



**Master of Science in Counseling**  
**PRACTICUM AND INTERNSHIP**  
**HANDBOOK**

University of Great Falls  
1301 20<sup>th</sup> Street South  
Great Falls, MT 59405

(As of May 26, 2009)



Dear Site Supervisor:

Thank you for participating as a site supervisor for the University of Great Falls' counselor training program. In order to make your interaction with UGF as easy and mutually beneficial as possible, please read the enclosed information carefully.

The University of Great Falls has a long history of providing work experience for our students through practicum and internship programs. We are delighted that you have become a part of this partnership among students, counseling professionals, and the University.

Please feel free to contact us when you have questions or concerns.

Sincerely,

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**University of Great Falls  
Master of Science in Counseling  
Counseling Practicum and Internship Handbook**

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# **General Information for Site Supervisors and Students**

## **Insurance**

Counseling practicum and internship students are required to have some form of professional liability insurance. Students who are currently members of ACA can obtain insurance through that organization at competitive rates. Students who are not currently members of the ACA are encouraged to join at this time, not only for the opportunity to be insured under its group program but also to begin participation in a professional organization serving the interests of the counseling profession.

Each student must submit the enclosed Statement of Liability Insurance form to the Graduate Office prior to beginning the practicum. Failure to secure insurance by midterm will result in suspension from the practicum until insurance is obtained. Failure to secure insurance by the end of the semester will result in a “F” grade for that semester.

## **Monitoring Methods**

A variety of methods are available and will be employed for monitoring student/ client contact, including, but not limited to:

- audio and/ or video recording sessions
- transcripts and analyses of recordings of sessions
- monitoring through one-way mirror
- direct supervision, and
- Presentation and discussion of case studies.

## **Client Records**

A signed release form must be completed by each client to be presented to the class prior to any presentation. An additional release form may be required should the client be asked to participate in video or audio recording of a counseling session. Students who are counseling minors or other clients requiring special considerations due to limited understanding should follow the school district, agency, or health unit policy regarding approval by a parent or legal guardian prior to the initiation of counseling sessions. Written communication to the MSC Program Coordinator and Site Supervisor is advised in questionable or unusual circumstances.

## **Evaluations**

In addition to periodic informal evaluations during individual supervisory sessions, students will be formally evaluated by the Site Supervisor on a variety of skills and activities at midterm and at the end of every semester. Identified outcome competencies are integral to these evaluations. Maintaining client contact information including contact hour logs and client records is the responsibility of the student and will be included in the evaluation along with attendance at scheduled individual and group supervisory sessions. Students will also complete evaluations of site supervisors.

Additionally, clients have the opportunity to evaluate the student counselor each semester. Client comments will not be evaluated as part of the student’s grade but will be reviewed and discussed by the Site Supervisor and the MSC Program Coordinator with the student. One client evaluation must be completed and submitted to the MSC Program Coordinator each semester.

## **Sequential Progression of Activities for Student Counselors**

The following is a guideline of proposed progression of activities. It allows the student the opportunity to demonstrate competencies in an increasingly complex and independent manner throughout the practice experience.

### **Phase 1: Observation and Information Gathering**

During this phase, the student becomes acquainted with the agency, its procedures, and personnel. At this stage, students should have access to written policy and records. After the student has demonstrated understanding and competency in this area, they will move into the next phase with the approval of the Site Supervisor.

Activities include:

Organization structure:

- Administrative procedures
- Record keeping
- Intake procedures
- Assessment procedures
- Referral procedures
- Staff meeting attendance
- Research

Orientation to the agency's treatment process

- Theory
- Process
- Techniques and skills
- Client population

### **Phase 2: Involvement in counseling**

During this phase, students begin to participate as counselors in the agency. Close supervision is important at this stage, and students are expected to participate in activities appropriate to their abilities.

Activities:

- Cofacilitation of individual and group counseling sessions
- New client intake
- Assessment
- Attending staffings and in-service training
- Referral
- Accurate record-keeping

### **Phase 3: Counseling**

While supervision of the student continues during this phase, the student is expected and allowed more independence in providing service to clients. Any concerns or questions about the student's progress to this stage should be discussed with the MSC Program Coordinator. It is during this phase that the student is able to offer more services to the agency.

Activities:

- new client intake
- Individual and group counseling
- Conducting staff in-service
- Participation in case review
- Participation in treatment planning
- Case write-up and presentation
- Consultation
- Referral and follow-up

## Grading

### Practicum

Grading for MSC 695, Practicum, is on a pass/fail basis. Although site supervisors will play a major role in grading, the Instructor of the course and the Coordinator of the MSC Program will jointly assign the final grades for the course.

When students earn a passing grade, this indicates that in addition to completing all course assignments and requirements, including record keeping, in a timely and professional manner, the student demonstrates strong counseling skills, above-average standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession. In addition, assessment will rely on the completion of assignments within the appropriate time frame, the quality of these assignments, attendance and informed participation during class meetings, and the site supervisor's evaluation. For assignment specifics, please refer to the syllabus for this course.

In cases where the student has failed to meet the required number of clock hours, a grade of incomplete will be given. Failure to meet the clock hour requirement within one succeeding semester will result in re-evaluation of the student's continuing candidacy in the MSC degree program by the MSC Program Coordinator and the Graduate Committee.

In the event that the Site Supervisor or MSC Program Coordinator has concerns regarding a student's personal or professional competency, the Site Supervisor, MSC Program Coordinator, and student will develop a plan for remediation or dismissal from the program.

**Please note that at least 80% of the practicum clock hours and all of other course activities must be completed before a student will be allowed to enroll in MSC 696: Advanced Internship.**

### Internship I and II

MSC 696, Internship I, and MSC 697, Internship II, comprise a Pass/ Fail course sequence, typically taken over two semesters for a total of 8 credits. Although site supervisors will play a major role in grading, the instructor of the course and the Program Coordinator of the MSC Program will jointly assign the final grades for the course.

A passing grade indicates that in addition to completing all course requirements, including record keeping, in a timely and professional manner, the student demonstrates strong counseling skills, above-average standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession. Assessment of the student's progress will rely on the completion of assignments within the appropriate time frame, the quality of these assignments, attendance and informed participation during class meetings, and the site supervisor's evaluation. For assignment specifics, please refer to the syllabi for these courses.

In cases where the student has failed to meet the required number of clock hours, a grade of incomplete will be given. Failure to meet the clock hour requirement within one succeeding semester will result in re-evaluation of the student's continuing candidacy in the MSC degree program by the MSC Program Coordinator and the Graduate Committee.

In the event that the Site Supervisor or MSC Program Coordinator has concerns regarding a student's personal or professional competency, the Site Supervisor, MSC Program Coordinator, and student will develop a plan for remediation or dismissal from the program.

**Please note that at least 80% of your internship I clock hours & all of your other course activities must be completed before you will be allowed to enroll in MSC 697: Internship II.**

## **Counseling Practicum**

The Counseling Practicum experience is considered one of the most important professional activities in which students engage. Students are given opportunities to synthesize and apply knowledge gained in their studies. Through the sharing of experiences in both group and individual supervision, the student refines previously learned skills and acquired new knowledge and skills.

### **Objectives**

The Counseling Practicum is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised individual and group counseling experiences, the student can expand his/ her skills with opportunities to experience direct and specific feedback from the Program Advisor and Site Supervisors through video and/ or audio recording and direct supervision. A practicum student will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining an effective counseling relationship
- Development and application of appropriate counseling techniques
- Maintaining client records and scheduling client appointments
- Continued awareness and implementation of ethical standards of practice
- Discovering and using community resources when appropriate, including referrals
- A continued willingness to learn, including acceptance of feedback
- Enthusiasm for and a commitment to the counseling profession
- Continued development of personal traits which are conducive to effective learning, counseling, and professional development

Students will also:

- Apply the concepts and processes of counseling in a community setting.
- Provide, seek and receive feedback to enhance development of skills.
- Develop and participate in activities and exercises to facilitate the development of skills in themselves and in their peers.
- Involve themselves in state and national professional organizations.
- Investigate and understand the licensure process in the state of Montana.
- Understand the need for continuing education and for remaining current with the professional literature.
- Appreciate the need for self-care as a counseling professional.

### **Practicum Requirements**

Prior to enrolling in Counseling Practicum MSC 695, the student will have:

1. been fully accepted for MSC Advanced Candidacy
2. a minimum 3.0 GPA for all graduate work
3. completed the following graduate level courses (minimum B grade)
  - Professional Orientation
  - Statistics and Research Methods
  - Psychopathology
  - Theories of Counseling
  - Standardized Testing and Individual Assessment
  - Professional Ethics
  - Techniques of Counseling (from UGF)
  - Group Counseling (from UGF)
  - Advanced Techniques of Counseling (from UGF, can be taken concurrently with Practicum)
4. completed 40 semester credits (with a GPA of 3.0)

5. The student must be prepared to commit to:
  - a. Writing two research papers based on student's research interest and practicum site.
  - b. Acquiring a **minimum of 240 clock hours** during the semester in the following way:
    1. **Direct hours required: 40 minimum.**
      - a) These are face-to-face direct service to individual clients, families, and groups.
      - b) **During practicum, all client contact must be supervised by a licensed supervisor.**
    2. **Indirect hours: 200.**
      - a) Examples of indirect activities include supervision, observing counseling, paperwork, case notes, and monthly class sessions at UGF.
    3. **Supervision hours required: One hour face-to-face supervision per 10 hours of site experience (if you work 240 hours at your site, you need 24 hours of individual supervision). Supervision hours are counted as indirect hours.**
  - c. Completing all assigned work by the end of the semester (refer to course syllabus for specifics).
  - d. Attending all 4 of the weekend sessions

## **Counseling Internship**

The Counseling Internship is a two semester course sequence composed of MSC 696, Internship I, and MSC 697, Internship II. The courses are regarded as the capstone experience of the Master of Science in Counseling degree. Students are expected to gain competence, confidence, and increased independence in delivering counseling services as they transition from the student role to that of a professional counselor.

### **Objectives**

- A. An internship student will be expected to refine and expand the following skills:
  - 1. Establish and maintain an effective counseling relationship
  - 2. Develop and apply appropriate counseling techniques
  - 3. Maintain client records and schedule client appointments
  - 4. Continue awareness and implementation of ethical standards of practice
  - 5. Discover and use community resources when appropriate, including referrals
  - 6. Continue in a willingness to learn, including acceptance of feedback
  - 7. Enthusiasm for and a commitment to the counseling profession
  - 8. Continued development of personal traits which are conducive to effective learning, counseling, and professional developments
- B. Students will:
  - 1. Apply the concepts and processes of counseling in a community setting.
  - 2. Provide, seek and receive feedback to enhance development of skills.
  - 3. Develop and participate in activities and exercises to facilitate the development of skills in themselves and in their peers.
  - 4. Involve themselves in state and national professional organizations.
  - 5. Understand the need for continuing education and for remaining current with the professional literature.
  - 6. Appreciate the need for self-care as a counseling professional.
- C. Students will discover and apply current clinical research to the clients that they serve.
- D. Investigate and understand the licensure process in the state of Montana.

### **Internship Requirements**

Prior to enrolling in MSC 696 Counseling Internship, the student will have:

- 1. been fully accepted for MSC Advanced Candidacy
- 2. a minimum 3.0 GPA for all graduate work
- 3. completed the following graduate level courses (minimum B grade)
  - Professional Orientation
  - Statistics and Research Methods
  - Psychopathology
  - Theories of Counseling
  - Standardized Testing and Individual Assessment
  - Professional Ethics
  - Techniques of Counseling (from UGF)
  - Group Counseling (from UGF)
  - Advanced Techniques of Counseling (from UGF)
- 4. completed 40 semester credits (with a GPA of 3.0)
- 5. successfully completed MSC 695, Practicum

The student must be prepared to commit to:

1. Attending and participating in 4 weekend sessions
2. Completing all assigned work by the end of the semester (refer to course syllabus for specifics).
3. Accruing 300 work-related hours Here's a breakdown of the MINIMUM number of hours that need to be acquired during the semester:
  - a. **Total Hours: 300**
  - b. **Direct hours: 120 minimum**
    - (i) These are face-to-face direct service to individual clients, families, and groups.
  - c. **Indirect hours: 180**
    - (i) Examples of indirect activities include supervision, observing counseling, paperwork, case notes, and monthly class sessions at UGF.
  - d. **Supervision hours: One hour face-to-face supervision per 15 hours of site experience**
    - (i) if you work 300 hours at your site, you need 20 hours of individual supervision.
    - (ii) Supervision hours are counted as indirect hours.

# **ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS**

## **ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION**

Adopted by ACES Executive Counsel and Delegate Assembly  
March, 1993

### **Preamble:**

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to ACA's current ethical standards and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its procedures for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

## **DEFINITIONS OF TERMS:**

**Applied Counseling Settings** - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

**Supervisees** - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

**Supervisors** - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

### **1. Client Welfare and Rights**

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research

purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

## **2. Supervisory Role**

Inherent and integral to the role of supervisor are responsibilities for:

- a. Monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.

2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.

2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.

2.07 Supervisors of counselors should meeting regularly in face-to-face sessions with their supervisees.

2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.

2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships.

Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

### **3. Program Administration Role**

3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.

3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.

3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.

3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.

3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.

3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.

3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.

3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.

3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.

3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.

3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.

3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.

3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

- a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
- b. Client welfare;
- c. Supervisee welfare;
- d. Supervisor welfare; and
- e. Program and/or agency service and administrative needs.

# Standards for Counseling Supervisors

As Adopted by the AACD Governing Council, July 13-16, 1989

The standard includes a description of eleven core areas of personal traits, knowledge, and competencies that are characterized of effective supervisors. The level of preparation and experience of the counselor, the particular work setting of the supervisor and counselor and client variables will influence the relative emphasis of each competency in practice.

These core areas and their related competencies have been consistently identified in supervision research and, in addition, have been judged to have face validity as determined by supervisor practitioners, based on both select and widespread peer review.

1. Professional and counseling supervisors are effective counselors whose knowledge and competencies have been acquired through training, education, and supervised employment experience.  
The counseling supervisor:
  - 1.1 demonstrates knowledge of various counseling theories, systems, and their related methods;
  - 1.2 demonstrates knowledge of his/ her philosophical, theoretical, and methodological approach to counseling;
  - 1.3 demonstrates knowledge of his/ her assumptions about human behavior; and
  - 1.4 demonstrates skill in the application of counseling theory and methods (individual, group, or marital and family specialized areas such as substance abuse, career-life span development, rehabilitation) that are appropriate for the supervisory setting.
  
2. Professional counseling supervisors demonstrate personal traits and characteristics that are consistent with the role.  
The counseling supervisor:
  - 2.1 is committed to updating his/ her own counseling and supervisory skills;
  - 2.2 is sensitive to individual differences;
  - 2.3 recognizes his/ her own limits through self-evaluation and feedback from others;
  - 2.4 is encouraging, optimistic, and motivational;
  - 2.5 possesses a sense of humor
  - 2.6 is comfortable with the authority inherent in the role of supervisor;
  - 2.7 demonstrates a commitment to the role as supervisor;
  - 2.8 can identify his/ her own strengths and weaknesses as a supervisor; and
  - 2.9 can describe his/ her own pattern in interpersonal relationships.
  
3. Professional counseling supervisors are knowledgeable regarding ethical, legal, and regulatory aspects of the profession, and are skilled in applying this knowledge.  
The counseling supervisor:
  - 3.1 communicates to the counselor a knowledge of professional codes of ethics (e.g., AACD, ACA, APA);
  - 3.2 demonstrates and enforces ethical and professional standards;
  - 3.3 communicates to the counselor an understanding of legal and regulatory documents and their impact on the profession (e.g., certification, licensure, duty to warn, parent's rights to children's records, third party payments, etc.);
  - 3.4 provides current information regarding professional standards (NCC, CCMHC, CRC, CCC, licensure, certification, etc.);

- 3.5 can communicate a knowledge of counselor rights and appeal procedures specific to the work setting, and;
  - 3.6 communicates to the counselor a knowledge of ethical considerations that pertains to the supervisory process, including dual relationships, due process, evaluation, informed consent, confidentiality, and vicarious liability.
4. Professional counseling supervisors demonstrate conceptual knowledge of the personal and professional nature of the supervisory relationship and are skilled in applying this knowledge.  
The counseling supervisor:
- 4.1 demonstrates knowledge of individual differences with respect to gender, race, ethnicity, culture, and age and understands the importance of these characteristics in supervisory relationships;
  - 4.2 is sensitive to the counselor's personal and professional needs;
  - 4.3 expects counselors to own the consequences of their actions;
  - 4.4 is sensitive to the evaluative nature of supervision and effectively responds to the counselor's anxiety relative to performance evaluation;
  - 4.5 conducts self-evaluations, as appropriate, as means of molding professional growth;
  - 4.6 provides facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy);
  - 4.7 establishes a mutually trusting relationship with the counselor;
  - 4.8 provides an appropriate balance of challenge and support, and;
  - 4.9 elicits counselor thoughts and feelings during counseling or consultation sessions, and responds in a manner that enhances the supervision process.
5. Professional counseling supervisors demonstrate conceptual knowledge of supervision methods and techniques, and are skilled in using this knowledge to promote counselor development.  
The counseling supervisor:
- 5.1 states the purpose of supervision and explains the procedures to be used;
  - 5.2 negotiates mutual decisions regarding the needed direction of learning experiences for the counselor;
  - 5.3 engages in appropriate supervisory interventions, including interpersonal process recall, micro-training, suggestions and advice, reviewing audio and video tapes, etc.;
  - 5.4 can perform the supervisor's functions in the role of teacher, counselor, or consultant as appropriate;
  - 5.5 elicits new alternatives from counselors for identifying solutions, techniques, responses to clients;
  - 5.6 integrates knowledge of supervision with his/ her style of interpersonal relations;
  - 5.7 clarifies his/ her role in supervision;
  - 5.8 uses media aids (print material, electronic recording) to enhance learning, and;
  - 5.9 interacts with the counselor in a manner that facilitates the counselor's self-exploration and problem solving.
6. Professional counseling supervisors demonstrate conceptual knowledge of the counselor development process and are skilled in applying this knowledge.  
The counseling supervisor:

- 6.1 understands the development nature of supervision;
  - 6.2 demonstrates knowledge of various theoretical models of supervision;
  - 6.3 understands the counselor's roles and functions in particular work settings;
  - 6.4 can identify the learning needs of the counselor;
  - 6.5 adjusts conference content based on the counselor's personal traits, conceptual development, training, and experience, and;
  - 6.6 uses supervisory methods appropriate to the counselor's level of conceptual development, training and experience.
7. Professional counseling supervisors demonstrate knowledge and competency in case conceptualization and management.  
The counseling supervisor:
- 7.1 recognizes that primary goal of supervision is helping the client of the counselor;
  - 7.2 understands the roles of other professionals (e.g., psychologists, physicians, social workers) and assists with the referral process, when appropriate;
  - 7.3 elicits counselor perceptions of counseling dynamics;
  - 7.4 assists the counselor in selecting and executing data collection procedures;
  - 7.5 assists the counselor in analyzing and interpreting data objectively;
  - 7.6 assists the counselor in planning effective client goals and objectives;
  - 7.7 assists the counselor in using observation and assessment in preparation of client goals and objectives;
  - 7.8 assists the counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization;
  - 7.9 assists the counselor in assigning priorities to counseling goals and objectives;
  - 7.10 assists the counselor in providing rationale for counseling procedures, and;
  - 7.11 assists the counselor in adjusting steps in the progression toward a goal based on ongoing assessment and evaluation.
8. Professional counseling supervisors demonstrate knowledge and competency in client assessment and evaluation.  
The counselor supervisor:
- 8.1 monitors the use of tests and test interpretations;
  - 8.2 assists the counselor in providing rationale for assessment procedures;
  - 8.3 assists the counselor in communicating assessment procedures and rationales;
  - 8.4 assists the counselor in the description, measurement, and documentation of client and counselor change, and;
  - 8.5 assists the counselor in integrating findings and observations to make appropriate recommendations.
9. Professional counseling supervisors demonstrate knowledge and competency in oral and written reporting and recording.  
The counseling supervisor:
- 9.1 understands the meaning of accountability and the supervisor's responsibility in promoting it;
  - 9.2 assists the counselor in effectively documenting supervisory and counseling-related interactions;
  - 9.3 assists the counselor in establishing and following policies and procedures to protect the confidentiality of client and supervisory records;

- 9.4 assists the counselor in identifying appropriate information to be included in a verbal or written report;
  - 9.5 assists the counselor in presenting information in a logical, concise, and sequential manner, and;
  - 9.6 assists the counselor in adapting verbal and written reports to the work environment and communication situation.
10. Professional counseling supervisors demonstrate knowledge and competency in the evaluation of counseling performance.  
The counseling supervisor:
- 10.1 can interact with the counselor from the perspective of evaluator;
  - 10.2 can identify the counselor's professional and personal strengths, as well as weakness;
  - 10.3 provides specific feedback about such performance as conceptualization, use of methods and techniques, relationship skills, and assessment;
  - 10.4 determines the extent to which the counselor has developed and applied his/ her own personal theory of counseling;
  - 10.5 develops evaluation procedures and instruments to determine program and counselor goal attainment;
  - 10.6 assists the counselor in the description and measurement of his/ her progress and achievement, and;
  - 10.7 can evaluate counseling skills for purpose of grade assignment, completion of internship requirements, professional advancement, and so on.
11. Professional counseling supervisors are knowledgeable regarding research in counseling and counselor supervision.  
The counseling supervisor:
- 11.1 facilitates and monitors research to determine the effectiveness of programs, services, and techniques;
  - 11.2 reads, interprets, and applies counseling and supervisor research;
  - 11.3 can formulate counseling or supervisory research questions;
  - 11.4 reports results of counseling of supervisory research and disseminates as appropriate (e.g., in-service, conferences, publications), and;
  - 11.5 facilitates an integration of research finding in individual case management

**Forms**  
**University of Great Falls**  
**Master of Science in Counseling**  
**Counseling Practicum and Internship Agreement**

**This Agreement**, by and between:

1. The University of Great Falls  
College of Graduate Studies  
1301 20<sup>th</sup> Street South  
Great Falls, MT 59405  
(406) 791-5336

AND

2. Agency or School \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_

AND

3. Student Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_

**for the purpose of providing supervised experience in Counseling Practicum or Internship for the named student for the following time period:**

Begin Date \_\_\_\_\_ End Date \_\_\_\_\_.

**It Is Mutually Agreed**

- A. That the above named agency or school will provide the following services and supervision:
  1. Orientation to the agency or school and definition of specific student duties.
  2. Direct, one-to-one supervision to be performed by:  
Name \_\_\_\_\_  
Highest Degree Held \_\_\_\_\_  
Major Field of Study \_\_\_\_\_  
Additional Degree(s) Held \_\_\_\_\_  
Major Field of Study \_\_\_\_\_  
MT Licensure No. \_\_\_\_\_  
Other Licensure and Certification: \_\_\_\_\_  
Frequency and Method of Supervision \_\_\_\_\_  
Supervision hours: (Estimated, per week)  
Individual Supervision: \_\_\_\_\_  
Group Supervision: \_\_\_\_\_
  3. Review of the student's performance through meetings with the student, and midterm and semester evaluations.

4. Review of the student's weekly experience log. Supervisor signature to indicate verification of log entries.
5. Supervision of the student to be done in accordance with the guidelines established by the agency or school or as determined by regular personnel, keeping in mind the enclosed AACD guidelines for supervisors, and MT licensure requirements.

B. That the student will:

1. Be at the agreed upon location(s) on the following days at the following times:

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2. Perform the following specific duties and responsibilities:

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3. Attend regular group supervision meetings at University of Great Falls, or such other location as may be determined by the UGF MSC program coordinator.

1. Keep a current log of time spent, including weekly summaries, which will be reviewed and signed by the Site Supervisor and be available on call to site and campus supervisors.
2. Write regular reviews of experiences, skill development, and concerns as encountered in the practicum to be reviewed by the student's Program Director.

C. That the University of Great Falls, through its Master of Science in Counseling Program, will:

1. Advise the student as to requirements involved in the Practicum and Internship.
2. Provide regular group supervision meetings to process internship experiences, as well as to assist the student in skill development, case study presentation, and other areas of concern.
3. Maintain periodic contact with the Site Supervisor and student to discuss student progress.
4. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss remediation at the earliest possible date.

**The Following Signatures Verify Agreement to the Above Stated Conditions:**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Site Supervisor Date

\_\_\_\_\_  
MSC Program Coordinator Date

Received in the Graduate Office \_\_\_\_\_  
Date Initials

**University of Great Falls  
Masters of Science in Counseling  
Statement of Liability Insurance**

I, \_\_\_\_\_, am aware that as a Practicum and Internship student in the University of Great Falls Master of Science in Counseling Program, I am responsible for obtaining liability insurance.

In order to meet this requirement, I have obtained practice insurance through the following organization:

Organization \_\_\_\_\_  
\_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Upon receipt of insurance information from the above organization, student will provide a copy of the insurance face sheet, and include policy number and expiry date.

Signed:

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
MSC Program Coordinator Date

Received in Graduate Office \_\_\_\_\_  
Date Initials

**University of Great Falls**  
**Master of Science in Counseling**  
**Release of Information/ Permission to Consult**  
(For Clients Presented in Practicum or Internship Meetings)

Please print or type the information in the appropriate blank.

I, \_\_\_\_\_, hereby give my permission for student counselor, \_\_\_\_\_, to share information regarding my counseling with the MSC Program Coordinator, \_\_\_\_\_, of the University of Great Falls for the purpose of supervision and evaluation of the above named student counselor.

I realize that this release applies only to the above individual/ organization. I realize that the above named student counselor has report requirements in situations where a danger to myself or others is believed to exist.

Signed:

\_\_\_\_\_  
Client Date

\_\_\_\_\_  
Parent/ Guardian (if required) Date

\_\_\_\_\_  
Witness Date

Unless otherwise specified, this Release expires upon termination of the above counseling relationship, or after a six month period, whichever comes first.

**University of Great Falls**  
**Master of Science in Counseling**  
**Permission to Record/ Observe**

I, \_\_\_\_\_, hereby give my permission for the use of recording devices, including audio and video tapes, as well as observation through a one-way mirror or in the same room during my counseling sessions with \_\_\_\_\_, at

(site name)\_\_\_\_\_

(address)\_\_\_\_\_.

I understand any information obtained during counseling sessions through these means will be used solely for the purpose of supervision by my student counselor's supervisor(s), and that otherwise this information will be kept strictly confidential as allowed by law.

This authorization will expire on (date) \_\_\_\_\_, or when I terminate my counseling with the above named counselor. I also understand that any taped material will be immediately erased after supervision has taken place.

Signed:

\_\_\_\_\_  
Client Date

\_\_\_\_\_  
Parent/ Guardian (if required) Date

**Counseling Session Summary Sheet**  
Suggested format for Session Review

Student Counselor \_\_\_\_\_ Date \_\_\_\_\_

Client \_\_\_\_\_ Time \_\_\_\_\_

Anecdotal Summary Focusing on Client (what we talked about):

Subjective Summary Focusing on Client (what I think happened):

Counseling Objectives (what will be done):

My Strengths:

Areas that need improvement:

My Skill Goal for Next Session:

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Student \_\_\_\_\_ Date \_\_\_\_\_

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Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**University of Great Falls**  
**Master of Science in Counseling**  
**Counseling Practicum and Internship Weekly Log**

Student Counselor \_\_\_\_\_

Week of \_\_\_\_\_

Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

List the number of hours engaged in each activity for each day. Your Site Supervisor must sign off on each weekly log.

Day of Week	Date	Direct Service to Clients		Supervision		Other Activities	Daily Totals
		Individual Counseling	Group & Family Counseling or Educational	Individual	Group		
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Activities Total							
	Running total from previous week			+ this week's Total	=	Cumulative hours	

\_\_\_\_\_  
 Site Supervisor Signature

\_\_\_\_\_  
 Date

Notes on Activities:

**University of Great Falls**  
**Master of Science in Counseling**  
**Counseling Practicum and Internship Midterm Evaluations**

Student \_\_\_\_\_

Date \_\_\_\_\_

Host Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Please evaluate the student's skills based on the following criteria. For each item rate the student's skills or performance based on a scale of 1 through 5, using 1 if the student's performance was poor, 2 if fair, 3 if good, 4 if very good, and 5 if excellent. Thank you.

Counseling Skills	Rating	Comments
Paraphrasing		
Reflection of feeling		
Open-ended questions		
Closed questions		
Focusing		
Instruction		
Appropriate self-disclosure		
Feedback		
Interpretation		
Directive		
Confrontation		
Silence		
Non-verbal language		

Process Skills	Rating	Comments
Initial interview		
-provides information about taping		
-provides information on confidentiality		
-discusses counselor role and approach		
-discusses client expectations		
Information gathering		
Establishment of rapport		
Clarification of presenting problems		
Mutual goal setting		
Mutually generated action plans		
Appropriate strategies/ interventions		
Effective termination of session/relationship		

Professional Traits	Rating	Comments
Desire to improve skills		
Initiative in new learning skills		
Acceptance of supervisor's feedback		
Professionalism		
Maintains client confidentiality		
Ethical behavior		
Maintains appropriate case notes		
Communication skills		
Self-confidence		
Punctuality		

**Additional Comments**

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Site Supervisor Signature

Date

**University of Great Falls  
Master of Science in Counseling  
End of Semester Evaluation**

Student \_\_\_\_\_ Date \_\_\_\_\_

Host Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

This form is to be completed by the student's Site Supervisor during the last week of each semester. For each item rate the student's skills or performance based on a scale of 1 through 5, where 1 if the student's performance was poor, 2 if fair, 3 if good, 4 if very good, 5 if excellent. Please include comments in the corresponding spaces. Thank you.

Process Skills	Rating	Comments
Facilitates a helpful and supportive counseling relationship (positive regard, genuineness, truth, empathy)		
Displays comfortable, non-anxious behaviors with clients and topics		
Prevents personal needs for topic selection and control of session from dominating or interfering with the session or relationship		
Refrains from being judgmental (lecturing, advice giving, judging)		
Focuses on client rather than skills and procedures		
Exhibits listening skills through reflection, clarification, attending to topic		
Exhibits attending through non-verbal language		
Uses open-ended questions to foster interaction and expression		
Establishes mutually agreed upon goals, action plans, or alternatives		
Interacts within the client's frame of reference		
Identifies and implements strategies to meet individual client needs		
Maintains client focus on specific topics at issue with the client.		
Uses relevant self-disclosure to encourage client disclosure		
Facilitates client awareness of discrepancies, mixed messages, and conflicts by questioning and confirmation		
Provides concrete, specific, and non-judgmental feedback		
Summarizes strategically throughout the session		
Ends session effectively		
Terminates counseling effectively after evaluating client readiness		
Exhibits awareness of community and professional resources		



**University of Great Falls**  
**Master of Science in Counseling**  
**Client Evaluation of Student Counseling**

Thank you for participating in the evaluation of a student counselor in the Master of Science in Counseling Program at the University of Great Falls. It is important to us that you be given an opportunity to express your reaction to our program and, specifically, to your student counselor and counseling experience. We hope that you will take a few minutes to complete the following evaluation as openly and as accurately as possible. Thank you.

Please indicate the degree to which you agree or disagree with the following statements as they apply to your experience with your counselor. Mark **1** for disagree, **2** for disagree somewhat, **3** for agree somewhat, **4** for agree. If the statement does not apply, please mark **NA**.

- \_\_\_\_\_1. Counselor understood my problem.
- \_\_\_\_\_2. Counselor seemed concerned.
- \_\_\_\_\_3. Counselor helped me get at my problems.
- \_\_\_\_\_4. Counselor helped me get needed information.
- \_\_\_\_\_5. Counselor could have offered me more advice and direction.
- \_\_\_\_\_6. Counselor could have given more evaluation/ feedback.
- \_\_\_\_\_7. Counselor could have been more assertive.
- \_\_\_\_\_8. Counselor had respect for me.
- \_\_\_\_\_9. Counselor seemed warm, honest, and open.
- \_\_\_\_\_10. Counselor helped me get in touch with my feelings.
- \_\_\_\_\_11. Counselor listened to me.
- \_\_\_\_\_12. Counselor seemed relaxed.
- \_\_\_\_\_13. Counselor helped me make choices.
- \_\_\_\_\_14. Counselor seemed concerned and involved.
- \_\_\_\_\_15. Counselor seemed distant and mysterious.
- \_\_\_\_\_16. Counselor helped me to talk about myself.
- \_\_\_\_\_17. Counselor helped me set goals.
- \_\_\_\_\_18. Counselor helped me see alternatives and options.

- \_\_\_\_\_19. Counselor seemed to expect me to do all the talking.
- \_\_\_\_\_20. Counselor did not have enough time to talk to me.
- \_\_\_\_\_21. Counselor talked about him/ herself too much.
- \_\_\_\_\_22. Counselor personality made me uncomfortable.
- \_\_\_\_\_23. Counselor was frequently late for appointments.
- \_\_\_\_\_24. Counselor was not supportive of me.
- \_\_\_\_\_25. Counselor was aloof.
- \_\_\_\_\_26. Counselor told me how to solve my problems.
- \_\_\_\_\_27. Counselor appeared knowledgeable and skilled.
- \_\_\_\_\_28. Counselor explained confidentiality to me.

Did you get what you wanted from your counseling experience? Why or why not?

**University of Great Falls  
Master of Science in Counseling  
Evaluation of Site Supervision**

Student \_\_\_\_\_

Host Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

For each item rate your site supervision on a scale of 1 through 5, according to your perception of need. For example, if you need or would like your supervisor to offer a great deal more confrontation when appropriate and as appropriate, you might indicate 1 on that item. If your supervisor confronts you as much as you feel is necessary in an ideal manner at optimal times, you might indicate 5.. Open-ended comments on the last page are encouraged and appreciated. Thank you.

<b>Supervision Skills</b>	<b>Rating</b>	<b>Comments</b>
Demonstrates knowledge of various counseling theories, techniques, and interventions.		
Performs supervisory functions as teacher, counselor, or consultant as appropriate.		
Encourages supervisee to explore alternatives of problem solving, seeking solutions, and responding to clients.		
Establishes and maintains good rapport with supervisee's professional development.		
Appropriately challenges and supports supervisee's professional development.		
Provides clear and useful suggestions.		
Is sensitive to individual differences.		
Demonstrates flexibility in the supervisory relationship.		
Assists supervisor in conceptualizing cases.		
Appropriately uses supervisory relationship to demonstrate principles of counseling.		
Gives appropriate feedback to supervisee regarding facilitative and non-facilitative counseling behavior.		
Confronts supervisee when appropriate and as appropriate.		
Assists supervisee in planning effective client goals/ objectives.		
Can identify and communicate supervisee's professional and personal strengths and weaknesses.		
Is available on a regular basis for supervision/ consultation.		

<b>Supervisor Effectiveness</b>	<b>Rating</b>	<b>Comments</b>
Your overall satisfaction with Site Supervisor		
Competence of supervisor at giving good supervision.		
Interactions with supervisor as contributing to your counseling abilities and knowledge.		
Interactions with supervisor as contributing to assisting your clients to change, grow, or improve.		
Interactions with supervisor as contributing to increasing your self-confidence as a counselor.		

Overall Satisfaction with Host Site

**1      2      3      4      5**

**Comments**

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Student Signature

Date