

# **CHADRON STATE COLLEGE**

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## Counseling Field Experiences Site Supervisor Handbook



Counseling

### **Program Address**

Counseling Program at Chadron State College  
Department of Professional Studies  
1000 Main Street, Miller Hall  
Chadron, NE 69337  
(1-800-Chadron, 308-432-6000)  
[counselingprogram@csc.edu](mailto:counselingprogram@csc.edu)  
<http://www.csc.edu/cpsw/counseling>

(Revised 09/2021)

# Site Supervisor Handbook

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## Welcome

Site-Supervisors,

Thank you for accepting the invitation to supervise a Chadron State College counseling student this semester. I greatly appreciate the time, effort, and energy that you have already and will continue to put forth over the course of the next few months. The students and I are grateful that you have chosen to take time out of your already busy schedule to help them as they complete their master's degree in counseling.

In addition to the weekly site supervision that you provide, the students also meet with their college supervisor for group supervision every other week. Any classwork (skills assessments, midterm and final evaluations, etc.) that is required for class will be initiated by the student. They will complete and/or review these documents with you, collect signatures, and send them back to the instructor electronically.

As the Clinical Coordinator, I hope that we can remain in contact throughout this semester. My contact information is listed below. Please contact me with any questions or comments you may have as the semester progresses.

I look forward to a great semester.

Thank you,

Grant Sasse, PhD, LIMHP, LADC, NCC  
Associate Professor & Clinical Coordinator, Counseling  
Chadron State College  
1000 Main Street, Miller 207  
Chadron, NE 69337  
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## **CSC Counseling Program**

### **CSC Counseling Program Mission**

The CSC Counseling Program Mission is to prepare quality professional counselors for careers with state, regional, or national public and private mental health agencies, mental health institutions, and educational systems. We are committed to producing ethically and culturally competent counselors who demonstrate professional leadership with a purposeful commitment to client advocacy, and social justice, for the western High Plains States and the broader pluralistic nation.

### **Counseling Program Objectives**

1. The Counseling Program strives to educate academically prepared counselors.
2. The Counseling Program strives to produce diverse counselors.
3. The Counseling Program strives to develop dispositionally appropriate counselors manifesting clear counseling professional identities.

### **Counseling Student Learning Outcomes**

Upon successful completion of the CSC Counseling Program, graduates will be able to:

1. *Professional Counseling Orientation and Ethical Practice*: Develop a professional identity as a counselor, demonstrate an understanding of the counseling profession, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. *Social and Cultural Diversity*: Demonstrate an understanding of the social and cultural influences, the effects of power and privilege, and the impact of acculturative experience on the counseling process.
3. *Human Growth and Development*: Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
4. *Career Development*: Develop an understanding of career development and approaches for conceptualizing the interrelationships between work, mental wellbeing, and other life roles within counseling.
5. *Counseling and Helping Relationships*: Gain significant knowledge and application of major counseling theories. Demonstrate effective individual counseling techniques that facilitate client growth and the ability to evaluate progress toward treatment goals.
6. *Group Counseling and Group Work*: Develop both experiential and theoretical understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. *Assessment and Testing*: Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and/or group appraisal.
8. *Research and Program Evaluation*: Develop the ability to read, critique, evaluate, and contribute to professional research literature.
9. *Clinical Mental Health Program*: Practice counseling utilizing knowledge and application of various theories, dynamics, and techniques.
10. *School Counseling Program*: Develop a model for implementing a school counseling program.

## **Counseling Program Full-Time Faculty**

**Kathleen Woods, PhD, LPC, NCC**

Professor, *Program Director*  
(308-432-6239, kwoods@csc.edu)

**Tara Wilson, PhD, LMHP**

Associate Professor  
(308-432-6043, twilson@csc.edu)

**Grant Sasse, PhD, LIMHP**

Associate Professor, *Clinical Coordinator*  
(308-432-6335, gsasse@csc.edu)

## **Introduction to Supervised Practicum and Internship at Chadron State College**

### **Goals of the Clinical Experience**

The student will:

1. Develop and enhance advanced counseling skills within the professional work setting through clinical work; review video, audio recorded, or direct observations of counseling sessions; and receive and seek supervision on these sessions from site and university supervisors.
2. Benefit from the experience of a professional mentoring relationship with a practitioner working on-site in the student's specialization through direct individual supervision (minimum of one hour per week).
3. Become aware of and appropriately utilize assessment techniques used with clients in the practicum and internship setting.
4. Demonstrate an understanding of the theoretical and philosophical bases of counseling; and identify a developing personal theory of counseling that reflects awareness of ethical, developmental, and diversity related concerns.
5. Understand, record, and clearly communicate the essential factors in each client case, demonstrating effective case conceptualization skills.
6. Gain an understanding of and experience consultation with community agencies, families, teachers, and/or site representatives as appropriate to the site setting.
7. Acquire and demonstrate adequate knowledge of available referral sources.
8. Demonstrate knowledge of emergency and administrative policies, procedures, ethical and legal aspects of the site.
9. Demonstrate knowledge of prevention techniques and resources applicable to the clients served by the site.

### **Expectations of the Site Supervisor**

1. Site supervisors must have the following qualifications (CACREP, 2016 Section 3 P.):
  - a) A minimum of a master's degree in preferably in counseling or a related profession.
  - b) Relevant certification and or licenses
  - c) A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled.
  - d) Knowledge of the program's expectations, requirements, and evaluation procedures for students.
  - e) Relevant training in counseling supervision.
2. The Site Supervisor will complete the Practicum/Internship Counseling Agreement with the student.

*\*Contract form is in the appendices.*

3. The Site Supervisor must meet with the student about the performance in the work setting on a weekly basis. A minimum of one hour per week is expected. This supervision needs to include but not be limited to:
  - a) Instruction for the student in all matters related to delivery of service at the Site; including knowledge of emergency and administrative policies and procedures, in addition to ethical and legal aspects of working at the site.
  - b) 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)
  - c) Assistance for the student in the development of counseling and consultation skills.
  - d) Assurance that the policies of the Site are understood and carried out. The supervisor serves as an advocate for the student.
  - e) 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.
  - f) Clinical critique and supervision of the video, audio and/or the personal observation of the student's direct counseling work
4. The Site Supervisor is to provide the student with sufficient experience in areas typically part of the site counselor's role and function.
5. Assist the student with periodic self-evaluation.
6. Be available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems with arise in connection with the student's progress.
7. The Site Supervisor is to provide a mid-way and final evaluation of the student.  
*\*The student will provide the evaluation form to the supervisor after having completed the self-evaluation portion of the document. Sample form is attached at the end of the handbook.*

### **Possible Benefits of Supervising practicum and internship counseling students**

1. Practicum and Internship students can lessen the workload of a site and may increase its service capability.
2. Practicum and Internships Students at a site may bring new ideas, with positive feedback on present functioning procedures and creative new ideas for improvements. More mutual interactions can evolve, i.e. workshops, speakers, consultation
3. The communication and interaction between the site and the Counselor Education Training Program can be increased.

### **Expectations of the Training Site**

1. The Site is expected to have a sustained interest in participating in the professional education of counselors.
2. Mutual understanding between the Site and the Counselor Education program exists on the basic philosophy and goals in relation to counseling.
3. Provision is made for on-going professional development for the site supervisor staff and the student.

4. The Site will provide physical arrangements, which are conducive to a positive learning environment e.g., office and desk space, privacy for interviewing, and adequate guidance relative to site record keeping requirements with appropriate client permission forms for recording.
5. The Site will provide the student with a variety of experiences typical of those encountered by the Site counseling staff.
6. The Site will regard the student as a professional in training and accord the student the generally expected professional courtesies

### **Site Supervision Evaluation**

The Site Supervisor and student are requested to provide one evaluation of the supervisee's skills and two evaluations of the Student's overall performance. The primary evaluations are to be completed both at midterm and at the end of the supervised experience. It is the student's responsibility to arrange these evaluation meetings, make copies of the completed forms, and send the original to the faculty supervisor.

Students will also complete a final evaluation of their site and site supervisors. The students are encouraged to discuss their experience and evaluation directly with their site supervisor. The evaluations will be collected by the Field Experience's Coordinator at the conclusion of the practicum or internship experience and feedback will be provided to the site and supervisors as requested and over time.

### **Ten Suggestions for Supervision**

The ten suggestions which follow present a picture of supervision (from the supervisor's point of view) as an uncomplicated process which all supervisors can do, particularly with some practices and training.

- 1) Establish a strong working relationship based on mutual respect and communication.
- 2) Be familiar with the supervisee's theoretical training and clinical experience.
- 3) Understand what the supervisee hopes to accomplish in his or her training.
- 4) Understand the supervisee's preferred counseling orientation(s) that he or she intends to use with clients.
- 5) Set up a schedule and an established format for all supervisory sessions.
- 6) Make your expectations clearly known as how the supervisee could best prepare for supervision.
- 7) Discuss how the supervisee will be evaluated, if appropriate.
- 8) Discuss your supervisee's developing skills at each supervisory session, keeping the focus of the session on the supervisee rather than the clients.
- 9) Re-evaluate goals often, with both supervisee and supervisor giving input into needed experiences to foster continued development of skills.



- 10) Conclude the supervisory relationship by thoroughly discussing achievement of goals, supervisor's final evaluation, as well as supervisee's self-evaluations, when appropriate.

## **Counseling Supervision Training**

### **Ethics and Supervisor Preparation**

Section F of the [American Counseling Association Code of Ethics](#) covers supervision in detail. One code specifically speaks to 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.a). Therefore, site-supervisors are required to have supervision training prior to accepting practicum and internship students. Please email the Clinical Coordinator proof of training in supervision. Site-Supervisors will receive an email from the clinical coordinator at CSC with an attached powerpoint that offers an introduction to supervision of counseling students at CSC.

## Appendices: Forms for the Practicum and Internship Experiences

### Appendix A: Counseling Practicum/Internship Agreement

Student: \_\_\_\_\_ Phone: \_\_\_\_\_

Practicum or Internship Site: \_\_\_\_\_

Site Address: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Site Supervisor Credentials: \_\_\_\_\_ Years in the field: \_\_\_\_\_

Beginning Date of Practicum/Internship: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Anticipated Weekly Schedule for supervision:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Hours							

**Purpose:** The purpose of this agreement is to provide a qualified graduate student with a practicum or internship experience in the field of counseling.

*The College Program Agrees:*

1. To assign a College faculty liaison that has the relevant training in counseling and supervision and professional credentials to facilitate communication between the College and the Site;
2. To notify the student that the student must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
3. That the faculty liaison shall be available for consultation with both Site Supervisor and student and shall be immediately contacted should any problem or change in relation to the student, Site, or College occur; and
4. Provide and orientation packet with information of the counseling program and supervision information and
5. That the College faculty supervisor is responsible for the assignment of the fieldwork grade.

*The Practicum/Internship Site Agrees:*

1. To assign a supervisor who has the appropriate credentials, time and interest for training the student;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance;
3. To provide equivalent of a weekly interaction of individual or triadic supervision with appropriate supervisor.
4. To provide the student with adequate work space, telephone, office supplies and staff to conduct professional activities



## Appendix B: Supervisor Observation of Counseling Skills

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_ Term: \_\_\_\_\_

**Site Supervisors-** Please complete this evaluation form after viewing or listening to a session with the counseling student and a client/student. The session can be viewed live or be recorded via audio or video. Written consent from a student/client of their guardian must be obtained before a session can be recorded.

Skills	1 Unacceptable	2 Progressing	3 Proficient	4 Advanced
Displays appropriate attending skills				
Listens carefully and communicates understanding				
Is respectful of client				
Displays appropriate reflection skills				
Utilizes questions appropriately				
Maintains an appropriate pace during the session				

**Comments:**

\_\_\_\_\_  
Counselor-in-Training Signature      Date

\_\_\_\_\_  
Site Supervisor Signature      Date

## Appendix C: Supervised Practicum/Internship Evaluation

### Scoring Rubric for Clinical Experiences School and Clinical Mental Health Programs

**Counseling Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_ **Field Experience Site/Location:** \_\_\_\_\_

**Counseling Program:**  Clinical Mental Health Counseling  School Counseling  Plan B Alternative School Counseling

**Clinical Experience:**  COUN 601  COUN 602  COUN 640 (Semester 1)  COUN 640 (Semester 2)

**Who/When:**  Self Midterm  Self Final  Supervisor Midterm  Supervisor Final

Standards are associated with the (1) Nebraska Department of Education and the Nebraska Department of Health and Human Services (licensure bodies); (2) Council for Accreditation of Counseling and Related Educational Programs/CACREP (specialized accreditation); and Council for Accreditation of Educator Preparation/CAEP (specialized accreditation); (3) Chadron State Counseling program; and (4) American School Counselor Association/ASCA and Interstate Teacher Assessment and Support Consortium/InTASC (professional practice organizations).

#### Ratings:

4. Outstanding/Highly Effective as a counselor (A level)
3. Proficient/Effective as a counselor (B level)
2. Progressing/somewhat effective as a counselor (C level)

1. Unacceptable /ineffective as a counselor (D level)

The counseling student will be able to:

**Client and Service (Learner and Learning)**

Ratings: 1 – unacceptable/ineffective; 2- progressing/somewhat effective; 3 – proficient/effective; 4 - outstanding/highly effective				
Standard:	1	2	3	4
<b>1. Social and Cultural Diversity:</b> Demonstrates knowledge of social and cultural influences, the effects of power and privilege, and the impact of acculturative experiences on the counseling process. CACREP 2.F.2 & InTASC #2	<u>Displays no evidence</u> of understanding how these social and cultural factors influence the client.	<u>Expresses knowledge</u> of the influence of social and cultural factors on the client but unable to apply relevant knowledge.	<u>Demonstrates knowledge</u> of the influence of social and cultural factors <u>OR</u> knowledge of the effects of power and privilege, <u>OR</u> the impact of acculturative experiences on the client.	<u>Demonstrates</u> knowledge of the influence of social and cultural factors, the effects of power and privilege, <u>and</u> the impact of acculturative experiences on the client.
<b>2. Human Growth Development:</b> Develop knowledge of developmental aspects of human growth, an appreciation of the nature of human development, and its integration within the counseling process. CACREP 2.F.3 & InTASC # 1	<u>Displays little knowledge</u> of human growth and development as relates to the counseling process.	<u>Expresses inconsistent knowledge</u> of the developmental aspects of human growth, an appreciation of the nature of human development, and has difficulty integrating and applying this knowledge to the counseling process.	<u>Demonstrates inconsistent knowledge</u> of the developmental aspects of human growth, the nature of human development, and inconsistently integrates and applies this knowledge to the counseling process.	<u>Demonstrates consistent knowledge</u> of the developmental aspects of human growth, as well as the nature of human development and can integrate and apply this knowledge to the counseling process.

## Content Knowledge and Counseling Practice

Ratings 1 – unacceptable/ineffective; 2- progressing/somewhat effective; 3 – proficient/effective; 4 – outstanding/highly effective				
Standard	1	2	3	4
<b>3. Career Development:</b> Develop knowledge of career development and approaches for conceptualizing the interrelationship between work, mental wellbeing, and other life roles within counseling. CACREP 2.F.4 & InTASC #4	<u>Displays little knowledge</u> of career development or approaches to conceptualizing relationship between work, wellbeing, and other life roles.	<u>Expresses inconsistent knowledge</u> of career development, however <u>not consistently able to develop approaches to aid clients</u> in understanding the relationship between work, mental wellbeing, and other life roles.	<u>Demonstrates inconsistent knowledge</u> of career development and approaches for conceptualizing the interrelationship between work, mental wellbeing, and other life roles. <u>Typically uses appropriate approaches</u> while working with clients.	<u>Demonstrates content knowledge</u> of career development and approaches for conceptualizing the interrelationship between work, mental wellbeing, and other life roles while working with clients.
<b>4. Theoretical Knowledge:</b> Develop knowledge of counseling theories in the context of individual, family, group, and crisis counseling. CACREP 2.F.5 & InTASC #4	<u>Does not demonstrate significant knowledge</u> or application of counseling theory in the context of individual, family, group, and crisis counseling.	<u>Exhibits incomplete knowledge and application</u> of counseling theory in the context of individual, family, group, and crisis counseling. Inconsistent ability to appropriately apply theoretical knowledge in counseling session.	<u>Exhibits knowledge and application</u> of a counseling theory in the context of individual, family, group, and crisis counseling. Ability to appropriately apply theoretical knowledge in counseling session.	<u>Exhibits knowledge and application</u> of various counseling theories in the context of individual, family, group, and crisis counseling. Ability to appropriately apply theoretical knowledge in counseling session.

<p><b>5. Theoretical Knowledge of Group Counseling and Group Work:</b> Develop knowledge of group purpose, development, dynamics, theories, methods, and skills. CACREP 2.F.6 &amp; InTASC #4</p>	<p><u>Does not demonstrate</u> knowledge and application of group concepts such as: purpose, development, dynamics, theories, methods, and skills.</p>	<p>Demonstrates knowledge and application of group concepts such as: purpose, development, dynamics, theories, methods, and skills. <u>Has conducted group sessions, however appropriate methods and skills inconsistently demonstrated.</u></p>	<p>Demonstrates knowledge and satisfactory application of group concepts such as: purpose, development, dynamics, theories, methods, and skills.</p>	<p>Demonstrates knowledge and consistent application of group concepts such as: purpose, development, dynamics, theories, methods, and skills.</p>
<p><b>6. Assessment and Testing:</b> Demonstrates knowledge of assessment techniques appropriate for individual and group appraisal. CACREP 2.F.7 &amp; InTASC #6</p>	<p><u>Does not use assessment</u> techniques and data analysis to aid in development of client goals and evaluating progress.</p>	<p><u>Demonstrates knowledge of</u> assessment techniques in appraising clients and data analysis for goal development and progress checking; however, <u>does not apply knowledge when working with clients.</u></p>	<p>Typically demonstrates <u>application of appropriate assessment</u> techniques and data analysis to set goals and evaluate progress for individual and group appraisal.</p>	<p><u>Demonstrates appropriate</u> application of assessment techniques and <u>data analysis to set goals and in evaluate progress</u> for individual and group appraisal</p>
<p><b>7. Social and Cultural Diversity:</b> Utilizes the social and cultural influences, effects of power and privilege, and the impact of acculturative experiences to aid in the counseling process. CACREP 2.F.2 &amp; InTASC #7</p>	<p><u>Does not utilize elements</u> of social and cultural diversity during the counseling process.</p>	<p><u>Utilizes one of the three</u> social and cultural influences, effects of power and privilege, and/or the impact of acculturative experiences to aid in the counseling process.</p>	<p><u>Utilizes two of the three</u> social and cultural influences, effects of power and privilege, and/or the impact of acculturative experiences to aid in the counseling process.</p>	<p><u>Appropriately utilizes</u> social and cultural influences, effects of power and privilege, and the impact of acculturative experiences to aid in the counseling process.</p>



<p><b>8. Counseling Techniques:</b> Demonstrate effective counseling techniques to facilitate client/student growth, evaluate progress towards a goal, and appropriately refer and provide closure with clients. CACREP 2.F.5 &amp; InTASC #5</p>	<p>Appears to have knowledge of effective techniques but <u>does not demonstrate</u> application of techniques with client.</p>	<p><u>Less than 50%</u> of techniques utilized appear to facilitate growth, progress toward goals, <u>or</u> provide appropriate closure.</p>	<p><u>At least 50% of techniques utilized</u> appear to facilitate growth, progress toward goals and <u>provide</u> satisfactory closure.</p>	<p>Demonstrates consistent application of effective techniques that facilitate growth, progress toward goals, and ability to provide closure.</p>
<p><b>9. Group Counseling and Group Work:</b> Effectively demonstrate group counseling methods and skills. CACREP 2.F.6 &amp; InTASC #5</p>	<p><u>Does not show</u> application of group methods and skills.</p>	<p>Either does not demonstrate a variety of group counseling methods or <u>does not</u> apply skills effectively.</p>	<p>Demonstrate methods and skills effectively but <u>lacks variety</u> in delivery.</p>	<p>Demonstrates a variety of group counseling methods and skills effectively.</p>
<p><b>10. Case Conceptualization:</b> Demonstrate an ability to create individual and group treatment plans/goal setting that lead toward effective change while facilitating realistic and attainable goals appropriate to the client. CACREP 2.F.8 &amp; InTASC # 7</p>	<p><u>Does not develop</u> effective treatment plans that lead to client wellbeing.</p>	<p><u>Expresses how to create individual</u> and group treatment plans grounded in theory; however, has not demonstrated an ability to create and apply a plan when working with clients.</p>	<p><u>Demonstrates ability to create individual</u> and group treatment plans. Develops goals appropriate for the individual or group.</p>	<p><u>Demonstrates ability to create individual</u> and group treatment plans that lead toward effective change, facilitating realistic and attainable goals that are appropriate to the client. Utilizes techniques grounded <u>in theory</u>.</p>
<p><b>11. Method of Delivery:</b> Deliver effective counseling to individuals, groups, and</p>	<p><u>Unable to deliver</u> effective counseling to individuals, groups, and</p>	<p>Able to <u>deliver</u> effective counseling to individuals, groups, and classroom</p>	<p>Able to <u>deliver</u> effective counseling to individual, groups, and guidance</p>	<p>Able to <u>deliver</u> effective counseling to individuals, groups, and classroom</p>

classroom guidance activities that lead toward positive growth. CACREP 2.F.8 & InTASC #8	classroom guidance activities that lead toward positive growth.	guidance activities (but not all) that lead toward positive growth.	activities that lead toward positive growth.	guidance activities that lead toward positive growth as <u>illustrated through data analysis</u> .
<b>12. Assessment and Testing:</b> Effectively apply assessment techniques and basic concepts to individual and group appraisal. Utilizes assessment and testing results to plan and evaluate progress. CACREP 2.F.7 & InTASC #6	<u>Does not utilize appropriate techniques</u> or basic appraisal concepts to plan and evaluate progress.	<u>Inconsistent application of</u> assessment techniques and basic appraisal concepts to <u>plan and evaluate progress</u> .	<u>Uses appropriate assessment techniques</u> but does not regularly utilize results to plan or evaluate progress.	<u>Uses appropriate assessment techniques</u> and basic concepts to individual and group appraisal. <u>Utilizes the results to plan and evaluate progress</u>
<b>13. Reporting and Documentation:</b> Synthesize intake and background information; develop a sound conceptual understanding of cases; write a well-organized, timely report and make appropriate recommendations. CACREP 2.F.5 & InTASC #9	Case conceptualization does not <u>represent</u> totality of the case and notes are incomplete.	<u>Elements of</u> intake and background information <u>missing</u> and existing elements not well conceptualized. <u>OR case report/notes</u> are poorly written with vague recommendations.	<u>Elements of</u> the intake and background information <u>missing</u> in case conceptualization. <u>Case report is well-organized, timely</u> case report/notes inconsistently recommending appropriate treatment.	<u>Synthesizes</u> intake and background information; develops a sound conceptualization of cases; writes well-organized, timely case report/notes recommending appropriate treatment.

## Professional Responsibility

Ratings 1 – unacceptable/ineffective; 2- progressing/somewhat effective; 3 – proficient/effective; 4 – outstanding/highly effective

Standard	1	2	3	4
<b>14. Professional Orientation and Ethical Practice:</b> Develop a professional counseling identity, demonstrate knowledge of the counseling profession, and a willingness to provide counseling services within the ethical guidelines of the profession. CACREP 2.F.1 & InTASC #9	<u>Vague</u> knowledge of a professional counselor identity with an understanding of the profession and services. Demonstrates the ability to identify and address issues of confidentiality, ethical and professional behavior, legal and ethical dilemmas, and clear boundaries. Unable to demonstrate appropriate ethical behaviors.	Expresses knowledge of a professional counselor identity with an understanding of the profession and services. Demonstrates the ability to identify and address issues of confidentiality, ethical and professional behavior, legal and ethical dilemmas, and clear boundaries.	Expresses development of a clear professional counselor identity with an understanding of the profession and services. Demonstrates the ability to identify and address issues of confidentiality, ethical and professional behavior, legal and ethical dilemmas, and clear boundaries. However, does not show consistent application of identity.	Demonstrates development of a clear professional counselor identity with an understanding of the profession and services. Demonstrates the ability to identify and address issues of confidentiality, ethical and professional behavior, legal and ethical dilemmas, and clear boundaries.
<b>15. Counseling Research and Program Evaluation:</b> Demonstrates ability to read, critique, evaluate and contribute to professional research literature. CACREP 2.F.8 and InTASC #9	<u>Does not utilize</u> professional counseling literature.	<u>Demonstrates</u> ability to read, critique, evaluate or contribute to professional counseling literature.	<u>Demonstrates</u> ability to read, critique, evaluate <u>or</u> contribute to professional counseling literature. <u>Utilizes</u> professional counseling research to enhance practice.	<u>Demonstrates</u> ability to read, critique, evaluate <u>and</u> contribute to professional counseling literature. <u>Utilizes</u> professional counseling research to enhance practice.
<b>16. Leadership and Collaboration:</b> Demonstrates ability to collaborate with peers, consult with supervisors,	<u>Unable</u> to demonstrate collaboration with peers or consult with supervisors.	Demonstrates ability to collaborate with peers or consult with supervisors.	Demonstrates ability to collaborate with peers and consult with supervisors; however, displays difficulty	Demonstrates ability to collaborate with peers, consult with supervisors, and contribute to

and contribute to organizational strategic goals and needs. CACREP 2.F.1 & InTASC #10			contributing to organizational strategic goals and needs.	organizational strategic goals and needs
<b>17. Professional Development:</b> Self-reflects on counseling performance, utilizes supervision and consultation with colleagues, and participates in workshops and other professional experiences to develop skills and expertise. CACREP 2.F.1 & InTASC #10	<u>Does not demonstrate utilization of</u> feedback techniques to improve and develop as a counselor.	Utilizes supervision and consultation with colleagues to assist in professional improvement.	<u>Ability to self-reflect and inconsistently adjust counseling performance,</u> utilizes supervision and consultation with colleagues.	<u>Ability to self-reflect and accurately adjust</u> counseling performance, utilizes supervision and consultation with colleagues, and participates in workshops and other professional experiences to develop skills and expertise.
<b>18. Dispositions Suitable to Profession:</b> Adheres to CSC Counseling Dispositional Standards. Including <u>an ability to be</u> flexible and available, attend scheduled meetings and conferences, be punctual and cooperative, and to receive and give constructive feedback. CACREP 2.F.1 & InTASC #9	Does not adhere to CSC Counseling Dispositional Standards. <u>Lacks</u> disposition suitable to the profession as associated with the standard.	<u>Inconsistently adheres to CSC Counseling Dispositional Standards. Demonstrates 1 or 2</u> dispositional elements.	<u>Inconsistently adheres to CSC Counseling Dispositional Standards. Demonstrates 3</u> dispositional elements.	Adheres to CSC Counseling Dispositional Standards. Including <u>an ability to be</u> flexible and available, attend scheduled meetings and conferences, be punctual and cooperative, and to receive and give constructive feedback.

## Appendix D: Student Evaluation of Site Supervisor

Name of Supervisee: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_

Semester of Practicum/Internship: \_\_\_\_\_

	Excellent	Very Good	Fair	Unsatisfactory
1. Prompt when supervising and is dependable in times of consultation				
2. Helps create a safe environment				
3. Committed and interested in supervision				
4. Displays respect when there is personal individual difference				
5. Delivers relevant consistent feedback				
6. Helps in responding appropriately to diversity				
7. Helps address ethical issues				
8. Demonstrates interest and awareness of my professional and personal developmental levels				
9. Helps me look at client documentation				
10. Invites self-reflection in evaluation				
11. Seeks my ideas and input				

Please write down a couple of the things you appreciate about your supervisor. Also add a couple of things you might like to be different in your supervision. You may also add any other comments that you wish to share.