COUNSELOR EDUCATION INTERNSHIP
SUPERVISOR HANDBOOK

Counseling Education Program:
Clinical Mental Health Counseling
and School Counseling Concentrations

COUN 7738: Counseling Internship I
COUN 7739: Counseling Internship II
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Thank you for agreeing to supervise a Georgia Southern Counselor Education intern. We appreciate the time and effort you will put into training future counselors as well as your contributions to the counseling profession. The Clinical Mental Health Counseling and School Counseling concentrations are CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited, and we follow their standards regarding expectations for counselors-in-training (CIT). Program faculty and students also adhere to the 2014 American Counseling Association Code of Ethics (http://www.counseling.org/knowledge-center/ethics).

This Manual is designed to provide information for Site supervisors in the Internship clinical experience. Please note we use the term clinical supervision throughout this Manual to denote supervision of counseling experiences (i.e., clinical supervision), although we know at times Site supervisors will also provide administrative supervision. We have developed a PowerPoint presentation, which will be sent separately, that provides an overview of the Counselor Education program and our expectations for the Internship experience.

The Internship Instructor is the first point of contact should you have questions or concerns (you will receive an email from the instructor at the beginning of the semester with contact information). If you’re unable to reach the faculty instructor, contact Brandon Hunt (Counselor Education Program Director) at bhunt@georgiasouthern.edu or 912-478-0502. Please let the Counselor Education faculty know about any issues that come up with Internship counselors-in-training (CITs) as soon as possible.

**Internship General Description**

Full-time COUN students complete Internship in the second year of the program, working with both a site supervisor and a faculty supervisor. The Internship experience requires a minimum of 600 clock hours, of which 240 must be direct client service including individual, group, and/or family counseling. The CMHC Internship is offered in two courses, 300 hours for each course (i.e., COUN 7738: Internship I; COUN 7739: Internship II).

Professional counselors need a broad background of knowledge, skills, and abilities if they are to function effectively and ethically. The COUN internship provides an opportunity for actual clinical experience as a professional counselor. Interns function as change agents in a mental health or school setting where they engage in counseling and other direct client services, as well as supervision, advocacy, and/or prevention activities.

Counseling Interns have completed the majority of their coursework prior to applying for Internship. Counseling interns function as contributing members of the agency/school in which they seek placement. Interns are expected to:

- Provide evidence of professional liability insurance *prior* to the beginning of the Internship.
- Engage in activities that allow objectives of the Internship to be met, including individual counseling, group counseling, consultation, assessment, and/or referral.
- Become familiar with the policies and procedures of the agency/school.
- Maintain an Internship Log (provided when the course begins) listing all Internship activities over the course of the semester.
● Meet with the site supervisor for a minimum of one hour per week of individual supervision.
● Attend weekly Internship class, which includes at least 90 minutes of group supervision.
● Schedule individual meetings as needed with the faculty supervisor to discuss their counseling strengths and growth edges as well as the Internship experience.

**CACREP Standards for Internship**


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

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.” (2009 CACREP Standards, pages 15-16)

**ACA Code of Ethics: Standards for Supervisors**

The Georgia Southern Counselor Education Program follows the American Counseling Association 2014 Code of Ethics ([https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4](https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4)). Section F of the Code addresses supervision. Site supervisors are encouraged to review all of Section F but the most relevant standards (pages 12-15 in the Code) are noted below.

“Section F: Supervision, Training, and Teaching Introduction
Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.
F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare
A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees’ work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

F.1.b. Counselor Credentials
Counseling supervisors work to ensure that supervisees communicate their qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights
Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation
Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

F.2.b. Multicultural Issues/Diversity in Supervision
Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.2.c. Online Supervision
When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship

F.3.a. Extending Conventional Supervisory Relationships
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending
current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members
Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision
Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.4.b.
Emergencies and Absences
Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees
Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.4.d. Termination of the Supervisory Relationship
Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities
Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors.
F.5.b. Impairment
Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.5.c. Professional Disclosure
Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

F.6. Counseling Supervision Evaluation, Remediation, and Endorsement

F.6.a. Evaluation
Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.6.b. Gatekeeping and Remediation
Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions."

**Internship Roles and Responsibilities**

**Internship Counselor Responsibilities:**

a. Secure approval of the site supervisor to use the agency/school as a Practicum site.
b. Make arrangements with a qualified counselor (i.e., master’s degree in counseling or a closely related field and two years of experience) to serve as your site supervisor.
c. Work cooperatively with the site supervisor and faculty supervisor in developing and fulfilling Practicum goals and objectives.
d. Adhere to the American Counseling Association Code of Ethics. Failure to maintain confidentiality could result in failure of Practicum and dismissal from the program.
e. Prepare and submit the monthly Practicum Log to the faculty supervisor.
f. Take advantage of opportunities for professional development.
g. Complete assigned evaluations and agency/school documentation.

**Site Supervisor Responsibilities:**

a. Provide the Internship counselor with an overall orientation to the agency/school services as well as relevant policies and procedures.
b. Provide professional assistance to the Internship counselor in meeting Internship objectives, which includes (per CACREP Accreditation) a minimum of 600 clock hours (across Internship I and II) of experience of which at least 240 hours need to be direct contract with clients.
c. Make provisions for the Internship counselor to tape (audio or videotape) selected counseling sessions, if possible. All recorded sessions must be saved on a password protected flash drive and secured in a locked bag for transport from the site to the University.
d. Assist the Internship counselor in obtaining written permission for taping selected counseling sessions.
e. Review and sign the Internship counselor's monthly time sheet.
f. Complete mid-semester and final evaluation forms with the Internship counselor. The faculty supervisor will use this information to determine the final course grade (pass/fail).
g. Contact the faculty supervisor when questions or concerns about Internship or the Internship counselor arise.
h. Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.
i. Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.
j. Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.
k. Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction that would compromise the supervisor-supervisee relationship. Dual/multiple relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

**Faculty Supervisor Responsibilities:**

a. Assist the Internship counselor in planning for the Internship experience.
b. Assist the Internship counselor and site supervisor in developing Internship goals and objectives.
c. Provide the Internship counselor and the site supervisor with relevant evaluation forms.
d. Work with the Internship counselor and the site supervisor to make the Internship experience as meaningful and purposeful as possible.

e. Assist the site supervisor in providing support for the counselor Internship counselor.

f. Assist Internship counselors in continually evaluating their progress in the Internship experience.

g. Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

h. Faculty supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

i. Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

j. Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction that would compromise the supervisor-supervisee relationship. Dual/multiple relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

Faculty Expectations for Students Completing Clinical Experiences

1. COUN students are required to attend their Practicum/Internship site every week they are registered for the course, unless there is an official holiday for the site and/or university.

2. COUN students must complete Practicum/Internship under the supervision of a Georgia Southern COUN faculty member to ensure faculty have observed and supervised students in clinical practice. As stated in the COUN Student Handbook, Georgia Southern COUN faculty are not required to endorse students for certification and/or licensure.

3. COUN students cannot start their clinical experiences (i.e., Practicum, Internship) before the semester officially begins. Per COGS policy, students may continue a clinical course for up to three weeks after the semester ends but the Program Director and the Department Chair must approve the extension in writing.

4. If students are unable to attend a clinical field experience due to illness or emergency they must contact both their site and faculty supervisors as soon as possible and make them aware of the situation. Students must follow-up with both supervisors regarding the steps taken to ensure continuity of care for clients within 24 hours.

5. Attending weekly individual and group supervision with program faculty is mandatory for Practicum students. Attending weekly group supervision with program faculty is mandatory for interns. Faculty should be informed by the student before the meeting if students need to cancel due to illness or an emergency.

6. The minimum required hours are a minimum. It is mandatory that students attend their practicum or internship experience for the entire semester.
Appendix A – CMHC Evaluation Form

Counselor Education Intern Performance Evaluation – CMHC/SSHE
Georgia Southern University (Revised Fall 2017)

Student: ______________________________________   Date: ________________

Site Supervisor: ____________________________________________________________

Site: __________________________________________________________________

Semester:   Fall ____   Spring ____   Midsemester Evaluation _____   Final Evaluation _____

The site supervisor and intern should complete this form twice during the semester. Circle the number that best describes the intern’s skill compared to other people at the same level of professional development.

<table>
<thead>
<tr>
<th>Counseling Skill Competency</th>
<th>IO = Inadequate Opportunity to Observe</th>
<th>NR = Not Relevant to the Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deficient</td>
<td>Adequate</td>
</tr>
<tr>
<td>1. Establishes a working relationship with clients and gains client confidence.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Facilitates client expression of concerns.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Establishes relevant counseling goals with clients.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Implements an intervention strategy consistent with client information and goals.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Evaluates client progress with respect to goals.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Facilitates the client’s resolution of concerns.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Appropriately refers and terminates clients.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. Understands theoretical principles as applied to particular client problems.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Understands diverse cultural, ethnic, sexual, and social backgrounds and</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
10. Demonstrates ethical behavior in counseling activities, case management.

<table>
<thead>
<tr>
<th>Supervision Competency</th>
<th>Deficient</th>
<th>Adequate</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meets with supervisor as scheduled.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Engages in open, comfortable, and clear communication with peers and supervisors.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Accepts and uses constructive feedback to enhance development of counseling skills.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Uses supervision constructively.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Open to growth and learning.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
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<thead>
<tr>
<th>Case Management Skill Competency</th>
<th>Deficient</th>
<th>Adequate</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows community resources.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriately uses referrals within and outside the site.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Responsibly schedules and meets with clients.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Keeps adequate and timely client records.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Consults with other staff regarding client needs.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Fulfills administrative responsibilities of the position.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
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<thead>
<tr>
<th>Clinical Mental Health Counseling Skill Competency</th>
<th>Deficient</th>
<th>Adequate</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1. Demonstrates appropriate and effective treatment planning, assessment, and diagnostic skills.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates effective individual and group counseling skills.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates appropriate advocacy skills.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
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<tr>
<td>4. Demonstrates an understanding of family systems.</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
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<tr>
<td>5. Demonstrates an understanding of working</td>
<td>1 2 3 4 5 IO NR</td>
<td></td>
<td></td>
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</tbody>
</table>
Based on your experiences, what would you evaluate as being the student’s major strengths?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Areas of growth and suggestions for further professional development:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Signature of Site Supervisor  
Date

Signature of Faculty Supervisor  
Date

Signature of Intern  
Date

Student signature indicates the student has read and discussed this evaluation with the site supervisor. It does not indicate the student’s total or partial agreement with the evaluation.
Appendix B – SC Evaluation Form

**Counselor Education Intern Performance Evaluation – School Counseling**

**Georgia Southern University (Revised Fall 2017)**

Student: __________________________________________   Date: ____________________

Site Supervisor: ______________________________________________________________

Site: ______________________________________________________________________

Semester:   Fall ____    Spring ____      Midsemester Evaluation _____ Final Evaluation _____

The site supervisor and intern should complete this form twice during the semester. Circle the number that best describes the intern’s skill compared to other people at the same level of professional development.

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<td></td>
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<td>Adequate</td>
</tr>
<tr>
<td>11. Establishes a working relationship with clients and gains client confidence.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12. Facilitates client expression of concerns.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13. Establishes relevant counseling goals with clients.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. Implements an intervention strategy consistent with client information and goals.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. Evaluates client progress with respect to goals.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16. Facilitates the client’s resolution of concerns.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17. Appropriately refers and terminates clients.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18. Understands theoretical principles as applied to particular client problems.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19. Understands diverse cultural, ethnic, sexual, and social backgrounds and values.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20. Demonstrates ethical behavior in counseling activities and case management.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Supervision Competency</td>
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<td>------------------------------------------------------------</td>
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<tr>
<td>6. Meets with supervisor as scheduled.</td>
<td>1</td>
<td>2</td>
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<td>7. Engages in open, comfortable, and clear communication with peers and supervisors.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>8. Accepts and uses constructive feedback to enhance development of counseling skills.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Uses supervision constructively.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10. Open to growth and learning.</td>
<td>1</td>
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<tr>
<td>7. Knows community resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>8. Appropriately uses referrals within and outside the site.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Responsibly schedules and meets with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Keeps adequate and timely client records.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Consults with staff regarding client needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>12. Fulfills administrative responsibilities of the position.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
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<th>Deficient</th>
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<th>Excellent</th>
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<tbody>
<tr>
<td>1. Demonstrates knowledge of the relationship of the SC program to functioning units and personnel in the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Demonstrates leadership skills that enhance the learning environment of the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Demonstrates knowledge of the school setting, climate, curriculum, and current issues impacting the school environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Displays sensitivity to diversity issues in the school/community as well as opportunities and barriers to student development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Identifies and handles ethical and legal issues.</td>
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6. Uses individual and small group counseling, and classroom guidance approaches to promote student success in school.

7. Exhibits advocacy skills for students, the school counseling program, the profession, and self.

8. Demonstrates skill in coordination, collaboration, referrals, and team-building with stakeholders associated with the school.

9. Displays effort toward integrating the SC program into the total school curriculum.

10. Demonstrates skill in individual, family, and school crisis prevention programs and intervention strategies.

11. Engages in the planning, developing, implementing, monitoring, and evaluating of the counseling program.

12. Displays leadership skill in using school-based data to improve student outcomes.

13. Exhibits the ability to implement and evaluate strategies to meet program goals.

14. Able to identify student needs and implement processes/activities to help students achieve.

15. Uses technology to design, implement, monitor, evaluate the counseling program.

16. Manages issues affecting the student development/functioning (e.g., LD, ADHD).

17. Creates and maintains constructive partnerships to promote student achievement.

18. Recognizes how systems and relationships interact to influence students and each other.

19. Recognizes and assists students who may use alcohol and/or other drugs.

20. Uses consultation strategies to enhance teamwork within the school and community.

Based on your experiences, what would you evaluate as being the student’s major strengths?
Areas of growth and suggestions for further professional development:

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Signature of Site Supervisor                     Date

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Signature of Faculty Supervisor                 Date

_________________________________________  __________________
Signature of Intern                            Date

My signature indicates I have read and discussed the material above with my site and faculty supervisors. It does not indicate my total or partial agreement with the evaluation.