FSU ANNE'S COLLEGE

EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS
Maximizing Human Potential

Counselor Education
Practicum and Internship Manual

2026 – 2027

MASTER OF SCIENCE (MS) AND SPECIALIST IN EDUCATION (EDS) DEGREES IN COUNSELING AND HUMAN SYSTEMS

Career Counseling, Clinical Mental Health Counseling, School Counseling

Counselor Education Program
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The purpose of this agreement is to establish the terms and conditions of the training for our Counselor Education students in the internship course that mutually benefits the counseling students, the Counselor Education Program, and the field placement sites. Moreover, this

agreement details that the roles and responsibilities of the intern, the FSU faculty, and the Site Supervisor in accordance with Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and applicable professional and ethical guidelines **21**

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I. Counselor Education Program Practicum & Internship Guidelines

The primary purpose of the practicum and internship is to provide Counseling Education students with the opportunity to apply their knowledge, skills, and professional values in supervised practice settings within the community. These field experiences are designed to facilitate the integration of theory and practice, while promoting professional development and competency.

The practicum and internship are reciprocal arrangements: students contribute meaningful services to the site in exchange for on-the-job training, supervision, and guided professional experience. Through this process, students:

- Deepen their counseling skills and professional competence,
- Solidify a sense of counselor identity,
- Experience the realities and responsibilities of the helping profession, and
- Learn to apply ethical and professional standards in practice.

The counseling setting, collaboration with staff and clients/students, and the conscious practice of ethical principles combine to result in the personal knowledge and commitment necessary to enter the field of counseling and human services.

In accordance with the 2024 CACREP Standards, all Counselor Education majors must complete a supervised practicum and internship experience totaling a minimum of 700 clock hours. These requirements occur over three consecutive semesters and are structured to provide students with engagement opportunities in activities that a regularly employed staff member in the setting would be expected to perform. These responsibilities and functions are consistent with those of practicing professional counselors.

II. Practicum Guidelines

a. Eligibility

To be eligible to enroll in MHS 5801 Practicum in Counseling, candidates earn a grade of B or higher in all courses completed prior to the start of practicum. Courses with a B- or lower must be retaken and passed with a grade of B or higher before the candidate may begin practicum.

b. Expectations

Career Counseling and Clinical Mental Health Counseling students typically take practicum during the first year of the MS/EdS program and School Counseling students typically complete practicum during their second year. Students enroll in MHS 5801 Practicum in Counseling for one semester for four credit hours. The faculty instructor assigned to the student's section of MHS 5801 serves as their faculty supervisor.

Students must submit the **Supervisor Data Form** and the **Agreement Form** to their faculty supervisor and/or clinical coordinator no later than the first week of the semester in which they are registered for practicum. It is the student's responsibility to ensure timely submission of these forms.

All students are required to hold professional liability insurance. The faculty supervisor and/or clinical coordinator and site supervisor will also obtain proof of individual liability insurance at the beginning of the practicum and internship and monitor student coverage throughout the clinical experience.

The faculty supervisor and site supervisor will maintain ongoing communication to discuss the student's progress throughout the semester. Both the site supervisor and the faculty supervisor are available to address any issues that arise during the practicum experience.

To be eligible for internship placement and to enroll in SDS 5820 Internship, candidates must earn a grade of B or higher in the practicum course. A grade of B- or lower in practicum will require that candidate to repeat the practicum course, which will delay the internship.

If a candidate receives an Incomplete in practicum, all outstanding requirements must be completed and evaluated at a B level or higher before internship placement can occur. Failure to resolve the 'Incomplete' with a B or higher will require the candidate to repeat practicum and will delay the Spring internship until the next available semester.

Students who are unable to complete practicum at their assigned site must notify their faculty supervisor and/or clinical coordinator immediately.

c. Requirements

1. A minimum of 100 clock hours with at least 40 of those clock hours being direct service with actual clients, over a full academic term, that contributes to the development of counseling skills.

2. An average of 1 hour per week individual and/or triadic supervision throughout the practicum by a qualified site supervisor.

3. An average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision (by site supervisor) of the student's interactions with clients.

5. Evaluation and feedback on the student's counseling performance throughout the practicum.

d. Procedures

To be eligible to enroll in MHS 5801 Practicum in Counseling, candidates must earn a grade of B or higher in all courses completed prior to the start of practicum. Courses with a B- or lower must be retaken and passed with a grade of B or higher before the candidate may begin practicum. Career Counseling majors will complete their practicum at the FSU Career Center, though opportunities are also available in community, school, and private practice agencies. Students who wish to gain field experience in these additional settings should consult with their major advisor and/or the clinical coordinator to discuss placement options.

Clinical Mental Health Counseling majors complete their practicum hours in community health agencies located in or near the Tallahassee area. School Counseling majors complete their practicum hours in K-12 public, private, and charter schools. School counseling students will work with the Director of Student Teaching and Internship Experiences to secure a field placement site near where they reside.

All students preparing for practicum will meet with their faculty supervisor and/or the clinical coordinator at least once semester prior to beginning the experience. This meeting provides an overview of the requirements, expectations, and available practicum sites, and serves as an orientation to the procedures for beginning clinical practice.

Following this meeting, students will submit to the Director of Student Teaching and Internship Experiences a list of their top three preferred practicum sites. Students may also propose sites on the approved list, provided they receive approval from the faculty supervisor and/or clinical coordinator. It is important to note that students should not contact potential practicum sites before obtaining this approval. This process ensures that all practicum sites meet CACREP accreditation standards and provide appropriate supervision and training opportunities.

Once preferences are submitted and reviewed, students will be granted permission to reach out to their selected sites to express interest in placement. Most clinical mental health sites will require an interview before confirming a student's placement. After a site offers acceptance, the student is responsible for finalizing their schedule, completing the site orientations or trainings, and meeting any additional requirements established by the site. Many sites require background checks and/or drug testing. In some cases, the site covers the cost of these requirements, while in others, students should be prepared to assume the cost themselves.

After securing a practicum site, students must provide their site supervisors with several key documents, including the **Counselor Education Practicum and Internship Manual**, a copy of the **Supervisor Data Form** (Appendix A), the **Agreement Form** (Appendix B), the **Site Supervisor Manual**, and proof of professional liability insurance. Students are responsible for ensuring that all documentation is submitted in a timely fashion to the appropriate individuals.

e. Consultation

In accordance with the CACREP (2024) Section 4, Professional Practice, Standard H.3, Counselor Education faculty are required to consult with site supervisors. The purpose of the Counseling Internship Supervisory-Faculty Consultation Log is to document consultation meetings between site supervisors and FSU faculty regarding an interns' performance, professional growth, and internship experience.

> 4.H.3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

Required: The first consultation meeting is required to take place between weeks 1 and 3. The second consultation meeting is required to take place during weeks 6 and 8 prior to the submission of the formative (mid-term) evaluation. The third consultation meeting is required to take place during weeks 13 and 15 and prior to the submission of the summative (final) evaluation.

Optional: If concerns arise regarding candidate performance, site expectations, or supervision practices, faculty should schedule additional consultations at their discretion.

Completion of the required consultation meetings is a condition for advancing candidates through the formative evaluation process.

f. Live Supervision Evaluation

Some practicum sites do not permit candidates to record counseling sessions. In these cases, the site supervisor is required to complete a Live Supervision Evaluation form to document the candidate's counseling skills and professional development. If the site permits recording of sessions, candidates may submit those recordings for faculty review. In such cases, the Live Supervision Evaluation form is not required.

The Live Supervision Evaluation form assesses candidates on the following:

- Counseling knowledge and skills
- Counseling relationship
- Attending and communication skills
- Counseling interventions
- Case conceptualization and knowledge
- Ethical and professional practices

Site supervisors will provide written ratings and identify an overall evaluation of the candidate's strengths, areas for growth, and recommendations for continued skills development.

The live supervision evaluation form must be completed for two (2) individual counseling sessions and one (1) group counseling or psycho-educational session.

III. Internship Guidelines

a. Eligibility

To be eligible for internship placement and to enroll in SDS 5820 Internship, candidates must earn a grade of B or higher in the practicum course. A grade of B- or lower in practicum will require that candidate to repeat the practicum course, which will delay the internship.

If a candidate receives an 'Incomplete' in practicum, all outstanding requirements must be completed and evaluated at a B level or higher before internship placement can occur. Failure to resolve the 'Incomplete' with a B or higher will require the candidate to repeat practicum and will delay the Spring internship until the next available semester.

These requirements are in place to ensure that candidates possess the professional competence and skills necessary for successful internship performance.

b. Expectations

The internship is designed to provide Counseling Education students with advanced, supervised

clinical experience in settings that mirror the professional roles they are preparing to assume. For both Career Counseling and Clinical Mental Health Counseling majors, the internship spans two full semesters. During this time, students register for 12 credit hours of **SDS 5820 Internship**, enrolling in six credit hours per semester. Students in the School Counseling major have the 2 options to complete internship hours. Option 1 offers students in the school counseling major to register for six credit hours across two semesters. Options 2 offers students in the school counseling major to register for 12 credit hours in their final semester.

Much like the practicum process, students preparing for internship are expected to meet with their faculty supervisor and/or clinical coordinator at least once semester prior to the start of the internship experience. This meeting allows students to review requirements, clarify expectations, and plan for site placement. Students wishing to add or change a site must community their intention during their period and provide sufficient rationale for the requested change. All proposed sites must be reviewed and approved by the faculty clinical coordinator to ensure that the placement meets CACREP accreditation standards and provides appropriate supervision.

Through the internship, the faculty supervisor and site supervisor maintain regular communication to monitor student progress. Both supervisors are available to address any concerns or challenges that may arise during the placement. If a student is unable to fulfill the internship requirements at their assigned site, it is their responsibility to notify their faculty supervisor and/or clinical coordinator immediately. Policies regarding site changes or termination of placement are outlined in the sections that follow.

c. Requirements

1) A minimum of 600 clock hours with at least 240 of those clock hours being direct service with actual clients over two full academic terms that contributes to the development of counseling skills.

2) An average of 1 hour per week individual and/or triadic supervision throughout the internship by a qualified site supervisor, counselor education program faculty, or a student supervisor who is under the supervision of a counselor education program faculty member.

3) An average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the internship by a program faculty member.

4) The development of program-appropriate audio/video recordings for use in supervision or live supervision (by site supervisor) of the student's interactions with clients.

5) Evaluation of the student's counseling performance throughout the internship.

d. Procedures

All Counselor Education students are required to submit a completed **Internship Application** (Appendix C) to Director of Student Teaching and Internship Experiences during the semester prior to beginning the internship. Because securing a placement often requires time and coordination, students are strongly encouraged to begin identifying and applying to potential internship sites no later than the eighth week of the semester before the internship begins. Students may then reach out to their preferred sites to explore opportunities and complete any application processes

required by the agency.

Many agencies require background checks and drug testing. In some cases, the agency covers the cost of these requirements, while in others, students should be prepared to assume the cost themselves. It is important for students to anticipate these requirements when planning their placement.

Once an internship site has confirmed the placement, students must provide their site supervisors with several key documents, including the **Counselor Education Practicum and Internship Manual**, a copy of the **Supervisor Data Form** (Appendix A), the **Agreement Form** (Appendix B), and proof of professional liability insurance. The completed Supervisor Data Form and signed Agreement Form must be submitted to the faculty supervisor and/or clinical coordinator prior to the start of the internship.

It is each student's responsibility to ensure that all required documentation is submitted promptly to both university and site supervisors. Failure to do so many delay the start of the internship and could affect the student's ability to meet program requirements.

e. Consultation

In accordance with the CACREP (2024) Section 4, Professional Practice, Standard H.3, Counselor Education faculty are required to consult with site supervisors. The purpose of the Counseling Internship Supervisory-Faculty Consultation Log is to document consultation meetings between site supervisors and FSU faculty regarding an interns' performance, professional growth, and internship experience.

> 4.H.3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

Required: The first consultation meeting is required to take place between weeks 1 and 3. The second consultation meeting is required to take place during weeks 6 and 8 prior to the submission of the formative (mid-term) evaluation. The third consultation meeting is required to take place during weeks 13 and 15 and prior to the submission of the summative (final) evaluation.

Optional: If concerns arise regarding candidate performance, site expectations, or supervision practices, faculty should schedule additional consultations at their discretion.

Completion of the required consultation meetings is a condition for advancing candidates through the formative evaluation process.

f. Live Supervision Evaluation

Some internship sites do not permit candidates to record counseling sessions. In these cases, the site supervisor is required to complete a Live Supervision Evaluation form to document the candidate's counseling skills and professional development. If the site permits recording of sessions, candidates may submit those recordings for faculty review. In such cases, the Live Supervision Evaluation form is not required.

The Live Supervision Evaluation form assesses candidates on the following:

- Counseling knowledge and skills
- Counseling relationship
- Attending and communication skills
- Counseling interventions
- Case conceptualization and knowledge
- Ethical and professional practices

Site supervisors will provide written ratings and identify an overall evaluation of the candidate's strengths, areas for growth, and recommendations for continued skills development. The live supervision evaluation form must be completed for two (2) individual counseling sessions and one (1) group counseling or psycho-educational session.

IV. Student Requirements and Program Expectations

a. Professionalism

Students will adhere to the work schedule, rules, and regulations of their site and will conduct themselves in a professional manner. Students will maintain confidentiality of client/student information under the site's guidelines and professional code of ethics. Students are expected to dress and act professionally, and to call their site if they are late or absent for any reason. Students should be considered as staff members, and are expected to carry a caseload, under supervision, when sufficient professional competence is demonstrated.

Students should work with their site supervisors to create a fixed work schedule for the semester and communicate any conflicts or changes to the work schedule at their earliest convenience. Students must provide their faculty supervisor with this schedule within the first week of practicum and internship. Students should also ensure that all necessary paperwork is submitted to the site supervisor and faculty supervisor in a timely fashion.

Students may not terminate their counseling responsibilities during the semester without reasonable cause such as illness, withdrawal, site termination or other uncontrollable events. Students will log their activity and attend their practicum or internship site until the last week of class regardless of when they complete the minimum clinical hours required.

b. Student Initiated Site Change or Termination

Faculty recommend candidates complete at least two of their three semesters, if not all, counseling work at the same site. Candidates may not change internship sites without first consulting the clinical coordinator and/or faculty supervisor and their current site supervisor. Candidates must present legitimate reasons for changing sites (e.g., ethical, or professional issues, maltreatment, inability to gain sufficient hours) to the clinical coordinator and/or faculty supervisor.

Based on the concerns listed, the intern, the site supervisor, and faculty supervisor and/or clinical coordinator will discuss the issues and determine whether a solution at the existing site is possible. The candidate may be asked to continue placement until the end of the semester with an agreement that a change of placement will occur for the following semester. If no solution is possible, the candidate will proceed with the termination process and begin collaborating with the

clinical coordinator and/or faculty supervisor to identify a new site.

Upon permission to change sites, the candidate must engage with the appropriate termination process with their clients/students and the site, which may include but is not limited to a letter of resignation stating their decision to leave, their last date, and the duties to be completed before leaving. Candidates must return all site property and materials (e.g., manuals, files, keys, parking passes) by their last day on site.

Candidates are permitted to change sites one time during their clinical practice experience, including the transition from practicum to internship. Changing sites an additional time must be due to the reasons listed above or be initiated by the site or faculty supervisor and/or clinical coordinator.

c. Administrative Initiated Site Change or Termination

When a site supervisor or faculty supervisor and/or clinical coordinator decides to terminate a candidate's placement, the intern, site supervisor, faculty supervisor and/or clinical coordinator will discuss the concerns. The site supervisor and faculty supervisor and/or clinical coordinator must provide a written summary of the reasons for termination and documentation of the candidate's performance via the Counselor Education disposition evaluation and/or the practicum and internship formative or summative evaluation.

If termination of the internship placement is due to unsatisfactory performance, the candidate will meet with their faculty supervisor and/or clinical coordinator, as well as additional faculty, to review the listed concerns, and if possible, devise a remediation plan. The candidate will receive an "F" in the MHS 5801 Practicum or an Unsatisfactory (U) SDS 5820 Internship course.

The candidate is not guaranteed another placement during that semester or the following semester and may be required to re-enroll in the course (MHS 5801 Practicum and SDS 5820 Internship) the next semester the course is offered.

The candidate may not advance to SDS 5820 until all issues are resolved.

A candidate terminated by their site or faculty supervisor and/or clinical coordinator is permitted one additional opportunity to complete the practicum or internship course requirements. Upon failure to remediate and/or fulfill the program and course requirements the second time, the candidate will receive a grade of F in MHS 5801 or a grade of Unsatisfactory (U) in SDS 5820 and be dismissed from the program.

If termination is not due to unsatisfactory performance but unforeseeable circumstances (e.g., termination or resignation of site supervisor, no qualified supervisor on site, site closure), the candidate, site supervisor and/or the site manager or director must communicate changes upon their earliest convenience. The candidate, site supervisor and the faculty supervisor and/or clinical coordinator will collaborate to assist the candidate in completing the course and clinical requirements, which may include the completion of the appropriate performance evaluations and documentation. The candidate will begin collaborating with the faculty supervisor to identify a new site. If the candidate completed the course requirements but clinical hours remain unmet, the candidate will receive an Incomplete (I) and continue accruing hours the following semester.

d. Liability Insurance Coverage

All Counselor Education students are required to carry professional liability insurance for the duration of the program. Many professional organizations (such as ACA and ASCA) offer complimentary liability insurance as part of student membership benefits. Proof of membership and insurance coverage must be submitted to the program by the end of the first enrolled semester.

The faculty supervisor and/or clinical coordinator and site supervisor will also obtain proof of individual liability insurance at the beginning of the practicum and internship and monitor student coverage throughout the clinical experience.

e. Documentation & Hours

Students are required to maintain a weekly log documenting their hours and a journal of their weekly activities that may include the following:

- Administrative issues,
- Personal and professional development,
- Indirect and direct client/student service,
- Strengths/weaknesses, and
- Personal reactions.

The formats of the respective journals are left to the faculty supervisor's discretion.

Time Logs (Appendix D) are submitted to site supervisors and faculty supervisors monthly. Final time logs should include hour totals and the site supervisor's signature. Failure to do so will result in a grade of I" (Incomplete) or "U" for the course. As soon as the log is submitted, a change of grade will be executed, and the student is permitted to begin the next phase of field practice.

Students are expected to work diligently with their site and adjust their schedules to complete all required hours during the regular semester. A student unable to complete their hours in the regular semester will contact their instructor as soon as they realize they are unlikely to do so.

Instructors will consult with faculty to evaluate the circumstances and determine if the student should receive an incomplete (I). Faculty will evaluate the request based on students' signs of commitment during the semester, the context resulting in them not meeting the hour requirement in the regular semester, and whether adequate site and academic supervision can be provided.

f. Counseling Service Descriptions

Direct service includes any direct client contact or service provision such as individual counseling, family and couple counseling, group counseling, classroom guidance, psychoeducation, consultation, and assessment services. Indirect service includes individual, triadic, and group supervision, clinical observation, case management activities, case reporting activities, documentation, session preparation, professional development, and agency/school orientation.

Individual supervision includes an average of 1-hour weekly supervision meetings with the site supervisor. Triadic or group supervision may take place at the student's site in addition to the weekly, 90-minute meeting with a faculty supervisor and other students registered for MHS 5801 or SDS 5820. Group supervision, specifically in MHS 5801 and SDS 5820, will maintain a 1:12 faculty-student ratio.

Career Counseling

Career Counseling candidates are placed in the Florida State University Career Center for completion of practicum and internship hours. In this setting, Career Counseling candidates complete indirect and direct service hours through working with undergraduate and graduate students at Florida State University through the completion of the following:

Indirect Service Hours Activities	Direct Service Hours Activities
Individual Supervision	Individual Counseling
Group Supervision	Group Counseling
Case Management	Psychoeducation
Professional Development	Assessment
Administrative Duties	Consultation

Clinical Mental Health Counseling

The Clinical Mental Health Counseling program places candidates in a wide variety of clinical mental health settings in the North Florida and South Georgia area. These settings include private practices, state funded hospitals, state funded youth facilities, specialized practices for specific mental health issues, the Florida State University Marriage and Family Therapy Center, and Florida State University's Counseling and Psychological Services Center.

Throughout internship candidates work with clients under supervision in both Fall and Spring semesters. In these settings Clinical Mental Health Counseling candidates complete indirect and direct service hours with clients through the completion of the following:

Indirect Service Hours Activities	Direct Service Hours Activities
Individual Supervision	Individual Counseling
Group Supervision	Group Counseling
Case Management	Couples/Family Counseling
Professional Development	Psychoeducation
Administrative Duties	Assessment

School Counseling

Because the School Counseling program is a part-time, online program, candidates are placed in public and private schools throughout Florida or in their home state. About one -third to one fourth of each cohort

are employed full time as teachers while completing the program. For those with full-time employment, hours are completed throughout the fall and spring semesters with a qualified site supervisor. For those individuals that are not employed as teachers, placements in schools are based on the candidates' preference of grade level and location. Once they are placed in a school with a site supervisor, candidates work with K-12 students and complete the following activities for direct and indirect service hours:

Indirect Service Hours Activities	Direct Service Hours Activities
Individual Supervision	Individual Counseling
Group Supervision	Group Counseling
Professional Development	Classroom Guidance
School Duties (ie. Bus duty)	Consultation
Administrative Duties	Psychoeducation

g. Live Supervision

Some practicum and internship sites do not permit candidates to record counseling sessions. In these cases, the site supervisor is required to complete a **Live Supervision Evaluation Form** (Appendix J) to document the candidate's counseling skills and professional development. If the site permits recording of sessions, candidates may submit those recordings for faculty review. In such cases, the Live Supervision Evaluation form is not required.

The Live Supervision Evaluation form assesses candidates on the following:

- Counseling knowledge and skills
- Counseling relationship
- Attending and communication skills
- Counseling interventions
- Case conceptualization and knowledge
- Ethical and professional practices

Site supervisors will provide written ratings and identify an overall evaluation of the candidate's strengths, areas for growth, and recommendations for continued skills development.

The live supervision evaluation form must be completed for two (2) individual counseling sessions and one (1) group counseling or psycho-educational session.

h. Site Supervision Evaluation

Students are expected to complete a **Site Supervision/Supervisor Evaluation** (Appendix F) at the end of each semester. Students may complete the evaluation via Qualtrics. The evaluation must be submitted to the faculty supervisor prior to finals week. The evaluation will be available through the learning management system (Canvas).

i. Evaluation Procedures and Requirements

Ongoing feedback of student performance, professional competency and progress is expected. Site supervisors will assess students using the **Formative and Summative Evaluation** (Appendix G) during Practicum, Internship 1 (fall 2) and Internship 2 (spring 2).

Students should meet with their site supervisors at least twice during the semester to discuss their performance. The faculty supervisor will distribute the Qualtrics link for the formative and summative evaluations to the site supervisors via email at least one month prior to the end of the semester.

Practicum Evaluations & Feedback

Career Counseling candidates and Clinical Mental Health Counseling complete practicum in the summer semester of the program. School Counseling candidates complete practicum in the second spring semester of the program. Candidates are evaluated by their site supervisor twice during the practicum. Please see the evaluation schedule below:

Course	Evaluation	Deadline
MHS 5801 Practicum in Counseling	Formative Practicum Evaluation	6th-7th week
	Summative Practicum Evaluation	11th – 13th week
SDS 5820 Counseling Internship	Formative Evaluation 1	3rd – 4th week
	Formative Evaluation 2	7th week
	Formative Evaluation 3	9th – 10th week

Formative and Summative Practicum/Internship Evaluations for the practicum are completed by the site supervisor in Qualtrics. The minimum performance expectations for the Formative and Summative Practicum Evaluations are below:

Table 3. Minimum performance expectations for Formative and Summative Practicum Evaluations

Practicum Evaluation	Minimum Performance Expectations
Formative Practicum Evaluation	• No scores of Unsatisfactory • No more than 4 scores of Not Observed across all items
Summative Practicum Evaluation	• No scores of Unsatisfactory • No more than 3 scores of Not Observed across all items • Scores of Developing 1 or higher on all other items not scored as Not Observed.

If a candidate struggles with meeting performance expectations on the Formative Practicum Evaluation, a Support Plan should be created. Support plans should have explanations with evidence and recommendations for improvement and a timeline for completion should be provided.

Individual evaluations are sent to the instructor and student after the site supervisor has completed them. Aggregate data are provided to the program on an annual basis. If a candidate does not meet minimum performance expectations for the Practicum Evaluation, they will be placed on a Support Plan and will be required to repeat the course in order to continue to internship.

Internship Evaluations

Career Counseling and Clinical Mental Health Counseling candidates complete 600 hours of internship in the second fall semester and second spring semester of their final year in the program. School Counseling candidates may complete an internship in the third fall semester and third spring semester of their final year in the program or complete the 600 hour internship in the third Spring semester of their program. Candidates completing their internship across the Fall and Spring semesters will be evaluated in Fall using the Final Formative internship Evaluation and in Spring using the Final Summative Internship Evaluation.

Please see the table below for timelines for evaluations taking place for interns in Fall and Spring.

Table 7. Fall and Spring Internship Evaluation Schedule

Internship Semester	Evaluation	Deadline
Fall	Midterm Formative Evaluation	7th week in the semester
	Final Formative Evaluation	13th week in the semester
Spring	Midterm Summative Evaluation	7th week in the semester
	Final Summative Evaluation	13th week in the semester

The table below outlines minimum performance expectations for each Internship Evaluation.

Table 8. Minimum Performance Expectations for Internship Evaluations in Fall and Spring

Term	Evaluation	Minimum Performance Expectations
Fall	Midterm Formative Internship Evaluation	• No scores of **"Unsatisfactory"** • No more than 3 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 3 scores of **"Not Observed"** on Elements 6 - 9
	Final Formative Internship Evaluation	• No scores of **"Unsatisfactory"** • No more than 2 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 2 scores of **"Not Observed"** on Elements 6 - 9
Spring	Midterm Summative Internship Evaluation	• No scores of **"Unsatisfactory"** • No more than 1 score of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 1 score of **"Not Observed"** on Elements 6 - 9
	Final Summative Internship Evaluation	• No scores of **"Unsatisfactory"** or **"Developing 1"** or **"Not Observed"** on any Element

If minimum performance expectations are not met on the Midterm Formative Internship Evaluation or on the Midterm Summative Internship Evaluation, a remediation plan must be created by the faculty supervisor and site supervisor. The remediation plan should be based on feedback on areas of concern and recommendations for improvement. A timeline should be provided with clear expectations. If a candidate does not meet minimum performance expectations.

If a candidate does not meet minimum performance expectations on the Final Formative Internship Evaluation or the Final Summative Internship Evaluation, the candidate will receive a grade of Unsatisfactory. Candidates that receive a grade of Unsatisfactory in the course in Fall will need to repeat the course before preceding the second semester of Internship.

<u>Internship in Spring (School Counseling Only)</u>

School Counseling candidates completing internship in only the Spring semester will be evaluated four times throughout the semester. Please see the table below for the full evaluation schedule.

Table 3. Spring Internship Evaluation schedule (School Counseling Only)

Internship Semester	Evaluation	Deadline
Spring	Formative Evaluation 1	3rd – 4th week in the semester
	Formative Evaluation 2	7th week in the semester

	Formative Evaluation 3	9th – 10th week in the semester
	Summative Evaluation	13th week in the semester

Minimum performance expectations for completion of Internship in only the Spring semester are outlined below:

Table 4. Minimum performance expectations for Internship Evaluations in Spring only

Evaluation	Minimum Performance Expectations
Formative Internship Evaluation 1	• No scores of **"Unsatisfactory"** • No more than 3 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 3 scores of **"Not Observed"** on Elements 6 - 9
Formative Internship Evaluation 2	• No scores of **"Unsatisfactory"** • No more than 2 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 2 scores of **"Not Observed"** on Elements 6 - 9
Formative Internship Evaluation 3	• No scores of **"Unsatisfactory"** • No more than 1 score of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 1 score of **"Not Observed"** on Elements 6 - 9
Summative Internship Evaluation	No scores of **"Unsatisfactory"** or **"Developing 1"** or **"Not Observed"** on any Element

If minimum performance expectations are not met on any of the Formative Internship Evaluations, a Support Plan must be created by the faculty supervisor and site supervisor. The Support Plan should be based on feedback on areas of concern and recommendations for improvement. A timeline should be provided with clear expectations. If a candidate does not meet minimum performance expectations.

If a candidate does not meet minimum performance expectations on the Summative Internship Evaluation, the candidate will receive a grade of Unsatisfactory in Internship.

a. Student Retention, Remediation, and Dismissal from the Program

Retention

Candidates are evaluated multiple times throughout practicum and internship on KPIs and professional dispositions. Feedback is provided to candidates through practicum and internship evaluations and disposition evaluations on student performance. Group supervision is provided throughout both experiences. Faculty and site supervisors consult on student performance during practicum and internship. Individual and group advising sessions are provided prior to practicum and during internship. These advising sessions provide expectations and requirements for the upcoming semester.

Remediation

Support plans are provided to candidates if they are not meeting minimum performance expectations in practicum and internship. These plans are written by the faculty with input from the site supervisor. The Support Plan includes evidence for areas of concern, recommendations for improvement, and a timeline for meeting expectations.

If a candidate scores below minimum performance expectations on dispositions in the practicum course or internship course, a Support Plan will be created that identifies areas of concern based on the evaluation, provides evidence of not meeting performance expectations, recommendations for improvement and a timeline for meeting expectations.

Dismissal from the Program

If a candidate violates the American Counseling Association (ACA) Code of Ethics, they may be dismissed from the program. If a candidate does not meet minimum performance expectations on the Summative Evaluation, they will have to repeat the practicum course before they can enroll in the internship course. If minimum performance expectations are not met in the Fall semester of internship, they will need to repeat the first semester on internship before enrolling in the second semester. If the candidate fails to meet minimum performance expectations in the second semester of internship and receives a grade of Unsatisfactory, they will have to repeat internship in order to graduate from the program. Practicum, the first, or second semester of internship may only be repeated once.

I. Signature Assessments (SAs)

The Career Counseling, Clinical Mental Health Counseling, and the School Counseling degree programs at Florida State University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates enrolled in CACREP accredited programs must demonstrate knowledge and skills outlined in eight core areas that represent the foundational knowledge of all entry-level counselor education graduates. Additionally, candidates must also demonstrate professional knowledge and skills in their specialty area.

Program faculty have created Signature Assessments throughout the coursework of the Counselor Education program to assess CACREP Core and Specialty Standards. Standards- based rubrics will be used to evaluate all signature assessments in the Student Learning and Licensure (SLL) program.

Signature Assessments have a minimum level of performance of 3 – Developing 2 on all criteria the minimum level of performance on the Formative and Summative Internship Evaluation varies.
Please see the section above. Candidates receiving a rating below the minimum level of performance will need to revise the assignment and resubmit the signature assessment in The Student Learning and Licensure (SLL) program during the course.

A grade of Incomplete will be given if a student cannot show mastery at the minimum level of performance by the end of the course. Students who do not show mastery at the end of the course will be allowed to revise the assignment to show mastery skill development. Specifically, students who do not show mastery by the end of the semester will be given an Incomplete (I) and MUST have met this requirement by the 7th week of the following semester.

II. Supervising Agency Requirements and Expectations

The respective supervising agency expects students to report as professional staff members and to behave in all respects as professionals throughout the field placement experience.

A field placement site emphasis will be on getting the student involved and participating in the site's setting from the first day of the field placement experience. A site provides the following support and resources:

1) Sufficient time to supervise students. Day-to-day supervision must be by persons who meet the licensure or certification qualifications and are willing to fulfil the requirements described below.

2) Adequate facilities, equipment, and materials to enable students to function on a professional level.

3) An atmosphere where students have an opportunity to benefit from the experience of, and working with, other members of the staff.

4) An orientation to the site's program components as well as observation, information, and experience in areas such as:
    - History and philosophy of the site,
    - Counseling and interviewing sessions with clients/students,
    - Evaluation of case materials,
    - Clerical and administrative procedures in case load management,
    - Relating medical, psychological, economic, and social knowledge to counseling,
    - Utilization and interaction with the community and professionals,
    - Testing and research, and
    - Job development and placement (when applicable).

5) Work rules and guidelines used by the professional staff to aid the student's orientation.

III. Site Supervisor Requirements and Expectations

Site supervisors, acting as mentor and consultant to students, play a critical role in the practicum. Therefore, certain minimal standards for site supervisors must be adhered to. In accordance with the CE program's accreditation body (www.cacrep.org), Site supervisors must have:

- A minimum of a master's degree, preferably in counseling, or a related profession,
- Relevant certifications and/or licenses,
- A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled (3 years of professional experience is required for school counseling supervisors per the requirements of the Florida Department of Education),
- Knowledge of the program's expectations, requirements, and evaluation procedures for students, and
- Relevant training in counseling supervision

Site supervisors will receive input from the faculty supervisor and/or clinical coordinator in designing the clinical experience. Supervisors should also expect the students to assist them in carrying a case load, especially upon entering internship.

Site supervisors are expected to set aside an average of one hour per week for individual or group supervision. Students should also have informal access to the supervisor during the week as the need arises. This need can be met through arrangements made between the supervisor and the student.

The site supervisor will complete a minimum of two evaluation reports during the student's field practice. The reports should be submitted to the faculty supervisor and should be discussed with the student prior to submission. The faculty supervisor and the site supervisor will discuss (by phone, e-mail, Zoom, or in person) the students' progress throughout the semester. The site supervisor and faculty advisor will be available to discuss any issues that arise during the clinical experience.

Site supervisors must participate in the program's **Site Supervisor Orientation**. Site supervisors will receive an email from the faculty supervisor with information about the Site Supervisor Orientation.

Site supervisors within the State of Florida are eligible to receive a **Certificate of Participation** (Appendix I), which will entitle the supervisor to four credit hours free tuition at a university within the State University System of Florida. Supervisors in Florida state agencies are not eligible for the certificate.

Appendix A

Supervisor Data Form
Counselor Education Program
Florida State University

Term _____Hours Credit _____

Intern Name_____

Present address _____(Zip) _____

Telephone _____FSU ID# _____

Permanent address

_____

_____(Zip) _____Telephone _____

Agency/Practicum or Internship Site

Name _____

Address _____(Zip) _____

Agency Supervisor _____ Telephone _____

E-mail Address_____

Supervisor's Office Address

_____

_____

Site Supervisor's Degree & Major_____

Is the supervisor licensed or certified? Yes ___# _____No _ Type

of licensure or certification _____

Is the supervisor eligible for a "Certification of Participation?" Yes _____ No _____

CE Faculty Supervisor _____

Appendix B

Agreement Between Florida State University Counselor Education Program & Field Practice Sites

Counselor Education Program Florida
State University

The purpose of this agreement is to establish the terms and conditions of the training for our Counselor Education students in the internship course that mutually benefits the counseling students, the Counselor Education Program, and the field placement sites. Moreover, this agreement details that the roles and responsibilities of the intern, the FSU faculty, and the Site Supervisor in accordance with Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and applicable professional and ethical guidelines.

Site Supervisor

Site supervisor will:

- have a minimum of a master's degree in counseling or related profession with equivalent qualifications including appropriate certifications and/or licenses and two years of post-degree experience.
- read and understand the Ethical Guidelines for Counseling Supervision adopted by the Association for Counselor Education and Supervision (ACES). Signing of the agreement signifies the guidelines have been read and understood.
- read and understand the FSU Counselor Education Program Field Placement Handbook. Signing of the agree signifies the handbook has been read and understood.
- participate or watch the video of the FSU Counselor Education Supervision and Clinical Education Training. Signing of this agreement signifies you have attended the live training or watched the video.
- arrange an orientation or training for the intern to help the intern familiarize with site's philosophy, policies, procedures.
- provide the intern access to opportunities for educational experiences including but not limited to:
    - Individual counseling activities
    - Lead group counseling sessions and/or group psychoeducation sessions
    - Consultation with staff, agencies, and families
    - Assistance with appropriate interpretation of testing materials
    - Access to case management meetings

- participate in a consultation meeting with the faculty supervisor prior to conducting the formative (mid-term) evaluation.
- conduct a formative (mid-term) evaluation and a summative (final) evaluation.

Site supervisor has the right to:

- be made aware of the internship requirements.
- expect the intern's regular and punctual attendance for counseling services, supervision, and other site-related activities.
- expect the intern to follow directives when they are given.
- determine the assignment or reassignment of cases, based on the interface of the intern's skill level, professional development, and the presenting issue.
- consult with the FSU faculty supervisor on issues relevant to the intern.

Site Supervisor is required to:

- ensure that the intern completes 300 hours with 120 hours being direct hours with clients (individual counseling, group counseling, psychoeducation) and 180 hours indirect hours.
  or
- ensure that the intern completes 600 hours with 240 hours being direct hours with clients (individual counseling, group counseling, psychoeducation) and 360 hours being indirect hours.
  - collaborate with intern to develop goals for working at the site.
  - meet for one hour per week for individual or triadic supervision with the intern
  - permit 2 individual counseling session and 1 group counseling session are video or audio recorded.
  - provide live supervision for a minimum of 2 individual counseling sessions and 1group counseling session or psychoeducation session if audio or video recording is not allowed.
  - complete Live Supervision Evaluation form is live supervision is conducted.
  - arrange for a professional working space for the intern to use (ie. office space, desk, phone, etc.)
  - encourage and/or provide opportunity for intern to attend professional meetings, conferences, workshops, etc.
  - be available for consultation during the hours the intern is providing services to clients.

Site supervisor should expect to:

- complete this Internship Agreement form
- complete the formative (mid-term) evaluation and the summative (final)
- evaluation.
- Sign weekly logs for the intern.

FSU Faculty Supervisor

The FSU faculty supervisor has the right to:

- determine the expectations and requirements for the internship course
- have the final determination about the readiness of the intern to continue internship
- expect the intern's regular and punctual attendance in class
- evaluate the intern's performance based on the stated criteria in the practicum syllabus and the FSU Field Placement Handbook
- discuss the personal and professional growth as a counselor with the intern, the site supervisor and other counseling faculty
- identify areas for remediation if the intern's skills, abilities, and/or performance are not satisfactory.

The FSU faculty supervisor has the responsibility to:

- follow CACREP standards, ACA Code of Ethics, ASCA Code of Ethics, the Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling, the Florida Specialization Requirements for Certification in School Counseling, and the Florida School Counseling Standards regulating counselor practice.
- clearly state expectation, requirements, and grading criteria.
- meet for 1.5 hour a week for group supervision.
- inform the intern of the ethical responsibilities and standards for the profession.
- inform the intern of legal issues related to the profession.
- schedule support plan meetings, discussions, lectures or other training experiences during class time to meet the developmental and professional training needs of the intern.
- provide feedback to the intern regarding their skill development and professional growth at regular intervals during the semester.
- inform the intern when progress is not satisfactory and develop a support plan for the intern, if appropriate.
- conduct a minimum of 1 consultation meeting with site supervisor prior to the formative evaluation. This meeting can be conducted in person or via Zoom or Teams.

Intern

The intern has the right to:

- be informed about the criteria for evaluation in the course and to receive progress evaluation from the site supervisor and the faculty supervisor.
- expect supervision and feedback in the management of cases by the site supervisor and the FSU faculty supervisor according to the practicum syllabus requirements.
- be informed about the procedure for handling emergencies according to the site and FSU policies.
- ask questions regarding the counseling process, standards of care, and best practices to appropriately handle clinical cases.
- to have the policies and procedures of the site explained fully.

The intern has the responsibility to:

- complete the practicum application for the practicum site and for the FSU internship course.
- locate and secure an approved site for a practicum site with assistance of the Field Placement coordinator.
- locate and secure an approved site supervisor with assistance of the Field Placement coordinator.
- have punctual and regular attendance at the site, for the internship course, and for all meeting with the site supervisor and FSU faculty supervisor.
- provide clients at site with a quality experience.
- dress and behave in an appropriate and professional manner while on site as determined by the site supervisor.
- make clear disclosure with clients at site including status as a counseling intern.
- come prepared for classes, supervision sessions, and counseling sessions.
- request additional supervision as needed.
- become educated about client problems, treatments and interventions using the research literature as appropriate.
- notify FSU faculty supervisor when issues arise with the site supervisor, the site or with clients at site that are not adequately addressed by the site supervisor.
- inform the site supervisor and the FSU faculty supervisor of problems with cases or client emergencies.
- compile and maintain complete clients record and documentation in a timely and professional manner.
- follow the ACA Code of Ethics, the ASCA Code of Ethics, and Florida governing laws.

Removing an intern from an internship site:

It is the responsibility the FSU Counselor Education Program to train and protect the public from harm. Therefore, it is possible that the intern may be asked to remediate an issue that is deemed to negatively impact the intern's development as a counselor and their work with clients. An intern may be removed from a site, the internship course, or the program (in consultation with the FSU faculty, the department chair, and associate dean) if the intern does not follow the directives contained in this agreement or course requirements.

The Intern may be removed from their practicum site due to:

- failure to function in a responsible and professional manner.
- failure to adhere to ACA Code of Ethics.
- failure to adhere to the Florida Laws concerning counselors.
- request from the site.

Removal from a practicum site can result in:

- a failing grade for the course.
- implementation of a support plan meeting and a support plan
- reassignment to another site at the discretion of the Field Placement Coordinator
- removal from the program depending on the seriousness of the offense.

Emergency Procedures:

Counseling students engaged in practicum and internship experiences are expected to respond to emergencies in a manner that prioritizes safety, adheres to site policies, and maintains professional conduct.

In the event of an emergency:

- **Call 911** immediately if there is imminent danger or a life-threatening situation.
- **Follow the site's established emergency procedures** for medical incidents, mental health crises, threats of violence, or natural disasters.
- **Notify the site supervisor without delay** and remain under their direction.
- **Do not act beyond the scope of training** or assume responsibilities designated for licensed professionals or first responders.

After the immediate situation is stabilized:

- Complete all **site and university incident reporting requirements** in a timely and professional manner.
- **Inform the university practicum/internship faculty supervisor within 24 hours** of the incident.
- Maintain strict adherence to confidentiality standards (FERPA, HIPAA, and site-specific guidelines).

Students are responsible for becoming familiar with their placement site's emergency plans, including evacuation routes, designated safety areas, and the location of first aid resources. Participation in site emergency drills is strongly encouraged. The university will provide support, consultation, and debriefing as needed following a crisis or emergency.

Please Note: Counseling students are not expected to function as first responders. Their primary responsibility is to ensure safety, notify appropriate personnel, and follow site and university protocols.

Site Supervisor _____ Date: _____

Faculty Supervisor: _____ Date: _____

Counseling Student: _____ Date: _____

Placement Site: _____

Dates for Placement: From _____ to _____

Appendix C

Internship Application
Counselor Education Program
Florida State University

Name of intern: _____FSU EMP ID_____

Dates of Internship: _____Term:_____

Location Preference(s) for Internship:

Agency & Address (zip code) Contact Person Phone #

1. _____

2._____

Present Address:_____

Telephone (h)_____(cell)_____

Permanent Address _____

Work Address (if any):_____

Work phone:_____

Email addresses (please include FSU & non-FSU email addresses)_____

_____

Do you have a disability for which an accommodation needs to be made? _____yes ____no If yes, please describe any necessary accommodations.

_____

_____

List Your Current Grade Point Average _____(out of possible 4.0)

Date You Expect to Receive MS/EdS degree _____

INSERT COUNSELING COURSES TO BE COMPLETED PRIOR TO INTERNSHIP BELOW

Course Prefix/Number	Descriptive Title of Course	Grade Received	Hours/ Credit	When/Where Taken

Date _____ Approved: _____

(Major Professor/Faculty Supervisor)

Appendix D

Sample Practicum/Internship Time Log

Practicum/Internship Hour Log (Site)

Student: ______________________ **Internship:** **Semester/Year:** ______________

Internship Site Supervisor(s): **Internship Supervisor Site Signature:** ______________________

Week Beginning	Individual Counseling	Group counseling	Family counseling	Psychoeducation	Consultation	Assessment	Total Client Hours	Client Information Codes	Group Supervison	Individual Supervision	Preparation Time	Observation	Record keeping	Case Finding	Training and seminar	Administrative duties	Total Indirect Hours		Cumulative Total Hours
	Type of Direct Client Service Activity								*Indirect Client Activity and Supervision*										
																			0
																			0
																			0
																			0
																			0
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Client Hours	
Total Current Semester Client Hours (Site 1)*	0
Total Current Semester Client Hours (Site2)*	0
CUMULATIVE CURRENT SEMESTER CLIENT HOUR (ALL SITES)	0
Total Previous Semester(s) Client Hours	0
TOTAL CLIENT HOURS - ALL SEMESTERS**	0

Non-Client Hours	
Total Current Semester Non-Client Hours (Site 1)	0
Total Current Semester Non-Client Hours (Site 2)	0
CUMULATIVE CURRENT SEMESTER NON-CLIENT HOURS (ALL SITES)	0
Total Previous Semester(s) Non-Client Hours	0
TOTAL INDIRECT HOURS - ALL SEMESTERS	0

Total Hours	
0	**Total hours current semester (site 1)**
0	**Total hours current semester (Site 2)**
0	**CUMULATIVE HOURS CURRENT SEMESTER (ALL SIT**
0	Total hours previous semester(s)
0	**TOTAL CLINICAL HOURS (All Semesters)*****

* Must total a minimum of 40% of total hours accrued per semester

** Must total a minimum of 400 hours

*** Must total a minimum of 1000 hours

Client Information Codes

Age	Ethnicity	Diversity
1) Adult (18-64)	1) African-American/Black	1) G/L/B/T
2) Adolescent (13-17)	2) Asian-American	2) Physical/Orthopedic Disability
3) School Age	3) Latino/Hispanic	3) Blind/Visually Impaired

Note: This is a sample practicum/internship log. Time logs are maintained electronically using an Excel or similar software.

Appendix E

Counselor Practicum/Internship Student Satisfaction Survey

As a stakeholder, your satisfaction with your practicum or internship experiences are important to your degree program, department, and the Anne Spencer Daves College of Education, Health, and Human Sciences. Please complete the following survey on your placement for practicum or internship that you had. Your responses will be confidential, anonymous, and not have any impact on your grades or standing in the program. Your feedback will not be shared with program faculty until after grades have posted.

Please rate your overall satisfaction with the following:

	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)	N/A (0)
Communication from program faculty regarding your practicum placement (1)	○	○	○	○	○	○
Logistics of the practicum placement process within your program (2)	○	○	○	○	○	○

Next, we will be asking you to think about your placement(s) for practicum. Your placements will be preloaded in accordance with the information provided by your program.

Please answer the following questions for the site and site supervisor listed below.
Site: _____ Site Supervisor: _____

What was your overall satisfaction with your site?

- Very satisfied (1)
- Satisfied (2)
- Neutral (3)
- Dissatisfied (4)
- Very dissatisfied (5)

Would you recommend the program continues to use your practicum site?

- Yes (1)
- No (2)

Please provide us any additional information related to your practicum site here:

_____

_____

_____

Next, we will be asking you to think about your placement(s) for internship that you had. Your placements will be preloaded in accordance with the information provided by your program.

Placement 1: Please answer the following questions for the site and site supervisor listed below.
Site: _____ Site Supervisor: _____

What was your overall satisfaction with your internship site?

- Very satisfied (1)
- Satisfied (2)
- Neutral (3)
- Dissatisfied (4)
- Very Dissatisfied (5)

Would you recommend the program continues to use your internship site?

- Yes (1)
- No (2)

Please provide us any additional information related to your internship site here:

_____

_____

_____

Placement 2 Please answer the following questions for the site and site supervisor listed below.
Site: _____ Site Supervisor: _____

What was your overall satisfaction with your internship site?

- Very satisfied (1)
- Satisfied (2)
- Neutral (3)
- Dissatisfied (4)
- Very Dissatisfied (5)

Would you recommend the program continues to use your internship site?

- Yes (1)
- No (2)

Please provide us any additional information related to your internship site here:

_____

_____

_____

Placement 3: Please answer the following questions for the site and site supervisor listed below.
Site:_____ Site Supervisor: _____

What was your overall satisfaction with your internship site?

- Very Satisfied (1)
- Satisfied (2)
- Neutral (3)
- Dissatisfied (4)
- Very Dissatisfied (5)

Would you recommend the program continues to use your internship site?

- Yes (1)
- No (2)

Please provide us any additional information related to your internship site here:

_____

_____

_____

Appendix F

Site Supervisor Satisfaction Survey

Thank you for allowing FSU Counseling students to complete their internship in your practice this semester. We are seeking your feedback to improve our counselor program(s). Please take a few moments to fill out the survey about your experience regarding your experience as a site supervisor.

College Support:

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I received clear communication regarding my role and responsibilities throughout the internship.	○	○	○	○	○
I was provided with access to all necessary materials to support my work, including access to forms, handbooks, and other documents.	○	○	○	○	○
I received sufficient guidance regarding the internship evaluation schedule.	○	○	○	○	○
I was provided information about course requirements and assignments the intern would have to complete while under my supervision.	○	○	○	○	○
I received sufficient guidance regarding the evaluations and providing feedback to the intern.	○	○	○	○	○

Please comment on the university supervisor's ability to support your intern and to support future interns.

Preparedness of Intern:
Please evaluate the student on the following:

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The intern understood how their counseling practice was being evaluated.	○	○	○	○	○
The intern was prepared to demonstrate professional behavior, i.e. being on time, being prepared, professionally dressed.	○	○	○	○	○
The intern understood the feedback I provided in formative and summative evaluations.	○	○	○	○	○
The intern was prepared to receive feedback to improve their professional growth.	○	○	○	○	○
Overall, the intern was well prepared for internship.	○	○	○	○	○

In what areas, if any, was the intern not prepared?

Experience of Being a Site Supervisor:

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The Site Supervisor training was helpful in preparing me to give feedback on an intern's counseling practice.	○	○	○	○	○
The amount of time necessary to effectively mentor the intern matched with what I had anticipated.	○	○	○	○	○

Please comment on the experience being a Site Supervisor. How could Florida State University improve the experience?

Appendix G
Consultation Log

The purpose of this log is to document consultation meetings between site supervisors and the FSU faculty regarding an intern's performance, professional growth, and internship experience. The first consultation meeting is required to take place between weeks 1 and 3. The second consultation meeting is required to take place during weeks 6 and 8 and prior to the submission of the formative (mid-term) evaluation. The third consultation meeting is required to take place during weeks 13 and 15 and prior to the submission of the summative (final) evaluation. If needed, additional consultation meetings should take place after the formative assessment. Please use this form to document each meeting between the site supervisor and the faculty supervisor.

Intern Information

Intern Name:

_____

Program Track: ☐ Career Counseling ☐ Clinical Mental Health Counseling ☐ School Counseling Internship Site: _____

Site Supervisor Name & Credentials: _____

Faculty Supervisor Name: _____

Meeting Date: _____

Meeting Summary

Overview of Internship Activities:

(Brief description of the intern's current duties, caseload, and experiences)

Strengths Observed:

(Examples: Skills, professionalism, and competencies demonstrated by the intern)

Areas for Growth:

(Examples: Knowledge, skills, professionalism)

Professional Dispositions:

(Program Dispositions: Ethical, Professional, Reflective, Self-directed, Critical Thinker)

Site-Specific Observations or Concerns:

Recommendations / Support Strategies:

Action Plan & Next Steps
Planned Supports:

Goals Before Next Consultation:

Next Meeting Date:

Signatures
Site Supervisor: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Appendix H

Practicum/Internship Formative and Summative Evaluation Policies and Procedures

Practicum Evaluations

Counselor Education candidates complete 100 hours in practicum. Career Counseling candidates and Clinical Mental Health Counseling complete practicum in the summer semester of the program. School Counseling candidates complete practicum in the second spring semester of the program. Candidates are evaluated by their site supervisor twice during the practicum. Please see the evaluation schedule below:

Table 1. Formative and summative practicum evaluation schedule

Course	Evaluation	Deadline
MHS 5801 Practicum in Counseling	Formative Practicum Evaluation	6th-7th week
	Summative Practicum Evaluation	11th – 13th week
SDS 5820 Counseling Internship	Formative Evaluation 1	3rd – 4th week
	Formative Evaluation 2	7th week
	Formative Evaluation 3	9th – 10th week

Formative and Summative Practicum/Internship Evaluations for the practicum are completed by the site supervisor in Qualtrics. The minimum performance expectations for the Formative and Summative Practicum Evaluations are below:

Table 2. Minimum performance expectations for Formative and Summative Practicum Evaluations

Practicum Evaluation	Minimum Performance Expectations
Formative Practicum Evaluation	• No scores of Unsatisfactory • No more than 4 scores of Not Observed across all items
Summative Practicum Evaluation	• No scores of Unsatisfactory • No more than 3 scores of Not Observed across all items • Scores of Developing 1 or higher on all other items not scored as Not Observed.

If a candidate struggles with meeting performance expectations on the Formative Practicum Evaluation, a Support Plan should be created. Support plans should have explanations with evidence and recommendations for improvement and a timeline for completion should be provided.

Individual evaluations are sent to the instructor and student after the site supervisor has completed them. Aggregate data are provided to the program on an annual basis. If a candidate does not meet minimum performance expectations for the Practicum Evaluation, they will be placed on a Support Plan and will be required to repeat the course in order to continue to internship.

Internship Evaluations

Career Counseling and Clinical Mental Health Counseling candidates complete 600 hours of internship in the second fall semester and second spring semester of their final year in the program. School Counseling candidates may complete an internship in the third fall semester and third spring semester of their final year in the program or complete the 600 hour internship in the third Spring semester of their program. Candidates completing their internship across the Fall and Spring semesters will be evaluated in Fall using the Final Formative internship Evaluation and in Spring using the Final Summative Internship Evaluation.

Please see the table below for timelines for evaluations taking place for interns in Fall and Spring.

Table 3. Fall and Spring Internship Evaluation Schedule

Internship Semester	Evaluation	Deadline
Fall	Midterm Formative Evaluation	7th week in the semester
	Final Formative Evaluation	13th week in the semester
Spring	Midterm Summative Evaluation	7th week in the semester
	Final Summative Evaluation	13th week in the semester

The table below outlines minimum performance expectations for each Internship Evaluation.

Table 4. Minimum Performance Expectations for Internship Evaluations in Fall and Spring

Term	Evaluation	Minimum Performance Expectations
Fall	Midterm Formative Internship Evaluation	• No scores of **"Unsatisfactory"** • No more than 3 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 3 scores of **"Not Observed"** on Elements 6 - 9
	Final Formative Internship Evaluation	• No scores of **"Unsatisfactory"** • No more than 2 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 2 scores of **"Not Observed"** on Elements 6 - 9
Spring	Midterm Summative Internship Evaluation	• No scores of **"Unsatisfactory"** • No more than 1 score of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 1 score of **"Not Observed"** on Elements 6 - 9
	Final Summative Internship Evaluation	• No scores of **"Unsatisfactory"** or **"Developing 1"** or **"Not Observed"** on any Element

If minimum performance expectations are not met on the Midterm Formative Internship Evaluation or on the Midterm Summative Internship Evaluation, a remediation plan must be

created by the faculty supervisor and site supervisor. The remediation plan should be based on feedback on areas of concern and recommendations for improvement. A timeline should be provided with clear expectations. If a candidate does not meet minimum performance expectations.

If a candidate does not meet minimum performance expectations on the Final Formative Internship Evaluation or the Final Summative Internship Evaluation, the candidate will receive a grade of Unsatisfactory. Candidates that receive a grade of Unsatisfactory in the course in Fall will need to repeat the course before preceding the second semester of Internship.

Internship in Spring (School Counseling Only)

School Counseling candidates completing internship in only the Spring semester will be evaluated four times throughout the semester. Please see the table below for the full evaluation schedule.

Table 5. Spring Internship Evaluation schedule (School Counseling Only)

Internship Semester	Evaluation	Deadline
Spring	Formative Evaluation 1	3rd – 4th week in the semester
	Formative Evaluation 2	7th week in the semester
	Formative Evaluation 3	9th – 10th week in the semester
	Summative Evaluation	13th week in the semester

Minimum performance expectations for completion of Internship in only the Spring semester are outlined below:

Table 6. Minimum performance expectations for Internship Evaluations in Spring only

Evaluation	Minimum Performance Expectations
Formative Internship Evaluation 1	• No scores of **"Unsatisfactory"** • No more than 3 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 3 scores of **"Not Observed"** on Elements 6 - 9
Formative Internship Evaluation 2	• No scores of **"Unsatisfactory"** • No more than 2 scores of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 2 scores of **"Not Observed"** on Elements 6 - 9
Formative Internship Evaluation 3	• No scores of **"Unsatisfactory"** • No more than 1 score of **"Developing 1"** on Elements 1 – 9 and Specialty Standards 1, 2 • No more than 1 score of **"Not Observed"** on Elements 6 - 9
Summative Internship Evaluation	No scores of **"Unsatisfactory"** or **"Developing 1"** or **"Not Observed"** on any Element

If minimum performance expectations are not met on any of the Formative Internship Evaluations, a Support Plan must be created by the faculty supervisor and site supervisor. The Support Plan should be based on feedback on areas of concern and recommendations for improvement. A timeline should be provided with clear expectations. If a candidate does not meet minimum performance expectations.

If a candidate does not meet minimum performance expectations on the Summative Internship Evaluation, the candidate will receive a grade of Unsatisfactory in Internship.

Evaluation Items

Foundational Key Performance Indicators

The counselor education candidate:	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**	**Not Observed**
1. Applies ethical decision-making and legal considerations to clients/students					
2. Utilizes counseling techniques of active listening, reflection (feeling and meaning), and summarization and paraphrasing skills.					
3. Utilizes questions to assess and help clients and students' process.					
4. Applies knowledge of relevant cultural factors and experiences to connect with diverse clients/students and facilitate case management.					
5. Considers the development and context (e.g., school system, societal oppression, family dynamics, etc.) of the client or student when					

developing goals and interventions.					
6. Applies theoretical approaches to conceptualize client/student cases or presenting issues.					
7. Designs and implements group experiences (e.g., group counseling, classroom guidance, psychoeducation, etc.) to assist clients/students reach goals.					
8. Uses assessments and data ethically to determine appropriate interventions.					
9. Utilizes data to support the selection or implementation of a counseling approach.					

Sp**ecialty Standards for Career Counseling**

The counselor education candidate:	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**	**Not Observed**
1. Assesses career development needs of clients and identifies co-occurring conditions impacting career development					
2. Provides psychoeducation, consultation, and/or coaching to meet clients professional development needs.					

Clinical Mental Health Counseling Specialty Key Performance Indicators

The counselor education candidate:	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**	**Not Observed**
Determines the appropriate level of care based on evidence-based theories.					
Determines treatment plans for clients based on evidence-based theories					

School Counseling Specialty Key Performance Indicators

The counselor education candidate:	Unsatisfactory	Developing 1	Developing 2	Target	Not Observed
1. Assesses\ school curriculum, demographics, completion rates, students' needs, and behavioral referrals to determine opportunity gaps and means to address them.					
2. Creates lesson plans, school-wide and community events, and interventions that support social, personal, and emotional development as well as career and postsecondary training to support students' academic achievement.					

Appendix I

Certificate of Participation
Counselor Education Program
Florida State University

Major Area:

EXCEPTIONS: State of Florida Employees and out-of-state supervisors.

Course Number (Prefix & #): # of Course Hours:

Semester (1 at a time): Year:

Exact Field Practice Dates:

Student Name:

Student FSU EMPLID:*

Field Practice Site Name and Address:

Immediate Site Supervisor (one only):

Site Supervisor's Social Security Number:*

*NOTE: The Florida State University Dean of Faculties office will not issue a fee waiver without both the student and supervisor ID numbers requested above.

Appendix J.

Practicum/Internship Live Supervision Evaluation Form

Student Name: _____

Supervisor Name: _____

Date of Session: _____

Client Initial: _____

Ratings

0 - Not Observed

1 – Unsatisfactory

2 – Developing

3 – Developing 2

4 – Target

Part 1: Counseling Knowledge and Skills

The Counseling Relationship	**Not Observed**	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**
Demonstrates empathy, warmth, and genuineness	○	○	○	○	○
Establishes rapport and trust with client	○	○	○	○	○
Maintains professional boundaries	○	○	○	○	○

Attending and Communication Skills	**Not Observed**	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**
Uses active listening and appropriate nonverbal behavior	○	○	○	○	○
Asks open-ended, clarifying and probing questions	○	○	○	○	○
Demonstrates reflective listening, summarizing and paraphrasing	○	○	○	○	○

Counseling Interventions	**Not Observed**	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**
Selects interventions appropriate to client's needs	○	○	○	○	○
Uses evidence-based techniques relevant to session goals	○	○	○	○	○
Facilitates client insight, problem-solving, and growth	○	○	○	○	○

Case Conceptualization and Knowledge	**Not Observed**	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**
Demonstrates understanding of client's presenting concern	○	○	○	○	○
Identifies patterns, themes, and underlying issues	○	○	○	○	○
Applies relevant counseling theories and models	○	○	○	○	○
Integrates client background, culture, and context into conceptualization	○	○	○	○	○

Ethical and Professional Practices	**Not Observed**	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**
Maintains confidentiality and adheres to ethical standards	○	○	○	○	○
Demonstrates cultural sensitivity and awareness of diversity	○	○	○	○	○

Responds appropriately to crisis, safety, or risk concerns	○	○	○	○	○
Session Management	**Not Observed**	**Unsatisfactory**	**Developing 1**	**Developing 2**	**Target**
Structures session effectively (beginning, middle, end)	○	○	○	○	○
Establishes clear goals and collaboration with the client	○	○	○	○	○
Manages time and pacing appropriately	○	○	○	○	○

Part 2: Overall Evaluation

What are the intern's strengths observed in this session?

What are the intern's areas for growth observed in this session?

Recommendations for continued skill development:

Part 3: Site Supervisor Summary of Evaluation

Overall performance for this session:

- □ 0 – Not Observed
- □ 1 – Unsatisfactory
- □ 2 – Developing 1
- □ 3 – Developing 2
- □ 4 – Target

Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

FSU Faculty
Supervisor Signature: _____ Date: _____