Handbook for Field Supervisors and Agencies

March 2015
# TABLE OF CONTENTS

Faculty ................................................................. p. 3
Overview of Department and Mission Statement ............ p. 4
Field Training Component ......................................... p. 5
Appendix A: Affiliation Agreement ............................. p. 9
Appendix B: Counseling Supervision Contract ............... p. 13
Appendix C: Field Evaluation Form ............................ p. 17
Appendix D: Activity Log/Progress Review Form .......... p. 24
Appendix E: Student Self-Evaluation Form .................. p. 26
Appendix F: Field Placement Site Evaluation Form ...... p. 33
Appendix G: Commission on Rehabilitation Counselor Certification (CRCC; 2010)
  RCC Code of Ethics .............................................. p. 35
Appendix H: American Counseling Association (ACA; 2014)
  Code of Ethics ................................................... p. 36
## Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina J. Dillahunt-Aspillaga, Ph.D., CRC, CVE</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Gary Dudell, Ph.D., CRC, CAP, LMHC</td>
<td>Instructor</td>
</tr>
<tr>
<td>William G. Emener, Ph.D.</td>
<td>Distinguished Research Professor Emeritus</td>
</tr>
<tr>
<td>Ryan G. Henry, Ph.D., LMFT</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tammy Jorgensen-Smith, Ph.D., CRC</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>William D. Kearns, Ph.D.</td>
<td>Research Associate Professor</td>
</tr>
<tr>
<td>Barbara LoFrisco, Ph.D., LMHC, LMFT</td>
<td>Visiting Instructor</td>
</tr>
<tr>
<td>Susan D. M. Kelley, Ph.D., CRC, LMHC</td>
<td>Associate Professor Emeritus</td>
</tr>
<tr>
<td>Calvin Pinkard, Ph.D.</td>
<td>Associate Professor Emeritus</td>
</tr>
<tr>
<td>John D. Rasch, Ph.D., CRC</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td>Marilyn Stern, Ph.D.</td>
<td>Professor</td>
</tr>
<tr>
<td>Richard B. Weinberg, Ph.D.</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tennyson J. Wright, Ph.D., CRC</td>
<td>Chair &amp; Associate Professor</td>
</tr>
</tbody>
</table>

## Office Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleatha Neal</td>
<td>Enrollment Management Specialist</td>
</tr>
</tbody>
</table>
OVERVIEW OF DEPARTMENT AND MISSION STATEMENT

Overview of Department and Mission Statement: The mission of the Department of Rehabilitation and Mental Health Counseling is to promote quality services for individuals with differences in abilities and to help the state meet its human service needs in the areas of rehabilitation and mental health through teaching, research, and service.

The objectives of the Department of Rehabilitation and Mental Health Counseling are as follows:

1. To provide students with a sound knowledge of the basic philosophical tenets and relevant historical foundations of rehabilitation and mental health counseling, and to prepare master’s level rehabilitation and mental health counselors who adhere to ethical principles, including the belief in human dignity and the right of all individuals to fully participate in society.
2. To prepare master’s level rehabilitation mental health counselors to be critical consumers of information and to engage participation in the contributions to the expansion of knowledge in the fields of rehabilitation and mental health counseling.
3. To encourage the professional growth and development of master’s level rehabilitation and mental health counselors through the promotion of on-going involvement in the rehabilitation community at the local, state, and national levels, and to promote advocacy on behalf of people with differences in abilities.

Introduction: The Department of Rehabilitation and Mental Health Counseling is a 60 semester hour graduate program located in the College of Behavioral & Community Sciences at the University of South Florida. The university is fully accredited by the Southern Association of Colleges and Schools, and the Master of Arts program in rehabilitation and mental health counseling by the Counsel on Rehabilitation Education (CORE). The department is currently located in Tampa on the first floor of the Florida Mental Health Institute (FMHI), MHC1632.

Rehabilitation and mental health counselors are trained only at the graduate level, and the Department awards the M.A. degree to students completing the accredited program of study. There is no undergraduate or doctoral program. Graduates are eligible to sit for the national certification examination in rehabilitation counseling, and after passing this exam are designated as Certified Rehabilitation Counselors (CRC). Many students are interested in state licensure as mental health counselors and the required curriculum and appropriate electives meet educational standards for licensure in Florida, a state with very stringent counselor licensure law.

Courses are offered both days and evenings, and students may pursue the M.A. degree on a full or part-time basis. Courses are offered in Tampa, and characteristically meet once a week in a three-hour block. There are 54 semester hours of required courses and six hours of electives. The required courses are:

Rehabilitation Counseling: Concepts and Applications (RCS 5035), Medical Aspects of Disability (RCS 5080), Social and Cultural Foundations (RCS 6440), Foundations of Mental Health Counseling (MHS 5020), Counseling Theories (RCS 6407), Human Growth and Development (MHS 5480), Psychopathology (RCS 6408), Individual Evaluation and Assessment (RCS 6220), Fundamentals of Substance Abuse Counseling (RCS 5450), Counseling
in Community Settings (RCS 6409), Career and Lifestyle Assessment (RCS 6301), Research (RCS 6740), Human Sexuality (RCS 6476), Group Theories (RCS 6510), Legal/Ethical Issues (RCS 5780), Practicum I (RCS 6803), Practicum II (RCS 6803), and Internship (RCS 6825). Field placement requires 1000 total hours (two 14 hour per week practicum and one 600 hour per semester internship). Students may complete electives with specialized seminars offered within the Department or in courses offered in other related departments such as Counselor Education, Social Work, or Gerontology. This curriculum meets the educational criteria for licensure as a Mental Health Counselor in the State of Florida.

**Addictions and Substance Abuse Counseling:** The Department offers a Certificate Program (15 semester hours) in the area of addictions.

**Marriage and Family Therapy:** The Department offers a Certificate Program (15 semester hours) in the area of Marriage and Family Therapy.

**Integrative Mental Health Care:** The Department offers a Certificate Program (15 semester hours) in the area of Mind Body approaches.

**FIELD TRAINING COMPONENT**

Field training is a critical component in the professional preparation of rehabilitation and mental health counselors. Working directly with consumers is often the most valuable and rewarding professional experience students have in their graduate program. Field experiences provide students with an opportunity to practice concepts and skills learned in the classroom, and to see how different rehabilitation and related human service agencies and programs function.

**Affiliation Agreement:** The Department has signed an affiliation agreement with all agencies that provide field-training experiences for our students (see Appendix A). Agencies need to be able to provide quality field experiences and supervision, maintain high ethical standards, and in the case of practicum students being a position to provide students the opportunity (with permission of consumers) to obtain counseling tapes. In special circumstances where the Department has reviewed and approved a student’s regular employment site for practicum or internship an affiliation agreement is not necessary.

**Arranging Placements:** Agencies interested in having practicum and internship students may contact the Field Placement Coordinator. All placements are arranged through the Field Placement Coordinator. Site supervisors may interview students to answer any questions they may have about the agency or their role at the agency, to be sure the student is acceptable to the agency and supervisor, and to work out a schedule.

**Credentials of Field/Agency (Site) Supervisors:** The Rehabilitation and Mental Health Counseling program requires site supervisors to have a minimum of a master’s degree in counseling or related profession, a minimum of two years of pertinent professional experience in the program area in which the student is enrolled, knowledge of the program’s expectations, requirements and evaluation procedures for students, and relevant training in counseling
supervision. Site supervisors are also required to be credentialed as Licensed Mental Health Counselor (LMHC), Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), or Psychologist, and as appropriate include certifications of Certified Rehabilitation Counselor (CRC) and Certified Addictions Counselor (CAC). Prospective supervisors interested in obtaining the CRC credential should write: Commission on Rehabilitation Counselor Certification, 1699 E. Woodfield Road, Suite 300, Schaumburg, IL  60173 (Phone: 847-944-1325).

All site supervisors are expected to stay current and abreast of the counseling discipline and to practice high ethical standards of service delivery. Practicum and internships students are required to provide site supervisor licensing and credential information to the Rehabilitation and Mental Health Counseling program. Credentialing information is kept on file by the department. The Field Placement Coordinator and Rehabilitation and Mental Health Counseling faculty will review the professional credentials of prospective site supervisors before authorizing placements with a supervisor. The USF Field Placement Coordinator will maintain appropriate credentials including CRC Certification.

Site supervisors are provided a Handbook for Field Supervisors and Agencies that covers the RMHC program Mission Statement, CRCC and American Counseling Association Code of Ethics, roles and responsibilities and contains an affiliation agreement, supervision contract, student activity log forms, and field evaluation forms. The Rehabilitation and Mental Health Counseling program offers professional development and continuing education opportunities in supervision to our site supervisors, including a 3-hour supervision and ethics workshop opportunity to all site supervisors free of charge.

**Desired Experiences:** Students are placed in a variety of rehabilitation and mental health agency settings consistent with their professional interests and training needs. Direct contact and service delivery to consumers is what the field training component is all about, and field supervisors will try to maximize these experiences as much as possible, consistent with the service standards of the agency and the student’s ability. Supervisors are encouraged to integrate students as much as possible into the operations of the agency, and this is especially true with interns who are at the agency 40 hours a week. Students need to be able to see and work with clients individually, and it is appropriate for them to be involved with individual and group counseling, intake interviews and assessments, case planning and management, treatment and rehabilitation plan development, home or field visits (only with an accompanying agency staff member), placement and follow-up. While it may be necessary for students, especially interns, to read agency procedural manuals and do some clerical tasks, they are not agency employees and under no circumstances can such activities be their major experience.

**Time Requirements:** Students in the M.A. program spend a total of 1000 hours in the field, 400 hours in practicum and 600 hours in internship. In a typical 15-week semester students in practicum spend 14 hours per week at an agency and in internship 40 hours per week. The students and agency arrange actual days and times for practicum. These can be during the day, evening, or on weekends, and many students work full-time and need evening or weekend time slots. Internships are normally five eight-hour days per week, but this can also be negotiated.
between the student and agency as long as 600 hours are completed during the semester or summer sessions.

**Activity Log:** Students are expected to keep a weekly Activity Log that will include a summary of hours and activities to be reviewed and signed off on by the USF Field Placement Coordinator. See Appendix D.

**Supervision:** A faculty member at USF will be assigned to each practicum and internship student, and the faculty member will coordinate the student’s field experience from the Department’s end. Site supervisors must be full-time employees or the equivalent in the agency, a minimum of a master’s degree, and sufficient professional experience to supervise graduate students in the field. All students must have ongoing supervision on an individual basis at the field placement site. The site supervisor must have regular contact with practicum and internship students, and must provide a minimum of one hour of individual supervision per week. The site supervisor completes a midterm and final progress report (see Appendix C) on each student, and this report is reviewed with the student and then returned to the Department. Students will bring two copies of this form to the site supervisor, and a photo copy of the form in Appendix C is also acceptable. The midterm evaluation is usually completed seven weeks into the semester, and the final evaluation during the last week of classes in the semester.

**Student Conduct:** Students are expected to conduct themselves in a professional manner at all times. An agency is justified in terminating a student’s field experience for any substantial conduct problem, and over less substantial conduct or performance problems if the student will not or cannot correct them. Students are expected to fully follow all agency rules and procedures.

**Professional Ethics:** Students are expected to conform to the CRCC Code of Ethics and ACS Code of Ethics, a copy of which is included as Appendix G and Appendix H.

**Student Self-Evaluation:** Students are expected to complete a Field Placement Self-Evaluation at both the mid-term and the conclusion of the semester. See Appendix E.

**Site Evaluation:** Students are expected to complete a Field Placement Site Evaluation at the conclusion of the semester. See Appendix F.

**Taping Requirements:** Students in practicum meet weekly with their university supervisor in a seminar linked to their practicum. One of the major goals of this seminar is to develop counseling skills, and students need to bring in audio tapes of clients (only with the client’s permission) which are critiqued and then subsequently erased by the student. Site supervisors need to try to help students obtain counseling tapes, but in no case should any consumer feel under pressure to allow a student to tape an interview or counseling session. Maintaining the confidentiality and the anonymity of clients who agree to be taped is a responsibility the Department takes very seriously. Tapes may be required, at the discretion of the instructor, during the internship seminar as well.
Problems: Occasionally problems of one sort or another develop in a field placement (e.g., excessive absences by a student, inappropriate conduct of some nature, difficulty accepting direction and supervision). These should be brought to the attention of the faculty member coordinating the practicum or internship as soon as possible.

Student/Teacher Ratio for Internship: Following the CORE requirements, the student/teacher ratio for the Internship Class will be 10:1.
Field Handbook

Appendix A

Affiliation Agreement

Note: The Department must prepare two copies of this form with all lines completed for agencies approved for student placements. In cases where the student has been approved by the Department to use their work site as a practicum or internship a signed agreement is not necessary.
AFFILIATION AGREEMENT

This Agreement is made and entered into this __________ day of _________________, __________, by and between the University of South Florida, Board of Trustees, a public body corporate, for its College of Behavioral and Community Sciences, Department of Rehabilitation and Mental Health Counseling, hereinafter “USF” and ____________________________.

WHEREAS, USF wishes to provide a rehabilitation and mental health counseling training experience for its rehabilitation and mental health counseling students, and ____________________________.

WHEREAS, ____________________________ desires to assist USF in providing rehabilitation and mental health counseling experiences by making available experimental opportunities at its facilities.

NOW THEREFORE, in consideration of the promises contained herein, the parties agree as follows:

1. ____________________________ agrees to provide rehabilitation and mental health counseling opportunities for USF rehabilitation and mental health counseling students.

2. USF and ____________________________ shall share responsibility for the supervision and coordination of the rehabilitation and mental health counseling training experience. The number of students, specified dates/times, and training activities will be established by the parties in advance of the training period.
3. USF students and staff shall comply with the established policies and practices of ___________________________ with regard to client service, health of staff members, uniforms and use of equipment and facilities.

4. Faculty and staff of the University of South Florida are provided with comprehensive general liability insurance pursuant to the terms and limitations of Florida Statute 768.28 and Florida Statute Chapter 284 Part II. Students should provide proof of their own medical and professional liability insurance as necessary.

5. ___________________________ may request USF to withdraw any student whose conduct or work performance is not in accordance with ___________________________ policies and standards. USF may withdraw any student whose progress, conduct or performance does not meet USF’s standards.

6. ___________________________ and USF may change or add to this Agreement by written amendment executed by authorized representatives of the parties and attached hereto.

7. This Agreement will continue in effect unless/until one of the parties notifies the other of termination. In case of termination prior to the end of a term of rehabilitation counseling training, students will be permitted to complete their training experience.

IN WITNESS WHEREOF, USF and ___________________________ have caused this Agreement to be executed by their authorized representatives.
UNIVERSITY OF SOUTH FLORIDA

By _____________________________  By _____________________________

Title:  Instructor & Field Placement Coordinator
       Title of Agency Representative:________________

Date ____________________________  Date ____________________________
By ______________________________ By ______________________________

Title:  Chair, Department of Rehabilitation & Mental Health Counseling
Title:  Dean, College of Behavioral & Community Sciences

Date ____________________________  Date ____________________________
Appendix B

Counseling Supervision Contract
Counseling Supervision Contract

The Counseling Supervision Contract serves as verification and description of the counseling supervision responsibilities among the Student, the Site Supervisor, and the Field Placement Coordinator. An RMHC faculty member, assigned to each practicum and internship student, coordinates the student’s field experience. The Counseling Supervision Contract is completed by all students prior to entering practicum and internship placement.

I. Purpose, Goals, and Objectives:
   a. Monitor and ensure welfare of clients seen by Student
   b. Promote development of Student's professional identity and competence
   c. Fulfill academic requirement for Student's Practicum
   d. Fulfill requirements in preparation for Student's pursuit of licensure and certification

II. Method of Evaluation:
   a. All students must have ongoing supervision on an individual basis at the field placement site. The Site Supervisor must have regular contact with the practicum and internship student to provide feedback on the Student's demonstrated counseling skills and clinical documentation. The Site Supervisor must provide a minimum of one hour of individual supervision per week.
   b. The Site Supervisor completes a Field Evaluation Form at midterm and again at the last week of placement to document the Student’s progress in developing clinical and professional competencies. These field evaluation forms are reviewed with the Student and then returned to the Department.
   c. Students are expected to keep a weekly Activity Log that will include a summary of hours and activities to be reviewed and signed by the Site-Supervisor.
   d. Student will evaluate the quality of their field experience using the Placement Site Evaluation Form.
   e. The Student in Practicum I _____ Practicum II _____ Internship ____ acknowledges understanding of the following: (check)

   ____ Practicum requires a 14 hour per week commitment.
   ____ Internship requires a 40 hour per week commitment.
   ____ Field Placement requires one hour of field supervision per week.
   ____ Practicum class requires a commitment from the agency for one-on-one counseling with clients as part of the 14 hour per week commitment.
   ____ Practicum requires the audio taping of a minimum of 4 one-on-one sessions (with documentation of the client’s permission).
   ____ Student attends the Practicum and the Internship class component.
   ____ Field Placement requires that the Student have liability insurance.
   ____ Field Placement requires Professional Behavior at all times.
   ____ Internship requires that all core courses be completed (a student is permitted to enroll in no more than one other course concurrent with the Internship course).
III. Duties and Responsibilities of Student, Site Supervisor, and Faculty

a. **Student Trainee: Not Applicable**

b. **Site Supervisor:**

   a. Examine client presenting complaints and treatment plans.
   b. Review tapes of Student's counseling sessions.
   c. Sign off on all client documentation.
   d. Challenge Student to justify approach and techniques used.
   e. Monitor Student's basic counseling skills.
   f. Present and model as appropriate.
   g. Intervene when client welfare is at risk.
   h. Ensure Commission on Rehabilitation Counselor Certification and American Counseling Association most current *Code of Ethics* are upheld.
   i. Maintain weekly supervision case note.
   j. Completes Field Evaluation Forms on each Student midway and at the end of each field placement.
   k. Contact USF course Instructor if Student-related problems arise.

c. **Faculty:**

   a. Examine client presenting complaints and treatment plan.
   b. Review tapes of Student's counseling sessions. When taping is not possible, review Site Supervisor’s counseling observation reports.
   c. Obtain Activity Logs on a weekly basis.
   d. Require Students to present case presentations to determine case conceptualization skills.
   e. Consultation with Site Supervisor related to the performance of the Student three times a semester.
   f. Intervene when client welfare is at risk.
   g. Ensure Commission on Rehabilitation Counselor Certification (CRCC; 2010) and American Counseling Association (ACA; 2005) *Code of Ethics* are upheld.

IV. Procedural Considerations at the Site:

   a. Student's written case notes and treatment plans and tapes will be reviewed and evaluated.
   b. Issues related to Student's professional development will be discussed.
   c. Sessions will be used to discuss issues of conflict and failure of either party to abide by directives outlined here in contract. If concerns of either party are not resolved in supervision, ____________ (practicum instructor of Student's practicum section), will be consulted.
   d. In event of emergency, Student is to contact Site Supervisor at the office, (     ) ____________ or at home, (     ) ________________________.

V. Site Supervisor's Scope of Competence:

Site Supervisor will provide copy of his or her Curriculum Vitae, license and certification.
VI. Terms of the Contract:

The contract found in the Field Placement Handbook is subject to revision upon the request of either the Site Supervisor or Field Placement Coordinator. Revisions will be made only with consent and approval of the Site Supervisor and Field Placement Coordinator.

We agree, to the best of our ability, to uphold the directives specified in this supervision contract and to conduct our professional behavior according to the ethical principles of our professional association.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>/</td>
</tr>
</tbody>
</table>

| Site Supervisor: | / |
| (Signature also denotes receipt of Handbook for Field Supervisors and Agencies.) |
| Site Supervisor CV and credentials: | On File with RMHC | ____ |
| | Provided with Contract | ____ |

| Field Placement Coordinator: | / |
| Department of Rehabilitation & Mental Health Counseling |
| College of Behavioral & Community Sciences |
| University of South Florida |
| 13301 Bruce B. Downs Blvd., MHC 1632, Box 12 |
| Tampa, Florida 33612-3807 |
| This contract is effective from ____ to _____. |
| (Start date) | (End date) |
Field Handbook

Appendix C

Field Evaluation Form

Note: This form is used for both practicum and internship students to report progress at midterm and at the end of the semester. The midterm evaluation is normally completed at the seventh week and the final evaluation during the last week of classes. Field supervisors should review the evaluations with the student and mail them to the USF faculty supervisor.
SUPERVISOR FORM
Field Evaluation Form for Practicum I

Name of Student: ________________________
USF Faculty Supervisor: __________________________
Agency and Field Supervisor: __________________________
Semester: __________
Circle one: Midterm Report or Final Report

Directions: Please rate your student in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

Circle Appropriate Rating:
1. Conducts self in an ethical manner so as to promote confidence in the profession.  
   1 2 3 4 5 NA

2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others)  
   1 2 3 4 5 NA

3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment)  
   1 2 3 4 5 NA

4. Appropriate use of active listening skills (summarizing, restating, paraphrasing, silence, and minimal encouragers)  
   1 2 3 4 5 NA

5. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors  
   1 2 3 4 5 NA

6. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  
   1 2 3 4 5 NA

7. Appropriately accesses community resources as needed including knowing when to refer.  
   1 2 3 4 5 NA
<table>
<thead>
<tr>
<th></th>
<th>Demonstrates an awareness of his/her own belief system, values, and own experiences in the therapy room and how they impact their clinical work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates ability to establish and communicate empathy (taking the perspective of the individual without over identifying).</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an awareness and responsiveness to client nonverbal expressions, feelings, thoughts, and behaviors.</td>
</tr>
<tr>
<td></td>
<td>Able to keep the focus of therapy on the established therapeutic goals.</td>
</tr>
<tr>
<td></td>
<td>Able to withhold fears and anxieties from impacting clinical decisions.</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of confrontation (identify and address incongruences in verbal and nonverbal client messages).</td>
</tr>
<tr>
<td></td>
<td>Appropriate use and timing of open and closed questions.</td>
</tr>
<tr>
<td></td>
<td>Overall evaluation of student’s performance.</td>
</tr>
</tbody>
</table>

**Additional Comments:** Please comment on the student’s strengths and limitations as you see them and identify what the student needs to focus on in the immediate future. Please be sure to comment on any area where the student received a rank of one or two and provide at least one specific example that illustrates the student’s limitations in that area. Use the back of the form if you need more space. Please take time in your supervision to review this evaluation with the student. Retain a copy for yourself and give a copy to the student to bring back to their USF faculty supervisor.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUPERVISOR FORM
Field Evaluation Form for Practicum II

Name of Student: ______________________

USF Faculty Supervisor: ______________________

Agency and Field Supervisor: ______________________

Semester: __________

Circle one:  Midterm Report  or  Final Report

Directions: Please rate your student in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

Circle Appropriate Rating:

1. Conducts self in an ethical manner so as to promote confidence in the profession.  1  2  3  4  5  NA

2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others)  1  2  3  4  5  NA

3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment)  1  2  3  4  5  NA

4. Appropriate use of active listening and basic counseling skills (summarizing, restating, paraphrasing, silence, confrontation, questions, empathy, and minimal encouragers)  1  2  3  4  5  NA

5. Demonstrates awareness of self, client and what is occurring between client and self during a session.  1  2  3  4  5  NA

6. Demonstrates appropriate flexibility in session when needed  1  2  3  4  5  NA
7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem.  1 2 3 4 5 NA

8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors  1 2 3 4 5 NA

9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  1 2 3 4 5 NA

10. Appropriately identifies and accesses community resources as needed including knowing when to refer.  1 2 3 4 5 NA

11. Demonstrates ability to use theory to guide the development of effective treatment plans.  1 2 3 4 5 NA

12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals.  1 2 3 4 5 NA

13. Appropriate homework assignments are given and follow up occurs at the next session.  1 2 3 4 5 NA

14. Able to keep the focus of therapy on the established therapeutic goals.  1 2 3 4 5 NA

15. Overall evaluation of student’s performance.  1 2 3 4 5 NA

**Additional Comments:** Please comment on the student’s strengths and limitations as you see them and identify what the student needs to focus on in the immediate future. Please be sure to comment on any area where the student received a rank of one or two and provide at least one specific example that illustrates the student’s limitations in that area. Use the back of the form if you need more space. Please take time in your supervision to review this evaluation with the student. Retain a copy for yourself and give a copy to the student to bring back to their USF faculty supervisor.

Signature: ___________________________________  Date: _____________________________

Phone: ___________________________________  Email: ___________________________

ii
SUPERVISOR FORM
Field Evaluation Form for Internship

Name of Student: __________________________
USF Faculty Supervisor: __________________________
Agency and Field Supervisor: __________________________
Semester: ________
Circle one: Midterm Report or Final Report

Directions: Please rate your student in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

1. Conducts self in an ethical manner so as to promote confidence in the profession. 1 2 3 4 5 NA

2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others) 1 2 3 4 5 NA

3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment) 1 2 3 4 5 NA

4. Appropriate use of active listening and basic counseling skills (summarizing, restating, paraphrasing, silence, confrontation, questions, empathy, and minimal encouragers) 1 2 3 4 5 NA

5. Demonstrates awareness of self, client and what is occurring between client and self during a session. 1 2 3 4 5 NA

6. Demonstrates appropriate flexibility in session when needed 1 2 3 4 5 NA
7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem.  
   1 2 3 4 5 NA

8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors  
   1 2 3 4 5 NA

9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  
   1 2 3 4 5 NA

10. Appropriately identifies and accesses community resources as needed including knowing when to refer.  
    1 2 3 4 5 NA

11. Demonstrates ability to use theory to guide the development of effective treatment plans.  
    1 2 3 4 5 NA

12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals.  
    1 2 3 4 5 NA

13. Appropriate homework assignments are given and follow up occurs at the next session.  
    1 2 3 4 5 NA

14. Able to keep the focus of therapy on the established therapeutic goals.  
    1 2 3 4 5 NA

15. Overall evaluation of student’s performance.  
    1 2 3 4 5 NA

Additional Comments: Please comment on the student’s strengths and limitations as you see them and identify what the student needs to focus on in the immediate future. Please be sure to comment on any area where the student received a rank of one or two and provide at least one specific example that illustrates the student’s limitations in that area. Use the back of the form if you need more space. Please take time in your supervision to review this evaluation with the student. Retain a copy for yourself and give a copy to the student to bring back to their USF faculty supervisor.

Signature: _______________________________ Date: _______________________________
Phone: _______________________________ Email: _______________________________
Field Handbook

Appendix D

Activity Log/Progress Review
STUDENT WEEKLY ACTIVITY LOG

Student Name: ___________________  Semester: ______________  Week Number: ______________

<table>
<thead>
<tr>
<th>Date</th>
<th>Site</th>
<th>Admin*</th>
<th>Individual</th>
<th>Couples</th>
<th>Family</th>
<th>Group</th>
<th>Supervision</th>
<th>Training</th>
<th>Other</th>
<th>Total</th>
<th>Supervisor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total counseling hours for this week: ____________  Total counseling hours to date: ____________

Total agency hours for this week: ____________  Total agency hours to date: ____________

*Case notes, treatment planning, agency paperwork, etc.
Field Handbook

Appendix E

Student Self-Evaluation Form
## Name of Student: ________________________

## USF Faculty Supervisor: ______________________

## Agency and Field Supervisor: ______________________

## Semester: __________

### Circle one: Midterm Report or Final Report

### Directions: Please rate yourself in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>1.</td>
<td>Conducts self in an ethical manner so as to promote confidence in the profession.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Appropriate use of active listening skills (summarizing, restating, paraphrasing, silence, and minimal encouragers).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Ability to identify and establish realistic and meaningful therapeutic goals with the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
7. Appropriately accesses community resources as needed including knowing when to refer.  

8. Demonstrates an awareness of his/her own belief system, values, and own experiences in the therapy room and how they impact their clinical work.  

9. Demonstrates ability to establish and communicate empathy (taking the perspective of the individual without over identifying).  

10. Demonstrates an awareness and responsiveness to client nonverbal expressions, feelings, thoughts, and behaviors.  

11. Able to keep the focus of therapy on the established therapeutic goals.  

12. Able to withhold fears and anxieties from impacting clinical decisions.  

13. Appropriate use of confrontation (identify and address incongruences in verbal and nonverbal client messages).  

14. Appropriate use and timing of open and closed questions.  

15. Overall evaluation of student’s performance.  

Additional Comments:  

Please provide a brief discussion of the areas for continued improvement.  

Please provide a brief discussion of your growth during the field experience.  

Signature: ___________________________ Date: ___________________________
Student Form
Field Evaluation Form for Practicum II

Name of Student: ______________________
USF Faculty Supervisor: ______________________
Agency and Field Supervisor: ______________________
Semester: ______________________
Circle one: Midterm Report or Final Report

Directions: Please rate yourself in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

Circle Appropriate Rating:

1. Conducts self in an ethical manner so as to promote confidence in the profession.
   1 2 3 4 5 NA

2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others).
   1 2 3 4 5 NA

3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment).
   1 2 3 4 5 NA

4. Appropriate use of active listening skills and basic counseling skills (summarizing, restating, paraphrasing, silence, confrontation, questions, empathy, and minimal encouragers).
   1 2 3 4 5 NA

5. Demonstrates awareness of self, client and what is occurring between client and self during a session.
   1 2 3 4 5 NA
6. Demonstrates appropriate flexibility in session when needed.  
1 2 3 4 5 NA

7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem.  
1 2 3 4 5 NA

8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.  
1 2 3 4 5 NA

9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  
1 2 3 4 5 NA

10. Appropriately identifies and accesses community resources as needed including knowing when to refer.  
1 2 3 4 5 NA

11. Demonstrates ability to use theory to guide the development of effective treatment plans.  
1 2 3 4 5 NA

12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals.  
1 2 3 4 5 NA

13. Appropriate homework assignments are given and follow up occurs at the next session.  
1 2 3 4 5 NA

14. Able to keep the focus of therapy on the established therapeutic goals.  
1 2 3 4 5 NA

15. Overall evaluation of student’s performance.  
1 2 3 4 5 NA

**Additional Comments:**

Please provide a brief discussion of the areas for continued improvement.

Please provide a brief discussion of your growth during the field experience.

Signature: ___________________________  Date: ___________________________
DEPARTMENT OF REHABILITATION & MENTAL HEALTH COUNSELING
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES
UNIVERSITY OF SOUTH FLORIDA
13301 Bruce B. Downs Blvd.; MHC 1632, Box 12
Tampa, Florida 33612-3807
(813) 974-2855

STUDENT FORM
Field Evaluation Form for Internship

Name of Student: ____________________________
USF Faculty Supervisor: _______________________
Agency and Field Supervisor: _______________________
Semester: __________
Circle one:  Midterm Report  or  Final Report

Directions: Please rate yourself in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

Circle Appropriate Rating:

1. Conducts self in an ethical manner so as to promote confidence in the profession.  
   1  2  3  4  5  NA

2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others).  
   1  2  3  4  5  NA

3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment).  
   1  2  3  4  5  NA

4. Appropriate use of active listening skills and basic counseling skills (summarizing, restating, paraphrasing, silence, confrontation, questions, empathy, and minimal encouragers).  
   1  2  3  4  5  NA

5. Demonstrates awareness of self, client and what is occurring between client and self during a session.  
   1  2  3  4  5  NA
6. Demonstrates appropriate flexibility in session when needed. 

7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem. 

8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.

9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.

10. Appropriately identifies and accesses community resources as needed including knowing when to refer.

11. Demonstrates ability to use theory to guide the development of effective treatment plans.

12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals.

13. Appropriate homework assignments are given and follow up occurs at the next session.

14. Able to keep the focus of therapy on the established therapeutic goals.

15. Overall evaluation of student’s performance.

Additional Comments:

Please provide a brief discussion of the areas for continued improvement.

Please provide a brief discussion of your growth during the field experience.

Signature: ___________________________ Date: ___________________________
Field Handbook

Appendix F

Field Placement Site Evaluation Form
Directions: Please take a few moments to evaluate the quality of the field experience you recently had at your practicum or internship placement. Agencies and supervisors may change from semester to semester, and this evaluation helps us have current information on the field experiences students are receiving. Use the back of the page and/or attach additional sheets as necessary.

Student Name (optional): __________________________ Course: ______________________

Semester/Year: __________________________ Faculty Supervisor: ______________________

Field Site (agency and location): __________________________________________

Field Supervisor: __________________________________________

May we share this evaluation with the Agency and Field Supervisor (circle): YES NO

1. What kind of supervision did you receive in the field? How frequent and how adequate was your supervision?

2. How much contact with clients did you have? What kind of work did you actually do with clients at your field placement site?

3. What were the strongest components of this field placement experience? Would you recommend it to other students?

4. What were the weaker components of this field placement experience? How would you have liked it to be different?
Field Handbook

Appendix G

CRCC Code of Ethics

Adopted in June 2009 by the
Commission on Rehabilitation Counselor Certification
for its Certified Rehabilitation Counselors.
This Code is effective as of January 1, 2010.

Developed and Administered by the
Commission on Rehabilitation Counselor Certification
(CRCC®)
1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173
(847) 944-1325
http://www.crccertification.com
Field Handbook

Appendix H

American Counseling Association Code of Ethics

2014 ACA Code of Ethics as approved by the ACA Governing Council
American Counseling Association

http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources