

**SCHOOL COUNSELING**  
**Master of Education**  
**Practicum/Internship**  
**Handbook**



Putting the Pieces Together

**COUNSELING AND PSYCHOLOGICAL SERVICES**  
**COLLEGE OF EDUCATION**  
**GEORGIA STATE UNIVERSITY**

**Practicum-Internship Sequence**  
**2020-21**

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# IMPORTANT DEADLINES

## August 03, 2020

Mandatory Internship Orientation: All students planning to begin internship in Fall 2020 MUST attend these meetings.

**First Orientation for Fall 2021 Internship will be held February 11, 2021**

## October 20, 2020

Current School Counseling Students must email the completed Application for Practicum CPS 7661 to Lydia Ewonus at [lewonus@gsu.edu](mailto:lewonus@gsu.edu) and copy Dr. Rice at [rrice3@gsu.edu](mailto:rrice3@gsu.edu).

## Spring Semester Practicum & Summer Semester for Fall Internship

Your proof of **student liability insurance** must be turned in to Dr. Rice Room 980 College of Education by first day of spring semester for practicum and by July 1<sup>st</sup> for Internship. Liability insurance can be purchased from ACA, ASCA, GAE, or PAGE.

If the site you have selected requires drug screening or criminal background checks, this documentation should also be complete before you can be fully approved for your schools. ALL STUDENTS MUST CARRY INDIVIDUAL LIABILITY INSURANCE.

## PREREQUISITES FOR SCHOOL COUNSELING STUDENTS

School counseling students who do not already have initial certification in the State of Georgia must successfully complete **EXC 4020** Characteristics and Instructional Strategies for Students with Disabilities and the appropriate GACE Content Assessment before Georgia State University will recommend them for graduation and/or certification in School Counseling. Characteristics and Instructional Strategies for Students with Disabilities

Summer 2019 Entry: CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7500, CPS 8260, and choice of CPS 8400/CPS 8460/or CPS 8380 CPS 7550 will be taken concurrently with CPS 7681

Summer 2018 Entry: CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7500, CPS 8260, and CPS 8400 FOR ELEM./MID OR choice of CPS 8400/CPS 8460/or CPS 8380 FOR SECONDARY CPS 7550 will be taken concurrently with CPS 7681

## GUIDELINES: PRACTICUM & INTERNSHIP

### **PREREQUISITES AND DEPARTMENTAL APPLICATION**

1. The school counseling practicum/internship sequence begins only in fall semester of the second year of the school counseling program. This procedure applies to new students to the Master of Education program, initial certification (non-degree) students, and current CPS students.
2. Students must attend the practicum/internship workshops before turning in the practicum or internship application. The practicum/internship workshops are normally held in October or February. Please check the bulletin boards and web site for workshop announcements.
3. The application for practicum *must* be submitted by **October 20, to Lydia Ewonus**. (See Appendix A for sample)

You will *need* to submit a second application for the internship sequence in February for the following fall and spring internship sequencing. Enrollment and completion of the Fall CPS 7681: Internship I and CPS7550 will ensure you the ability to enroll in the spring semester of internship, CPS 7681: Internship II.

4. Notification of placement will be emailed to you by the Office of Academic Assistance in the College of Education and Human Development. Included in this email will be information on getting authorization to enter the course. Students must receive course authorizations prior to registering for CPS 7661 and CPS 7681; authorization is *required* prior to registering for CPS 7661 and CPS 7681. Students can find authorization forms on the CPS website.

5. *Special note:* If you have applied or registered for CPS 7661/CPS 7681, but later decide not to enter the course for that particular semester, it is important that you fill out the *Practicum Postponement* form (see Appendix A for sample) and return it to the department. Be sure to advise the instructor of the section in which you are enrolled as well.
6. Practicum and internship must be completed during semesters indicated, spring for practicum and consecutive fall and spring semesters for internship.

## PLACEMENT INFORMATION

1. Students are asked to follow the guidelines of the system to which they are applying. The County Placement Office will assign each student a school. If students have any questions, they are encouraged to contact Dr. Rice, the School Counseling Program Coordinator.
2. Students will not be assigned to a school that their children attend and/or in which a family member works.
3. Students who are teachers in DeKalb County and Fulton County are not permitted to complete their practicum and internships in that county while employed as a full-time teacher. **THIS IS A DEKALB AND FULTON COUNTY POLICY, AND IT IS NOT NEGOTIABLE.** You must plan to complete your field experience by taking a leave of absence in DeKalb County and/or Fulton County.
4. Many counties have applications that students must complete in addition to GSU's application.
5. Students may not change placements for any reason without prior approval from Dr. Rice, the School Counseling Program Coordinator.
6. Please note that all sites will require students to pass a background check prior to placement. Any student with concerns about being able to pass this background check should consult the school counseling program coordinator immediately, and well before beginning the school-counseling program of study. Students unable to be placed at a site due to background concerns will not be able to complete CPS 7661 or CPS 7681, and therefore, will be unable to earn their MED in school counseling.

## SITE SUPERVISOR GUIDELINES

Approval of sites will depend on the availability of a qualified on-site supervisor. Sites with a Comprehensive School Counseling Program are preferred. **The on-site supervisor must be a certified school counselor in Georgia with at least three years of experience as a school counselor.**

1. The on-site supervisor should schedule a planning and supervision conference each week with the intern to discuss various aspects of his/her work, and make *suggestions* and *recommendations* relative to intern's progress. At least one (1) hour of on-site supervision should be provided each week.
2. The on-site supervisor should also provide an opportunity for the student to observe him/her in his/her work with students, teachers, and parents/guardians.
3. The on-site supervisor should observe the student in a number of settings such as teacher/parent conferences and working with students.
4. At the conclusion of each semester the on-site supervisor will complete a School Counselor Evaluation Form related to the student's progress and will discuss the evaluation with the student.
5. Students will evaluate the site and site supervisor at the end of Practicum, Internship I and Internship II. (See Appendix C).

## CPS 7661 APPLIED PRACTICE I/ PRACTICUM (Spring Semester of the first year)

1. The program requires students to complete a 10 week supervised practicum experience. Students are expected to spend 250 clock hours (40 hours of which must be DIRECT service) on site during the spring semester of their first year. The practicum provides for the development of teacher/parent consultation (observation only), classroom lessons, psychoeducational activities, individual counseling, group counseling, and the administration of general school counseling services. ALL students must maintain a LiveText account in order to be enrolled in CPS 7661. An overview of the practicum requirements includes the following:
  - a) Observe a minimum of 2 parent conferences and/or psychoeducational consultations.
  - b) Observe a minimum of 2 teacher consultations and/or psychoeducational consultations.
  - c) Co-lead a minimum of 7 classroom lessons in at least two domains (academic, career, social/emotional) completed by the end of Practicum.
  - d) Co-lead/Lead a minimum of 7 individual student counseling sessions.
  - e) Co-lead/Lead a minimum of 5 small group counseling sessions.
  - f) A minimum of 3 observations in a grade level not experienced in practicum or internship.
  - g) Audio and/or videotapes of the intern's interactions with one student for use in supervision.
  - h) Students will keep a Microsoft Excel log outlining activities (will be emailed to you and/or posted on iCollege).
  - i) A minimum of one (1) hour per week of individual supervision provided by on-site supervisor.
  - j) A two (2) hour per week of supervision group with other students and practicum instructor.
  - k) An evaluation of the intern's performance throughout the practicum including a *formal* evaluation at the completion of the practicum (See Appendix C).

## CPS 7681 INTERNSHIP I (FALL SEMESTER SECOND YEAR INTERNSHIP; 15 WEEKS)

Internship I must be taken concurrently with CPS7550 (Consultation)

1. The program requires students to complete a 15-week supervised Internship I of 350 clock hours (125 hours of which must be DIRECT service) that is begun *after* successful completion of the student's 10 week, 150 hour Practicum. ALL students must maintain a iCollege account in order to be enrolled in CPS 7681 Internship I. An overview of the student's Internship I includes the following Co-lead and Lead:
  - a) A minimum of 5 parent consultations and/or psychoeducational consultations.
  - b) A minimum of 5 teacher consultations and/or psychoeducational consultations.
  - c) A minimum of 10 classroom guidance sessions on such topics as affective education, career exploration, drug education, etc.
  - d) A minimum of 15 individual student counseling sessions.
  - e) A minimum of 1 small group counseling (complete-min. 6 sessions).
  - f) Encouraged to complete 3 observations in a grade level not experienced in practicum or internship.
  - g) Audio and/or videotapes of the intern's interactions with students, parents, teachers, etc., for use in supervision (min..
  - h) Students will keep a Microsoft Excel log outlining activities (will be emailed to you and/or posted on iCollege).
  - i) A minimum of one (1) hour per week of individual supervision, throughout the internship provided by the on-site supervisor.
  - j) A One (1) hour a week triadic supervision with the GSU supervisor for first 10 weeks and a one hour and 45 minutes per week of supervision group with other students and the GSU supervisor.
  - k) A *formal* evaluation of the intern's performance during the Internship I and intern's evaluation of his/her Site (See Appendix C).

## CPS 7681 INTERNSHIP II (SPRING SEMESTER SECOND YEAR; 15 WEEKS)

1. The program requires students to complete a 15-week supervised Internship II of 350 clock hours (160 hours of which must be DIRECT service) that is begun *after* successful completion of the student's 150-hour practicum and 350 hour Internship I. ALL students must maintain a LiveText account in order to be enrolled in CPS 7681 Internship II. The student's Internship II includes the following to be CO-Lead or Lead:
  - a) A minimum of 5 parent consultations and/or psychoeducational consultations following the consultation model.
  - b) A minimum of 5 teacher consultations and/or psychoeducational consultations following the consultation model.
  - c) A minimum of 10 classroom sessions on such topics as affective education, career exploration, drug education, etc. Students must complete TWO classroom curriculum units by the end of Internship II.
  - d) A minimum of 15 individual student counseling sessions by the end of the Spring semester.
  - e) A minimum of 2 small group counseling sessions by the end of the Spring semester.
  - f) Encouraged to complete 3 observations in a grade level not experienced in practicum or internship.
  - g) Audio and/or videotapes of the student's interactions with students, parents, teachers, etc., for use in supervision.
  - h) Students will keep a Microsoft Excel log outlining activities (will be emailed to you and/or posted on iCollege).
  - i) A minimum of one (1) hour per week of individual supervision provided by the on-site supervisor.
  - j) A one hour and 45 minutes per week of supervision group with other students and GSU Supervisor.
  - k) A *formal* evaluation of the intern's performance during the Internship II and intern's evaluation of his/her Site (See Appendix C).

### LICENSURE & CERTIFICATION

1. Students planning to pursue licensure as a professional counselor will want to familiarize themselves with the requirements and also begin documenting their training, supervision, and clinical experience.  
*Note: It is in students' best interests to keep all GSU graduate bulletins and all course syllabi.*
2. Students seeking further information are encouraged to contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at 478-207-2440.
3. Applying to take the National Counselor Exam (NCE) when it is offered at GSU during the spring semester is in the student's best interest.
4. The Department of Counseling and Psychological Services is not a licensure or certification organization. Students are responsible and accountable for obtaining licensure and/or certification information to be a School Counselor in the state of Georgia from the Georgia Professional Standards Commission and The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information for their chosen state. The department does not advise or speak for any licensing or certification board.
5. Please note that the CPS department cannot guarantee that The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists or Professional Standards Commission (or any state Board or Commission) will approve your application to be a licensed or certified School Counselor. Our CPS program is designed around the Georgia Professional Standards Commissions' qualifications for an approved program; however, the Georgia Board (and all other state Boards) reserves the right to individually approve or deny each applicant, regardless of school counseling graduate program completed.

# STUDENT RESPONSIBILITIES

## *Program Requirements*

1. **All students are expected to purchase Student Liability Insurance before beginning the practicum/internship sequence. Liability insurance is available from ACA and ASCA.** Applications are available by calling ACA at (800) 347-6647/ext. 222 or ASCA at (800) 306-4722. Information is also available online via ACA ([www.counseling.org](http://www.counseling.org)) and ASCA ([www.schoolcounselor.org](http://www.schoolcounselor.org)) web pages. The department cannot advise you on the best policy to purchase—only ACA and ASCA can advise you on this. A copy of the student's insurance policy should be submitted to Annette Johnson (Room 950) no later than July 1, 2014 before beginning practicum. Your insurance must cover you for the entire time of your practicum and internship sequence. A copy of your insurance policy, this handbook and the practicum syllabus should be given to the site supervisor prior to the student's first day at the site.
2. All school counseling students must pass the School Counseling GACE II Certification Test administered by the State of Georgia as required by Rule 502-2-.08 of the Georgia Professional Standards for Teacher Certification. **Students must complete this requirement prior to graduation, because this certification test is your graduation exit exam for the CPS department. A copy of the GACE II results must be submitted to Dr. Rice to fulfill the graduation exit exam requirement.**

## *Miscellaneous*

1. Even though students are offering counseling assistance to their respective schools, they are guests of that school and have been invited to learn about the practical aspect of school counseling. This is also a time to become familiar with their role as a professional.
2. The school may require more of a student than the practicum/internship requires. Students should be clear on organizational expectations. Any problem with these expectations should be discussed with the student's site supervisor and CPS instructor. **Students are strongly encouraged to talk with their assigned site supervisor BEFORE THE SCHOOL YEAR BEGINS to determine and work out potential problems.**
3. In addition to training requirements, students will want to become familiar with the general policies and procedures of their school. Such information may include but not be limited to:
  - a) General operational procedure, required paperwork, dress code.
  - b) Procedures for handling emergency situations with clients (i.e. suicide risk, psychotic episode, crisis, etc.).
  - c) The availability of on-call consultation/back-up.
  - d) Procedures for referrals outside your school and those resources typically used.
  - e) Opportunities available for use of assessment instruments, computers, professional literature, and research.
4. When in doubt - ask. Interns should remember that they are students and new to the school. As such, they are not expected to know everything. Students are encouraged to utilize on-site conflicts and problems as learning experiences, keeping in mind that they are there with the permission of the school.
5. **Criminal Background Check**  
All students must have a criminal background check as required by the College of Education. Any student with concerns about being able to pass this background check should consult the school counseling program coordinator immediately, and well before beginning the school counseling program of study. Students unable to be placed at a site due to background concerns will not be able to complete CPS 7661 or CPS 7681, and therefore, will be unable to earn their MED in school counseling.

## ***Tips for the New Professional School Counselor***

Transitioning to the role of a professional school counselor can be both exciting and anxiety provoking. The practicum/internship experience offers students the opportunity to begin applying the knowledge gained through readings and coursework. It is natural for beginning counselors to experience insecurities related to their skill level and potential clients. Students should remember the intent of their role and make use of the suggestions and guidance that their supervisor can provide.

### ***Ethical and Legal Guidelines***

1. The *Ethical Standards for School Counseling* published by the American School Counselor Association (ASCA) and the *ACA Code of Ethics* published by American Counseling Association (ACA) are available from the practicum/internship instructor or online at ASCA ([www.schoolcounselor.org](http://www.schoolcounselor.org)) or ACA ([www.counseling.org](http://www.counseling.org)). Students are required to adhere to these Codes.
2. For information regarding confidentiality, privileged communication, and informed consent, students should refer to the following recommended texts, Remley, T. P., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling* (6th ed.) & Stone, C. (2017). *Ethics and law* (4th ed.). Alexandria, VA: American School Counselor Association.

## **SUPERVISION**

### ***Purpose:***

1. The practicum/internship experience, the actual development and application of clinical skills, is central to the education of professional school counselors. The supervision process is an integral part of this experience as it provides the opportunity to hone skills, explore new possibilities, receive feedback, and build one's repertoire and confidence as a professional school counselor.
2. Each student should be prepared to effectively use supervision time, both on-site and at the University.
3. Each counseling session and tape should be thoroughly previewed by the student, with notes reflecting important content and appropriate sections of the tape.
4. The practicum/internship supervisor has the authority and responsibility to withdraw a student from a practicum/internship experience if the student's performance constitutes a detriment to the students or parents/guardians at the school. If such a removal is necessary, the student will be given a "U" for the semester. Repetition of the entire practicum-internship sequence will be required, even if the student earns a "U" grade in only one of the three required courses (CPS 7661, CPS 7681-I, or CPS 7681-II).

### ***Taping:***

1. The use of audio taping (as well as videotaping and live supervision when available) provides a rich source of feedback and opportunity to reflect on issues and dynamics arising during a counseling interview.
2. Audio recordings of counseling sessions are *required* for supervision. An example of a permission letter for taping is at the end of this section.
3. In order to maximize the quality of supervision, **clear and audible audio recordings are essential.**



### ***Confidentiality:***

1. One of the most important aspects of counseling is ethical confidentiality. It is also essential in building trust with clients. There are several aspects of confidentiality of which students need to be especially aware:
  - a) Students should know their school's regulations regarding confidentiality of case notes, files, and audiotaping.
  - b) Audio recording is an important aspect of supervision. It is students' responsibility to obtain written parental permission to tape individuals and group counseling sessions. (See Appendix C for sample). Students must also explain the limits of confidentiality to clients and parents if this is not provided in writing by the school. Students should let students and parents know who else will be hearing the audio tape (i.e. supervisor/class) and for what purpose.
  - c) As a professional, any information shared in class is to be kept confidential by all class members.
  - d) The client's full name should not be used on any forms. Forms can be identified for use by labeling it with the client's initials.
  
2. *The importance of confidentiality cannot be stressed enough.* Students should be extremely careful with their audio recordings and safeguard against loss or others having access to them.

### ***Critical Clinical Issues:***

Critical issues listed below should be handled by immediate consultation with the on-site supervisor. Faculty supervisors can also serve as a second consultant on these issues.

- a) Suicide information, risk assessment, and suicide contracting.
- b) Information regarding threat of harm to others, including Tarasoff decision and guidelines for handling such students.
- c) Child abuse and neglect information - definition, recognition, and reporting.

**EXAMPLE**

**PERMISSION STATEMENT FOR TAPE RECORDING \***

Dear \_\_\_\_\_:

I am presently a school counselor trainee in the School Counseling program at Georgia State University and am completing my practicum at \_\_\_\_\_ (school name) this semester. I will be supervised by Dr. Robert Rice, a faculty member at Georgia State University and by \_\_\_\_\_, my on-site supervisor at your child's school. In order to fulfill the requirements for this master's degree, I need to video and/or audio tape my sessions with students whenever possible. The purpose of these recordings is to allow my supervisors to help me improve my counseling skills and techniques. The recordings are strictly confidential. \* Although these recordings may be reviewed/viewed by other school counselor trainees for training purposes, no last names will be used, and the recordings will be erased as soon as my supervisors have reviewed them.

I am requesting your permission to video and/or audiotape my sessions with your son or daughter. Please sign below to give your consent and permission. My Georgia State University supervisor's contact information is here for your information: (Dr. Robert Rice, 404-413-8189; rrice3@gsu.edu).

Sincerely,

\_\_\_\_\_  
Counselor Trainee's Name  
Counseling Department  
Happy High School

\*The audio/video recording itself is confidential. However, counselors are required by law to report suspected child abuse and/or neglect. Counselors must also report to parents/guardians any concern that a student might harm him/herself. If there is a concern that a student could harm others, parents/guardians and school officials must be notified, as well as the potential victim(s) if identified.

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\_\_\_\_\_ has my permission to be video and/or audio taped during counseling sessions.

**Parent's/Guardian's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Counselor Trainee's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# APPENDIX A

## SCHOOL COUNSELING APPLICATION FOR PRACTICUM CPS 7661 & INTERNSHIP CPS 7681

Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: (    ) \_\_\_\_\_ Other Phone: (    ) \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

### IMPORTANT

All School Counseling students will begin practicum in Spring semester of first year; Internship I will begin fall semester of second year, and Internship II will begin in the Spring of second year.

**MONDAY, October 20, 2020: Application deadline for the practicum and internship sequence. Please email the completed application to Lydia Ewonus [lewonus@gsu.edu](mailto:lewonus@gsu.edu) and copy Dr. Rice at [rrice3@gsu.edu](mailto:rrice3@gsu.edu). See Jot Form - <https://form.jotform.com/80375526138156>**

### Helpful information in completing the form.

1. Please indicate if you hold a teaching certificate: \_\_\_ Yes \_\_\_ No \_\_\_ State
2. If you are presently teaching or working in a school, please indicate the name of the school.  
\_\_\_\_\_
3. Please indicate which semester and year you plan to graduate. \_\_\_\_\_
4. Which program are you in (circle one): **Elementary**      **Middle**      **Secondary**
5. **What School Systems are you interested in for placement? If you have specific schools in these systems, please list those schools as well.**

System 1. \_\_\_\_\_ Possible Schools \_\_\_\_\_

System 2. \_\_\_\_\_ Possible Schools \_\_\_\_\_

System 3. \_\_\_\_\_ Possible Schools \_\_\_\_\_

6. Please indicate the **semester/year** in which the *prerequisite* courses were taken and the **grade earned**:

**SCHOOL COUNSELING**

CPS 6020 _____	CPS 6150 _____	CPS 6410 _____
CPS 6450 _____	CPS 7260 _____	CPS 7300 _____
CPS 7340 _____	CPS 7500 _____	CPS 8260 _____
CPS 8400 _____	Elementary or Choice of CPS 8400/CPS 8460/or CPS 8380 _____	

**\* I have read the information in the practicum/internship handbook for School Counseling. Any questions about the contents have been answered by the CPS Graduate Advisor or by a School Counseling Program faculty member.**

**\* I understand that if I am qualified and accepted to begin the practicum/internship sequence, I will do so during the semester for which I applied. Should my plans change for any reason, I will immediately notify the CPS academic advisor and submit a Practicum Postponement form.**

**\* I agree to purchase liability insurance for my two semesters of field-based experience and to complete a Criminal Background Check as required by the College of Education.**

***Please consult the School Counseling Handbook before completing this application. Completed applications must be emailed to Lydia Ewonus lewonus@gsu.edu and copy Dr. Rice at rrice3@gsu.edu.***

# PRACTICUM/INTERNSHIP POSTPONEMENT FORM

Name: \_\_\_\_\_

Student Panther ID Number: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Business Phone: ( ) \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

I am in the School Counseling program and am requesting to postpone my practicum/internship from \_\_\_\_\_ semester to \_\_\_\_\_ semester. I need to do this because

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**I realize that this may result in my not being able to start practicum the semester I have requested.**

Please complete this form and email to **Lydia Ewonus at [lewonus@gsu.edu](mailto:lewonus@gsu.edu)** and copy Dr. Rice at [rrice3@gsu.edu](mailto:rrice3@gsu.edu). Additionally, you should make an appointment with your academic advisor (Regina Finan) so you can make plans for future semesters.

# APPENDIX B

## CPS 7661/7681 Tape Summary Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Initials: \_\_\_\_\_ Session Length: \_\_\_\_\_ Session Number with Student: \_\_\_\_\_

Rate Your Performance in this Session: 1 2 3 4 5 6 7 8 9 10 Please explain your reason for this ranking.

1. Type of Intervention:            IND    CG    SG    PC    TC

2. Date of Intervention: \_\_\_\_\_

3. Child Discussed (Age, gender, no names): \_\_\_\_\_

4. Reason for Intervention: \_\_\_\_\_

5. Summary (Including interventions suggested and follow up information such as who is responsible for what):

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6. School Counselor's Strengths:

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7. Something to Work on Next Time:

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8. Plan for Follow up with Student, Teacher(s), or Parent/Guardian:

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Questions for feedback from your peers and supervisor...

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❖ Note: Be sure to address each item; do not leave blanks.



## Individual Counseling Notes



**Student (use initials):** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Session Number with Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Initial Session** \_\_\_\_\_ **Follow Up** \_\_\_\_\_ **Session Length:** \_\_\_\_\_

**Focus of Session (2):**    **SOCIAL/EMOTIONAL**                      **ACADEMIC**                      **CAREER**

**Presenting Concern(s):**

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**Goal of Misbehavior:** **ATTENTION**      **POWER**      **REVENGE**      **WITHDRAWAL**

**Interventions (2):**

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**Encouragement Strategies:**                      **CONNECT**                      **CAPABLE**                      **CONTRIBUTE**

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**Referral Made (1)** \_\_\_\_\_

**Potential Future Referral (1)** \_\_\_\_\_

**Follow Up Plan** (*Minimum of two ideas/suggestions/strategies*) (2):

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**As a School Counselor-in-Training, I learned (thoughts and feelings):**

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**Questions for feedback from your peers and supervisor...**

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❖ Note: Be sure to address each item; do not leave blanks.



## Consultation Notes



❖ Note: Be sure to address each item; do not leave blanks

Consultee's Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_ Parent      \_\_\_\_ Teacher      \_\_\_\_ Other

Focus of Consultation (2):    PERSONAL/SOCIAL                      ACADEMIC                      CAREER

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Goal of Misbehavior:    ATTENTION                      POWER                      REVENGE                      WITHDRAWAL

Intervention Suggestions (*Minimum of two*) (2):

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Encouragement Strategies:    CONNECT                      CAPABLE                      CONTRIBUTE

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\_\_\_\_ Referral(s) Made (1): \_\_\_\_\_

\_\_\_\_ Potential Future Referral (1): \_\_\_\_\_

Follow Up Plan (*Minimum of two ideas/suggestions/strategies*) (2):

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As a School Counselor-in-Training, I learned (thoughts and feelings):

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Questions for feedback from your peers and supervisor...

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# APPENDIX C

## SCHOOL COUNSELOR INTERN EVALUATION FORM

### CPS 7681 Fall and Spring

DATE \_\_\_\_\_

Name of counseling practicum/intern student: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_

Name of University: \_\_\_\_\_

On-site Supervisor: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone number: (\_\_\_\_) \_\_\_\_\_

University Supervisor: \_\_\_\_\_

University Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: (\_\_\_\_) \_\_\_\_\_

### Scoring Rubric

Na	Not Introduced/ Not Assessed:	The Student Intern has not been introduced to this standard/disposition at this time in the program, or this standard/disposition has not been assessed.
<b>1</b>	<b>Not Demonstrated:</b>	The Student Intern does not demonstrate a basic level of knowledge, performance or other professional skill on this standard.
<b>2</b>	<b>Novice, with Support:</b>	The Student Intern demonstrates the basic knowledge and skill needed to achieve this standard, but only with support from others.
<b>3</b>	<b>Novice, Independent:</b>	The Student Intern demonstrates the <i>basic</i> knowledge and skill needed to achieve this standard through independent and autonomous planning and action. (aka first year counselor)
<b>4</b>	<b>Intermediate:</b>	The Student Intern demonstrates the <i>intermediate</i> knowledge and skill needed to achieve this standard through independent and autonomous planning and action. (aka beyond first year counselor)
<b>5</b>	<b>Advanced:</b>	The Student Intern demonstrates exemplary levels of knowledge and skill on this standard through independent, effective, and innovative planning and action. (aka seasoned counselor)

**AREA 1: Professional Identity, Dispositions & Behaviors**

	NA Not Assessed	1 Not Demonstrated	2 Novice, w/ support	3 Novice, Independent	4 Intermediate	5 Advanced
Knows & applies knowledge of history, philosophy, and current trends in school counseling to guide his/her professional behavior during internship placement						
Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school						
Understands ethical and legal considerations related specifically to the practice of school counseling						
Applies ethical and legal principles in all aspects of their role as a school counseling intern (i.e. confidentiality, reporting of abuse)						
Respects the privacy of students, teachers, and parents/guardians and the confidentiality of information						
Presents in a professional manner (i.e., attire, grooming, interactions)						
Exhibits initiative, industry, & effort						
Demonstrates organizational skills with priorities and documentation						
Completes assignments and tasks promptly and accurately						
Uses appropriate verbal/written communication skills						
Complies with system school mandates						
Demonstrates use of good judgment						
Promotes positive school climate						
Interacts effectively with students						
Interacts effectively with parents						
Interacts effectively with colleagues (teachers, administrators, paraprofessionals)						
Interacts effectively with supervisor by asking for supervision when needed and makes appropriate referrals to school-based & non-school-based resources						
Accepts and learns from feedback						
<b>Overall Area 1 Rating</b>						

**AREA 2: Assessment, Intentionality, Program Development & Evaluation**

	NA Not Assessed	1 Not Demonstrated	2 Novice, w/ support	3 Novice, Independent	4 Intermediate	5 Advanced
Understands methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs						
Effectively plans, develops, implements, monitors, and evaluates the <b>elements</b> of a comprehensive developmental counseling program						
Understands the needs of individuals at various developmental levels						
Uses knowledge of human growth and development to create counseling activities that are appropriate to the developmental level of students						
Understands career development and related life and academic factors						
Uses knowledge of career development when working with students						
Understands individual and group approaches to assessment and program evaluation						
Effectively evaluates students' progress and growth						
Understands relevant research resources, data analysis, needs assessment, and program evaluation						
Effectively assesses student needs in designing school counseling interventions and uses appropriate evaluation methods						
Effectively uses student outcome data in order to facilitate academic, social/emotional, and career preparedness for college and career readiness						

<b>Overall Area 2 Rating</b>						
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**AREA 3: Cultural Awareness, Advocacy, and Leadership**

	NA Not Assessed	1 Not Demonstrated	2 Novice, w/ support	3 Novice, Independent	4 Intermediate	5 Advanced
Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and comprehensive school counseling program						
Believes all students can learn at high levels and helps all students achieve success and demonstrates a commitment to helping all students excel						
Appreciates and values human diversity						
Shows respect for students' varied talents and perspectives by designing and implementing prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development						
Respects students as individuals with differing personal and family backgrounds with different skills, talents, and interests						
Is sensitive to school, community, and cultural norms						
Effectively makes students feel valued for the potential as people and helps them learn to value each other						
Understands the counselor's role in social justice, advocacy, and conflict resolution						
Is culturally self-aware and understands the impact of biases, prejudices, processes of intentional and unintentional oppression and discrimination on the student's academic, social/emotional, and career development						
Effectively uses knowledge of culture, advocacy, and social justice to create academic, social/emotional, and career development programs that meet the needs of the diverse population						
<b>Overall Area 3 Rating</b>						

**AREA 4: Individual Counseling**

	NA Not Assessed	1 Not Demonstrated	2 Novice, w/ support	3 Novice, Independent	4 Intermediate	5 Advanced
Understands and uses counseling theories that related to the school setting						
Uses a consistent model to conceptualize student concerns and selects appropriate counseling interventions						
Conducts structured and/or organized individual sessions						
Establishes/maintains open and honest communication						
Responds empathetically						
Uses appropriate questioning techniques (Closed and open ended)						
Uses active listening Skills (Reflects content/feelings, paraphrases, summarizes)						
Allows silence when appropriate						
Identifies and discloses goal of misbehavior						
Offers alternatives when appropriate						
Uses appropriate closure techniques						
Uses individual counseling approaches to promote school success through academic development						
Uses individual counseling approaches to promote school success through career development						
Uses individual counseling approaches to promote school success through social/emotional development						
Uses the ASIST training model when appropriate. (For either suicidal ideations or non-suicidal self injury)						
Demonstrates the ability to use procedures for assessing and managing suicide and/or self-injury risk.						
<b>Overall Area 4 Rating</b>						

**AREA 5: Small Group Counseling**

	NA Not Assessed	1 Not Demonstrated	2 Novice, w/ support	3 Novice, Independent	4 Intermediate	5 Advanced
Understands both the theoretical and experiential aspects of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches						
Use of small group counseling approaches is appropriate for students with whom s/he works						
Uses group process observations within group setting to facilitate student growth and development						
Uses a consistent theoretical model or approach when planning group strategies to facilitate student growth and development						
Effectively structures group sessions and emphasizes group confidentiality						
Facilitates the establishment of group norms/ clear ground rules and consequences						
Maintains an open/relaxed atmosphere						
Facilitates communication of content and feelings and among group members						
Invites and/or encourages all group members to participate						
Uses appropriate summary techniques and closes group sessions effectively						
Effectively terminates group experience						
Utilizes small group approaches to promote academic success						
Utilizes small group approaches to promote college and career readiness						
Utilizes small group approaches to promote social/emotional development						

<b>Overall Area 5 Rating</b>						
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**AREA 6: Classroom Lesson Planning, Implementation, & Evaluation**

	NA Not Assessed	1 Not Demonstrated	2 Novice, w/ support	3 Novice, Independent	4 Intermediate	5 Advanced
Uses needs assessment data to develop classroom curriculum lessons/units						
Clearly defines lesson/unit goals						
Effectively structures the lesson						
Uses age appropriate activities and materials						
Uses variety of activities to achieve lesson goals and paces lesson according to students needs						
Keeps group on task						
Uses effective classroom management skills						
Uses technology to engage students and enhance the lessons						
Effectively processes activities to enhance student learning and development						
Uses appropriate summary/closure techniques						
Utilizes classroom lessons to promote academic success						
Utilizes classroom lessons to promote college and career readiness and for a full range of postsecondary options and opportunities						
Utilizes classroom lessons to promote social/emotional development						
Implements strategies and activities to prepare students for home-to-school, school-to-school, and school-to-work transitions						

<b>Overall Area 6 Rating</b>						
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**AREA 7: Consultation and Collaboration**

	NA Not Assessed	1 Not Demonstrated	2 Novice, w/ support	3 Novice, Independent	4 Intermediate	5 Advanced
Understands strategies and methods of working collaboratively with parents, guardians, families, communities, teachers, administrators, and other school personnel						
Establishes effective working relationship with consultee(s)						
Knows a general framework for understanding and practicing consultation						
Effectively structures the consultation or interview						
Responds empathetically						
Reflects content and/or feeling						
Gives encouragement/support						
Clearly identifies goal for consultation						
Defines and focuses on problem areas						
Develops a plan of action or treatment strategy with consultee						
Helps consultee learn to advocate for self as appropriate						
Evaluates consultation outcome						
Plans for follow-up session						
Uses appropriate closure techniques						

<b>Overall Area 7 Rating</b>						
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## **Overall School Counselor Intern Evaluation**

<b>1 In Need of Remediation</b>	<b>2 Novice, w/ Support</b>	<b>3 Novice, Independent</b>	<b>4 Intermediate</b>	<b>5 Advanced</b>

Please identify 3 strengths you believe will help this intern be a successful professional school counselor:

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Please identify any areas for growth or development which you believe will help this intern be a more successful professional school counselor:

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Would you recommend this person to work in your school system?

Yes     
  Yes, with reservations     
  No

If “Yes, with reservations” or “No”, what would you need to see to feel comfortable hiring them?

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Please give any other comments about this intern’s promise as a professional school counselor:

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What grade do you recommend for this student counselor? (Check one)

*S – Satisfactory*     
  *IP – In Progress*     
  *U - Unsatisfactory*

**Supervisor’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

My signature indicates that I have read the report(s) presented above and have had an opportunity to discuss the material with my supervisor.

**Student’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# APPENDIX D

Georgia State University  
School Counseling Program

## School Counselor Practicum Evaluation Form

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Name of School Site: \_\_\_\_\_ Starting Date of Practicum: \_\_\_\_\_

School Site Supervisor Name: \_\_\_\_\_

Counseling Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please rate this student's performance as you have observed it this past semester on a scale of 1-5 as described below. Your responses will be carefully considered when assigning a grade for the internship experience.

**1 - Poor      2 - Fair      3 - Good      4 - Very Good      5- Superior      NA- Not Assessed**

### **Professional Identity Dispositions & Behaviors**

1. Is knowledgeable about department's and school's functions and procedures \_\_\_\_\_
2. Reports to site and scheduled meetings on time \_\_\_\_\_
3. Follows directions and completes assigned tasks on time \_\_\_\_\_
4. Dresses professionally and follows site codes for personal appearance \_\_\_\_\_
5. Shows motivation and initiative at school site \_\_\_\_\_
6. Works well with others in the school \_\_\_\_\_

### **Assessment, Intentionality, Program Development, and Evaluation**

7. Effectively plans, develops, and implements the elements of a comprehensive developmental counseling program \_\_\_\_\_
8. Understands the needs of individuals at various developmental levels \_\_\_\_\_

### **Cultural Awareness, Advocacy, and Leadership**

9. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program \_\_\_\_\_
10. Appreciates and values human diversity \_\_\_\_\_
11. Is sensitive to school, community, and cultural norms \_\_\_\_\_

### **Individual Counseling**

- 12. Responds empathically to students, families, and others in the school \_\_\_\_\_
- 13. Uses individual counseling approaches to promote school success through academic, career, and social/emotional development \_\_\_\_\_

**Small Group Counseling**

- 14. Use of small group counseling approaches is appropriate for students with whom s/he works \_\_\_\_\_
- 15. Utilizes small group approaches to promote academic, career, and personal/social development \_\_\_\_\_

**Classroom Guidance Planning, Implementation, & Evaluation**

- 16. Uses needs assessment data to develop classroom lessons/units \_\_\_\_\_
- 17. Uses age appropriate activities and materials \_\_\_\_\_
- 18. Utilizes classroom guidance to promote academic, career, and social/emotional development \_\_\_\_\_

**Consultation and Collaboration**

- 19. Understands strategies and methods of working collaboratively with parents/guardians, families, teachers, administrators, and other school personnel \_\_\_\_\_
- 20. Establishes effective working relationship with consultee(s) \_\_\_\_\_

**On-Site Supervision**

- 21. Receptive to and acts on constructive criticism and suggestions \_\_\_\_\_
- 22. Actively seeks help and consultation \_\_\_\_\_
- 23. Demonstrates self-awareness of strengths and weaknesses \_\_\_\_\_
- 24. Demonstrates an awareness of ethics and school policies \_\_\_\_\_

**Overall Semester Assessment**

- 25. Overall assessment of the student's current abilities as a school counselor \_\_\_\_\_  
(Overall rating of a 3 is required for movement to internship I)

**Additional Comments and/or suggested areas for student's continued development:**

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Student Intern Signature \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your contribution to the GSU program and to the professional development of our students.

### SITE EVALUATION

**DIRECTIONS:** Student completes this form at the **end of the practicum and internship**. Submit form to the university supervisor and program coordinator.

Student Name: \_\_\_\_\_ Site: \_\_\_\_\_  
Date: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_  
Faculty Supervisor: \_\_\_\_\_

Rate the following questions about your site and experiences by the following scale:

- A. Very Satisfactory
  - B. Moderately Satisfactory
  - C. Moderately unsatisfactory
  - D. Very Unsatisfactory
- 1) \_\_\_\_\_ Amount of on-site supervision
  - 2) \_\_\_\_\_ Quality and usefulness of on-site supervision
  - 3) \_\_\_\_\_ Exposure to and communication of school goals
  - 4) \_\_\_\_\_ Exposure to and communication of school procedures
  - 6) \_\_\_\_\_ Exposure to professional roles & functions within the school, including leadership opportunities
  - 7) \_\_\_\_\_ Exposure to information about community resources
  - 8) \_\_\_\_\_ Rate all applicable experiences that you had at your site:
    - \_\_\_\_\_ Individual Counseling
    - \_\_\_\_\_ Group Counseling
    - \_\_\_\_\_ Classroom Guidance
    - \_\_\_\_\_ Parent Consultation
    - \_\_\_\_\_ Teacher Consultation
    - \_\_\_\_\_ Career Awareness/Exploration Activities
    - \_\_\_\_\_ Coordinating School-Wide Activities
    - \_\_\_\_\_ Student Transition (Elem. to Middle to High School)
    - \_\_\_\_\_ Advocating for School Counseling Programs/School Counselors/Students/Parents
    - \_\_\_\_\_ Accountability/Program Evaluation Processes
    - \_\_\_\_\_ Referral Process/SST/504/Placement Meetings
    - \_\_\_\_\_ Working with Special Education Students
    - \_\_\_\_\_ Tests used for Special Education Placement and their Interpretation
    - \_\_\_\_\_ General Standardized Testing Procedures and Test Interpretation
    - \_\_\_\_\_ DFACS Reporting
    - \_\_\_\_\_ Scheduling/Time Management
    - \_\_\_\_\_ Record Keeping
    - \_\_\_\_\_ Graduation Requirements (High School Only)
    - \_\_\_\_\_ Writing Letters of Recommendation (High School Only)
    - \_\_\_\_\_ Other: \_\_\_\_\_
  - 10) \_\_\_\_\_ Overall evaluation of the site

**COMMENTS:** Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D). Use additional sheets if needed.

# APPENDIX E

Georgia State University  
Department of Counseling and Psychological Services  
School Counseling Practicum/Internship Placement Contract

**Intern**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

Name of School: \_\_\_\_\_

**On-Site Supervisor**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

School Address: \_\_\_\_\_

Email: \_\_\_\_\_

**Field Experience Placement Requirements**

1. Proposed onsite supervisor has a minimum of 3 years of school counseling experience at the level of placement (or 2 years with an Ed.S. in School Counseling that included a supervision course).

Years of Experience as a School Counselor \_\_\_\_\_

Years of Experience at the Placement Level \_\_\_\_\_

Ed.S. with Supervision Training \_\_\_\_\_ Yes \_\_\_\_\_ No

2. The school can provide a confidential space where the intern is able to meet with students, parents, and teachers.

Confirmed Location \_\_\_\_\_

3. The onsite supervisor is able to provide 1 hour of formal administrative/clinical supervision per week for at least 14 weeks in the Fall and 14 weeks in the Spring.

Proposed Day and Time \_\_\_\_\_

4. Any concerns or questions will be shared with the university supervisor and/or school counseling program coordinator as they arise.

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

Onsite Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please staple this sheet to the top of your  
INTERN-SUPERVISOR ANNUAL AGREEMENT due during in Practicum or Internship.**



**Georgia State University**  
Department of Counseling and Psychological Services  
School Counseling Program

**CPS 7661 & 7681 Applied Practice I ; Internship I & II**  
Practicum/ Internship Annual Agreement

Practicum/Intern's work schedule:

M \_\_\_\_\_  
T \_\_\_\_\_  
W \_\_\_\_\_  
Th \_\_\_\_\_  
F \_\_\_\_\_

Other days/times: (after school, weekend times, etc.)

**Classroom Lessons (3 units: Academic, Social/Emotional, & Career)**

Topic \_\_\_\_\_ Dates \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_

**Small groups for the year (each group must have 6 session; 3 unique Units of: academic, career, and social.emotional)**

Topic \_\_\_\_\_ Date \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_  
Topic \_\_\_\_\_ Date \_\_\_\_\_

**Parent Conferences (Observe only for Practicum Students)**

Plan/Strategies \_\_\_\_\_ Dates (if approp.) \_\_\_\_\_  
Plan/Strategies \_\_\_\_\_ Dates (if approp.) \_\_\_\_\_



**Teacher Conferences (Observe only for Practicum Students)**

Plan/Strategies \_\_\_\_\_ Dates (if approp.) \_\_\_\_\_

Plan/Strategies \_\_\_\_\_ Dates (if approp.) \_\_\_\_\_

**Individual Sessions**

Plan for caseload \_\_\_\_\_

Plan/Strategy for acquiring Audio-tapes \_\_\_\_\_

**Individual Supervision (weekly for the year)**

Day/Time \_\_\_\_\_ Backup day/time \_\_\_\_\_

**Other projects/responsibilities Practicum/Intern student will be involved with (optional):**

Project \_\_\_\_\_

Student's Role \_\_\_\_\_

Dates \_\_\_\_\_

Project \_\_\_\_\_

Student's Role \_\_\_\_\_

Dates \_\_\_\_\_

Project \_\_\_\_\_

Student's Role \_\_\_\_\_

Dates \_\_\_\_\_

Project \_\_\_\_\_

Student's Role \_\_\_\_\_

Dates \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Onsite Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**University Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_