 100 direct counseling hours may be accepted for completion of each semester of the two doctoral Internships.
- The opportunity to observe and co-lead direct counseling services with a site supervisor and other qualified staff.
- One (1) hour of individual and/or triadic supervision, occurring each week over the course of the academic term, provided by either an approved on-site individual supervisor or a supervisor assigned by the counselor education department;
- One and one half (1 ½) hours of group supervision, occurring each week over the course of the academic term, provided by either a clinical faculty member or a group supervisor in-training who is being supervised by a clinical faculty member;

- Specified numbers of direct counseling experiences, including 10 total hours of leading or co-leading group work;
- The opportunity for the student to develop setting-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
- The opportunity for the student to become familiar with professional activities consistent with the role of a counselor, such as record management, supervision, information and referral, in-service trainings, and staff meetings;
- The opportunity for the student to gain supervised experience in the use of a variety of professional resources, such as assessment instruments, technologies, print and non-print media, professional literature, and research; and
- Evaluation of the student's performance throughout the practicum, including a mid-semester and end-of-semester assessment.

The doctoral-level Advanced Practicum is typically completed within the doctoral students' first year in the program. Doctoral students complete a minimum of 100 hours of service and 40 hours of direct service. Doctoral students come into the program with various clinical experiences and consult with their advisors in the process of choosing an Advanced Practicum setting that will further develop their clinical skills. Doctoral students also participate in regular clinical supervision during this experience.

Steps for Establishing a Clinical Site

Professional representatives wishing to establish Practicum and Internship opportunities at their agencies may follow these steps. At any point, if you have questions, please contact the Faculty group supervisor at khturner@tnitech.edu or 931-372-3091

1. Review the Site Supervisor Guide to ensure the clinical setting and site supervisor requirements are met by your site;
2. Submit a Site Information Form to the Faculty group supervisor;
3. Submit an electronic copy of a current resume or vita for each Site supervisor via email at khturner@tnitech.edu; and
4. Once the above criteria have been met, schedule a site visit with the Faculty group supervisor. A telephone or video call may be arranged for clinical sites outside of the Putnam County area.

Steps for Maintaining an Active Clinical Site

To maintain current and accurate information, we ask the Site Supervisor to complete the following information at least once per year or any time there are Site Supervisor or agency changes impacting student placement.

1. Notify the Practicum and Internship coordinator of Site supervisor changes;

2. Submit a current resume or vita for each new Site supervisor;
3. Submit annually an updated Site Information Form to the Corresponding faculty group supervisor; and
4. Schedule an annual site visit with the Faculty group supervisor.

Clinical Setting Requirements

A Clinical Setting, conducive to development of skills and professional counselor identity, is one in which modeling, demonstration, and training is available to counselor education students. General clinical setting requirements include the following:

- Settings for individual counseling with assured privacy and sufficient space for appropriate equipment, such as TV monitoring and recording;
- Settings for small-group work with assured privacy and sufficient space for appropriate equipment;
- Necessary and appropriate technologies and technical assistance that assist learning, such as audio and video equipment;
- Settings with observational and/or other interactive supervision capabilities; and
- Procedures that ensure the client's confidentiality and legal rights are protected.

A student's place of employment may be an appropriate Practicum placement if all requirements for Practicum can be met and accommodated by the place of employment.

Site Supervisor Requirements, Functions and Compensations

A Site Supervisor is a professional employed in a clinical setting, who has volunteered to oversee a student's practicum or internship activities. To serve as a site supervisor, the professional must meet the following requirements:

- Earned a minimum of a master's degree in counseling or a related profession, with equivalent qualifications, including appropriate certifications (i.e., certified school counselor) and/or licenses;
- Completed a minimum of two (2) years of professional experience in the program area in which the student is completing training (i.e., CMHC or SC);
- Is knowledgeable of TTU's Counseling and Supervision program expectations, requirements, and evaluation procedures for its students; and
- Have relevant training in counseling supervision prior to supervising students.

The site supervisor mentors the student by facilitating the student's integration into the clinical system. Common activities performed by a site supervisor include:

- Orienting the student to setting policies and procedures;
- Allowing the student to observe and co-lead clinical activities;
- Assisting the student in building an appropriate caseload; and

- Facilitating the student's efforts to fulfill the required Practicum and Internship activities.

If the doctoral student is working toward their LPC-MHSP, they must find a supervisor who meets the Tennessee LPC-MHSP supervisor requirements. It is the doctoral student's responsibility to ensure that the supervisor meets TN LPC-MHSP supervisor requirements.

The site supervisor has final authority for all decisions made and/or actions taken about the student's roles and activities while attempting to fulfill practicum or internship functions and responsibilities at the setting. The site supervisor is not responsible for grades but will be asked to provide a brief mid-point and final report regarding the student's clinical experience via an online platform.

On-Site Clinical Supervision

Site Supervisors are required to have clinical supervision training before becoming a site supervisor and to complete continued education in clinical supervision. This training could include conference sessions, workshops, readings, and participation in the Site Supervisors training provided by the Faculty group supervisor. An important component of clinical supervision is the direct observation of skills for counselors in training. The students are expected to complete audio or video recordings of their sessions on a regular basis and present them for discussion and feedback in supervision on campus and on site. (A list of clinical supervision resources is provided in the Appendix of this document.)

Clinical settings offer onsite individual, triadic, and/or group clinical supervision. On-site clinical supervision can benefit both professional staff and counseling students. It provides an opportunity for students to gain clinical insights from professionals working directly with the same client population and to learn from counselors familiar with the requirements and demands of agency stakeholders.

Eligible clinical individual and group supervisors must meet minimum site supervisor requirements. The clinical supervisor's role is to oversee the student's clinical activities, ensuring the student is progressing in professional and interpersonal skills. Individual/Triadic supervisors meet one (1) hour per week. Individual/Triadic supervision may include from 1 (Individual) to 2 (Triadic) students. Group supervisors meet for one and one half hours (1 ½) per week. Group supervision on-site should include no more than 10 students.

Clinical Documentation and Evaluation Procedures

Each student's Practicum and Internship experience are tracked by a series of required documents completed by the student, site supervisor, and campus supervisors. Other forms can be scanned, printed, signed, and returned in person or via email to the Assistant Practicum and Internship Coordinator as required.

All relevant forms are required for each clinical experience. Copies of these forms are provided at the end of this guide. These forms comprise part of the overall set of documentation required by each student for each clinical experience. It is the student's responsibility to ensure that documentation is submitted by the due date.

Submitting required paperwork by the assigned due dates is an important step in the student's professional development. We ask for your help in completing this clinical documentation and submitting forms by the due date. Submitting these forms and evaluations in a timely fashion is a modeling opportunity for the students to see from their supervisors. Additionally, it helps the faculty to have all relevant information about the students before assigning their grades. Grades are posted after the final day of the academic term, and for a student to receive a grade for the practicum or internship, the student must have submitted all required documents. An incomplete clinical file will result in an F grade until the student submits all required documentation. A list of required documents is included below:

- Internship Agreement Form
- Internship Guidelines
- Professional Liability Insurance
- Intern Site/ Agency & Supervisor Evaluation

The following *evaluation* forms to be completed each term:

- Evaluation of Counseling Mid-Semester Report
- Evaluation of Counseling End-of-Term Report Form
- Ph.D. Practicum/Clinical Internship Hour Log

At any point in the term, the site supervisor may contact the Faculty group supervisor to discuss concerns about a student's clinical experience. Contact information is provided in the Site Agreement form. Frequent contact between the site supervisor, faculty group supervisor, and practicum and internship coordinator is expected throughout the semester. We encourage Site Supervisors to ask the students at their site who their on-campus supervisors are and remind them all supervisors will work collaboratively in providing them support and supervision throughout the clinical experience. At the end of the experience, the student also has the opportunity to complete and submit assessments of their experience with the site, the site supervisor,

and the individual and group supervisors. Site supervisors are provided with summaries of the feedback.

Clinical Experience

Supervised clinical experiences provide opportunities for students to develop clinical competency by applying theoretical knowledge of counseling to various real client systems (e.g., individuals, parent and child, couples, families, structured groups, and therapy groups) while closely supervised by experienced professionals.

Students are required to complete one (1) Advanced Practicum and two (2) Internships that may include the clinical counseling component during their doctoral degree program. Students must complete their Internships split over two (2) semesters. As students move through this sequence of supervised clinical experiences, they are expected to demonstrate enhanced counseling/therapeutic competence and to manage their client caseloads effectively. The following sections outline the expectations of Practicum and Internship students.

The Advanced Practicum introduces students to advanced counseling theories and modalities in individual, couples, family, postmodern counseling, etc. In the Advanced Practicum, students are expected to utilize their advanced counseling knowledge in a clinical setting. The following activities may provide sufficient experience under the supervision of an experienced counseling professional:

- conduct intake interviews or initial assessments;
- observe counseling sessions conducted by counseling professionals;
- record a minimum of three (3) counseling sessions with audio and video, and submit each video to their faculty group supervisor for review as a part of a case conceptualization assignment;
- lead or co-lead a counseling or psychoeducational group during either the practicum or internship.

Practicum students are expected to accumulate a minimum of 100 clock hours. Upon completion of the Practicum, students must have accumulated 60 hours of face-to-face client contact. Supervision should be provided on-site and by the Counseling and Supervision program faculty. Supervision hours are included in the total clock hours required. As time permits, students may gain additional hours of on-site supervision (as needed) and may be involved in client case management, case planning, writing case notes, consultation, interview observation, co-therapy, group therapy, and/or staff conferences.

On-Site Requirements

Physical Facilities

Adequate facilities for individual, family, and group counseling should be provided. This generally means a reasonably soundproof private office, with several chairs, and an agency policy preventing interruptions during counseling. Video recording facilities should also be provided. Audio recording is acceptable if video recording is not possible. The agency allows the student to seek informed consent form that includes a statement seeking approval for recording.

Adequate waiting room space for clients and a system for receiving clients to be seen by student counselors should also be in place. Students must save all data files on encrypted drives to ensure HIPAA and FERPA compliance.

Client/Case Availability and Balance

Both practicum and internship require students have several ongoing cases per week. These need not be long-term cases, but student counselors need to be able to have ongoing cases for training clinical purposes. The site supervisor is responsible for assisting the student in developing a caseload within the first few weeks of the semester. The site supervisor should also develop a contract with the student counselor that ensures a reasonable balance of clinically focused activities. If an agency has different types of clients and therapeutic modalities, trainees should have an opportunity to gain as broad an experience as possible. Counselors-in-training should also be introduced to the agency's general operations through attending meetings, observation, and discussion; however, counseling students should not be expected to do administrative work except as related to their clinical assignments.

Supervision and Monitoring

All site supervisors must have relevant training in supervision before beginning supervision of students from TTU's Counseling & Supervision program. In support of our site supervisors and the continued growth of their clinical supervision skills we offer annual supervision trainings as a part of our site host/supervisor's day and provide our supervisors with a list of supervision resources to use as self-learning tools. If a supervisor has not completed training in clinical supervision when first connected with our program, the Practicum and Internship Coordinator and other faculty directs the supervisor to professional development resources for introductory training and/or on-going development in this important area of clinical development in order to be prepared to provide clinical supervision to the students in the program.

Individual/Triadic and group supervision may be arranged by the Counseling & Supervision program or within the agency. It is expected for students to experience supervision from *both* department faculty and site supervisors during their practicum and internship experiences. Individual/Triadic supervision should be a minimum of

one (1) hour per week and group supervision a minimum of one and one half (1 ½) hours per week. A licensed professional must be on-site or immediately on call whenever a student is counseling a client. The site supervisor has overall responsibility for overseeing the on-site training activities and should remain in close contact with the trainees and the department throughout the semester.

Direct observation of skill is an important part of supervision experiences. Regular recordings are expected for each field experience in order to enhance students' growth and development with the most effective feedback based on their supervisors' observation of their skills. As mentioned earlier, audio or video recordings will be reviewed with both campus and site supervisors, and any additional requirements of each are to be discussed between the student and the supervisor. It is a program requirement that every semester all clinical students complete at least one case conceptualization that includes a recording. The required recording consent forms are provided to the student on ilearn and university approved equipment can be reserved by the student for 48 hours at a time through the College of Education Instructional Technology Office.

Students are expected to maintain their clinical logs and actively update their completed hours throughout the semester. Site supervisors should regularly monitor and sign off on students' clinical logs and progress with getting a progressive and balanced experience at their site. Students and site supervisors should distinguish between direct and indirect hours. Hours should be recorded to the nearest quarter hour (i.e., .25, .50, .75, or 1.0).

Direct hours include those where the student is directly engaged in counseling with the client in an individual, couple, family, or group setting. *Indirect hours* comprise the remaining hours on site that are not direct or supervision hours. They include client case management, case planning, writing case notes, consultation, interview observation, staff conferences, administrative tasks, special projects, and/or other duties as assigned.

Professional and Ethical Standards and Support

All agency employees should be aware of ethical and professional standards, and students should not be asked to violate general professional rules of conduct. It is encouraged for site supervisors to discuss with students what ethical and professional standards they follow (i.e., ACA Code of Ethics). Students and site supervisors are expected to discuss any ethical or professional problems they encounter and, if necessary, involve the department. Students should be treated as professional trainees. They should not be assigned secretarial, clerical, or other non-clinical duties.

Student Safety

Student safety should be a top priority. Weapons of any sort should not be stored in counseling areas, and work with potentially violent clients must be directly supervised with a counselor and client safety plan in place.

Coordination

Adequate coordination between the site and the department is crucial. The Practicum and Internship Coordinator will visit every site on a regular basis and maintain close contact with site supervisors. Close working relationships are important and must be given a high priority by all concerned. The program also encourages doctoral student supervisors and faculty supervisors to reach out to site supervisors to coordinate and collaborate their work with students.

Orientation

All sites should have a well-organized orientation for students. This should include a review of the agency's goals, functions, policies, and an introduction to personnel in the agency. This orientation process should especially include all types of risk assessment (suicide, homicide, addiction, child or domestic abuse, etc.). Trainees should also receive copies of all relevant policies and procedures and should be expected to read and become familiar with them as part of their clinical experience. Many sites utilize free online training programs to support student development (Substance Abuse & Mental Health Services Administration, Department of Children & Families)

Remuneration

The program encourages sites to develop paid internship experiences for students. If a student accepts employment as an intern, he or she must follow all of the clinical preparation guidelines as well as employment conditions. Job duties must not interfere with the practicum or internship training experience.

Termination of Internship/Practicum Student

If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site supervisor and the Practicum and Internship Coordinator. If an informal discussion and attempts to solve the problems fail, the site may request the student be withdrawn from the practicum or internship; or the student may request that he or she be withdrawn by the department. In either case, a request should be submitted in writing to the Practicum and Internship Coordinator and/or Corresponding Faculty of the related course. The Ph.D. Program Coordinator, Department Chair, and Practicum and Internship Coordinator will review the situation.

Gratitude and Appreciation

Clinical experiences in Counselor and Supervision at TTU would not be possible without the help of our site supervisors. The day-to-day support, guidance, and knowledge offered to the students are pivotal in helping them advance in their counseling competencies. The partnership made with the sites and the department allows more clients to be served in our community, and we are so grateful and proud of the work we do together.



Tennessee Tech University
Ph.D. in Counseling and Supervision
Doctoral Internship Plan

(adapted from University of Northern Colorado)

INTERNSHIP AGREEMENT

Name: _____

Date: _____

Student Email: _____

Tech ID: _____

Student Phone Number: _____

Semester (circle): Fall Spring Summer

Year: _____

Beginning date of experience: _____ End date of experience: _____

Supervising Faculty: _____

Internship Experience Supervisor: _____

On-Site

Off-Site

First Experience (circle): Yes No

Guidelines provided to supervisor: Yes No

Proof of Liability Insurance Expiration Date (copy must be provided): _____

Specify Internship Experience

- Co-Teaching – Course: _____
- Supervision Experience 1 2 3
- Research – Title of Project: _____

Other: _____ Advocacy _____ Leadership _____ Consultation

I have completed all prerequisite coursework and am qualified to begin my internship experience.

Student Signature: _____ Date: _____

Please identify the following information:

1. Tasks agreed upon for successful completion of internship:

2. Responsibilities of Intern:

3. Responsibilities of Faculty:

Student Signature: _____ Date: _____

Supervising Faculty Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____



INTERNSHIP GUIDELINES

Rationale

The purpose of this agreement is to provide a qualified graduate student with a doctoral level internship experience in the field of counselor education.

The Counselor Education and Supervision Program agrees:

- To assign a University Internship Supervisor to facilitate communication between the University and internship site.
- That the University Internship Supervisor shall be available for consultation with both the On-Site Supervisor and the student and will be immediately contacted by the student and the On-Site Supervisor if any problem or change in relation to the student, site, or University occurs.
- That the University Internship Supervisor will provide regular group supervision approximately two times per month (CACREP Doctoral Standards III.C) for the purpose of group interaction and supervision throughout the internship.
- That the University Internship Supervisor, in consultation with the On-Site Supervisor, will be responsible for assigning a final grade.
- To notify the internship student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site.

The Site agrees:

- That the director or administrator of the school/agency/university will assign an On-Site Supervisor who is a qualified licensed counselor or psychologist at the doctoral level, if applicable, and who has time and interest in the supervision and training of the internship student.
- To provide opportunities for the student to engage in a variety of counselor education activities under supervision.
- To be involved in the evaluation of the student's performance.
- To provide the student with adequate workspace, telephone, office supplies, and staff to conduct professional activities as appropriate and necessary.
- To provide supervisory contact, which involves examination of student work using live observation, and/or audio/visual tape observation, when necessary and appropriate.
- To provide written evaluation of the student based on criteria established by the Ph.D. program.

The Student agrees:

1. To act in a professional manner that is consistent with the ACA Code of Ethics and to provide services in accordance with these standards. Any breach of these ethics or any unethical or illegal behavior on the student's part may result in removal from the internship, review and retention, and or a failing grade.

Documentation of such behavior will become part of the student's permanent record.

2. To be responsible for being available to the On-Site Supervisor and the University Internship Supervisor for conferences (e.g. consultation, staffing, etc.) and to keep the University Internship Supervisor informed regarding the internship experience.
 - o To comply with the rules, policies, and regulations of the internship site (e.g. staff development, working hours, schedules, etc.)
 - o To complete all internship course requirements as required and to demonstrate the specified minimal level of skill, knowledge, and competence in the various internship activities evaluated during the student's internship experience.

Please check those activities that will be offered to the counselor educator intern:

- | | |
|--|---|
| <input type="checkbox"/> 1. Individual Counseling | <input type="checkbox"/> 9. Advocacy Work/Projects |
| <input type="checkbox"/> 2. Group Counseling | <input type="checkbox"/> 10. Leadership Work/Projects |
| <input type="checkbox"/> 3. Career Counseling | <input type="checkbox"/> 11. Case Conferences & Staff Meetings |
| <input type="checkbox"/> 4. Marriage & Family Counseling | <input type="checkbox"/> 12. Report Writing |
| <input type="checkbox"/> 5. School Guidance Activities | <input type="checkbox"/> 13. Consultation/Coordination |
| <input type="checkbox"/> 6. Teaching/Instruction/Course Planning
Evaluation | <input type="checkbox"/> 14. Program Administration &
Evaluation |
| <input type="checkbox"/> 7. Clinical Supervision of Counselors | <input type="checkbox"/> 15. Psychoeducation/Training |
| <input type="checkbox"/> 8. Research | <input type="checkbox"/> 16. Other (please list below) |

**FACULTY EVALUATION OF COUNSELING
TO BE COMPLETED BY THE ON-SITE SUPERVISOR OR FACULTY MEMBER**

Name of Student:
Date: _____

Name of On-Site Supervisor: _____ Date: _____

On-Site Supervisor Phone: _____

Please describe your style of supervision with this student:

- Observed the student directly Listened to or watched tapes of student counseling
 Read session notes Approximate # of tapes: _____ Audio: _____ Video: _____
 Discussed cases with student Apprentice
 Other, please describe:

What number of overall internship hours did the student spend in:

- _____ Direct client activities (counseling)
_____ Indirect client activities (i.e., case conferences, staff meetings, admin. duties, etc.)

The student performed the following activities:

- Individual Counseling Group Counseling Couples Counseling
 Family Counseling Career Counseling Consulting/Coordination
 Assessment Case/Staff Conference Intake Interviewing
 Program Administration Report Writing Psychoeducation/Training
 Teaching Other, please describe:

In order to facilitate the development of the student’s skills, please rate the student’s performance according to the following scale:

Never True	Rarely True	Occasionally True	Mostly True	Always True	Not Observed
1	2	3	4	5	N/A

Note: Throughout the survey, “supervisees” also refers to students in the classroom during an internship teaching experience.

RELATIONSHIP BUILDING

The intern established good rapport with clients/supervisees and/or staff.	1	2	3	4	5	NA
The intern established relationships conducive to effective counseling, supervision or learning.	1	2	3	4	5	NA
The intern was able to observe/understand their personal influence on the counseling, supervision, or teaching relationship.	1	2	3	4	5	NA

LEADERSHIP SKILLS

The intern was in control of the direction of counseling, supervision, or teaching.	1	2	3	4	5	NA
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INTERN RESPONSIVENESS

The intern was accepting, respectful, and encouraging of clients’/supervisees’ emotions, expressed thoughts, and opinions.	1	2	3	4	5	NA
The intern reflected accurate empathy to clients/supervisees.	1	2	3	4	5	NA
The intern remained objective when working with clients/supervisees.	1	2	3	4	5	NA
The intern spoke at an appropriate language level.	1	2	3	4	5	NA
The intern used language, tone of voice and other behaviors to convey interest in the client/supervisee.	1	2	3	4	5	NA
The intern’s interventions reflected a clear understanding of the client’s/supervisee’s concerns.	1	2	3	4	5	NA
The intern demonstrated knowledge of theoretical principles underlying interventions.	1	2	3	4	5	NA

SUPERVISION

The intern presented the client/supervisee objectively and insightfully.	1	2	3	4	5	NA
The intern accepted feedback appropriately.	1	2	3	4	5	NA
The intern incorporated feedback effectively.	1	2	3	4	5	NA

ON-SITE

The intern interacted appropriately with other professionals.	1	2	3	4	5	NA
The intern followed school/agency or university policy and procedures.	1	2	3	4	5	NA
The intern demonstrated knowledge of codes of ethical practice/legal regulations and behaved accordingly.	1	2	3	4	5	NA
The intern showed appropriate judgment and responsibility in actions.	1	2	3	4	5	NA

OVERALL EVALUATION OF THE INTERN

Summarize below what you have observed to be the student’s strengths as a counselor educator (include counseling, supervising, and teaching skills):

Summarize below suggested areas of improvement for the student:

INTERN SITE/AGENCY & SUPERVISOR EVALUATION

TO BE COMPLETED BY STUDENT INTERN

This form is used to evaluate advanced practicum and internship sites/agencies and supervisors for doctoral practicum and internship credit. Please complete this form and return it to the instructor. In order to maintain the confidentiality of your responses, administrative staff will type up the comments and return to the instructor for review with the site and supervisor.

Doctoral Intern: _____

Course Number: _____

Please use the scale below to rate the Site/Agency:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Overall, I would rate this site as effective. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. The orientation to the organization was helpful. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. The site provided sufficient opportunity to learn about policies and rules. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. The student intern was encouraged to engage in in-service trainings. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. The site provided adequate office space and supplies to the student intern. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. The site provided sufficient opportunities for learning and reviewing the required paperwork. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. The site's activities were conducive to acquiring and strengthening counseling skills. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. The student intern was encouraged to observe/shadow various counseling interventions. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. The environment was conducive to developing the student intern's learning. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. The site's duties for the student intern met program requirements. | 1 | 2 | 3 | 4 | 5 | NA |
| 11. The site provided ample opportunity to increase understanding of and observe counseling with clients of diverse populations. | 1 | 2 | 3 | 4 | 5 | NA |
| 12. The site's personnel were receptive to my participation in the organization. | 1 | 2 | 3 | 4 | 5 | NA |
| 13. The site's expectations of the student intern were appropriate. | 1 | 2 | 3 | 4 | 5 | NA |

Please respond to the following questions:

Would you recommend this site/agency to other students? ___ Yes ___ No

What are the strengths of this site/agency?

What are the areas of improvement for site/agency?

Do you feel that this site/agency helped you to function well and develop as a counselor? If so, how? If not, how could they have contributed more to your job functioning and counselor development?

Please use the scale below to rate your Supervisor:

Strongly	Disagree	Neutral	Agree	Strongly	Never
	Disagree	Agree		Observed	
1	2	3	4	5	NA

CIRCLE BELOW:

1. Overall, I would rate this supervisor as effective.

1	2	3	4	5	NA
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2. The supervisor spent time and energy discussing my responsibilities.

1	2	3	4	5	NA
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3. The supervisor recognized and encouraged further development of my strengths and capabilities

1	2	3	4	5	NA
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4. The supervisor provided useful feedback.

1	2	3	4	5	NA
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5. The supervisor provided freedom to develop flexible and effective leadership styles.

1	2	3	4	5	NA
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6. The supervisor was spontaneous and flexible in supervisory sessions.

1	2	3	4	5	NA
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7. The supervisor was respectful and receptive to my questions.

1	2	3	4	5	NA
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8. The supervisor demonstrated flexibility in teaching different counseling approaches to the student intern, depending on the situation.

1	2	3	4	5	NA
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9. The supervisor demonstrated and shared knowledge of different counseling modalities, connecting theory to practice.

1	2	3	4	5	NA
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10. The supervisor helped me to define and achieve specific goals for the profession and myself.

- | | 1 | 2 | 3 | 4 | 5 | NA |
|--|---|---|---|---|---|----|
| 11. The supervisor encouraged and listened to my ideas and suggestions for developing my skills. | 1 | 2 | 3 | 4 | 5 | NA |
| 12. The supervisor helped me define and maintain ethical and professional behavior. | 1 | 2 | 3 | 4 | 5 | NA |
| 13. The supervisor demonstrated professional/counseling practices and adherence to the ACA Code of Ethics. | 1 | 2 | 3 | 4 | 5 | NA |
| 14. The supervisor maintained confidentiality in material discussed in supervisory sessions. | 1 | 2 | 3 | 4 | 5 | NA |
| 15. The supervisor dealt with both content and affect when supervising. | 1 | 2 | 3 | 4 | 5 | NA |
| 16. The supervisor offered resource information when needed. | 1 | 2 | 3 | 4 | 5 | NA |
| 17. The supervisor explained their criteria for evaluation clearly and applied it fairly when evaluating my performance. | 1 | 2 | 3 | 4 | 5 | NA |
| 18. The supervisor provided at least 1 hour weekly of individual supervision as a licensed supervisor with required credentials. | 1 | 2 | 3 | 4 | 5 | NA |
| 19. The supervisor provided weekly group supervision as a licensed supervisor with required credentials. | 1 | 2 | 3 | 4 | 5 | NA |
| 20. The supervisor's expectations of the student intern were appropriate. | 1 | 2 | 3 | 4 | 5 | NA |

Please respond to the following questions:

Would you recommend this supervisor to other students? _____ Yes _____ No

What are the strengths of this supervisor?

What are the areas of improvement for this supervisor?

Do you feel that this supervisor helped you to develop as a counselor? If so, how? If not, how could they have contributed more to your development as a counselor?

