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# **Field Handbook for Students, Site-Supervisors, and Agencies**

**August 2024**

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## **OVERVIEW OF PROGRAM, MISSION STATEMENT AND GOALS**

### **Overview of Program, Mission Statement and Objectives:**

The mission of Clinical Rehabilitation and Mental Health Counseling is to promote quality behavioral health care for all, particularly people with disabilities, and to help the state and nation meet their human service and workforce needs in the area of rehabilitation and mental health counseling through teaching, research and service.

The program prepares students with a solid grounding to become Certified Rehabilitation Counselors (CRC) and/or Licensed Mental Health Counselors (LMHC).

The objectives of the program are to:

1. Recruit and admit a highly qualified and diverse student body.
2. Provide high quality teaching and inspire learning in clinical rehabilitation and mental health counseling.
3. Increase the number of students who possess the requisite knowledge and earn credentials to become licensed mental health counselors and/or certified rehabilitation counselors working within the healthcare workforce.

### **Introduction:**

Rehabilitation and Mental Health Counseling is offered at approximately 100 universities in the United States at the master's degree level. The discipline is both a separate allied health profession and specialty within the field of counseling. Graduates work in many different human service settings, including state and federal rehabilitation programs, not-for-profit rehabilitation organizations, private for-profit rehabilitation companies, mental health centers, drug and alcohol treatment programs, and public and private counseling agencies. The discipline emphasizes training in vocational, educational, psychological, social and medical aspects of disability; interpersonal counseling, addictions and substance abuse counseling, wellness, mental health and case management.

## FIELD TRAINING COMPONENT

**To The Student:** The “Field Handbook for Students, Site-Supervisors and Agencies” is your manual for field placement. Please keep it with you throughout the duration of your three field placement experiences. It is important that you read and understand the content of this manual.

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 program's function.

**International Students:** Prior to beginning any field classes, you must be approved by our office for CPT (curricular practical training) if you are an F-1 visa holder. This includes registration in a USF courses that requires a work experience. You can find all instructions in the CPT eform in iStart or on our website at <http://global.usf.edu/is/cur-CPT.php>.

**Out of State Internship:** As a general rule, the Clinical Rehabilitation and Mental Health Counseling Program does not permit out of state internships. Our program prides itself in providing a face-to-face learning and supervision environment for all field placement classes. Furthermore, by partnering with local placement sites, compared to out-of-state placement sites, this provides more quality assurance for students' clinical training experience. Any exception to this policy would need to be reviewed and approved by the faculty.

**Affiliation Agreement:** The Program has signed an affiliation agreement with all agencies that provide field-training experiences for our students. Agencies need to be able to provide quality field experiences and supervision, maintain high ethical standards, and in the case of practicum students, be in a position to provide students the opportunity (with permission of consumers) to obtain counseling recordings. In special circumstances where the Program 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. If a student would like to use their employment site as their field placement site, this would need to be approved by the Field Placement Coordinator. If approved, students in practicum 1 and practicum 2 will need to obtain their 40 hours of direct client contact outside of their normal job duties. For internship, students can use 32 hours per week of their work for their internship. The remaining 8 hours per week must be done outside of their normal job duties. This will allow students to practice their new skills, apply their new knowledge, and utilize their new philosophies in their current work sites.

**Credentials of Field/Agency (Site) Supervisors:** The Clinical 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). If a prospective site supervisor does not have the credentials above, but wishes to provide supervision, please contact the Director of Field Placement to discuss.

The site supervisor will take all reasonable steps to ensure the safety of the student. Students are not permitted to transport any consumer in their vehicle or to operate any vehicle of the agency. In addition, students are required to go with their supervisor to all in-home and community-based client visits for the first month of their field experience or until the supervisor determines they are ready to provide services independently. Supervisors (or another licensed person) are expected to be available on site during all of the interns' scheduled hours. 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 Clinical Rehabilitation and Mental Health Counseling program. Credentialing information is kept on file by the program. The Field Placement Coordinator and Clinical 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 Field Handbook for Students, Site-Supervisors and Agencies that covers the CRMHC program Mission Statement and goals, 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 Clinical Rehabilitation and Mental Health Counseling Program offers professional development and continuing education opportunities in supervision to our site supervisors, including an online supervision and ethics workshop opportunity to all site supervisors free of charge.

**Field Placement Evaluation:** Faculty complete a student readiness form for Practicum 1 during the Skills and Techniques course for each student. These are reviewed before students are allowed to enter Practicum 1. If a student is deemed not ready to enter the field, faculty will develop a success plan to help the student improve readiness. Then, before students enter practicum 2, there is another student evaluation scale that is completed. Faculty review each student's overall progress on coursework, grades given in all courses, and dispositional fit to move to practicum 2. This occurs during a faculty meeting where all faculty provide input on each student.

#### **CACREP General Practice Standards**

- A. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy.
- B. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

#### **CACREP 2024 Professional Practice Standards for Practicum**

- A. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

- C. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- D. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

**CACREP 2024 Professional Practice Standards for Internship**

- E. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- F. Internship students complete at least 240 clock hours of direct service.
- G. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- H. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- I. The student-teacher ratio is 1-10.

**Required 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 during either the practicum or internship, students must lead or co-lead counseling or psychoeducational groups. In addition, it is appropriate for them to be involved with 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. In regard to group counseling sessions, for practicum 1 and practicum 2, students will co-facilitate group until the supervisor determines they are ready to facilitate group independently. In addition, no more than 20 hours can count toward direct contact hours. Over 20 hours of group, the hours will count toward agency hours. This rule does not apply to internship.

**CRMHC Time Requirements:** Students in the M.A. program spend a total of 900 hours in the field, 300 hours in practicum (40 hours face-to-face for each class) and 600 (240 face-to-face) hours in internship. In a typical 15-week semester students in practicum spend 10 hours per week at an agency (Summer semester is will be 15) 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. For internship, students may count their class time toward their agency hour requirement, if approved by their site supervisor. Practicum I, Practicum 2, and Internship hours must be accrued during the confines of the semester dates. Each class is taken over the span of one semester.

### **Purpose of Practicum 1**

Practicum 1 is a three credit-hour course where you are at an agency in the community working with clients and then attending a Practicum 1 class on campus. The purpose of Practicum 1 is to practice/master the active listening skills that you learned in your Skills and Techniques course, and to put the additional information you have learned in the classroom into practice with actual clients. Keep in mind, it is completely normal to be experiencing some form of anxiety and/or self-doubt as you enter the field for the first time. One of the best things you can do is to name it and talk about it. By acknowledging these feelings, it can lessen the power they have over you and can lessen the risk of them interfering in your clinical work.

### **What to expect from Practicum 1**

Practicum 1 is organized into the following three components: Administrative topics, didactic instruction, and experiential learning. During the administrative part of class, a discussion of topics such as practicum site and/or supervision issues; clinical questions related to clients you are working with; assignment questions; and any unfinished business from prior meetings will take place. Next, the instructor will lecture on the topic for the week as outlined on your syllabus. Finally, during the experiential part of class, there will be a review and critique of the audio-recorded client sessions that students bring to class. After listening to the audio recordings, each student and the instructor will offer feedback on the strengths of the sessions and the areas that need improvement. It is not uncommon for your Practicum 1 experience to start off slow. It takes time to learn about your agency and to build your routine. Please don't be alarmed if you don't start seeing clients until mid-way through the semester as there is often a lengthy shadowing experience that occurs before you are operating more independently.

### **The Purpose of Practicum 2**

Practicum 2 is a three credit-hour course where you are attending a weekly Practicum 2 class on campus and are at an agency in the community, working with clients. The purpose of Practicum 2 is to continue implementing your active listening skills, and to also begin incorporating theory into your work with clients. Implementing theory is what differentiates Practicum 1 from Practicum 2. In Practicum 1, the program wants to make sure you can effectively develop rapport with clients and that you can consistently implement your active listening skills to build a strong clinical foundation. From there, you add the next clinical layer, which is theory.

### **What to expect from Practicum 2**

Practicum 2 is similar in its organization to Practicum 1. It is organized into the following three components: Administrative topics, didactic instruction, and experiential learning. During the administrative part of class, a discussion of topics such as the following will take place: practicum site and/or supervision issues; clinical questions related to clients you are working with; assignment questions; and any unfinished business from prior meetings. Next, the instructor will lecture on the topic for the week as outlined on your syllabus. Finally, during the experiential part of class, there will be a review and critique of the audio-recorded client sessions that students bring to class. After listening to the audio recordings, each student and the instructor will offer feedback on the strengths

of the sessions and the areas that need improvement. While listening to the audio recordings, it will be important to pay extra attention to where theory is being infused into the therapy sessions.

**Recording Requirements for Practicum 1 and 2:** One of the major goals for these courses is to develop counseling skills, and students need to bring in audio recordings of clients (only with the consumer's permission), which are critiqued and then subsequently erased by the student. Site supervisors need to try to help students obtain the recordings, 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 recorded is a responsibility the Program takes very seriously. All recordings should be obtained through a HIPPA compliant software system such as Microsoft Teams or Supervision Assist. Recordings may be required, at the discretion of the instructor, during the internship course as well.

### **Purpose of Internship**

Internship is a six credit-hour course where you are at an agency in the community working with clients and you are also attending an internship class on campus. This is the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirement that makes you eligible to become a registered mental health counseling intern after graduation. The main clinical hour requirement for this course 600 overall hours. Of the 600 hours, 240 need to be direct client contact (intakes, individual sessions, group sessions, family, couples, etc.). You can expect to be at your agency for 40 hours per week over the 15-week semester. You want to be averaging 15-17 direct client contact hours per week.

**Teletherapy:** Teletherapy is an approved way of providing counseling. It is the process of delivering synchronous therapeutic services over a secure HIPPA compliant video conferencing software, such as Microsoft TEAMS or Supervision Assist. Teletherapy can be included as direct clinical contact hours. However, when practicum students are providing clinical services via telehealth, a licensed mental health professional must still be on site.

**University 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 Program's end. Students will participate in 2 hours and 45 minutes of group supervision via class during the spring and fall semesters. Students will participate in 4 hours of group supervision via class during the summer semester.

**Individual Site Supervision:** Clinical supervision hours may occur face-to-face or via virtual supervision methods, as needed. The telecommunication platform must be encrypted, HIPPA compliant, and compliant with relevant state, federal, and provincial regulations for the location in which the clinical student therapist and supervisor are physically located. 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 clinical supervision per week. The site supervisor completes a midterm and final progress report on each student, and this report is reviewed with the student. 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 (e.g., excessive absences by a student, inappropriate conduct of some nature, difficulty accepting direction and supervision). Students are expected to fully follow all agency rules and procedures. If for any reason a student's placement site is disrupted, the student must contact their course instructor as soon as possible.

**Student/Agency Concerns:** Should follow Student Handbook guidelines found on CRMHC website under student resources page. (<https://www.usf.edu/cbcs/cfs/academics/rmhc/documents/rmhc-student-handbook0723.pdf>)

**Professional and Confidentiality Ethics:** Students are expected to conform to the CRCC Code of Ethics and ACA Code of Ethics; a link to each Code of Ethics is included. Students are expected to maintain the highest level of ethical standards in accordance with the Code of Ethics of the Commission on Rehabilitation Counselor Certification. Students are obligated to keep information of a personal nature that they may hear in interpersonal courses and practicum confidential. Audiotapes obtained during practicum and internship must be erased after they are reviewed and critiqued. Confidentiality and other ethical standards will be addressed in practicum and internship. Academic dishonesty will not be tolerated and may result in discipline including suspension or dismissal from the program.

### **Field Placement Paperwork**

All field placement paperwork (see Appendix) will be completed electronically through either our Intern Placement Tracking database, IPT (Cohorts prior to Fall 2024), or Supervision Assist (Fall 2024 Cohort and Beyond). At the beginning of each field placement class, you will be issued all forms needed for the semester. The forms needed are listed below:

**Activity Log:** Students are expected to keep an Activity Log that will include a summary of their interning hours each week. This should to be reviewed by the site supervisor and the course instructor.

**Activity Narrative:** Students are expected to keep weekly documentation of the activities they accomplished for the week. This should to be reviewed by the site supervisor and the course instructor.

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

**Site Supervisor Evaluation:** Site supervisors are expected to complete a Supervisor Evaluation on the interning student at both the mid-term and the conclusion of the semester.

**Placement Site Evaluation:** Students are expected to complete a Field Placement Site Evaluation at the conclusion of the semester. The evaluations will be reviewed annually and any area on the evaluation that falls below a three will be discussed at the clinical team meeting. If necessary, the Field Director will reach out to the site to explore ways to strengthen the field placement experience.

**Site Concerns:** Occasionally site concerns may develop. If this happens, the field director will reach out to the site to discuss the concerns. If no improvements are made, this may result in dissolving the field placement partnership.

### **After Graduation**

**After Graduation: Faculty Endorsement:** Upon enrollment in and successful completion of all requirements of the Rehabilitation and Mental Health Counseling program, you are eligible to become a Registered Mental Health Counselor Intern with the state of Florida. If you plan to practice outside of the state of Florida, you will have to determine that state's specific requirements to assess eligibility. You will be recommended for employment only in professional roles and functions in which you have been trained.

**Licensed Mental Health Counselor (LMHC) Process:** Completion of the CACREP accredited Rehabilitation and Mental Health Counseling program means that you are eligible to become a Licensed Mental Health Counselor (LMHC) in Florida. Upon graduation, you will start this process by applying with the state board to become a Registered Mental Health Counselor Intern. Your registered intern status allows you to practice under the supervision of a fully licensed and qualified LMHC supervisor. Once the application is complete and you have been awarded registered intern status, you will be able to start collecting supervision hours. You will be able to apply for licensure as a mental health counselor once the following requirements have been met:

- 1,500 client contact hours (~15 hrs. a week for a minimum of 2 years)
- 100 hours of supervision with a Qualified Supervisor (1 hr of supervision for every 15 hrs of client contact)
- Passing score on the NCMHCE exam
- Completed application submitted to the MQA with the application fee.

### **Application Process for Registered Intern Status**

**Step 1:** The first step in becoming a Registered Mental Health Counselor Intern is to know what items are going to be necessary as you work through the application process. Documents you need to include with your application are a letter from your board qualified supervisor and official transcripts. As a graduate from a CACREP accredited program, you will not be required to submit the education worksheet or clinical practicum letter.

**Step 2:** Locate a board approved qualified supervisor who will be responsible for overseeing your clinical practice while working as a Registered Mental Health Counselor Intern (see below for how to locate a qualified supervisor).



**Step 3:** Once you have acquired your supervisor, you can start the application process. To apply with the state board to become a Registered Mental Health Counselor Intern, you will go to <https://mqa-vo.doh.state.fl.us/datamart/voservicesportal> and create a new applicant account on the MQA Online Service portal. Follow the instructions to complete the application, and prepare your supporting documentation for submission (letter from board qualified supervisor and official transcripts). There is a \$150 fee that will you need to submit at the time of application.

**Step 4:** You must obtain a letter that originates from your board approved qualified supervisor that includes: an original signature, your supervisor’s license number, your name as it appears on the application. The content of the letter states that your supervisor has agreed to provide supervision while you are a registered intern. The board approved qualified supervisor must be the one to submit the letter to the board either through physical or electronic mail.

**Physical Address:**  
Florida Department of Health  
Board of CSW, MFT, and MHC  
4052 Bald Cypress Way  
Bin C-08  
Tallahassee, Fl. 32399-3258

**Email:**  
[MQA.491@flhealth.gov](mailto:MQA.491@flhealth.gov)

**Step 5:** An official transcription from the University with the degree conferred date on it must be sent to the board. This can be done by either having the University send it in a sealed envelope or through electronic transmission.

**Physical Address:**  
Florida Department of Health  
Board of CSW, MFT, and MHC  
4052 Bald Cypress Way  
Bin C-08  
Tallahassee, Fl. 32399-3258

**Email:**  
[MQA.491@flhealth.gov](mailto:MQA.491@flhealth.gov)

**Step 6:** You will receive a disposition of your application within 30 days. The deficiency or approval letter will be sent to your email. If you receive an approval letter it will have your provisional license number and additional information about internship. After receiving the approval letter with your provisional license, you can start collecting client contact and supervision hours.

If you receive a deficiency letter it will outline the missing items that need to be submitted to complete the application and be considered for registered intern status. It is important to note that if you receive a deficiency letter, your application will remain open for one year awaiting the necessary

documentation. After that time period, you would have to start the application process over again.

*Registering for the NCMHE exam*

*Finding a Qualified Supervisor*

*Documenting Supervision Hours*

*Application for Licensure*

*Maintaining licensure status*

### **Master's Level Certified Addiction Counselor (MCAP)**

*Requirements for MCAP*

*Supervision process*

*Application for Process for Certification*

*Registering for the Florida Master's Level Certified Addition Professional Exam*

*Maintaining certification*

### **Certified Rehabilitation Counselor (CRC)**

Application Process

Registering for CRCC exam

Maintaining certification

### **National Counselor Certification (NCC)**

Graduates of the College Counseling Program, the Clinical Mental Health Counseling Program, and the School Counseling Program, are eligible for the National Certified Counselor (NCC) credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. The requirements to become an NCC are: (1) a master's degree in counseling with a minimum of 48 semester hours of coursework in nine identified areas; (2) two academic terms of supervised field experience in a counseling setting; (3) 3000 hours of counseling work experience with 100 hours of face-to-face counseling supervision; and (4) passage of the National Counselor Examination (NCE). Graduates of programs accredited by CACREP do not have to meet the post-master's experience requirement. Students in these programs are also eligible to take the NCE examination before graduation. Beginning in 2022, only graduates of CACREP accredited programs will be eligible for the NCC. For further information, contact NBCC:

#### **Physical Address and Website:**

National Board of Certified Counselors  
3 Terrace Way, Suite D,  
Greensboro, NC, 27403

#### **Phone:**

(336) 547-0607

<http://www.nbcc.org>

### **National Certified Clinical Mental Health Counselor (NCMHC)**

Graduates of the Clinical Mental Health Counseling Program are also eligible for the National Certified Clinical Mental Health Counselor credential. The requirements to become an NCMHC are: (1) a master's degree in counseling with a minimum of 60 semester hours of coursework; (2) At least two years and 3000 hours of clinical client contact; (3) 100 hours of clinical supervision; and (4) a passing score on the National Clinical Mental Health Counselor Examination. For further information, contact NBCC (information above).

**Field Handbook**

**Appendix A**

**Affiliation Agreement**



11. USF and Agency agree to comply with the Health Information Technology for Economic and Clinical Health Act (“HITECH Act”), Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d (“HIPAA”) and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (“Federal Privacy Regulations”), the federal security standards contained in 45 C.F.R. Part 142 (“Federal Security Regulations”), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as “HIPAA Requirements.” The Parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations. In addition, the Parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. USF may de-identify any and all Protected Health Information for educational purposes created or received by USF under this Agreement, provided, however, that the de-identification conforms to the requirements of the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. Part 164, Subparts A and E. USF shall direct students to comply with the policies and procedures of Facility, including those governing the use and disclosure of Individually Identifiable Health Information under federal law, specifically 45 C.F.R. Parts 160 and 164. Solely for the purpose of defining the students’ role in relation to the use and disclosure of Agency’s Protected Health Information, the students are defined as members of Agency’s workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, the students are not and shall not be considered employees of Agency.
12. Insurance. Faculty and staff of USF 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 insurance as necessary. Students who are assigned to Agency for training experiences pursuant to this Agreement are provided insurance protection against professional liability claims by the University of South Florida Health Sciences Center Self-Insurance Program pursuant to Florida Statutes §§768.28 and 1004.24. A certificate evidencing such liability protection is attached hereto as Exhibit A. Such professional liability protection has limits of \$1,000,000.00 per claim and \$3,000,000.00 per occurrence, and is occurrence-based coverage that includes liabilities that may be incurred by USF as a result of this Agreement. USF shall maintain such insurance in effect at all times that students are assigned to Agency.
13. Amendment. Agency and USF may change or add to this Agreement by written amendment executed by authorized representatives of the parties and attached hereto.
14. Termination. 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 training, students will be permitted to complete their training experience.
15. Independent Contractors. USF and Agency are independent contractors and nothing in this Agreement shall be deemed or construed to create an employment, agency, association, joint venture, partnership, franchise or fiduciary relationship between the parties. USF’s employed faculty members and students shall not be deemed to be employees or agents of Agency for any reason. USF’s employed faculty members and students shall not be responsible for the supervision or control of the patient care activities of any Agency employee or staff member.
16. Governing Law. This Agreement has been entered in the State of Florida and shall be construed in accordance with the laws of the State of Florida.

IN WITNESS WHEREOF, USF and Agency have caused this Agreement to be executed by their authorized representatives.

**THE UNIVERSITY OF SOUTH  
FLORIDA BOARD OF TRUSTEES**

**AGENCY**

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Julianne M. Serovich, Ph.D.  
Dean & Professor  
College of Behavioral & Community Sciences

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Name:

Title:

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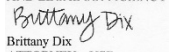
Name: Lise Fox, Ph.D.

Title: Professor and Chair

---

Name: Chih Chin Chou, Ph.D.

Title: Director and Associate Prof

APPROVED AS TO FORM  
AND LEGAL SUFFICIENCY  
  
Brittany Dix  
ATTORNEY – USF



**Field Handbook**

**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 Program.
- c. Students are expected to keep a weekly Activity Log and Activity Narrative 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.

## **III. Duties and Responsibilities of Student, Site Supervisor, and Faculty**

### **a. Student Trainee:**

The Student in **Practicum I** \_\_\_\_\_ **Practicum II** \_\_\_\_\_ **Internship** \_\_\_\_\_ acknowledges understanding of the following:

- Practicum requires a 10-hour per week commitment.
- Internship requires a 40-hour per week commitment.
- Field Placement requires one hour of individual clinical supervision per week.
- Practicum class requires a commitment from the agency for one-on-one counseling with clients as part of the 10 hour per week commitment. (Summer 15 hours per week)
- 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.
- Student is covered under USF's liability insurance.
- Field Placement requires Professional Behavior at all times.
- Student adheres to the Commission on Rehabilitation Counselor Certification and American Counseling Association Code of Ethics.
- 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).

**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. Accompany student to all in-home and community-based client visits for the first month of their field experience or until it is determined that they are ready to provide services independently. Agree to be available by phone during all of the interns scheduled hours.
- i. Ensure Commission on Rehabilitation Counselor Certification and American Counseling Association most current *Code of Ethics* are upheld.
- j. Maintain weekly supervision case note.
- k. Completes Field Evaluation Forms on each Student midway and at the end of each field placement.
- l. 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.
- 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; 2017) and American Counseling Association (ACA; 2014) *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.



**Field Handbook**

**Appendix C**

**Student Readiness for Field Placement**

Rehabilitation & Mental Health Counseling program  
Clinical Staff Meeting

**Student Readiness for Field Placement**

**Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

1. Strongly Disagree 2. Disagree 3. Somewhat agree 4. Agree 5. Completely Agree

- \_\_\_\_\_ Student demonstrates maturity and professionalism.
- \_\_\_\_\_ Student appears willing and open to feedback.
- \_\_\_\_\_ Student is proactive in asking for help when needed.
- \_\_\_\_\_ Student demonstrates good listening skills.
- \_\_\_\_\_ Student demonstrates the ability to work with others.
- \_\_\_\_\_ Student demonstrates the capacity for self-awareness and insight.
- \_\_\_\_\_ Student demonstrates the capacity for reliability and self-direction.

1. Poor 2. Fair 3. Average 4. Above Average

- \_\_\_\_\_ Overall student progress
- \_\_\_\_\_ Grades / progress in coursework
- \_\_\_\_\_ Dispositional fit to engage in field experience

**Student must have an average of 3 in the above areas to proceed to field placement.**

\_\_\_\_\_ Proceed with field placement

\_\_\_\_\_ Needs further review

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Field Handbook**

**Appendix D**

**Student Weekly Activity Log**





**Field Handbook**

**Appendix E**

**Student Activity Narrative**






## ACTIVITY NARRATIVE

Student Name:    Semester:

Year:    Class Instructor:

Practicum I    Practicum II    Practicum II MFT    Internship

Week#	Date	Site	What I have accomplished for the week
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			

Week 13			
Week 14			
Week 15			
Week 16			
Week 17			

*(Do not sign until the end of the semester.)*

Student Signature:

Course Instructor Signature:

**Field Handbook**

**Appendix F**

**Faculty Supervision Notes**

# Faculty Supervision Notes

## Practicum I & II

Student name:

Professor:

Semester:

Practicum: III

**Tape 1: Suggested Feedback:**



**Tape 2: Suggested Feedback:**



**Tape 3: Suggested Feedback:**



**Tape 4: Suggested Feedback:**



**Practicum I Grading Criteria:** By the end of the semester each criteria will need to be demonstrated through taped session and will be graded on a 1-5 scale (1=No evidence presented; 2=marked deficiencies; 3=some deficiencies; 4=average; 5=above average)

- Conveys warmth, genuineness, congruency, & competency while creating a safe environment
- Active listening skills (summarizing, restating, paraphrasing, use of silence, & minimal encouragers)
- Receive, integrate, & utilize feedback from peers, instructors, & supervisors
- Identify & establish realistic & meaningful therapeutic goals with the client
- Establish and communicate empathy
- Awareness and responsiveness to client nonverbal expressions, feelings, thoughts, and behaviors
- Focus on therapeutic goals
- Contain fears and anxieties from impacting clinical decisions.
- Use of confrontation

- Use and timing of open and closed questions

**Practicum 2 Grading Criteria:**

- Flexibility in session
- Synthesize data to formulate the presenting problem
- Uses theory to guide the development of treatment plans
- Develops & delivers a range of interventions which are consistent with conceptualization & goals
- Homework assignments are given and follow-up occurs at the next session

Course Instructor Signature:

Student Signature:

**Field Handbook**

**Appendix G**

**Field Evaluation Forms:  
STUDENT**  
(student self-evaluation form)

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
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 Practicum I and 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 |



**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
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 |

## **Field Handbook**

### **Appendix H**

## **Field Evaluation Form: SUPERVISOR**

**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.

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
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**

**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.

**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.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
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**

**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.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
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**

**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 |
| 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. | 1 2 3 4 5 NA |
| 9. Demonstrates ability to establish and communicate empathy (taking the perspective of the individual without over identifying)                    | 1 2 3 4 5 NA |
| 10. Demonstrates an awareness and responsiveness to client nonverbal expressions, feelings, thoughts, and behaviors.                                | 1 2 3 4 5 NA |
| 11. Able to keep the focus of therapy on the established therapeutic goals.   | 1 2 3 4 5 NA |
| 12. Able to withhold fears and anxieties from impacting clinical decisions.   | 1 2 3 4 5 NA |
| 13. Appropriate use of confrontation (identify and address incongruences in verbal and nonverbal client messages)                                   | 1 2 3 4 5 NA |
| 14. Appropriate use and timing of open and closed questions.  | 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.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email: \_\_\_\_\_



- |   |              |
|---|--------------|
| 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:** \_\_\_\_\_

- |   |              |
|---|--------------|
| 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:** \_\_\_\_\_

**Field Handbook**

**Appendix I**

**Faculty Evaluation Form Internship**



7. Demonstrates ability to use theory to guide the development of effective treatment plans.
8. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals.
9. Appropriate homework assignments are given and follow up occurs at the next session.
10. Overall evaluation of student's performance.

**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. Please take time in your supervision to review this evaluation with the student. Print a copy for yourself and give a copy to the student for their record.



Course Instructor Signature

**Field Handbook**

**Appendix J**

**Field Placement Site Evaluation Form**

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
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  
(813) 974-8080 - fax**

**FIELD PLACEMENT SITE EVALUATION FORM  
Practicum and Internship**

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.

**Directions:** Use the following scale in making your evaluation of the placement site: (1) Marked deficiencies in this area; (2) Some deficiencies in this area; (3) Average in this area; (4) Above average in this area; (5) Superior in this area; and N/A - Not Applicable or not rated.

Site name

1. The placement site provided weekly individual clinical supervision	<input style="width: 100%; height: 25px;" type="text"/>
2. The placement site was able to accommodate your agency hour requirement for the semester (Practicum 1 and 2 - hours) (Internship - 600 hours)	<input style="width: 100%; height: 25px;" type="text" value="N/A Not Applicable or not rated."/>
3. The placement site was able to accommodate your face-to-face client contact hours for the semester (Practicum 1 and 2 - 40 hours) (Internship - 240 hours)	<input style="width: 100%; height: 25px;" type="text"/>
4. For student's in practicum 1 and 2, the placement site provided opportunities to audio record client sessions	<input style="width: 100%; height: 25px;" type="text"/>

5. Placement site staff conducted themselves in an ethical manner so as to promote confidence in the profession	<input type="text"/>
6. Overall evaluation of the placement site's performance this semester	<input type="text"/>
Average	

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

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

Student Signature:

Course Instructor Signature:



## **Field Handbook**

### **Appendix K**

## **CRCC Code of Ethics**

*Adopted in September 2016 by the  
Commission on Rehabilitation Counselor Certification  
for its Certified Rehabilitation Counselors.  
This Code is effective as of January 1, 2017.*

**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.crc certification.com>**

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**Field Handbook**

**Appendix L**

**American Counseling Association Code of Ethics**

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

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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