

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT OF
SPECIAL EDUCATION AND COUNSELING
PROFESSIONAL COUNSELING PROGRAM**

**SCHOOL COUNSELING
CONCENTRATION**

**PRACTICUM/INTERNSHIP
HANDBOOK**

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School Counseling Practicum/Internship Handbook Table of Contents

Introduction	3
Definitions	3
Selecting and Acquiring Placement Site	5
Liability Insurance	5
Placement Hour Requirements	6
Taping Requirements	6
Counseling Procedures	7
Personal Analysis Logs	7
Competencies	7
Grading Procedures	8

Sample Forms

Application (School)	11
Parental Consent Form (Minor Child)	13
Taping Permission (Minor Child)	14
Counseling Consent Form (Adult)	15
Taping Permission (Adult)	16
School Practicum/Internship Hour Weekly Log	17
School Practicum/Internship Hours Semester Summary	18
Suggested format for Session Critique	19
Site Supervisor Evaluation of School Counseling intern	20
Course Instructor/University Supervisory Evaluation of Counseling intern	22
School Practicum/Internship Self-Evaluation	24
Student Evaluation of Course Instructor/University Supervisor	25
Student Evaluation of Site Supervisor	26
Practicum/Internship Site Evaluation	27

WILLIAM PATERSON UNIVERSITY PRACTICUM/INTERNSHIP HANDBOOK

Introduction

Welcome to the field experience component of your training in the School Counseling Concentration of the Professional Counseling Masters program at William Paterson University. This experience will be your opportunity to put your formal training into practice. This handbook is designed to provide information that will assist you in fulfilling this requirement for your degree.

Definitions

Before beginning, there are a number of terms that need to be defined in order for you to have a clear understanding of the practicum/internship experience.

Counseling intern – The counseling intern is a student, under supervision, who has begun his/her practicum/internship experience and has been placed in a field setting.

Counselor trainee – Another term for counseling intern.

Practicum/Internship Placement Site – The site where the practicum/internship experience takes place. The site must meet WPU training program standards and provide the counseling intern with the opportunity to perform all activities, under supervision, that a regular staff member employed as a school counselor would perform. Generally practicum and internship are done at the same placement site, though counseling interns are encouraged to find more than one placement site. While the majority of hours must be spent in a school setting, counseling interns may also spend no more than 10% of their placement at an mental health site working with children and adolescents.

Practicum/Internship Coordinator- The coordinator is a designated University faculty member who is responsible for receiving practicum and internship applications. The coordinator will approve all practicum/internship placements before the course begins. The coordinator will also hold a practicum/internship orientation the semester before the placement begins.

Site Supervisor – The site supervisor is a designated professional staff member at the placement site who is directly responsible for the supervision of the counseling intern. Site supervisors must be certified school counseling professionals. In New Jersey this would mean that the site supervisor must hold a certification in Student Personnel Services or as School Counselor. The site

supervisor must also hold a Master's degree in counseling or a closely related field and have worked as a school counselor for at least 3 years. The duties of the site supervisor are as follows:

1. Make provisions for orientation of the counseling intern to the site, including procedures for assigning students, emergency procedures, safety procedures, and any site-specific limits to confidentiality.
2. Provide space for the counseling interns to perform their counseling responsibilities.
3. Make provisions for the counseling intern to audio and/or video tape clients with the client's written consent.
4. Work with the counseling intern to develop practicum/internship goals.
5. Work closely with the University and University supervisor when needed.
6. Maintain responsibility for student's continuity on site.
7. Assist in the evaluation of the student's performance relative to the objectives of the experience.
8. Provide regular supervision for the counseling intern not to be less than 1 hour of face to face supervision for every 20 hours the counseling intern is on site.

Course Instructor/University Supervisor – The course instructor/university supervisor is the instructor of the practicum/internship course (CSP 6860 and CSP 6870) and provides the interns with bi-weekly triadic supervision. The duties of the course instructor/university supervisor are as follows:

1. Receive status of placement from counseling intern prior to the start of the semester.
2. Provide group supervision of counseling interns.
3. Provide triadic supervision of counseling interns.
4. Monitor progress of counseling intern during the practicum/internship experience.
5. Maintain bi-weekly communication with site supervisors.
6. Make on-site visits when needed.
7. Initiate resolution of any problem occurring on-site.
8. Review counseling intern's session tapes.
9. Secure evaluations.
10. Assign final grades.

Selecting and Acquiring a Placement Site

Students must find their own placement sites. The practicum/internship coordinator will help in any way, but the ultimate responsibility is the students'. A student may be able to use his/her work site for both practicum and internship, however this is contingent on the students' work load and must be approved by

the practicum/internship coordinator. All sites must be approved by the University.

Counseling interns are required to have experience in conducting both individual and group counseling and have one (1) hour of face to face site supervision per 20 hours of placement. In addition, counseling interns **must** audio or video tape counseling sessions. These requirements should be taken into consideration when selecting a placement site.

Students should contact the appropriate person at the possible placement site and discuss the requirements of the placement with this person. A qualified site supervisor should be identified at the time of this contact. The site supervisor and any other relevant administrators (school principal or school counseling director) must sign the Practicum/Internship Application and Practicum/Internship contract before a site will be approved by the practicum/internship coordinator (see appendix for application and contract). The practicum/internship coordinator will be available to answer any questions the site supervisor or administrator might have.

Liability Insurance

Counseling interns are required to purchase liability insurance through the American Counseling Association (ACA) while they are taking practicum/internship. Counseling interns need to have their own policy, even if they are covered at the placement site. ACA offers low cost liability insurance for practicum/internship students, however you must be a member of ACA to take advantage of these low rates. Applications for membership in ACA can be obtained from counseling faculty, from the ACA website at www.counseling.org, or by calling ACA at 1-800-347-6647.

Placement Hour Requirements

For the Practicum (CSP 6860) requirement, counseling interns must have a total of 100 clock hours. These hours include a minimum of 40 hours of direct service with students, with a majority of those hours individual counseling. The counseling intern may also have group counseling hours to be included in the 40 hours of direct service. The counseling intern is required to have a minimum of three students for individual counseling. The remaining 60 hours of the placement includes: individual site supervision (at least 5 hours), group supervision, case write ups, contact with parents, guardians, or families, peer consultation, and required paperwork as well as other experiences that familiarize the counseling intern with the culture and procedures of their setting.

For the Internship (CSP 6870) requirement, counseling interns must have a total of 600 clock hours. These hours include a minimum of 240 hours of direct

service with students, with the majority of those hours individual counseling. The counseling intern may also have group counseling hours to be included in the 240 hours of direct service. The counseling intern is required to have a minimum of four students for individual counseling. The remaining 360 hours of the placement includes: individual site supervision (at least one hour per 20 hours of direct client service), group supervision, case write ups, contact with parents, guardians and families, peer consultation, and required paperwork, as well as other experiences that familiarize the counseling intern with the culture and procedures of their setting.

Taping Requirements

Counseling interns are **required** to provide audio and/or video tapes of individual counseling sessions. These tapes will be reviewed and evaluated by the course instructor/university supervisor. A written critique must accompany each tape. A copy of a suggested format for this critique is included in this handbook. The counseling intern is required to provide at least 4 tapes for the practicum (CSP 6860) and at least 6 tapes for internship (CSP 6870).

Consent for Taping forms must be signed by client and/or minor students' parent or guardian. Minor students/clients must also sign their assent. The student/client must be made aware that tapes will be listened to by the course instructor/university supervisor and may be reviewed in class for instruction purposes only. The student/client should be told that the tapes will be confidential and anonymous. They should also be informed that the tapes will be destroyed after they are reviewed. Some placement sites will have their own taping consent forms. The Consent for Taping form is included in this handbook.

Counseling Procedures

Counseling interns are required (as all counselors are) to make sure their client gives informed consent for counseling. Some sites will have their own Permission to Counsel forms. A University form is included in this handbook. It is required that the counseling intern has a University permission form filled out and signed by each client and/or minor students' parent or guardian along with any forms your site may require. Minor students must also sign their assent. The counseling intern must inform each student/client that he/she is a counseling intern fulfilling a requirement for a Masters degree in counseling. The student/client must be informed that the counseling intern is under supervision. When informing the student/client of confidentiality and the limits of confidentiality, the counseling intern must inform the student/client that his/her case will be discussed with supervisors, who are under the same obligations of confidentiality as the counseling intern.

Personal Analysis Logs

Counseling interns are required to keep Personal Analysis Logs of their experience in practicum/internship. Specific requirements for these logs will be detailed in the course outline provided at the beginning of the semester. An important component of WPUNJ's Master in Professional Counseling is the counseling intern's self-exploration and self-assessment. These logs help the counseling intern understand his/her reactions to the counseling process.

Competencies

It is essential that the counseling intern acquires certain competencies during the practicum/internship experience. The following lists some of these competencies.

1. Counseling Process skills including:
 - a. The ability to structure a counseling session.
 - b. The ability to use basic counseling skills such as observing and active listening.
 - c. The ability to ascertain present mental status.
 - d. The ability to facilitate realistic goal setting.
 - e. The ability to use crisis intervention skills
2. Evaluation skills including:
 - a. The ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, and depression and anxiety scales.
 - b. The ability to conceptualize student concerns.
3. Consultation skills including:
 - a. The ability to provide work collaboratively with teachers and other school personnel.
 - b. The ability to develop partnerships with parents, guardians, and families.
 - c. The ability to work with other professionals, such as child study team members and Substance Awareness Coordinators in a joint effort to promote school success.
4. Service Coordination skills including:
 - a. Knowledge of the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.
 - b. The ability to manage or assist in the management of individual cases including service coordinating and referral services.
 - c. The ability to advocate for the student.
 - d. The ability to make appropriate referrals for students and their families.
 - e. The ability to keep appropriate records and case reports.

5. Knowledge of School Administration including:
 - a. Knowledge of the administrative and operative structure of the school.
 - b. The philosophy of the school in regards to counseling.
 - c. Understanding of and the ability to use school resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources.
 - d. Knowledge and understanding of activities the school requires of regularly employed staff in the position that the counseling intern holds.

6. Professional Behavior including:
 - a. Knowledge of and adherence to the professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association and the American School Counseling Association.
 - b. Knowledge of and adherence to the professional legal responsibilities in accordance with the standards of local, state and national government.
 - c. Knowledge of and adherence to the school professional standards and quality assurance policies, including policies on student-counselor relationship, record keeping, referral policies, and peer review process.
 - d. Knowledge of school counselor preparation standards (ASCA) and national and state certification requirements.

Grading Procedures

Practicum (CSP 6860) and Internship (CSP 6870) are pass/fail courses. If the course instructor/university supervisor or the site supervisor has any concerns about the counseling intern's progress, the course instructor/ university supervisor will meet with the counseling intern and the site supervisor to discuss these concerns and to determine the appropriate course of action. All requirements of the course must be met before a pass grade will be given.

PRACTICUM/INTERNSHIP HANDBOOK

SAMPLE FORMS

William Paterson University

Department of Special Education and Counseling
APPLICATION FOR SCHOOL COUNSELING CONCENTRATION
PRACTICUM/INTERNSHIP

Date placement begins _____

NAME _____

ADDRESS _____

CITY _____ ZIP _____

HOME PHONE _____ WORK PHONE _____

EMAIL _____

SOCIAL SECURITY # _____

Important!

Experience has shown that the more course work a student has completed, the better he or she will do in a field placement. It is therefore recommended that you have most, if not all of your coursework completed before beginning practicum and internship. If this is not possible, you must have completed the course listed below before beginning your field placement.

Record the grade you have received in each of the following courses. If you have not completed a requirement, please indicate the semester in which you plan to do so. Full-time students must have completed a minimum of 24 credit hours before beginning Practicum. Part-time students must have completed a minimum of 36 hours before beginning Practicum.

A. Courses required for all students before beginning Practicum/Internship:

___ CSP 601

___ CSP 602

___ CSP 603

___ CSP 604

___ CSP 605

___ CSP 606

___ CSP 608

___ CSP 609

___ CSP 610

___ CSP 614

___ CSP 620

___ CSP 621

B. Other courses taken:

___ CSP 616

___ CSP 626

Complete as much of the following information as possible and please include a copy of your site supervisor's resume.

SETTING WHERE YOU PLAN TO DO YOUR FIELDWORK:

Address _____ Zip _____

Name and title of
direct site supervisor _____

Phone # _____

Highest Degree of site supervisor _____

License or certification of supervisor _____

Name and title of
School administrator _____

Phone # _____

Student signature

Date

Site Supervisor signature

Date

Practicum/Internship Coordinator

Date

Parental Consent Form

Child's Name _____

Parent's Name _____

Phone # _____

I agree that a counseling intern in the School Counseling Concentration at William Paterson University may counsel my child. I understand that the counseling intern has completed Masters course work in counseling. The counseling intern will be supervised by _____, a faculty member at William Paterson University and by _____, a site supervisor. Information gathered in the counseling will be held strictly confidential according to the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the child or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counseling intern and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Parent/Guardian Signature

Date

Child's Signature

Date

Counseling intern Signature

Date

William Paterson University
Department of Special Education and Counseling
Taping Permission

I understand that the counseling sessions that _____ (counseling intern) will have with my child _____ will be tape recorded for evaluation of the counseling intern. I further understand that confidentiality will be maintained and only the counseling intern and the counseling intern's supervisor will have access to these tapes. I understand that these tapes might be reviewed by other counselors in training for the training purposes.

Understood and agreed to by the undersigned:

_____	_____
Parent/Guardian signature	Date

_____	_____
Child's signature	Date

_____	_____
Counseling intern signature	Date

Counseling Consent Form

Client Name _____

Phone # _____

I agree that a counseling intern in the School Counseling Concentration at William Paterson University will counsel me. I understand that the counseling intern has completed Masters course work in counseling. The counseling intern will be supervised by _____, a faculty member at William Paterson University and by _____, a site supervisor. Information gathered in the counseling will be held strictly confidential according to the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the client or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counseling intern and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Client Signature

Date

Counseling intern Signature

Date

William Paterson University
Department of Special Education and Counseling
Taping Permission

I understand that the counseling sessions that _____ (counseling intern) will have with me will be tape recorded for evaluation of the counseling intern. I further understand that confidentiality will be maintained and only the counseling intern and the counseling intern's supervisor will have access to these tapes. I understand that these tapes might be reviewed by other counselors in training for training purposes.

Understood and agreed to by the undersigned:

_____ Date _____
Client signature

_____ Date _____
Counseling intern signature

William Paterson University
School Counseling Concentration Practicum/Internship Weekly Log

Counseling intern _____ Week #: _____

Dates: _____ to _____

Activity	Number of Hours		Activity	Number of Hours	
1. Individual Counseling			14. Site group supervision		
2. Group Counseling			15. University group supervision		
3. Work with families			16. Individual University supervision		
4. Consultation			17. Individual site supervision		
5. Prevention instruction					
6. Crisis intervention					
7. Record Keeping (Report writing)					
8. Tape review					
9. Professional development					
10. Program development			Total hours:		
11. Management (scheduling etc.)			Direct service hours (1-6)		
12. Contact with students other than counseling			Non-direct service hours (7-13)		
13. Other (explain below)			Supervision hours (14-17)		

Site Supervisor _____ **Date** _____

**William Paterson University
School Practicum/Internship Hours Semester Summary Form**

Counseling intern _____ Semester _____
Site _____
Site Supervisor _____
University Supervisor _____

Total of weekly hours for:

Individual Counseling	_____	Consultation	_____
Group Counseling	_____	Prevention instruction	_____
Work with families	_____	Crisis intervention	_____
TOTAL DIRECT SERVICE HOURS FOR SEMESTER _____			

Total of weekly hours for:

Record Keeping (Report Writing)	_____	Management (Scheduling)	_____
Tape review	_____	Non-counseling student contact	_____
Professional development	_____		
Program development	_____	Other	_____
TOTAL NON-DIRECT SERVICE HOURS FOR SEMESTER _____			

Total of weekly hours for:

Site group supervision	_____	Individual university supervision	_____
University group supervision	_____	Individual site supervision	_____
TOTAL SUPERVISION HOURS FOR SEMESTER _____			

Counseling intern signature _____

Date _____

SESSION CRITIQUE

A. Date and length of time for the session (include how many times you have seen this student):

B. Background information about student:

C. Presenting problem:

D. Observation about student:

E. Observations about self:

F. Hindsight observations (what you liked, what you would have done differently):

G. What you would like assistance on:

School Practicum/Internship Evaluations

Site Supervisor

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 3 point scale provided, please tell us how competent you feel this counseling intern is in each of these areas. Target is defined as going past what would be expected for a counseling intern in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

	1 = Unsatisfactory	2 = Satisfactory	3 = Target	0 = N/A (not observed)			
				1	2	3	N/A
1. Demonstrates a personal commitment in developing professional competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Appropriately receives and uses feedback from supervisors and professional peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understands the importance of assisting students/clients towards successful academic, career, and personal/social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Explains the nature and objectives of counseling when appropriate (informed consent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is relaxed and comfortable with dealing with students/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Shows good non-verbal skills, e.g. eye contact, body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is aware of own feelings in the counseling session and is perceptive in evaluating the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Recognizes and deals with negative affect of the student/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrates good observational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrates good listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Facilitates realistic goal-setting with student/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is perceptive in evaluating the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrates effective use of individual counseling strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrates effective use of group strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrates an ability to utilize preventive and crisis intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Is able to deal with issues related to transition and termination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrates an ability to work collaboratively with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Is able to develop partnerships with parents, guardians, and/or families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Demonstrates an ability to consult with child student teams, pupil assistance committees, and other school professionals such as Substance Awareness Coordinators (SAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is able to conceptualize the student/client's concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Is able to interpret test findings, including impressions and recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Demonstrates knowledge of school programs and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Is able to make use of referral sources and school resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Is able to advocate for the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Understands methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Demonstrates ethical behavior as a school counselor based on the ethical standards and practices of the American Counseling Association (ACA) and the American School Counseling Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Adheres to school policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Demonstrates an understanding of school counselor preparation standards (ASCA) and the national and state certification requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give a statement of your judgment of the counseling intern as a prospective school counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Signature of Counseling Intern

Date

Signature of Site Supervisor

Date

School Practicum/Internship Evaluations
Course Instructor/University Supervisor

Name _____ Date _____ Semester/year _____ Instructor's Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 3 point scale provided, please tell us how competent you feel this counseling intern is in each of these areas. Target is defined as going past what would be expected for a counseling intern in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

	1 = Unsatisfactory	2 = Satisfactory	3 = Target	0 = N/A (not observed)
	1	2	3	N/A
1. Demonstrate an ability to establish rapport with students, affirming them as co-participants in the counseling process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate an ability to structure initial and other sessions including explanation of confidentiality and informed consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrate an ability to assist students in identifying goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate an ability to present cases including problem description and psychosocial history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrate an ability to take a psychosocial history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Demonstrate an ability to examine student characteristics, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and family and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrate an ability to use basic empathic responding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrate an ability to use open-ended questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrate an ability to focus the student on feelings and behaviors to clarify problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Demonstrate an ability to deal with silence comfortably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Demonstrate an ability to attend to own processes. Includes the examination of counselor characteristics that influence the helping process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrate an ability to help the student move from discussing external events (cognitive content) to exploring internal feelings, thoughts, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrate an ability to analyze student verbal and non-verbal behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Demonstrate an ability to discuss termination, end of year issues, and transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrate an ability to review tapes of sessions in class and incorporate suggestions into counseling sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Demonstrate a familiarity with resources available at practicum/internship site and in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Is perceptive in evaluation the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is able to conceptualize the student's concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Appropriately receives and uses feedback from supervisors and professional peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give a statement of your judgment of the counseling intern as a prospective school counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Signature of Counseling Intern

Date

Signature of Course Instructor/University Supervisor

Date

School Practicum/Internship Evaluations Self-evaluation Form

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 3 point scale provided, please tell us how competent you feel you are in each of these areas. Target is defined as going past what would be expected for a counseling intern in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

	1 = Unsatisfactory	2 = Satisfactory	3 = Target	0 = N/A (not observed)			
				1	2	3	N/A
1. Demonstrates a personal commitment in developing professional competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Appropriately receives and uses feedback from supervisors and professional peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understands the importance of assisting students/clients towards successful academic, career, and personal/social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Explains the nature and objectives of counseling when appropriate (informed consent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is relaxed and comfortable with dealing with students/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Shows good non-verbal skills, e.g. eye contact, body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is aware of own feelings in the counseling session and is perceptive in evaluating the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Recognizes and deals with negative affect of the student/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrates good observational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrates good listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Facilitates realistic goal-setting with student/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is perceptive in evaluating the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrates effective use of individual counseling strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrates effective use of group strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrates an ability to utilize preventive and crisis intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Is able to deal with issues related to transition and termination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrates an ability to work collaboratively with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Is able to develop partnerships with parents, guardians, and/or families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Demonstrates an ability to consult with child student teams, pupil assistance committees, and other school professionals such as Substance Awareness Coordinators (SAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is able to conceptualize the student/client's concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Is able to interpret test findings, including impressions and recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Demonstrates knowledge of school programs and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Is able to make use of referral sources and school resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Is able to advocate for the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Understands methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Demonstrates ethical behavior as a school counselor based on the ethical standards and practices of the American Counseling Association (ACA) and the American School Counseling Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Adheres to school policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Demonstrates an understanding of school counselor preparation standards (ASCA) and the national and state certification requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Signature of Counseling Intern

Date

School Practicum/Internship Evaluations
Student Evaluation of Course Instructor/University Supervisor Form

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 3 point scale provided, please tell us how competent you feel this University Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

	1 = Unsatisfactory	2 = Satisfactory	3 = Target	0 = N/A (not observed)		N/A
				1	2	
1. This supervisor helps me feel at ease with the supervision process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This supervisor creates a constructive learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This supervisor provides me with specific help in areas that I need to improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This supervisor addresses issues relevant to my current concerns as a counseling intern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This supervisor helps me focus on how my counseling behavior influences the student/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. This supervisor structures the supervision hour appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. This supervisor adequately emphasizes the development of my strengths and capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This supervisor enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This supervisor enables and encourages me to become actively involved in the supervision process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I feel this supervisor accepts me and respects me as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. This supervisor conveys competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This supervisor is helpful with case notes and report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. This supervisor can accept feedback from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This supervisor enables me to express opinions, questions, and concerns about my counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. This supervisor helps me clarify my counseling objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. This supervisor provides me with opportunity to adequately discuss the major difficulties I am facing with my students/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. This supervisor challenges me to accurately perceive the thoughts, feelings, and goals of my student/client during counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. This supervisor provides suggestions for developing my counseling skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. This supervisor gives me useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. This supervisor allows and encourages me to evaluate myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. This supervisor explains the criteria for evaluation clearly and in behavioral terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. This supervisor gives me appropriate and adequate feedback on my session tapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. This supervisor encourages student feedback on session tapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Signature of Counseling Intern

Date

School Practicum/Internship Evaluations
Student Evaluation of Site Supervisor Form

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 3 point scale provided, please tell us how competent you feel this Site Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

	1 = Unsatisfactory	2 = Satisfactory	3 = Target	0 = N/A (not observed)		3	N/A
				1	2		
1. This supervisor helps me feel at ease with the supervision process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This supervisor creates a constructive learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This supervisor provides me with specific help in areas that I need to improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This supervisor addresses issues relevant to my current concerns as a counseling intern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This supervisor helps me focus on how my counseling behavior influences the student/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. This supervisor structures the supervision hour appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. This supervisor adequately emphasizes the development of my strengths and capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This supervisor enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This supervisor enables and encourages me to become actively involved in the supervision process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I feel this supervisor accepts me and respects me as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. This supervisor conveys competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This supervisor is helpful with case notes and report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. This supervisor can accept feedback from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This supervisor enables me to express opinions, questions, and concerns about my counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. This supervisor helps me clarify my counseling objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. This supervisor provides me with opportunity to adequately discuss the major difficulties I am facing with my students/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. This supervisor challenges me to accurately perceive the thoughts, feelings, and goals of my student/client during counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. This supervisor provides suggestions for developing my counseling skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. This supervisor gives me useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. This supervisor allows and encourages me to evaluate myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. This supervisor explains the criteria for evaluation clearly and in behavioral terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Signature of Counseling Intern

Date

School Practicum/Internship Evaluation of Placement Site

Name _____ Date _____ Semester/year _____ Placement site _____

Below is a list of behavioral objectives pertinent to school counseling practicum/internship placement sites. Using the 3 point scale provided, please tell us how well your site fulfilled each area. Please use a pencil or pen and completely fill in one circle for each objective.

		1 = Unsatisfactory		2 = Satisfactory		3 = Target		0 = N/A (not observed)	
		1	2	3	N/A				
1.	This site provided me with the appropriate amount of on-site supervision (1 hour for every 20 hours on-site)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
2.	The site provided me with quality and useful site supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
3.	My experience at this site was relevant to my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
4.	This site provided me with appropriate exposure to and communication of school procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
5.	This site provided me with information about community resources available to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
6.	This site provided me with ample opportunities and instruction for report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
7.	This site provided me with ample opportunities to interpret tests and assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
8.	This site provided me with ample opportunities to observe and participate in staff presentations and student/client conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
9.	This site provided me with appropriate opportunities to conduct individual counseling with student/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
10.	This site provided me with appropriate opportunities to run group counseling sessions with student/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
11.	This site provided me with appropriate opportunities to conduct family counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
12.	This site provided me with appropriate opportunities to participate in parent/guardian conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
13.	This site provided me with appropriate opportunities to observe and/or participate in Intervention and Referral Services (I and RS) meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
14.	This site provided me with appropriate opportunities to conduct psychoeducational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
15.	This site provided me with appropriate opportunities to consult with other professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
16.	This site provided me with appropriate opportunities to conduct career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
17.	The goals of my placement were adequately defined between me and my site supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
18.	My site supervisor was available for consultation and supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
19.	I was able to utilize staff resources from the child study team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
20.	I was given feedback about my progress regularly and consistently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
21.	I was given the appropriate amount of responsibility on-site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
22.	I believe I learned useful and marketable skills at this site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
23.	I would recommend this site to another student/counseling intern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
24.	I was given a thorough orientation to my site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
25.	My overall evaluation of this site is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

Signature of Counseling Intern

Date