

FIELD EXPERIENCE HANDBOOK



2024





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Introduction

Welcome to the South Florida Bible College & Theological Seminary (SFBC&TS) Practicum and Internship training programs. SFBC&TS is committed to the establishment of quality standards in academic and practical field education. This internship training program will monitor the implementation, oversight, and review of the skills required of individuals involved in practicum, from counseling to clinical or social services, business management, or pastoral ministry within the Christian community.

This program is designed to develop skills in a variety of applications related to counseling, clinical and social human services, business management, pastoral ministry, and more, all from a Christian perspective. It is the desire of the Board of Directors that every individual who seeks membership, certification and licensure will understand the commitment to quality training as required in this field practicum. **Accordingly, interns must ensure that all reports are filed timely to their respective professors.**

This handbook has been prepared so that you, the intern, may receive the maximum benefit from this learning experience.

Please study it carefully and use it faithfully during your time of internship.

May God bless you in this endeavor as we all anticipate much spiritual growth in you and those with and to whom you will be ministering.

Should you encounter any situation that you believe cannot be resolved on the assignment level, please contact your professor at SFBC&TS.

In Christ,

Josiah Stephan
Vice President for Academic Affairs



Field experiences are a part of several degree programs at SFBC&TS, including Christian Counseling (BA), Psychology (BA), Business Administration & Management (BA), and Ministry & Leadership (BA) at the undergraduate level. These tracks share common core courses and objectives at all levels, yet each track develops distinct competencies through environmental emphases and field experiences.

At the graduate level, there are also several degree programs that require field experiences, including Pastoral Counseling (MA), Mental Health Counseling (MA), and the Master of Divinity (MDiv).

Purpose

Field experiences are designed to provide students with the opportunity to apply and practice the competencies acquired throughout their degree program. Field experience courses are judged by the faculty to be the most important preparatory experiences in which students will engage. This is an opportunity to synthesize and apply theoretical knowledge and enhance and refine students' skills. In many instances the field experiences serve as a stepping-stone for future student employment. The field experiences also provide a link between the schools, community, and the college.

Ethical & Legal Standards

Students must abide by (1) the standards of conduct established by SFBC&TS; (2) the standards of conduct established by the practicum or internship site; and (3) Standards of Ethical Conduct of the professional organization for which their degree program is in. For example, all counseling and psychology students must abide by the American Counseling Association (ACA) and the American Association of Christian Counseling (AACC). Ministry & Leadership students should abide by ethical codes of their denomination if applicable. Any incident of unethical behavior should be immediately brought to the attention of the Faculty Supervisor.

The Practicum/Internship

The practicum/internship provides for the development of skills under supervision. An internship is a field experience (on-the-job training): an experience that is an integral part of the intern’s formal education. This program involves a specified period of time in which SFBC&TS and/or the field institution supports the program and provides proper supervision. An internship is not a means to have an “errand boy” or to provide the field institution with “cheap labor”. Also, this should not be an apprenticeship that fills a need for the field institution, exploits the intern’s expertise, and does nothing towards the overall development of the intern. The practicum/internship is an opportunity for students to actively engage in their field of study in order to properly fulfill the mission at SFBC&TS.

Application Process

Undergraduate Students

Students in undergraduate programs do not need to apply to engage in internship. They simply need to register for the corresponding internship course as listed below. However, a student must begin procuring a placement site before the start of the semester. It is the student’s responsibility to secure his or her internship/placement site and have it approved by SFBC&TS. If a student does not have an internship site secured by the drop/add deadline, that student will be automatically dropped from their internship/practicum course.

Internship Courses

- GEB4941 – Business Internship (BA-BAM Students)
- MIN4450 – Pastoral Internship (BA-ML: Pastoral Ministry Students)
- MIN4451 – Family Ministries Internship (BA-ML: Family Ministries Students)
- MIS4450 – Cross-Cultural Internship (BA-ML: Missions Students)
- MUR4450 – Vocal Ensemble I* (BA-ML: Worship Arts Students)
- MUR4451 – Vocal Ensemble II* (BA-ML: Worship Arts Students)
- PCO4941 – Behavioral Science Practicum (BA-CC and BA-PSY Students)

*Vocal Ensemble I and II are field experience courses that do not require an external site, but rather are completed under faculty supervision only.

Graduate Students

Students in graduate programs need to register for the corresponding internship/practicum course as listed below.

Internship Courses

- MHS6800 – Practicum (MA-PC and MA-MHC Students)
- MHS6881 – Internship I (MA-MHC Students)
- MHS6882 – Internship II (MA-MHC Students)
- MIN6680 – Ministry Practicum (MDiv Students)

- MIN6685 – Ministry Internship (MDiv Students)

Application Process

Graduate students must begin procuring a placement site before the start of the semester. It is the student's responsibility to secure his or her internship/placement site and have it approved by SFBC&TS. Graduate students must apply for field experiences by the following deadlines:

Deadline Dates:

- August 1: Fall semester placement
- December 1: Spring semester placement
- April 1: Summer semester placement

Information can be found by accessing <https://www.sfbc.edu/christian-field-experiences/>. Once requirements are completed, students should submit signed applications online by deadlines listed above.

The completed packet includes:

- The completed Field Experience Application
- An unofficial copy of your transcript, and
- An updated résumé

Hours

Undergraduate Students

All practicum/internship students must complete a total of **100 hours** at the placement site during the semester for which they registered for their internship course. The course for which the student should enroll in is dependent on their major and details can be found in the application process section of this document. Students must also have a minimum of 90 credits before enrolling in internship or practicum.

Graduate Students

All practicum/internship students must complete a specified number of hours (as stated below) at the placement site during the semester for which they registered for their internship course. The course for which the student should enroll in is dependent on their major and details can be found in the application process section of this document. Students must also have met required course prerequisites before enrolling in their internship/practicum course.

Hour Requirements

- MHS6800 – Practicum (200 hours)
- MHS6881 – Internship I (250 hours)
- MHS6882 – Internship II (250 hours)

- MIN6680 – Ministry Practicum (75 hours)
- MIN6685 – Ministry Internship (75 hours)

Common Objectives

Counseling Students

The site should provide opportunities to foster the following:

1. **Communications Skills:** Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, facilitative responding, differentiating and balancing between affect and cognitive messages, appropriate self-disclosing, confrontation, etc.
2. **Relationship Building Skills:** Students will demonstrate the ability to establish a trusting, open relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client and/or co-worker.
3. **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem solving and conflict resolution.
4. **Professional Development:** Students will demonstrate "professionalism" through proper dress, adherence to ethical codes, respect for the co-workers' values system, a willingness to work with people of different races, creeds, color, sex, and an absence of prejudicial beliefs and stereotypes.
5. **Personal Growth and Development:** Students will demonstrate an ability to understand and express personal dynamics through self-disclosure, acceptance and reaction to constructive criticism, demonstrating calm and persistent courage in facing difficult or crisis situations, and an awareness of expectations of self and others. Students will also learn to approach real world problems in the workplace through a Christian worldview.

Business Students

The site should provide opportunities to foster the following:

1. **Communication Skills:** Students will practice and build upon a repertoire of skills such as effective verbal and written communication, active listening, presenting ideas clearly, providing constructive feedback, and appropriate self-disclosure in professional settings.
2. **Relationship Building Skills:** Students will demonstrate the ability to establish and maintain professional relationships through trust, open communication, respect, empathy, and cultural sensitivity. They will use appropriate skills to respect the cultural expectations, age levels, and special needs of each colleague and client.

3. **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem-solving, and conflict resolution skills. They will learn to analyze situations, identify problems, and implement practical solutions.
4. **Professional Development:** Students will demonstrate professionalism through proper dress, adherence to ethical standards, respect for colleagues' values and diversity, and a willingness to work with people of different backgrounds. They will exhibit an absence of prejudicial beliefs and stereotypes.
5. **Personal Growth and Development:** Students will demonstrate an ability to understand and express personal dynamics through self-awareness, acceptance and reaction to constructive criticism, showing resilience and courage in facing challenges, and an awareness of expectations of self and others in a business environment. Students will also learn to approach real world problems in the workplace through a Christian worldview.

Ministry Students

The site should provide opportunities to foster the following:

1. **Communication Skills:** Students will practice and build upon a repertoire of skills such as effective speaking and active listening, reflecting on spiritual messages, providing compassionate responses, appropriately sharing personal faith experiences, and addressing congregational concerns with sensitivity and wisdom.
2. **Relationship Building Skills:** Students will demonstrate the ability to establish and maintain trusting, open relationships through the core principles of Christian ministry such as immediacy, authenticity, unconditional love, respect, effective empathy, and maintaining a Christ-centered focus. They will choose appropriate skills to respect the cultural expectations, age levels, and special needs of each congregant and team member.
3. **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem-solving, and conflict resolution within the context of ministry. They will learn to analyze spiritual and practical situations, identify issues, and implement faith-based solutions.
4. **Professional Development:** Students will demonstrate "professionalism" in ministry through proper attire, adherence to biblical and ethical principles, respect for the diverse values within the congregation, and a willingness to serve people of different backgrounds and beliefs. They will exhibit an absence of prejudicial beliefs and stereotypes.
5. **Personal Growth and Development:** Students will demonstrate an ability to understand and express personal spiritual dynamics through self-reflection, acceptance and reaction to constructive feedback, showing steadfastness and courage in facing challenging or crisis situations, and an awareness of expectations of self and others in a ministry context.



Logistics

1. Individual Supervision: Weekly interaction with an average of one hour per week of individual supervision on site (with the Site Supervisor). For graduate students, an average of one hour per week of individual and/or triadic supervision on campus (or online) with a program Faculty Member or a supervisor working under the supervision of a program Faculty Member, will occur regularly over a minimum of one academic term. Supervision includes one hour minimum per 20 hours of field placement. This may include dyadic or triadic supervision but does not include group supervision.
2. Group Supervision: An average of one hour per week of group supervision on campus (or online) will be provided on a regular schedule over the course of the student's practicum by a program Faculty Member or supervisor under the supervision of a Program Faculty Member.
3. Variety of Activities: The practicum/internship student will have the opportunity to become familiar with a variety of professional activities (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.).
4. Evaluation: The practicum student's performance will be evaluated throughout the practicum experience, to include formal evaluations made by both the Site Host and Faculty Supervisor at the midpoint and after the student completes the practicum. Similarly, the practicum student will have the opportunity to evaluate the site, Site Supervising Counselor, and Faculty Supervisor. **Undergraduate students who receive a grade less than a C on the practicum/internship will have to repeat the course. Graduate students who receive a grade less than a B on the practicum/internship will have to repeat the course.**

Responsibilities

The field experiences involve a collaborative effort of three individuals: the Student, the Site Supervisor, and the Faculty Supervisor. Each individual has their own set of responsibilities, and each is held accountable to these.

Students

1. Completes the application process for the practicum or internship by the deadline dates to the Chair of their program. Applications are available from online at: <https://www.sfbc.edu/christian-field-experiences/>
2. Completes the Field Experience Prospectus and Site Agreement with the Site Supervising Counselor (see Appendix 1). This is a schedule that is suitable and agreeable to both parties and the placement site. The student must adhere to this agreement and advise the Site Supervisor and the Faculty Supervisor if conflicts or changes occur.
3. Completes the General Data Form on the site you are interning at (See Appendix 2).
4. Completes the required number of field experience hours on site.

5. Abide by the rules, regulations, and time schedules of the placement setting.
6. Performs customary functions, activities, and tasks as assigned by the Site Supervisor.
7. Continuously strives to improve performance at the placement site and accept feedback from supervisors and other placement personnel in a professional manner.
8. Attends all group and individual supervision meetings scheduled by the Faculty Supervisor and Site Supervisor.
9. Completes and submits (a) the Hours' Time Log (see Appendix 4A) signed by the Site Supervisor and Faculty Supervisor documenting the number of hours completed on site and (b) the "Field Experience Weekly Summary" Sheets (see Appendix 4B)
10. Maintains a neatly written or typed logbook that includes both the Time Logs and the "Field Experience Weekly Summary" Sheets (see Appendix 4). This logbook will be reviewed throughout the semester and should be brought to every individual and group supervision session, currently updated and accurate.
11. Completes any additional course requirements and documents outlined on the course syllabus and in this Field Experience Handbook.
12. Acts in a professional and ethical manner at all times.

Site Supervisor

1. Provides on-site supervision of the student, allowing for independence as the student improves his/her functioning as the field experience progresses. At no time should a student be left alone on site, whether or not clients are present.
2. Completes the Field Experience Prospectus and Site Agreement with the Student (see Appendix 1). This is a schedule that is suitable and agreeable to both parties.
3. Provides opportunities for the student to achieve the objectives and the competencies of the course by assigning appropriate duties, tasks, and responsibilities.
4. Evaluates the student's performance at the midpoint and end of the field experience. The Site Supervisor's Evaluation of Student Performance must be mailed, or submitted to the Faculty Supervisor via the Student, no later than the Monday of the middle of the semester and the Monday of the last week of the student's field experience. These forms are located in Appendix 3.
5. Is available to the student for consultation and supervision. If supervising an intern, an average of one hour of individual supervision per week must be provided and documented on the time log.
6. Possess the necessary credentials and experience. Please consult your syllabus for further details.

Faculty Supervisor

1. Coordinates the field experience to assure a successful program for the student.
2. Consults with the Site Supervisor and other staff as needed.



3. Provides monitoring and supervision via group supervision meetings and individual meetings with Students.
4. Evaluates the student's completion of the course requirements and performance. The Faculty Supervisor will assign a letter grade based on (a) the assessment of the student's completion of course requirements, (b) the Site Supervisor's Evaluation of Student Performance completed by the Site Supervisor, and (c) The Evaluation of Student Performance completed by the Faculty Supervisor at both the midpoint and end of the Field Experience (see Appendix 3).
5. Visits the placement site to consult with the Site Supervisor and other administrators as needed, or to conduct on-site observations of Students. Progress of students may also be assessed by phone or e-mail for online students.

Evaluation and Final Grades

The Faculty Supervisor will assess the student with a letter grade based on (a) the completion of all course requirements (b) the Site Supervisor's Evaluation of Student Performance completed by the Site Supervisor at the midpoint and end of the semester, and (c) The Evaluation of Student Performance completed by the Faculty Supervisor. Course requirements are listed on the course syllabi and include, but may not be limited to the following:

1. Completion of the required on-site hours.
2. Attendance at all individual and group supervision meetings scheduled by the Faculty Supervisor and Site Supervisor.
3. Completion of all required documentation, to include the time log signed by the Site Supervisor and Faculty Supervisor.
4. Completion of any additional course requirements specified on the course syllabus. Other course requirements may include portfolios, case analyses, class presentations, and other assignments. Any student who audiotapes a counseling session with an adult or child must have the signed written consent of the client. When counseling children and adolescents, signed written consent must be obtained from the parent or legal guardian of the child.



SECTION ONE



Appendices

Appendix 1: Field Experience Prospectus & Site Agreement

South Florida Bible College & Theological Seminary

Student Name _____ ID# _____

Phone _____ Email _____

Address

Beginning Date _____ and Ending Date _____

Prospective agency/school/church (and particular department) address

Individuals involved with supervision of student (e.g., administrator, lead-counselor(s),
and/or coordinator)

Responsible Site Supervisor _____

Job Title _____ Phone _____

Highest Degree _____

Field Experience Agreement

This is a cooperative agreement between South Florida Bible College & Theological Seminary and the agency/school named above. As a result, SFBC&TS *agrees* to: (1) acquaint students with the rules and regulations of the cooperating institution and shall hold the student responsible for complying with all rules and regulations applicable as non-resident personnel; (2) jointly plan the field experience with the institution and the student;



(3) jointly review and agree upon the qualifications and credentials of the institutional supervisor who will conduct the supervision of the student; (4) provide methods for student evaluation which are appropriate, meaningful and comprehensive; and (5) release, discharge, and hold harmless SFBC&TS from any and all claims existing out of any personal injuries, illnesses, disability, loss or damage of any kind sustained by the student during the period of field experience at the institution.

Additionally, the *Site (i.e. agency/school/church) agrees to:* (1) provide the student with an average of one hour per week of individual supervision on site (with the Site Supervisor); (2) provide the student with the opportunity to become familiar with a variety of professional activities and; (3) evaluate the student's performance throughout the field experience, to include a formal evaluation made by the Site Supervisor both at the midpoint (at the 6-8 week mark) and at the end of the field experience.

Field Experience Prospectus

On the next page, the student shall concisely outline the proposed field experience. The prospectus should make clear the chief responsibilities of the student and the approximate allocation of time. You may take advantage, however, of new opportunities, when they arise, after consulting with your Faculty supervisor.

The Prospectus should be typed and will cover these topics:

1. Time: Indicate dates (months, year) and specific hours per week.
2. Host: Indicate names, positions, and a brief background of each person tube involved in the supervision and the approximate weekly time to be devoted to supervision.
3. Experience: List the various duties you will perform. Indicate approximate time devoted to each. A practicum/internship student should engage in all the activities performed by a full-time staff member of the agency.
4. Signatures: The prospectus must be completed, signed by the student, site host, and Faculty supervisor. The prospectus should be submitted no later than the first week in which classes are held.

Student:

Site:

Site Supervisor:

1. Student's Signature _____ Date _____
2. Site Supervisor _____ Date _____
3. Faculty Supervisor _____ Date _____



Appendix 2: General Data Form on Local Organization

Name _____ Location _____

Director _____ Phone _____

Intern _____

Brief History of the Organization:

Current status of the organization (personnel, patients, social class, age, gender, social standing, major departments, programs, goals, etc.)

Supervisor and Experience:



Assigned Duties:

Expectations:



Appendix 3: Supervisor's Evaluation of Student Performance

Mid Term & Final Assessment

Student: _____ **ID#** _____

Major: Counseling _____ Business _____ Ministry _____

Placement Site: _____

Site Supervisor: _____

Site Address: _____

Site Phone #: _____ **Supervisor Email:** _____

Supervisor Completing Form: _____

Signature

Date

Student Signature: _____

Signature

Date



Rubric Criteria

Exceeds Expectations = The student demonstrates this accomplished practice at a level *exceeding* that expected of a beginner.

Meets Expectations = The student *proficiently* demonstrates this accomplished practice at a level expected of a beginner.

Near Expectations = The student demonstrates this accomplished practice at a level expected of a beginner, although *not yet consistent over time*.

Below Expectations = The student demonstrates this accomplished practice *inconsistently* and at a level *less than expected* of a beginner, or is *unsuccessful* in demonstrating this accomplished practice

Not Marked = The rater was *not able to observe* this or this is not relevant to the beginning school counselor's instructional setting

1. How would you rate the student's performance, given the rubric above?

2. Please note the student's areas of strength, which you have observed:



3. Please note the student's areas needing improvement, which you have observed:

4. Please comment on the student's general performance during his/her field experience to this point:

5. Please discuss any concerns you have about the field experience program and/or student.

Appendix 4: Time Logs

Instruction Sheet for Completing Time Logs

Logistics

1. Make multiple copies of this blank hour's sheet for both Practicum and Internship.
2. Fill in your name on each sheet.
3. Fill in the "Page __ of __" field (e.g., "Page 2 of 4") – leave the second field blank until you know how many pages you will have in total.
4. Fill in the "Dates ___ to ___" with the dates that this particular sheet covers
5. You may have more than one line filled out per day.
6. Only fill in activities that contain information that is pertinent to the supervisor who will sign off on those activities (see more info below).

Instructions for Completing Hours Time Sheet

1. **Begin/End Time** – Using 15 minute increments. Encapsulate the activities performed.
2. **Date** – Use MM/DD/YY format (it is possible to have multiple entries for one date)
3. **Activity** – Note the kind of activity(s) that you participated in for that entry
4. **Supervisor's Signature** – This is where your supervisor will sign to verify the activities that you've completed. If these activities are completed on site, the Site Supervisor must sign. On the other hand, if these activities were completed at the college, the Faculty Supervisor must sign.
5. **Individual Supervision** – Note the amount of time spent in individual supervision.
6. **Group Supervision** – Note the amount of time spent in group supervision.
7. **Total Hours** – Note the total amount of time spent for that particular period.
8. **Total the number of hours** for Individual Supervision, Group Supervision, and Total Hours for each page.
9. **MAKE A MINIMUM OF TWO COPIES OF EACH PAGE THAT YOU SUBMIT TO THE COLLEGE.**

Instructions for Completing "Field Experience Weekly Summary" Sheet

1. This sheet is provided for you to write a brief reflection paper of what occurred during the course of **each week** of your field experience.
2. **Summary of Week's Activities (what did you do, how often, and when)** – Briefly summarize what occurred during the week on site.
3. **Impressions or Learning Drawn from This Week's Activities** – Based upon what happened this week (and putting it in context with what has occurred previously), what are you learning about yourself, clients, the counseling profession, your site, etc.
4. **Concerns or Questions Arising from This Week's Activities (things to bring into supervision)** – Based upon what happened this week (and putting it in context

with what has occurred previously), what are some concerns or questions that you would like addressed in your university supervision (come to supervision prepared!).

***Both the “Hours” Time Log and the “Field Experience Weekly Summary” Sheet will be kept in the Student’s Field Experience Logbook and should be brought to every individual and group supervision session, currently updated and accurate.**



Appendix 4A: Time Logs – Hours

Student's Name: _____ Dates _____ to _____ Page ___ of ___

Begin/End Time (Clock Hours in 15 minute increments)	Date	Activity (Individual counseling, sermon prep, group, guidance, teaching, supervision, tape review, staffings, testing, clerical tasks, research, etc.)	Supervisor's Signature	Ind. Supv. (#hrs)	Group Supv. (#hrs)	Total Hours



Totals		RUNNING TOTALS		TOT	TOT	TOTALS



Appendix 4B: Field Experience Weekly Summary

Name: _____ Dates for the Week: _____

Summary of Week's Activities (what did you do, how often, and when):

Impressions or Learning Drawn from This Week's Activities:

Concerns or Questions Arising from This Week's Activities (things to bring into supervision):



Appendix 5: Consent Forms

South Florida Bible College & Theological Seminary

Parental Consent Form

This is to provide permission for my child, _____, to engage in audiotaped or videotaped guidance and counseling sessions with _____, a Student-Counselor enrolled in the nationally accredited counseling program at SFBC&TS. The Student-Counselor is under the direct supervision of _____, a faculty member at SFBC&TS. An audiotape or videotape of the counseling interview is necessary for the supervision and instruction of the Student-Counselor. The tape will be used solely for supervisory and instructional purposes and will be erased following completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that the child's condition indicates that there is a clear and imminent danger to him/her, or to another individual, or if the child discloses information involving a violation of federal, state, or local laws, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Parent signature: _____ Date: _____

Student-Counselor signature: _____ Date: _____

Minor client signature: _____ Date: _____



South Florida Bible College & Theological Seminary

Client Consent Form

This is to provide my permission to engage in audiotaped or videotaped guidance and counseling sessions with _____, a Student-Counselor enrolled in the nationally accredited counseling program at SFBC&TS. The Student-Counselor is under the direct supervision of _____, a faculty member at SFBC&TS. An audiotape or videotape of the counseling interview is necessary for the supervision and instruction of the Student-Counselor. The tape will be used solely for supervisory and instructional purposes and will be erased following completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that you disclose a situation or event that presents and indicates clear and imminent danger to your or to another individual, or involves abuse of an elderly, minor or disabled persons, or if you disclose information involving a violation of federal, state, or local laws, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Client signature: _____ Date: _____

Student-Counselor signature: _____ Date: _____



Appendix 6: Student Evaluation of Faculty Supervisor

Faculty Supervisor: _____ Semester and Year _____

Please evaluate your supervisory experience in the following areas using this code:

SA – Strong Agree

A – Agree

N – No opinion

D – Disagree

SD – Strongly Disagree

Please circle your response. This evaluation will be shown to your supervisor *after* grades are submitted.

1. My supervisor was genuinely interested in my growth as a professional.

SA A N D SD

2. My supervisor was very professional in her/his dealings with me.

SA A N D SD



3. My supervisor made suggestions that were beneficial.

SA A N D SD

4. My supervisor created a setting of support.

SA A N D SD

5. I was treated as a professional by my supervisor.

SA A N D SD

6. My supervisor was dependable regarding his/her meetings with me and my colleagues.

SA A N D SD



7. The supervisor offered me constructive criticism that assisted in improving my skills.

SA A N D SD

8. The requirements made of me by the supervisor were fair and challenging.

SA A N D SD



3. How might supervisory goals and ministry be modified for the better?

4. What ideas and practices in the field do you think should be incorporated into the program of the school?

Intern Student: _____ Date: ____/____/____

Institution: _____ Date: ____/____/____

(Use additional paper as needed and attach it to the back of the of the form)