



Department of Professional Counseling
Clinical Handbook
2024-2025



WELCOME LETTER FROM THE CLINICAL DIRECTOR

Dear Counseling Students,

Welcome to the Field Experience portion of your educational journey with the Department of Professional Counseling! This Clinical Handbook is an essential resource designed to guide you through your journey as a developing professional navigating site placement, relationship building with site and faculty supervisors, receiving and incorporating feedback as you improve and grow, and most importantly, valuable service to the community as you embark on the path of a culturally competent clinical counselor. Whether you are preparing for practicum and internship experiences or refining your skills as an advanced student, this handbook is here to support you every step of the way.

As future counselors, you are embarking on a rewarding path dedicated to helping individuals, families, and communities achieve mental well-being and personal growth. The knowledge, skills, and attitudes you develop during your training will have a profound impact on the lives of those you serve even when you do not see this as tangible evidence. This handbook is crafted to provide you with the foundational tools and ethical guidelines necessary for effective and compassionate practice.

Some of the Main Highlights:

Professional Standards & Ethical Guidelines: Understanding and adhering to the ethical codes and professional standards of our field is crucial. These guidelines will help you navigate complex situations and uphold the integrity of the counseling profession.

Focus on Cultural Competence: In our diverse society, cultural awareness and sensitivity are paramount. You will find that the coursework in our department prepares you for this stage of your practice with the foundational tools as a culturally competent counselor, however, it is up to you how you engage, receive, invest and grow in this area. We will continue to provide you with the necessary tools and hope you will take advantage of the abundance of resources we make available to you.

Distance Counseling: With the growing importance of telemental health, this handbook includes best practices and ethical guidelines for conducting counseling sessions virtually, ensuring you can provide effective and secure services in a digital environment while remaining in the scope of your practice.

Self-Care and Professional Development: Counseling can be both rewarding and challenging. You will find that self-care is an important focus in your field experience courses which help you maintain wellness and avoid burnout. We encourage you to continuously learn about the importance of self-care, supervision, and continuous professional development to sustain your passion and effectiveness as a counselor. This includes building a strong support network and seeking out professional services.

Commitment to Excellence:

Your commitment to learning and growth is the cornerstone of your success. This handbook is not only a guide but also an invitation to engage deeply with the material, seek supervision and mentorship, and

continually strive for excellence. Embrace the challenges and celebrate the milestones along the way, knowing that your efforts will make a meaningful difference in the lives of others.

Support and Community:

Remember, you are not alone on this journey. Your peers, instructors, and the wider counseling community are valuable sources of support and inspiration. Collaborate, share experiences, and learn from each other to enrich your educational experience.

Professional Development:

The Department of Professional Counseling offers valuable training, workshops, learning series, symposia and conferences. These are established and conducted with mindful design and careful intentionality for investing in our students' learning and growth as future counselors who are ready to take the challenges of the modern, complex world while remaining up to date and culturally responsive.

Final Thoughts:

We are delighted to have you as part of our clinical counseling program and are confident that you will contribute significantly to practicum and internship with your unique insights and dedication. Use this handbook as a compass to navigate the complexities of clinical counseling and to guide your professional development.

Welcome to this transformative journey. We wish you success, growth, and fulfillment as you prepare to become a compassionate and skilled counselor.

Warm regards,

Hasmik Chakaryan, PhD, LPC

Associate Professor, Clinical Director

Department of Professional Counseling

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Professional Clinical Counseling Field Experience

Introduction

The degree offered by the Professional Counseling program is designed to prepare individuals for a career in clinical mental health counseling. The curriculum is designed to provide students with the necessary knowledge, self-awareness, as well as the interpersonal and clinical counseling skills to work with individuals, couples, children/adolescents, and families, and to facilitate groups in a variety of mental health settings.

The degree offered within the Professional Counseling program **requires a successful completion of a comprehensive clinical field experience**. The field experience is completed at either a local counseling agency or school/college-affiliated counseling center within a specific distance from Webster campus. Students in the distance learning modality select a placement at the location where they, their clients and their site supervisor reside. Students cannot find/hire an independent supervisor to supervise their practicum/internship experience at a third setting. A third party supervisor can only be approved if the agency where the clients are served has contractual relationship with the supervisor for the purposes of supervising intern experience at their agency as a common practice. The site placement approval is based on the agency where the clients are served and the name of the site in Tevera is that same agency regardless of the contracted supervisor's business/agency affiliation. Field Experience is supervised by the counseling faculty (referred to as Field Experience Instructor or Faculty Supervisor) with assistance from supervision by clinically licensed site supervisors.

The professional counseling field experience consists of one semester of Practicum and two semesters of Internship totaling nine credit hours. Field Experience takes **six consecutive nine-week terms**. Students are required to be at their field experience site between 8 and 15 hours per week depending on whether they are in Practicum or Internship. They are expected to complete a comprehensive counseling experience in each term. Students attend their sites to learn the operations and workings of a counseling agency and network among local clinicians in addition to the hours they are required to complete for the class. Practicum and Internship consist of direct and indirect hours.

Direct hours require that students meet one-on-one with clients and provide comprehensive counseling services face-to-face in person at a location pre-approved by supervising instructor. Virtual services may be approved in rare situations after review of necessary conditions and will only be permitted for conducting at the location of the site (all paperwork must be pre-approved by supervising instructor, see Tevera forms). Students can attend orientations and other trainings at their site before Practicum course starts, however cannot start collecting direct or indirect hours until the day the term starts.

Indirect hours consist of tasks necessary of a counselor functioning at an agency or a therapeutic school, including assessments, conferences, workshops, research pertaining to clients the student is working with, clinical documentation and reports, as well as other counseling and agency-related work. As a general rule, per hour of direct service provided to clients, Counselor Interns (CI) should spend 2 hours in indirect services (preparation, training, reading/research, etc.). Students can count all shadowing/observing experience as indirect hours (most sites will require students to observe/shadow other clinicians' sessions before they start leading their own sessions)

All students applying to start practicum must go through Tevera system and submit all necessary documentation within established time-frame. Students must review tutorials on their Tevera homepage to use time efficiently and complete tasks accurately.

The degree offered is a professional degree which is regulated by the state licensure boards, state departments of education, the ACA *Code of Ethics* (2014), accrediting bodies, and professional standards for the field of counselor education. As such, students will be required to commit to academic and interpersonal excellence, continuous development in counseling skills and professional identity, personal growth, as well as professionalism and openness to supervision through various coursework, including the clinical field experience.

It is imperative that students understand the **time commitment**, evidence of progressive skill development, openness to supervision, overall professionalism and growth, as well as academic success required for completion of this degree. Grades of Incomplete in field experience courses are only provided in rare situations when accruing hours has been impacted due to issues affecting the site and out of control of the Counselor Intern. Students must ensure that they have the personal time, availability, and mental health status to complete the required hours and assignments in each term. Students should ensure that they have discussed the program requirements with the site prior to accepting a placement offer in order to not incur extra time and tuition. Students must make time available to meet with their faculty supervisor outside of class during regular business hours for supervision, advising and any other matters requiring attention.

Clinical Handbook & Field Experience Agreement – Students Acknowledgment Signature Required

As a requirement of admission to field experience, all students approved to attend Field Experience Orientation are required to review and sign the Student Acknowledgment form in Tevera. This Handbook is not exclusive of the Professional Counseling Department Student Handbook or the University Handbook. All conditions of the Department and University handbooks also apply to all students in the counseling degree program.

General Information

Steps through Clinical Field Experience

The first step toward field experience is a strong academic standing in the program and evidence of developing professional, ethical identity. Once students have completed at least 4 of their required prerequisite courses successfully, they can apply to Practicum by submitting the ***Petition to Apply for Practicum*** form in Tevera (also attached to this Handbook for your reference) minimum of one semester (unless otherwise advised) prior to the term in which the Practicum begins. The Clinical Coordinator (or designee) will review the petition and collect feedback from faculty regarding the student's readiness for Field Experience. After a thorough review of all feedback, PSEs and *starfish* entries, the Clinical Coordinator will invite students who have been approved to attend the mandatory **Field Experience Orientation**. Students will make an appointment with their advisor to review their plan of study and academic success track to ensure this is the best time for them to start Practicum. Initial approval of a practicum application is not a guarantee a student will be permitted to start practicum in the term they plan, therefore, students need to continuously maintain excellent standing in the program both academically and professionally.

Students are *not* to begin interviewing or making contact with clinical sites until they have completed the **mandatory Field Experience (FE) Orientation** and submitted their verification to Tevera.

At the Orientation, students will learn about the field experience component of the program, general requirements and expectations, elements of a successful clinical field interview, course requirements, hours and time commitment, local sites available for field experience and general expectations, as well as other information critical to the field experience. After attendance at the FE Orientation, students must begin interviewing with local agencies as soon as possible to procure a site for completion of their field experience with no delay due to high competition among other program students in many areas. Note: “*local*” means agencies within 30-50 miles of the campus (see your campus coordinator for special circumstances). Each **student will be responsible for obtaining** their field experience site.

Students can be placed at one site at a time. If a site has multiple locations, students will identify this information and all location addresses where they are expected to provide services on the site information form. In rare situations, a student may be approved to be placed at more than one site. This is typically done when a site can only produce one kind of experience, for example, only individual client sessions. In such a case, a student may be approved to be placed at a secondary site for group experience. Only two separate experiences can be approved for two different sites. Students cannot perform the same type of experience at two different sites. A secondary site is typically approved in Internship and not Practicum. When a second site is approved, the student will have to add another site and site supervisor application. The faculty instructor will need to generate a second set of logs for the two separate experiences to be documented and signed by the respective site supervisors because one supervisor cannot approve and sign hours not performed under their supervision.

Once a student has been offered a position, they must contact the clinical coordinator/designee for official approval to accept the placement after which the student must submit site and site supervisor applications in Tevera which include the **Site Supervisor’s Agreement to Supervise form (Tevera) and a copy of the site supervisor’s license**. Without completing all steps in site placement section of Tevera students cannot be enrolled in Practicum (see forms attached to this handbook under appendices). All documentation must be reviewed and approved in Tevera at least 4 weeks before the start of practicum, therefore students must submit them well in advance to allow adequate time for this process. If students miss the deadline for paperwork submission they will need to wait to reapply for the next semester. If a student finds a site that is not on the list of approved clinical sites in Tevera, the student needs to submit the **Appendix B: New Site Review Request Form** for screening and approval prior to accepting the site’s offer for placement. As soon a student submits Appendix B, they should email and notify the clinical coordinator and provide with any additional information necessary to help make the process more efficient. Students must be aware that they need to disclose any multiple roles and/or pre-existing relationships they may have with the site or site supervisor (or any associated staff) where they are seeking placement. This is a time-consuming process and students need to submit such requests at least 3 months prior to the start of practicum so that if the site is not approved, the student has enough time to locate another one. If the clinical coordinator/advisor recommends the student against a placement the student moving forward with that site will be responsible for all potential consequences arising from the placement. Clinical coordinator/designee must screen the site prior to granting approval. **Note:** Until all steps are completed in Tevera and a clinical coordinator/designee has completed the review and has approved the placement process, students cannot register for practicum.

Important: At this time, the Department of Professional Counseling is not accepting any requests to review and approve solo-private practices. Other private practices which operate as an established agency with multidisciplinary, licensed professional staff will be considered and approval will be subject to the clinical team's discretion.

Professional clinical counseling settings are the only acceptable field experience sites. School settings may not be used for clinical mental health field experience. The only exception will be granted to therapeutic schools where clinical counseling is part of the agency's regular setting and practice and therefore students there will be completing clinical counseling experience. Students in the Professional Counseling program are not allowed to perform in-home counseling. If such requests are brought up by site supervisors, please, immediately refer to the faculty supervisor or Clinical Coordinator. The only approved location of counseling services conducted by Counselor Interns is the site registered in Tevera as that student's placement. Students are not permitted to pursue placement at a site in which they currently are or have been employed. Students requesting such accommodation must submit detailed documentation evidencing all required criteria will be met (see form *Request for Approval of Placement at Employment Site* on Tevera). Students are required to communicate any potential conflict of interest or dual relationship to the faculty supervisor as soon as they are aware of one. FE instructors cannot serve as site supervisors for the same students.

Tevera

The Department of Professional Counseling is utilizing Tevera management system to improve compliance with program and student assessment requirements for the maintenance of accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Tevera is a third-party online management solution for counseling students and faculty which enables the counseling program to streamline processes for collection and analysis of assessment and documentation of students' professional skills and dispositions. This system will help optimize program-wide assessment especially in light of our distributed nature across Webster's multiple locations.

Tevera is used to manage clinical training sites for Practicum and Internship; facilitate student placement at clinical sites; track clinical hours for both field experience and post-graduation licensure; automate assessments, contracts, and evaluations; streamline communication between faculty supervisors, site supervisors, and students; and integrate assessments for best practices in the counseling field, as well as for accreditation through CACREP and the Higher Learning Commission. All students are required to utilize Tevera for submitting any field experience-related documentation.

Students will be enrolled in COUN 0200: Comprehensive Counseling Student Development (0 credit hours) upon admission to the program which will provide them with access to Tevera. The one-time cost associated with COUN 0200 will provide students with lifetime access to Tevera, even after graduation. This will give them easy access to their signed hour logs and other documentation to help them build their portfolio for state licensure.

Tutorials of how to manage and navigate Tevera are located on students' homepage. Students are required to review these and learn how to use the program in order to efficiently complete tasks. Ongoing Tevera open hours are offered to students at all campuses/locations via zoom where they can address issues they have been unable to resolve independently.

Field Experience Courses and Requirements

Practicum and Internship courses are organized in a **semester-based** format with the exception of summer Internship which is one 9-week term. FE course syllabi reflect activities, assignments and evaluations spread over 18 weeks. (Instructors: see Canvas Professional Counseling Admin/Faculty course for syllabi and related resources).

All students starting FE are required to carry a Professional Liability Insurance (PLI) issued by HPSO which is included in students' ACA student membership. Students must upload their PLI into Tevera and ensure it is renewed annually. Students are prohibited from seeing clients prior to uploading all necessary documents, including the PLI and starting practicum.

The grading system for practicum and internship is located on the COUN 61/6200 and 6500 syllabi.

COUN 6100/6200: Practicum (COUN 6000 in Geneva) is the introduction to clinical experience during which students will demonstrate basic skills including active listening and alliance building. This stage also consists of basic clinical documentation training such as intake, referral and termination, progress or case note writing, treatment planning and any other relevant documentation. Students will need to evidence ability to assess for various addictions, risk of client self-harm and/or harm of others, and mandated reporting procedures of various forms of abuse and neglect. Evaluation of students' skills and professionalism will include barriers to communication; openness and appropriate response to supervision; reception and incorporation of feedback, as well as overall professionalism and growth, and adherence to ACA code of ethics.

Practicum is completed in two consecutive terms of 1.5 credit hours each (COUN 6100 and 6200), during which students will complete **100 total clinical hours** (40 direct and 60 indirect). Students are required to provide face-to-face comprehensive counseling services to clients for 40 direct hours in their Practicum, which equates to approximately 20 direct hours per nine-week term for that one semester. Students must adhere to the *ACA code of Ethics* (2014) and ensure they remain within the scope of their practice at all times. It is common for students to start observing and shadowing other clinicians' sessions first before the site can trust them with clients. These hours can count towards indirect service. If a student has no assigned clients by week 4, a discussion with the site may be required.

Grades of Incomplete are **not permitted** in field experience courses for purposes of professional liability insurance coverage and ethical code compliance (ACA, 2014) and will only be granted in very rare circumstances when completing hours at site was impacted by unforeseen events outside of student's control. **Exceeding the required direct hours above 15% of the permitted quantity is restricted by the ACA Code of Ethics scope of practice regulations and for liability purposes due to Intern status and working under their supervisors' professional licenses.**

Practicum course requirements:

- A minimum of two hours of weekly group supervision in classroom utilizing observation of students' skill development (recorded session and a transcript); most Practicum classes may be longer depending on faculty approach and the number of students in the section (Instructors, see ***Transcript Evaluation Rubric*** and the ***Live Supervision: Basic Counseling Skills Rating Form*** in course resources on Canvas and complete it in Tevera)

- Minimum of 60 consecutive minutes of weekly individual or triadic supervision with site supervisor utilizing observation of students' skill development (a recorded session and/or a live supervision, if possible), etc. (federal agencies not permitting recording of sessions will only be accepted as a placement for students if site supervisors agree to conduct at least one live supervision per term for each student at that site and complete a thorough report. See clinical coordinator for questions)
- Regular and ongoing communication between course instructor and site supervisor with written documentation of students' skill development at least twice per term
- Written evaluation and documentation of openness to supervision, development of counseling skills and professional identity, academic excellence, and general fit for profession as evidenced by improving counseling-related skills, interpersonal skills, cultural competence and advocacy for the field, and overall professionalism including adherence to ethical codes
- 40 direct client hours and 60 indirect hours totaling 100 clinical hours (completed in two terms), of which group and intake hours together cannot exceed 60 percent of the total required direct hours (groups are encouraged but not required in practicum)
- Record of Weekly Clinical Hours Logs completed in Tevera at the end of each week
- Observation of student skill development (**minimum** of two recorded sessions per term, one for class presentation and another for individual supervision outside of classroom)
- Regular evaluation and documentation of student skill development

Acting in the scope of one's practice includes engaging in clinical activities only under supervision at all times and not exceeding required direct hours which may lead to burn out and can risk client welfare, as well as site and faculty supervisors' licenses.

Students cannot complete FE at multiple locations simultaneously. If for any reason, the site requires that the student be present at more than one location, relevant documentation must be submitted prior to the term's start and approved by the faculty instructor/clinical coordinator. There must be a licensed professional at each site at all times while student provides direct services.

Practicum students cannot engage in virtual counseling from their home (see page 10 for details).

Students cannot transfer hours between practicum and internship.

It is not uncommon for a site to not work out and a student may have to switch placement. This may take time and may delay student's completion of field experience. Faculty supports students in such transitions and will share any information/leads they may have regarding available placements, however, it is the student's responsibility to locate an appropriate placement.

Transition to Internship

Students **must obtain the Practicum instructor's approval to enroll in Internship**. Prior to the end of the semester, the Practicum instructor will provide notice of those students who are prepared to pass into Internship to the individual who enrolls the students. Practicum students cannot enroll themselves in any field experience courses. In Internship, students may be allowed to move hours from term to term (no more than 15% of the total hours for that term), however, instructors' permission and approval is required. Exceeding required direct hours in each term is restricted by the ACA Code of Ethics (2014)

scope of practice regulations and for liability purposes due to Student status and working under supervisors' professional licenses.

NOTE: Students whom the faculty assesses as requiring extra, outside-of-class, supervision to enhance skills are required to make the time to meet with the faculty during regular work hours or they may face dismissal from the course and/or program. Instructors train students under their own clinical licenses while taking complete responsibility and liability for these students.

COUN 6500: Internship is the capstone of the clinical experience for the clinical mental health program during which students will conduct activities typical of a practicing advanced Counselor Intern including, but not limited to further improvement of all skills learned in Practicum, both basic and advanced counseling skills, consistent theory application and assessment, treatment planning, case conceptualization, co-construction of client goals, and clinical documentation. A minimum of 10 hours of group experience is required in internship.

Internship is completed in four terms of 1.5 credit hours each, during which students must complete **600 total hours** (240 direct and 360 indirect), which equates to 60 direct client hours per nine-week term. Students are also expected to provide service to the site and assist in tasks assigned to them for about 10-12 hours per week (students cannot act as receptionists/secretaries for the site, working 15-20 a week). Students are required to remain in the scope of their practice at all times.

Internship course requirements:

- Minimum of two hours of weekly group supervision in person or virtually in real time, utilizing observation of students' skill development (recorded session) and written evaluations of skill development by instructor (some Internship classes may last up to 4 hours depending on faculty approach and class size)
- Observation of student skill development (at least two recorded sessions per term, one for groups supervision and treatment planning, and another for individual supervision outside of class) – Instructors, see ***Treatment Planning Feedback Form*** in Canvas resources and complete it in Tevera. Some faculty require weekly recording of a selected session and weekly journal entries regarding student progress. Students need to ensure site allows for weekly session recordings.
- Regular evaluation and documentation of student skill development (Instructors and Site Supervisors, see ***Individual Session Skill Evaluation Form & Professional Skill Evaluation Form*** in Tevera – also attached to this Handbook for your reference)
- Minimum of 60 consecutive minutes of weekly individual or triadic supervision with site supervisor and minimum of 60 consecutive minutes of individual supervision with faculty supervisor per term utilizing observation of students' skill development (recorded session) and written evaluations of skill development by site and faculty supervisors
- Composition of a case conceptualization paper which will be evaluated by the faculty supervisor (Instructors, see ***Case Conceptualization Paper Evaluation Rubric*** in course resources on Canvas and complete it in Tevera)
- Regular and ongoing communication between faculty and site supervisors with written documentation of skill development at least twice per term
- Weekly written evaluation and documentation of openness to supervision and development of counseling skills, professional identity, academic excellence, and general fit for profession as evidenced by development of counseling-related skills, interpersonal skills, overall professionalism, cultural competence and advocacy for the field

- 240 direct and 360 indirect client hours totaling 600 clinical hours completed in four terms of which a minimum of 10 hours must be in group counseling, group counseling and intake together cannot exceed 60% of required direct hours.
- Facilitation of group counseling and treatment planning
- Submission of Weekly Clinical Hour Log must take place in Tevera every week.

All paper assignments (transcript & case conceptualization) are submitted in Canvas under those assignments, all clinical documentation (treatment plan, case/progress note, termination and/or referral note) are submitted under Individual Supervision assignment on Canvas. No papers containing clinical information should be electronically transferred to faculty. No recordings of client sessions can be transferred/uploaded electronically and can only be shared with faculty while playing it from the original source. All evaluations (form-based assessments) are completed in Tevera (anything that uses scales and rating and/or requires review and signature). The Department does not keep any physical clinical files.

Internship students are to be enrolled in terms of Internship at the end of each term by the individual who enrolls students with instructor approval. Students must evidence advanced skills and developing professional, ethical identity, and provide documentation of completed hours and assignments in order to pass to a new term of Internship. (Instructors: see Counseling Coordinator at your campus or contact Director of Clinical Program for questions/concerns).

General Guide on TLMH Services

Practicum and internship students are expected to be at the site physically while providing face to face counseling services to clients. In situations when a client is given permission to see their Counselor Intern (CI) virtually for extenuating reasons, the CI will provide these virtual counseling services from the actual location of the site upon submission of their telemental health training certificate on Tevera. Students completing telemental health (TLMH) counseling must have formal training in this specialty area and have a certificate to evidence that. Students engaging in virtual services must be supervised by site supervisors who have been trained in TLMH and can evidence relevant documentation. There must be a licensed professional on site at all times while practicum and internship students are providing face to face counseling services in person or virtually. Supervisors must be available to their supervisees at all times while they are providing TLMH services to clients. Students engaging in virtual services must follow all HIPAA requirements. There must be a clearly identified emergency plan prior to engaging in virtual services.

Students are not permitted to engage in virtual counseling services from their own home. For any extraordinary circumstance when such accommodation may be necessary (reviewed on case by case basis), student is required to meet with faculty and site supervisors to explain their reasons for such accommodation. Student will need to submit the *Checklist* with appropriate detail in all narrative sections in Tevera for review. Only upon approval by both supervisors, student can start providing virtual services form home (the approval can be limited to specific clients or time-frame).

Such approval cannot be granted to students in Practicum due to scope of practice and relevant ethical regulations. Therefore, students must carefully select their placement to ensure they can be there

physically to provide services throughout their field experience. At the end of each term, this accommodation will be reviewed by faculty and site supervisor and student will receive decision whether or not their accommodation for virtual service provision is extended into the next term.

Policy on Telemental Health Across State Lines

Telemental Health Counseling is defined as real time audio-visual conferencing. Phone (and texting) counseling is not permitted (see ACA Code of Ethics).

- a. Students are **prohibited** from practicing counseling across state lines.
- b. Students can only see clients in the state in which they and their site supervisor are located, and in which the site supervisor is licensed.
- c. Students must be physically located in the same state as their site supervisor, and the clients they serve.
- d. Students must be equipped with information on the location of crisis centers within close proximity to their clients.
- e. The site supervisor or a licensed professional designee must always be on site while the student provides counseling services (for liability purposes).
- f. Practicum students will not be approved to conduct telemental health counseling from home. Practicum is an introduction to field experience and as such, new learners should be in an environment that provides direct supervision and exposure to the skill-set of other trained counselors.
- g. Students wishing to conduct any telemental health counseling must submit all necessary documents and obtain approval prior to conducting telemental health counseling. All necessary forms are in the Tevera site placement environment.

Students who plan to relocate are responsible for obtaining information on and meeting the requirements by the other state licensure board.

Scope of Practice

Students (*Counselor Interns [CT]*) are trained in a broad array of traditional and well-established counseling modalities that will prepare them to work with various mental health issues and are expected to use these theoretical approaches during their training in the program. CTs are evaluated based on the appreciation, understanding, as well as consistency of implementation of these theories using the formative and summative PSE evaluations. CTs may take advantage of other specialized trainings in advanced therapies (e.g., EMDR, IFS, Brain Spotting, Gottman Methods, Play Therapy) offered at their FE sites, but may NOT practice these modalities as CTs because such modalities require higher level of competencies, experience, training, certification, and supervision.

The Department of Professional Counseling encourages students to select sites where they are trained in variety of theoretical approaches rather than being limited to one specific theory throughout the entire field experience (see PSE criteria for evaluation).

Students in the Professional Counseling program are required to understand and follow the ACA *Code of Ethics* (2014) and adhere to applicable state laws, regulatory policies, and rules, as well as policies governing professional staff behavior at the field placement setting. Students witnessing any inappropriate or unethical behavior must consult with the faculty supervisor as soon as possible.

Students have the same ethical and professional obligation to clients as licensed professional counselors (ACA, 2014).

Orientations

Field Experience Student Orientation

Students are required to attend the Field Experience Orientation PRIOR to making contact with any site. This orientation will provide information on how to interview with a potential site, course requirements that have to be communicated to the potential site, the Professional Field Experience Agreement, delineation of clinical hours, appendices to the field experience, and a brief review of acceptable local field sites (Instructors: see Canvas Professional Counseling Admin/Faculty course for FE Orientation ppt). If a site cannot be located in Tevera database, students will need to submit a request for review of a new site (see site placement in Tevera). No private practices will be accepted for review. Students must read and understand the Clinical Handbook prior to signing the *Student Acknowledgment* form on Tevera.

Site Supervisor Orientation

The purpose of the Site Supervisor Orientation is to orient the site supervisors to the Clinical Counseling program requirements, standards, assessment procedures, forms, as well as students' and site supervisors' roles and expectations. This orientation is organized once a year (typically on a Friday either at the end of August or beginning of September). The coordinator of the site supervisor orientation sends out emails to all supervisors inviting them to the orientation which is hosted by the Department of Professional Counseling. The process of field experience is illustrated step-by-step and handouts are provided during the orientation. This orientation also provides a space for site supervisors to ask questions and clarify any confusing information. It also strengthens the relationship and communication between the program and sites. Any professional development opportunities offered by the Department during the upcoming academic year will be announced during this orientation.

At the end of the orientation, an evaluation is distributed to site supervisors to rate the presentation they attended. It includes questions regarding site supervisors' experience with the orientation and materials presented and provides an opportunity for constructive feedback. Program-wide evaluation surveys are also distributed annually and the results are collected into an annual report and discussed in both clinical team meetings and faculty meetings to make decisions for improvement (Instructors: see Professional Counseling Admin/Faculty course for presentation).

Affiliated Site Supervisor Survey

The site supervisor survey is distributed to all site supervisors annually by the department's Director of Assessment. This survey collects information regarding Webster students' academic and clinical

preparation and quality in field experience as well as their ability to receive and respond to constructive criticism (Instructors: see Canvas Professional Counseling Admin/Faculty course for the survey form)

Agreements

Each student is required to review the Clinical Handbook and the *Professional Field Experience Agreement* section (see Appendix F), be prepared to discuss it with potential sites, and keep this document in their records.

Some sites may require a **special affiliation agreement** (or Memorandum of Understanding [MOU]) with Webster University to accept interns at their site. When this is required, the campus will send the site-proposed affiliation agreement to the Director of Clinical Programs who will review the document and forward it to the Office of Procurement for approval. Once approved by the office of Procurement, the two institutions/legal entities can sign the document. At that time, the agreed upon affiliation agreement will go on file with the Office of Procurement and the department. This will serve as the agreement for all students completing field experience at that site for the time-period agreed upon and stated in the MOU (Campuses: see your campus director and Director of Clinical Programs re affiliation agreements).

Responsibilities of Field Experience Affiliated Staff

Practicum Instructors

Practicum instructors are to assist in Site Placement process and approval for students entering Practicum; teach Practicum class, including group supervision for the required time listed on the syllabus, follow the department course syllabus (see Concourse for most recent version of syllabi); conduct one site visit for each student during the semester of Practicum (COUN 6100/6200); complete all required forms & evaluations; collaborate with the program/campus in oversight of and compliance with clinical practices; and track form submissions in Tevera by students who change a site or a site supervisor during or at the end of the Practicum semester. Instructors will meet with students outside of group supervision for individual supervision to review recorded sessions, clinical documentation and complete evaluations at least once per term. Practicum instructors must familiarize themselves with Tevera and actively utilize it for tracking, reviewing, completing and signing forms and evaluations. Practicum instructors will complete PSEs and submit grades at the end of each term. Practicum instructors will communicate to the clinical team whether a student can transition into Internship.

Internship Instructors

Internship instructors teach Internship group supervision and complete all accompanying activities as listed on department syllabus; conduct one site visit for each student during each 18 week period (two terms) of Internship; complete all required forms; collaborate with the Department to provide the Site Supervisor Orientation each year and the Field Experience Orientation for students each spring and fall; and track forms submitted by students in Tevera when they change sites/site supervisors and/or complete Internship. Instructors will meet with students outside of group supervision for individual supervision to review recorded sessions, clinical documentation and complete evaluations at least once per term. Internship instructors must familiarize themselves with Tevera and actively utilize it for tracking,

reviewing, completing and signing forms and evaluations. Internship instructors will complete PSEs and submit grades at the end of each term

***Communications between site supervisors and faculty supervisors:** Instructors of Practicum and Internship courses are required to communicate with site supervisors enough to be able to state the current skills and adequacy of each student at any given time. This amount of communication requires a minimum of bi-monthly (every two months) phone/email contact with site supervisors, *in addition to* review of all recorded sessions and student evaluations throughout the semester. One site visit will occur for each student in Practicum and two site visits will occur during Internship. The site visits and communications are documented using the *Site Supervisor Contact form* in Tevera as many times as contact has been made regarding a student.

Site Supervisors

The following are the minimum requirements for site supervisors per CACREP 2016 standards:

Site supervisors for all students must have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent post-licensure professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Supervisors must have 2 years of experience post-licensure and complete state-approved clinical supervision training (on ground or online) to be qualified to supervise counseling students (See detailed list of responsibilities from page 25 to 29).

Clinical Coordinators

At campuses where there is a designated clinical coordinator, this person will: screen and approve sites, assist the chair of the department to locate and assign appropriate faculty to field experience courses, create relationships with new sites when necessary, appropriately terminate relationships with sites that no longer meet the requirements of the Program, and hold meetings/communications with all clinical faculty on a regular basis. Clinical Coordinators at each location work closely with the Clinical Director to ensure consistent processes at each campus/program. Clinical Coordinators participate in monthly clinical team meetings to ensure all faculty are practicing according to protocol and students are receiving a fluid and consistent experience. These meetings also enable faculty to consult regarding struggling students and determine appropriate next steps. These coordinators also collaborate in organizing the bi-annual field experience and annual site supervisor orientations program-wide. Clinical coordinators maintain regular communication with the director of the clinical program

Campuses that do not have a clinical coordinator will rely on program coordinators and the Director of Clinical Program for guidance and will engage Practicum and Internship faculty in conducting the site visits. New site reviews will occur through the clinical coordinators at each campus/program with assistance from FE teaching faculty when needed (all forms are built into Tevera for streamlining procedures).

Director of the Clinical Program

The Director of Clinical Programs coordinates and oversees the clinical field experience at all campuses and communicates with Clinical Coordinators on a regular basis. The Director assists campuses in managing field experience situations that require a licensed supervised experience. Examples include but are not limited to: coordination of new affiliation agreements, student grievances in field experience courses, requests for exceptions regarding field experience courses, remediation processes that relate to clinical experience, and most items relating to the field experience that do not require involvement of the department chair. Clinical Director also oversees the revisions of Clinical Handbook, practicum and internship syllabi, canvas course shells, concourse syllabi templates, course resources in canvas, as well as all orientation presentations designed for students, site supervisors, and instructors teaching field experience courses each academic year. Faculty teaching field experience courses need to communicate with the Director of Clinical Programs throughout the semester and when issues arise. Director of Clinical Programs facilitates monthly (except during breaks and holidays) clinical team meetings.

Site Visit Guidelines

New Site Screening: The clinical coordinator/designee is responsible for screening sites prior to approval for student placement following the submission of ***Request to Review a New Site*** form by students to ensure site meets requirements detailed in this handbook.

Existing Site Visits: The instructors of Practicum and Internship are required **to visit their students' sites once per semester** (except for summer term). Mileage should be tracked and submitted via *Concur* for reimbursement. **Approved sites should be within a 30 mile radius of the campus;** when sites are 31-50 miles from campus, students must obtain special permission from the faculty instructor who will conduct the site visit. Sites that are further than 50 miles from the campus are not encouraged due to mileage reimbursement and travel liability policies of the university. Special permission can be granted for virtual site visits based on circumstances.

The following are general guidelines for a site visit:

General Overview

1. Introduction of faculty teaching field experience courses that semester
2. Quick Overview of differences and expectations between Practicum and Internship
3. Tour of facilities with Site Supervisor (if not previously done)
4. Review of key expectations, standards, and policies, any changes to policies
5. Review of Field Experience Agreement if needed
 - Discuss evaluation forms if needed
6. Communicate dates of next Site Supervisor Orientation and Professional Development Series

Counselor Intern Overview

7. Review current students' progress as well as areas for growth in detail
 - Use "Site Supervisor Contact Form" to document visit & discussion in Tevera (each time communication with site supervisor takes place regarding a specific student, the Contact Form is filled out)
 - Confirm weekly 60 consecutive minute supervision sessions
 - Confirm review of recorded sessions

- Confirm there is always a licensed professional present at site during interns' direct service
 - Confirm regular review of Weekly Clinical Hours Logs before signing to ensure accuracy, remind hour requirement and ensure student's weekly caseload is appropriate
 - Confirm student is only conducting face to face sessions, or if virtual – then special permission has been documented and services are conducted from the location of the site.
 - Review evaluation forms and ensure comment sections are thoroughly filled out
 - Remind the importance of recording all observations and evaluations of the student in as much detail as possible on the PSE so faculty can rely and use this feedback to support the student in their growth and improvement
8. Request feedback for program – document in Tevera

Students who are not progressing at an acceptable pace to enter Internship or progress through Internship should receive timely feedback regarding faculty and/or site concerns. Oral communication and feedback must be followed with written summary of such discussion for documentation purposes.

Site Changes: Changing a site between terms of practicum or internship is not advised. It impacts client care, relationship with the site/supervisor, and efforts faculty place in maintaining sites for student placement. If changing a site is inevitable while enrolled in a field experience course, the student is to:

1. Notify the faculty prior to notifying the site
2. Locate a new site
3. Provide adequate notice (per instructor) to the site that they are terminating. Adequate notice is typically 2-4 weeks (no less than 2 weeks) to appropriately terminate/refer clients
4. Complete proper termination and/or referral sessions with clients
5. Complete all assigned tasks at that site
6. Conclude all relationships at the site in a professional manner (ensure there is no conflict or severing of relationships between site and program for the next cohort of students who will need to complete FE at that site)
7. Once approved by the faculty of the field experience course, submit all required documents/forms in Site Placement Environment of Tevera and obtain review/signatures from new site supervisor and clinical coordinator prior to beginning with the new site (all documentation must be completed in Tevera prior to the start at the new site)

Site Supervisor Changes: If a student has to be temporarily covered by another supervisor at the same site while their primary supervisor is absent, the student must send an email (or bring in a written/signed confirmation) to the faculty supervisor, copying the current site supervisor and the licensed professional who will be stepping in to cover supervision while the primary supervisor is absent, verifying that supervision will be covered by this new licensed professional on site, indicating time-line for this temporary arrangements, full contact information for this professional so that communication between program and site is not disrupted, and a copy of the temporary supervisor's license. If the substitution is for a longer period of time exceeding 2 weeks, it is recommended to submit the new supervisor in Tevera Site Placement Environment and get all the documents, including the Appendix D submitted. This will allow clinical documents/logs to be signed by another professional in Tevera without disruption.

Evaluations

Subjective aspect of evaluation and grading

The grading of Field Experience courses includes a subjective component based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing field experience should demonstrate marked progress toward the course objectives as noted above as well as demonstrate professionalism in written, oral as well as nonverbal communication in all interactions (peers, instructors, supervisors, colleagues, clients). Evaluation in Field Experience courses will reflect not only students' academic performance but also counseling and interpersonal skill development as evaluated by the faculty and site supervisors. It is possible to excel academically and receive a less than satisfactory final grade. It is also possible to complete all assignments and not pass FE courses due to lack of professionalism and ethical conduct. Thus, all grades will reflect a combination of objective and subjective assessment. Students may not pass the term of field experience course if they have been dismissed/fired from their clinical site. Students who have been dismissed from their sites may have to go through a remediation process to be approved to retake the non-credited term of practicum/internship. Violations of ethical code may result in course failure, a forfeiture of all clinical hours accrued, and/or potential dismissal from the program. Students who do not demonstrate professional readiness to enter or continue field experience courses or demonstrate lack of ability to receive and incorporate feedback will need to complete additional requirements that may include but are not limited to: interview with the clinical team or department chair, taking time off to attend to issues impacting student progress, personal counseling, trainings/workshops in areas where student displays a lack, remediation and an individualized plan for success. This plan may involve continuation in field experience with modified supervision, a delay in the start of or continuation of field experience until certain plan requirements are met, transition to another discipline and/or dismissal from program, and other potential outcomes as deemed necessary by the faculty in accordance with the *ACA Code of Ethics* (2014), professional standards, protection of the general public, and characteristics for success in the profession in general (See Student Handbook for details).

Individual Session Skill Evaluation

Each term, students will record at least two sessions with clients and will present these sessions to their site and faculty supervisors. Students will review their sessions and complete the self-evaluation utilizing the Individual Session Skill Evaluation form. Students should reflect upon their own perceptions of their skill development and aptitude in counseling before sharing it with their site supervisor. They will then review it with their site supervisors and receive feedback. Site supervisors will complete the same form in Tevera to record detailed feedback on student's skill development or lack thereof. The faculty supervisor will also review the recording in individual supervision with the student and complete this evaluation in Tevera. The student's and site supervisor's forms should be submitted to Tevera prior to Faculty Supervisor's review of that same recorded session during individual supervision (See Appendix IV for this evaluation form).

Professional Skill Evaluation

Each term, site and faculty supervisors will complete the Professional Skill Evaluation (PSE) form in Tevera to evaluate students in field experience. This form is used for summative and formative evaluation of students throughout the program. Students will be assessed on the level of their aptitude, participation, clinical skill development, professionalism, openness to supervision, and overall growth

during that term via a 4-point Likert scale (See Appendix III for this evaluation form. Note: only Tevera completion of PSE is accepted).

The difference between the PSE and the Individual Session Skill Evaluation form is that the latter is an evaluation of the student's performance and demonstration of skills based solely on that one recorded session reviewed in that moment, whereas the PSE reflects student's overall development, performance and growth in all areas throughout that entire term.

There are two additional skill evaluation forms in FE. In Practicum, it is the *Live Supervision: Basic Counseling Skills Rating Form* and in Internship, it is the *Treatment Team Feedback Form*, both are used during group supervision. In Practicum, it is used for role-plays, and in Internship, it is used for student case conceptualization & sharing of a recorded client session. Both forms allow for peers to give feedback to the student presenting. These forms are attached to each syllabus and are also available under files in Canvas. Faculty and site supervisors submit their evaluations to Tevera. Peers can send/give their feedback forms in person or electronically.

Rubrics

There are two rubrics for completion based on evaluation of students' Transcript and Case Conceptualization papers. Once these papers are reviewed on Canvas, faculty will complete the rubrics in Tevera and provide feedback to students during supervision. These rubrics are attached to practicum and internship syllabi for reference. Each recorded session provided to group and individual supervision must be accompanied by the Informed Consent Acknowledgment form (Appendix II) signed on Tevera to replace the complete Informed Consent Form (Appendix I) which remains at site to safeguard client's name and signature for confidentiality purposes. The complete Consent Form will be placed in the client's file at the site. Each recorded session presented to faculty supervisor must be reviewed and evaluated by the student and site supervisor first. Evaluations are completed in Tevera by student, faculty and site supervisors. There are also rubrics that are used during students' presentation in class. In practicum, **Live Supervision: Basic Counseling Skills Rating Form** is used during role-plays. In Internship, **Treatment Team Feedback Form** is used when presenting a client session recording in class for group supervision.

Student Evaluation of Site and Site Supervisor

At the end of field experience, students will complete the *Student Evaluation of Site and Site Supervisor* (See Appendix VII for this form) on Tevera. This form provides the field experience student an opportunity to give feedback to the site supervisor on his/ her performance, as well as feedback about the site itself. This information will be reviewed by the clinical faculty at each campus to help maintain an updated database of approved sites. Students are encouraged, but not required, to share the evaluation with their site supervisor following the completion of the final Professional Skill Evaluation.

Documentation Needed to be Submitted in Tevera Prior to the Start of Field Experience

Appendix A: Petition to Apply for Practicum and Process for Applying for Field Experience

Petition to Apply for Practicum

(This form is completed in Tevera by each student after the completion of at least 4 prerequisite courses and at least one semester prior to the expected start of Practicum. Clinical coordinator or designee review and approve the form by electronic signature)

Once approval is granted, students will be invited to attend the Field Experience Orientation.

Indicate the starting term and year of beginning Practicum:

Student Name: _____ Phone: _____
Spring I _____ Spring 2 _____ Fall I _____ Fall 2 _____ Summer _____

Practicum pre-requisite courses completed (check):

__ COUN 5020 __ COUN 5050 __ COUN 5100 __ COUN 5200 __ COUN 5600 __ COUN 5800
__ COUN 5150/5230 __ COUN 5610

If a site provides a specialty service, like substance abuse counseling or working with families/couples, students may need to also complete COUN 5630 Addictions & Substance Abuse Counseling or COUN 5540 Family Systems Theory (*check your state for any additionally required courses*):

Check if applicable: __ COUN 5630 __ COUN 5540

1. Please, describe specific counseling skills you believe you possess that speak to your readiness to move into Practicum.
2. Please, describe your ability to receive feedback.
3. Please, describe your special practice areas of interest in the field of counseling.
4. Briefly describe what you would like to accomplish in field experience.
5. Is there a particular agency or setting in which you want to do your field experience? If so, where?
6. Are you currently employed in the agency, institution, or setting mentioned above? If yes, you will be asked to complete the *Request for Placement at Employment Site*.
7. Are you applying to the Virtual Clinic? If Yes, thoroughly explain why this option and attach all necessary supplemental materials.
8. Is there any other information (e.g., previous experience) you believe may be beneficial to the Clinical Coordinator's or Designee's decision?

Student Signature: _____ Date: _____

Status: _____ Approved _____ Not Approved

Clinical Coordinator/Designee: _____

Clinical Coordinator/Designee Signature: _____ Date: _____

Process for Applying for Practicum

- Students have to complete or be in the process of completing all the core counseling courses which are prerequisites to field experience admission (COUN 5020, COUN 5050, COUN 5100, COUN 5200, COUN 5600, COUN 5800, COUN 5150/5230, COUN 5610). There will be additional course requirements for specialized sites.
- Students must submit the Petition to Apply for Practicum in Tevera at least one semester prior to the term Practicum begins. Due dates are posted below for all campuses.
- The Clinical Coordinator (or designee) will review the petition and collect feedback from faculty regarding the student's readiness for Field Experience. After a thorough review of all feedback and evaluations, approved students will be invited to attend the mandatory Field Experience Orientation.
- Students will make appointment with their advisors to review their plan of study to make sure this is the best time for them to start Practicum.
- After Field Experience Orientation, students are required to submit all documentation in Tevera in preparation for the start of field experience. If students miss the deadline for paperwork submission they will need to wait to reapply next semester.
- Students who have been out of the program for at least one year will have to repeat the FE Orientation.

Field Experience Application, Orientation & Paperwork Submission Timeline

Fall Practicum Start

Practicum Petition Application Deadline: **November 15**

FE Orientation – **Last week of January or first week of February**

Paperwork completion and submission in Tevera for final review – **June 15**

Spring Practicum Start

Practicum Petition Application Deadline: **April 15**

FE Orientation – **Last week of June or first week of July**

Paperwork completion and submission in Tevera for final review – **November 15**

Students missing these deadlines will need to wait for the next Clinical cycle to start Practicum.

Appendix B: New Site Review Request Form

*Filled Out By Students Requesting Department of Professional Counseling To Review A New Site,
Not Currently On The Approved List (no private practices will be approved)*

Student Name: _____ Campus: _____

Is this site requested for Practicum or Internship? (Check one)

Name of Site: _____ Contact Person: _____

Address: _____

Phone Number: _____

Email Address: _____

- ❖ Do you currently work there? Yes ___ NO ___ Is this a Private Practice or an Agency? (check one). Please, explain: _____

*If the answer is yes, please, complete the following form: **Request for Approval: Clinical Placement at an Employment Site****

- ❖ Is this a paid Internship? (Students are not permitted to get paid practicum) Yes ___ NO ___

If yes, see below:

Payment for Internship: *Internship can be paid only if the placement description clearly states that it is a paid internship and the expectations of the intern are different from what would be expected of an employee. Payment for interning at the site cannot come directly from client payments for the services interns provide because interns are not licensed and therefore not allowed to charge for services provided under supervision as an intern.*

- ❖ Do they have a licensed professional on staff with required credentials as listed in the Clinical Handbook who is willing to supervise and who will be there at all times while the intern provides services? Yes ___ No ___ Other: Explain _____
- ❖ Will the site supervisor agree to provide a minimum of 60 consecutive minutes of supervision weekly? Yes ___ No ___ Other: Explain _____
- ❖ Will they permit recording of sessions for supervision purposes? Yes ___ No ___ Other: Explain _____
- ❖ Will they provide the intern with required direct clinical hours as is the responsibility of a site? Yes ___ No ___ Other: Explain _____
- ❖ Population served by the site: _____
- ❖ Rationale for requesting this site: _____
- ❖ Is this a school setting for school counseling? Yes ___ No ___ Explain: _____
- ❖ Does the site provide orientation and/or training to Interns? Yes ___ No ___
- ❖ Does the Site authorize Telemental Health Counseling? Yes ___ No ___
- ❖ *If yes:* Does the Site provide training in Telemental Health for interns? Yes ___ No ___

Please, provide any additional information for the Reviewing Faculty to help them make their decision:

Student Signature: _____ **Date:** _____

*See the following form re: **Request for Approval: Clinical Placement at an Employment Site**

Request for Approval: Clinical Placement at an Employment Site

Filled out only if the student is working at the place where they seek practicum placement.

Students who are requesting authorization to accept a placement at a clinical site where they are also an employee are required to provide the following information. Such accommodations will only be approved in very rare and dire situations. The Department of Professional Counseling advises against such accommodations.

Name of Site: _____ Contact Person: _____

Address: _____

Phone Number: _____

Email Address: _____

❖ Is this a Private Practice or an Agency or other (check one). Please, provide details:

❖ What is the capacity of your involvement with this site? Please explain your title and role as employee at this site and any other details:

Will your supervisor for employment be different from your supervisor for the field experience?

Yes ___ No ___ Other: Explain _____

Will your employment description, roles, functions, tasks, and responsibilities be different from that of your field experience? Yes ___ No ___ Other: Explain _____

Please, provide any additional documentation from the site verifying the above information.

Will your job hours be different/separate from your field experience hours logged at your place of employment? Yes ___ No ___ Other: Explain _____

Please, explain what will be the start and stop times as an employee and the start and stop times as an intern. _____

Please, provide any additional documentation from the site verifying the above information.

Will the clients you serve during your job be different from the clients you serve during your logged field experience? Yes ___ No ___ Other: Explain _____

Please, provide any additional documentation from the site verifying the above information.

□ What dual roles can be expected of you as an intern and an employee at this site? Explain in detail:

***Payment for Internship:** Internship can be paid only if the placement description clearly states that it is a paid internship site and the expectations of the intern are different from what would be expected of an employee. Payment for internship at the site cannot come directly from client payments for the services interns provide because interns are not licensed and therefore not allowed to charge for their services as an intern under supervision.*

❖ Rationale for requesting this site: _____

Please, provide any additional information for the Reviewing Faculty to help them make their decision:

Student Signature: _____ **Date:** _____

Site Contact Person Signature: _____ **Date:** _____

Appendix C: Student Acknowledgement

(Completed prior to start of Practicum and submitted in Tevera)

(A) I hereby attest that I have read and understand the American Counseling Association (ACA) *Code of Ethics* (2014) and will practice my counseling in accordance with these standards. I further understand that any breach of this Code or any unethical behavior on my part will result in a failing grade in a field experience course and a written notification of such behavior will be placed in my permanent record.

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

(B) I understand that all students must carry professional liability insurance through the Healthcare Providers Service Organization (HPSO) available to students through American Counseling Association (ACA) student membership (website <https://www.counseling.org/membership/join-reinstate/student> or <http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description>). I will provide a photocopy of my professional liability insurance (PLI) prior to seeing clients and understand that I may not participate or observe any type of counseling until I have secured and provided proof of PLI.

(C) I understand that it is my responsibility to keep my field experience supervisors (On-site Supervisor and Webster University Faculty Supervisor/Instructor) fully informed regarding my Practicum experience.

(D) I understand that I will not be awarded a passing grade until I have demonstrated a specific minimal level of counseling knowledge, skills, and attitudes, and completed all requirements of the syllabus.

(E) I further understand that it is my responsibility to attend all classes and supervision sessions fully prepared as outlined in field experience course requirements. If any sessions are not attended, or attended without my full preparation and participation, they will not be counted toward the fulfillment of the minimal field experience course requirements.

(F) I acknowledge that I have received the Counseling Clinical Handbook: Field Experience Agreement and that it is my responsibility to read and understand the contents of the handbook. By signing in the space below, I agree to abide by the practices described in this document while enrolled in the Counseling program. I agree to demonstrate openness to clinical supervision, professionalism, and transparency in my practices as a counselor in training while enrolled as a student in Webster University.

I understand that the contents of this Clinical Handbook: Field Experience Agreement are subject to revision.

Sign, date, and submit after completing mandated Field Experience Orientation.

Student Signature

Printed Name

Date

Appendix D: Site Supervisor Agreement to Supervise

(Completed prior to start of Practicum and submitted in Tevera)

Date: _____

Field Experience Start Date: _____ Field Experience End Date: _____

I, _____, agree to supervise _____, counselor in training (student) at Webster University, _____ (name of campus & location).

I have read the attached Field Experience Agreement. I understand and agree to carry out the role and responsibilities of the On-Site Supervisor for this experience as listed within.

I agree to meet with the counselor in training a minimum of one 60 consecutive minute session per week. That meeting will take place on _____ (day of the week) at _____ (time) at _____ (location of supervision). I have attached a copy of my license as an LPC, LMHC, LP, or MD (psychiatrist).

Please check the appropriate boxes below.

_____ I agree to supervise this student according to the *ACA Code of Ethics* (2014)

_____ I have completed training in clinical supervision of counselors in training

_____ I have at least two years of post-professional licensure experience

_____ I have completed a Telemental Health course/training (please, attach certificate/verification)

Are you aware of any circumstance that could lead to a conflict of interest or any form of dual relationship with the student/supervisee, university, or site? No: ___ Yes: ___ **If Yes, please, explain:**

Please, provide a detailed plan as to how you anticipate minimizing role mixing and boundary crossing within your relationship as a supervisor with the student as a counselor intern at your site You can attach additional documents as an email to the clinical coordinator.

Name and Signature of Site Supervisor providing weekly supervision _____ Date: _____

Appendix E: Checklist for Requesting Approval to Offer Telemental Health Services from Home

(Completed and submitted in Tevera prior to the start of Practicum)

Practicum students are expected to provide counseling services in person at their sites. In very rare situations when a client has no other option to get to the physical location of the site and site and department agree accommodations for virtual counseling are necessary, student and site supervisor must ensure their TLMH training certificates have been provided on Tevera and approved by the clinical coordinator. Practicum students **are not permitted to conduct virtual counseling sessions with clients from their home** and must be at site when engaged in telemental health sessions. TLMH sessions are real time audio-video conferencing using HIPAA compliant platform.

Internship students are expected to provide counseling services in person at their sites. In very rare situations when a client has no other option to get to the physical location of the site and site and department agree accommodations for virtual counseling are necessary, student and site supervisor must ensure their TLMH training certificates have been provided on Tevera and approved by the clinical coordinator. In the extraordinary circumstance that a student is unable to get to their site to provide counseling services, the site and department can determine whether it is appropriate for the student to engage in virtual services from home and a meeting with the student will be required. In such a case, the following checklist needs to be completed and submitted by student on Tevera. Narrative sections must be written in detail to be examined by the Clinical Coordinator for a final decision.

Students found to be conducting telemental health sessions from home without such review and approval are subject to remedial action.

- Completed training in telemental health and submitted certificate in Tevera. Site supervisor must evidence their own training and all documents must be uploaded into Tevera.

- Student understand that the only type of telemental health services permitted to engage in are synchronous, real time video and audio communication (no phone, text, email, etc. are considered TLMH services).

- Platform you will be using and its end-to-end encryption & HIPAA compliance status (please, include if this platform will allow you to record your sessions).

- Privacy and security of the space in your home where you will provide telemental health (please describe how you will secure the space in your home to ensure it is private, free of distractions, and appropriate for professional service provision, i.e. not your bed in the background, or people walking in and out of that space).

- Plan to securely store session notes, written communication with client, and any other clinical documentation (please, describe in detail how you plan to authenticate, secure, lock any devices and folders/documents on those devices to store confidential information).

- Noise machine and any other provisions for blocking sound travel from inside telemental health space for confidentiality purposes (please, describe in detail what your plan is).

- Security of internet connection or phone reception for service continuity (please, describe how you plan to have a secure and uninterrupted connection/reception while providing these services).

- Liability insurance coverage of telemental health services (please provide verification that the PLI will cover TLMH).

- Plan for emergency and crisis situation (please describe in detail, step by step, what is your and your supervisor's plan for addressing SI/HI and other crisis situations while providing telemental health services).

- Site supervisor’s constant availability while intern provides services (please, describe in detail what plan is in place).

Please provide any additional information that you think would be helpful for your faculty supervisor, clinical director or designee as they review and approve your request for providing telemental health services from your home. Ensure you have a plan for verifying client identity and location at the start of each session. (This form is in Tevera).

Only, if the site requires to see Webster University’s Insurance Certificate

Request for Certificate of University Insurance

In addition to student individual professional liability insurance, some Practicum/Internship sites may require evidence of University Professional Liability Insurance. To request a copy of Webster University’s Certificate of Insurance (COI), complete the form and return to campus coordinator/clinical director to be submitted to the Procurement Office.

Student Information

| | | |
|-------------------------------|---|-------------|
| Student Name | First: _____ | Last: _____ |
| Student IDs: | _____ | |
| Email: | _____ | |
| Phone Number: | _____ | |
| Request for COI for Course: | <input type="checkbox"/> COUN 6000 <input type="checkbox"/> COUN 6100 <input type="checkbox"/> COUN 6200 <input type="checkbox"/> COUN 6500 Spring I _____ Spring 2 _____ Fall I _____ Fall 2 _____ Summer _____ | |
| Campus: | <i>(For example, St. Louis, Greenville, Columbia)</i> | |
| Student Practicum Start Date: | Student Practicum End Date: | |

Practicum Site Information

| | |
|--|--|
| Name of Practicum site requesting COI: | |
| Contact Name/Attention | |
| Practicum site Street Address | |
| City, State, Zip | |
| Phone Number | |
| Fax Number | |
| Email address | |

Appendix F: Professional Field Experience Agreement

Department of Professional Counseling

Professional Field Experience Agreement

(Practicum and Internship)

Introduction

This document reflects the roles of all individuals involved in conducting and completing clinical field experience. It also includes general requirements, guidelines and procedures governing the clinical processes at the Department of Professional Counseling.

Participation in a clinical field experience requires a professional and personal commitment on the part of the student. Students need to consider the time commitment required for completing field experience before they start practicum.

Webster University faculty and staff commit to the highest standards in counselor education training and supervision.

General Information and Procedures

- Students are responsible for correctly handling this document.
- Students are required to apply to start practicum and must be approved to be invited to attend FE mandatory orientation.
- Students are required to attend the FE Orientation held 6-8 months prior to the start of Practicum and cannot contact/interview sites before completing this orientation. If students miss any submission deadlines or the orientation, they need to wait for the next clinical cycle.
- Students are required to be approved for transitioning into Practicum and then to Internship.
- Students are required to locate their own clinical site, contact and successfully interview with sites. The program does not interfere with the interview process due to its personal nature.
- Students are required to carry professional liability insurance (PLI) by Healthcare Provider Services Organization (www.hpsso.com) provided by ACA as part of their student membership in the American Counseling Association (www.counseling.org). This document needs to be submitted to Tevera by the first night of class and when renewed during internship.
- Students are not allowed to counsel or observe counseling of a client prior to receiving PLI and prior to the start of Practicum.
- Students are required to know and abide by the ACA *Code of Ethics* (2014) while participating in the MA in Counseling program at Webster University.
- Students are required to read the entire clinical handbook and this *Agreement* and abide by the contents.
- Students are required to provide informed consent and statement of confidentiality forms to all clients and place copies in clients' files in a secure location.
 - In case where students are completing field experience with minor clients, consent forms must be on file with the site prior to any session (the agency must facilitate the process of client's parent/guardian signature on consent form for the student to counsel the minor).
- Students are training under the licenses of their site and faculty supervisors and must accept supervision/feedback/guidance in a professional manner. The supervisors have the right to deny a student supervision for any reason. If this occurs, the student will be required to drop the course and may be dismissed from the program depending on the cause.
- The site supervisor is required to retain appropriate and related credentials approved by the state licensure board and submit copies of those credentials (licensure and certification) to Tevera. Supervisors must evidence certificates of specialized trainings when supervising in that area.

- Attendance in group supervision (on campus, in-person, or virtual) is a requirement. Absences from group supervision or individual supervision will result in arrest of all clinical counseling sessions until the student receives supervision for that week. In other words, if students are absent from group and/or individual supervision, they must cancel counseling sessions until they have attended group and/or individual supervision for the week. This will slow the accumulation of clinical hours, and if consistent, may result in dismissal of the student from site and/or course.
- Some Webster University campuses utilize the “Course Completion Record” - see your Practicum instructor for more information and requirements regarding such.
- Some sites require that the student provide a letter of preparation (prepared for field experience) to be accepted into a position. If your site requires this, see your campus Counseling Coordinator, who will review the PSEs from appropriate courses and will make the decision regarding writing of the letter. Student must make such requests to faculty well ahead of time.
- Some sites require background checks of field experience applicants. If the selected site requires a background check, it is the student’s responsibility to coordinate this with the site and to coordinate any associated fees.
- Some sites (residential treatment facilities, or hospital-based sites) may require health records. The Department does not collect or transfer students’ health records. It is the students’ responsibility to comply with site requirements of additional records if appropriate. The Department also does not provide any letters of exemption for students who do not wish to obtain required vaccinations for such sites.
- In cases where the proposed field site requires an affiliation agreement with Webster University, separate from this *Agreement*, the affiliation agreement will operate in addition to this *Agreement* and will not serve as a replacement for it. Students must make such requests of MOUs well ahead of time as these documents may take weeks to draw/review and sign.

Any disregard for any component of this *Agreement* may lead to dismissal from the field experience and from the MA in Counseling program. Any associated loss of tuition is the responsibility of the student.

Grades of Incomplete will not be provided except for in rare circumstances where accruing the required quantity of hours has been affected at no fault of the Counselor Intern but due to reasons fully associated with the site. In such cases, there will be a conversation regarding potentially changing sites.

*The Educational Program at the university is responsible for **orienting** students and site supervisors to the Webster University counselor preparation/training program, **training** the student on necessary skill development, **observing and evaluating** each student’s skill development, **documenting** evaluations and evidence of completed client consent forms, **communicating regularly** with the site supervisor, **practicing/training** according to the ACA Code of Ethics (2014), and **maintaining** relationships with area field experience sites.*

Paid Internships and Fees for Services

Practicum is a non-paid position because the student is expected to be in a student role with minimal responsibilities.

Internship can be paid but if paid, the site needs to have an actual Paid Internship rather than arranging this on student-by-student cases. Paid Internship must be according to the following:

1. Labor laws are different per state. If a paid internship is arranged, it is the student's responsibility to understand fair practice according to the labor laws in their state.
2. It must be clearly documented that the pay is not for hourly counseling services rendered to a client and there needs to be a clear documentation that client payment is not received by the intern but by the site. The payment must be clearly documented as an agency internship payment which is a common practice at this site. Informed Consent documents need to reflect that client payment for services is not going to the intern.
3. Intern's position must be different from an employee position clearly documented in the site's hiring practices and all terms and conditions must be disclosed to the intern prior to accepting the offer.
4. If the student requests to complete Internship hours at her/his place of employment, student must submit the "Request" form on Tevera first. The following has to occur: a) the student has to receive approval from the Clinical coordinator or Practicum/Internship instructor prior to that term's start; b) the instructor will review the submitted documentation, then will contact the site supervisor to ensure that the student is doing comprehensive counseling in the field experience hours which is separate from their job at the site (e.g. if student works 9-5 M-F, student will be required to log the completed Internship hours after 5pm and/or before 9am). Supervisors for the job and internship must be different and CI cannot interact with the same client(s) both in their capacity as an employee and an intern at the site (see detailed list in Tevera).
5. Student's job and internship have to be distinctly different (hours, supervisors, populations, duties). Logged hours for Internship must be new experiences for the student intern and the supervisors for the daily job and the clinical internship must be different individuals.
6. Students cannot use their daily job to complete hours for Internship, as the definition of internship is that it is a mentored experience in which the student is developing NEW skills and habits.
7. In most states, "interns" (and students) cannot accept fee for services because they are in training. Interns cannot be placed in position to negotiate/collect/dispute/confront clients regarding fees paid or unpaid to the site/site supervisor and get involved in any other financial transactions between the site/site supervisor and the client. The informed consent needs to clearly reflect that any fees paid by the client are going to the site/site supervisor and not the student.

Note: Interns and Practicum students cannot call themselves or have anyone else call them counselors due to not having a license. They can be called Counselor Interns or student counselors.

Agreement to this document includes adhering to the following responsibilities and tasks and serves in addition to any Affiliation Agreements signed between agency and university:

Roles and Responsibilities of Faculty & Site Supervisors and Counseling Students

Roles and Responsibilities of the Faculty Supervisor

The following pertains to the expectations and standards of the Department of Professional Counseling at Webster University. Webster University faculty commit to the **highest standards** in counselor education training and supervision. The field experience is aligned with professional standards and ACA *Code of Ethics* (2014).

Faculty Supervisors are required to:

1. **Hold** relevant degrees (a doctoral degree and/or appropriate counselor education-related degree), maintain updated training in clinical **supervision of counselors**, relevant experience and appropriate credentials/licensure in counseling, maintain active membership in professional organizations, and keep an active license by providing clinical services to clients to remain up to date with clinical practice and the field
2. **Assist** in Practicum and Internship processes in Tevera Site Placement environment
3. **Provide** regular evaluation and grading of students in FE courses
4. **Review** documents submitted by students on Tevera on weekly basis
5. **Complete Evaluations** as a required component to the field experience. The *Professional Skill Evaluation* (Appendix IV) is to be completed and reviewed with each students twice a semester - at the end of each nine week term of Practicum and Internship.
6. **Provide** ongoing feedback to each student in a timely manner to allow for due process
7. **Maintain** regular communication with the site supervisor. Regular basis is defined as having enough critical knowledge of the students' skills to be able to speak fluently and in detail about the students' skills and demeanor at any given time throughout the field experience
8. **Contact the site supervisor** during the term to attain updated notes and regular feedback on the skill development of each student **and to document** such notes for each student (Site Supervisor Contact Form in Tevera). **Communicate** any concerns to the student at the time that the concern is voiced by the site supervisor or agency to the instructor
9. **Provide** a minimum of **2 hours of group supervision per week** and follow all constructs and Standard Learning Outcomes listed on the corresponding syllabi (see Concourse for most recent versions of practicum and Internship syllabi)
10. **Provide** instruction and guidelines on completing **consent forms** and collaborate with site supervisors regarding securing consent forms in timely manner. Regularly advise remind students that consent forms and other documentation containing client identifying information must remain in a secure setting at the field experience site
11. **Oversee** adherence to ACA *Code of Ethics* (2014) by field experience students and document
12. **Inform** each student of her/his **right to terminate supervision** with due notice. Students and instructors are advised to work out personal differences before moving to termination of the relationship as termination may lead to dismissal for the student and may require additional

terms in field experience to complete the required hours. Due process needs to occur through regular feedback and evaluation throughout the term.

13. **Provide** additional individual supervision for students who experience difficulty in development of counseling skills, interpersonal skills, openness to supervision, and/or other relevant skills as indicated on evaluation forms. If the student does not improve enough during the term to advance to the next term of training, the student will be required to repeat the term of field experience.
14. **Provide** contact information to the student and site supervisor for occasions when the student or supervisor may need immediate consultation (providing personal cellphone number to students is not recommended)
15. **Assign grades** after consultation/review of evaluations with the on-site supervisor.

*Overall, the university is responsible for **orienting** the site supervisor to the Webster University counselor preparation/training program in **training** the student on necessary skill development, **observing and evaluating** each student's skill development, **documenting** evaluations and client consent forms, **communicating regularly** with the program, and **practicing/training** according to the ACA Code of Ethics (2014).*

Roles and Responsibilities of the Student

1. **Complete the eight prerequisites** (COUN 5020, 5200, 5050, 5600, 5800, 5100, 5610, 5150 or 5230) before registering for Practicum
2. Apply for practicum, obtain invitation to attend Field Experience Orientation and obtain approval to begin the search for a field experience site.
3. **Use counseling and interpersonal skills when interacting** with peers, faculty, and site supervisors, as well as clients while pursuing clinical field experience hours
4. **Abide by the rules and procedures** as practiced at the field experience site unless those practices clearly constitute unethical practice (should the student suspect the latter, the student is required to immediately contact the faculty instructor for further professional guidance)
5. **Provide** the Site Supervisor with a copy of *the Clinical Handbook* and review this *Professional Field Experience Agreement with the site supervisor*
6. **Send/submit** all required tasks in Tevera Ste Placement Environment and obtain final review and approval
7. **Complete** all required tasks in Tevera prior to the start of Practicum
8. **Commit to pursue** the required hours **within the appropriate** time-frame
9. **Complete** the *Weekly Clinical Hours Log* (Appendix VI) in Tevera and submit to Site and Faculty Supervisors for review and signature (It is the student's responsibility to retain all logs throughout FE and beyond graduation for licensure requirements)
10. **Review** the *Evaluation of On-site Supervisor and Site by Student* form(s) (Appendix VII) to be familiar with those aspects on which students will evaluate the supervisor and the site.
11. **Alert** the faculty instructor to any interpersonal difficulties with site supervisors as soon as they arise (It is the **intern's responsibility** to maintain good interpersonal skills and relationships with the site supervisor and those persons on site.)
12. **Meet with on-site supervisor** for a minimum of 60 consecutive minutes per week; these hours

may be individual or triadic (two interns and one supervisor) supervision unless otherwise required by state licensure educational requirements

13. **Contact the on-site supervisor** with any client emergency (or any suspicion of client emergency) and contact the faculty instructor with a report on the client emergency after contacting the on-site supervisor
14. **Maintain openness to supervision** (by the on-site supervisor, faculty instructor, and group supervision) during the field experience
15. **Meet with the faculty instructor** for individual supervision and evaluation outside of group supervision during regular work hours
16. **Understand** that the faculty instructor, after review of the on-site supervisor's evaluations and per-term evaluations, will determine if the Practicum student is prepared for Internship (COUN 6500) or needs further skills training prior to moving into the next term of Field Experience
17. Check the course syllabus for pertinent details (It is the **student's responsibility to complete all of the requirements** that are listed in the course syllabus.)
18. **Provide** a copy of the signed client *Informed Consent and Statement of Confidentiality* to each client and store records in a secured location at the site. The Counselor Intern, client, and on-site supervisor are required to sign the consent form. In regard to work with minor clients, the student will verbalize all consents (informed and confidentiality) to the client and require the guardian of the client to sign the consent forms. The on-site supervisor may coordinate and require the guardian's signature, which relieves the student of doing so, yet the student must still verbalize to the minor client an informed consent and a statement of confidentiality in age appropriate language. All consent forms relating to a minor at a school setting will be maintained by the site supervisor.
19. **Seeing clients during the university breaks: Ensure** you have discussed with your site and faculty supervisors whether or not it is in the best interest of your health and your clients' continued care for you to provide direct service during university breaks in between terms of practicum and internship. If this is the best plan, submit the **University Break Notice** form in Tevera no later than week 7. Without such documentation, due to liability purposes, no direct hours can be provided and/or logged during break weeks.
20. **Complete** the *Evaluation of On-site Supervisor and Site by Student* form (Appendix VII) at the end of the term.

Grades of Incomplete will not be provided for field experience except for in rare circumstances where accruing the required quantity of hours has been affected at no fault of the Counselor Intern but due to reasons fully under the control of the site. In such cases, there will be a conversation regarding potentially changing sites. Students who do not complete the required hours within the expected time frame will be required to register for an additional term of field experience and participate fully in that term until the term is completed.

The grading system for practicum and internship is located on the COUN 61/6200 and 6500 syllabi.

It is the student's responsibility to follow all instructions outlined in this packet and to communicate this information to the site supervisor. Students must ensure that they fully understand all of their responsibilities at the onset and if clarification is necessary they will contact the Clinical Coordinator and/or the course instructor as soon as possible.

Roles and Responsibilities of the Site Supervisor

For a student to accept a placement, the site supervisor must complete Appendix D in Tevera (attached to this document) after reviewing this Handbook in full and upload a copy of their current license in order for the student to receive approval to enroll in course. If change in supervisors takes place during field experience either permanently or temporarily, students must provide the substituting supervisor's copy of license and a newly signed Appendix D (both need to be uploaded in Tevera).

The on-site supervisor is responsible for providing the student with the individualized supervision consistent with the requirements/responsibilities that are outlined in this agreement. The on-site supervisor is responsible for reporting the student's performance to the Webster University faculty instructor.

On-site supervisors must have the following qualifications:

1. A minimum of a Master's degree in counseling or a related profession (psychology or psychiatry; clinical social work and marriage and family therapy, depending on state requirements) with equivalent qualifications, including appropriate certifications and licenses (e.g. LPC, LMHC, LP, MD/P; LMFT and/or LCSW in permitting states);
2. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled (i.e., clinical mental health counseling); knowledge of the expectations, requirements, and evaluation procedures of the Webster University MA in Counseling program (A Site Supervisor Orientation will be provided each year)
3. Relevant training in clinical supervision of counselors. Regular supervision is essential to the success of the field experience. Ongoing contact with the FE faculty is essential for the successful completion of this experience:

The on-site supervisor signing Appendix D of this *Agreement* understands and agrees to the following:

1. **Upload** (copy) of appropriate licenses (LPC, LMHC, LP, or MD; LCSW when acceptable by state licensure board) & Certificates when requested by the student on Tevera
2. **Provide** the student with the required hours of clinical experience on site (students are not expected to recruit their own clients)
3. **Provide** the student with the **opportunity to practice counseling** in order to demonstrate developing counseling skills and to receive feedback on his or her performance
4. **Communicate** regularly with the university Practicum and Internship instructors regarding the student's skill development
5. **Train** the student according to this *Agreement* and including but not limited to use of appropriate consent forms per the site requirements and adherence to the *ACA Code of Ethics (2014)*
6. **Provide** a secure location for retaining client records and maintain records according to state legal requirements
7. **Provide** a secure and confidential location for students to counsel clients
8. **Provide** a secure and confidential location to conduct individual supervision with students
9. **Observe** the student's counseling skills regularly through live supervision, co-therapy, and video/audio recording of a session (use of observation must be noted in the informed consent.)
10. **Evaluate** the student's skills in weekly supervision and provide direct and clear communication regarding skill improvement

11. Regularly **document** the student's skill development and share those documents with the student and the instructor (due process) (required forms are built in Tevera)
12. **Provide** the student with the policies, professional activities and procedures, and legal responsibilities of the site
13. **Complete** evaluation using the *Individual Session Skill Evaluation* and *Professional Skill Evaluation* forms to document student's performance each term in Tevera
14. **Provide** input to the Department of Professional Counseling at Webster University when requested (e.g. feedback regarding the program, instructor, and/or student)
15. **Provide** emergency contact information to the field experience student for occasions when the student needs immediate consultation such as potential client harm to self or others
16. **Avoid** exposing the field experience student to clients and situations known to be outside the level of competence of the student
17. **Avoid** exposing the field experience student to clients known to be a danger to self or others
18. **Avoid** exposing the field experience student to clients known to have infectious disease(s) or place them in a setting that may expose them to infectious disease
19. **Avoid** placing a heavy case-load on the field experience student which exceeds their hour requirement (students must remain in the required direct hour range each term)
20. **Review and Sign** the student's *Weekly Clinical Hours Log* (Appendix VI) confirming student's recorded direct and indirect hours and work at the site (form is submitted on Tevera)
21. **Review** the *Evaluation of On-site Supervisor and Site by Student* (Appendix VII) to be familiar with those aspects on which the student will be evaluating the site and supervisor
22. **Be** on site (or designate another Licensed professional to be on site) while the student is seeing clients
23. **Permit** recording of sessions (audio or video) minimum of two times per term (more may be required)
24. **Ensure** that the supervisee is trained in TLMH practice before engaging in such services
25. **Ensure** virtual sessions are taking place on HIPAA compliant platform and are conducted on site
26. Carefully **review** this document before completing and signing the *Site Supervisor Agreement to Supervise* (Appendix D) in Tevera

*Overall, the site supervisor is responsible for: **collaborating training efforts** with the university faculty instructor, **communicating regularly** with the faculty instructor, **training the student** in clinical counseling on site, and **adhering to the ACA Code of Ethics (2014)** while training the student.*

The Department of Professional Counseling at Webster University greatly appreciates the professional input and participation of on-site supervisors in the training of its students. The ultimate success of that training is assured when the on-site supervisor's input and participation is maximized.

We thank all our site supervisors in advance for cooperation and collaboration.

Webster University provides **professional development** for site supervisors in the form of site supervisor orientation and other professional development meetings (See the Professional counseling department for upcoming dates and topics).

Appendix I: Informed Consent and Statement of Confidentiality

(To be copied and provided to each client with original signed & placed in client file on site)

Informed Consent

I, _____, (client/Parent/Legal Guardian) understand that this form is intended to help explain the process of receiving counseling services. I understand that _____, a counseling student at Webster University is a counselor in training (herein referred to as Student Counselor). This Student Counselor is working under the direct supervision of _____, a faculty member for Webster University and _____, a licensed supervisor for _____ (name of site). By signing at the bottom of the page, I agree to the following.

It has been explained to me that counseling services and psychotherapy have benefits and risks. Research has evidenced that receiving counseling services in times of emotional distress is more beneficial than receiving no counseling at all. Yet, there are no guarantees regarding treatment outcomes.

I understand that video or audio taping or live supervision may be used in counseling sessions. These tapes may be shared with other counseling students for purposes of training only. Tapes pertaining to counseling sessions will be maintained in a secured location and will be destroyed by the end of the Practicum term or these counseling sessions.

I understand that I have the right to ask about any aspect of counseling or to terminate counseling sessions at any time.

I understand that I have the right to an explanation of any test/questionnaire I may be given, to decline participation in any such test or questionnaire, and to a summary, either verbal or written, of any test results/conclusions.

I understand that if I find myself in an emergency emotional situation (I feel like hurting myself or another), I agree to contact _____ (phone number of the nearest hospital emergency room) before I take any other action and ask for the mental health professional on call. I may contact my counselor in training or the named supervisor above after I contact the emergency room.

Statement of Confidentiality

I understand that there are specific situations in which my confidentiality may be broken and in which the Student Counselor and or supervisor is legally obligated to take actions that may be necessary to protect me or others from harm. If such a situation arises, it will be discussed with me before any action takes place.

I understand that the reasons for which my confidentiality may be broken include the following:

1. If it is suspected that a child or a vulnerable adult is being neglected and or abused.
2. If it is suspected that I, the client, present a clear and substantial danger to myself or other(s).
3. If there is a court order regarding the contents of my case.

Resulting actions may include contacting family members, seeking hospitalization, notifying potential targets, and notifying the police.

I understand that these counseling sessions may be terminated by me at any time and that the Student Counselor may, with advanced notice, refer me to another counselor. I also understand that the Student Counselor will end

his/her relationship with this site at a set time and that I have been notified that sessions may not occur with this Student Counselor beyond _____ (date of end of field experience).

I understand that this summary is designed to provide an overview of confidentiality and the limits of professional counseling. I understand that this form is required to be signed to by me before professional counseling services can be provided.

I have read and understand the above and have had the opportunity to ask questions regarding the counseling process before revealing personal information about myself.

| | | |
|--|--------------|------|
| Client/Parent/Legal Guardian Signature | Printed Name | Date |
|--|--------------|------|

| | | |
|--------------------------------------|--------------|------|
| Counselor (Student) Intern Signature | Printed Name | Date |
|--------------------------------------|--------------|------|

| | | |
|-------------------------------|--------------|------|
| Licensed Supervisor Signature | Printed Name | Date |
|-------------------------------|--------------|------|

Appendix II: Informed Consent Acknowledgment Form
Department of Professional Counseling

(This form will be submitted to Tevera instead of the complete Informed Consent Document which contains clients' names and signatures and remains at the site for confidentiality purposes.)

To be reviewed and signed by the site supervisor who has reviewed the consent form provided to the client by the Counselor Intern before the recording of the session. The Consent Form then will be kept in the client's treatment file on Site. This Consent Acknowledgment serves as an evidence that Informed Consent Form was provided and signed by Client, Intern, and Site Supervisor prior to the recording of the session.

I have reviewed and signed the Informed Consent document for this recorded session provided by the Intern and signed by the client, intern, and myself.

Site Supervisor Name _____ Site Supervisor Signature _____

Date _____

Appendix III: Professional Skill Evaluation Form

Completed in Tevera

| |
|---|
| Webster University— _____ Campus Professional Counseling Department |
|---|

| | |
|-----------------------------|-----------------------------------|
| Student _____ | Student ID _____ |
| Instructor/Supervisor _____ | Course Number _____ Section _____ |
| Date _____ | Term _____ Year _____ |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Rating Scale: N – No opportunity to observe 0 – Does not meet criteria on program level 1 – Minimally meets criteria on program level 2 – Meets criteria consistently in some areas but not others 3 – Meets criteria in all areas consistently | | | | | |
| Use this form in: COUN 5020: Foundations; COUN 5600: Group Techniques; COUN 5610: Techniques of Counseling; COUN 5100: Social Cultural Foundations; COUN 6000/6100/6200: Practicum; COUN 6500: Internship. Please rate ONLY those behaviors and skills that you have observed. | | | | | |
| A. Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students | N | 0 | 1 | 2 | 3 |
| A-01. Cognitive and sensory capacities: Demonstrates cognitive and sensory capacities to effectively and professionally interact with fellow students, faculty, supervisor, and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A-02. Interpersonal interaction: Demonstrates interpersonal skills* necessary to effectively and professionally interact with fellow students, faculty, supervisor, and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A-03. Enhance interactions: Demonstrates interpersonal skills* necessary to enhance interactions with fellow students, faculty, supervisor, and staff (*Interpersonal skills include but are not limited to positive regard for others, mood and affect regulation, openness, genuineness, empathy, and appropriate verbal and non-verbal communication skills.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A-04. Overall Assessment of Student’s skills related to Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| B. Learning Attitudes and Behaviors | N | 0 | 1 | 2 | 3 |
| B-01 1. Participation: Participates every week in class discussions and activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B-02. Professionalism: Discusses conflicts or concerns in a professionally appropriate manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B-03. Self-care: Engages in sufficient, appropriate self-care practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B-04. Self-disclosure: Self-discloses appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B-05. Self-awareness: Demonstrates awareness of effect on others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B-06. Feedback to peers: Provides feedback appropriately to other students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B-07. Self-control: Effectively and appropriately manages own frustration, anger, and impulses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B-08. Overall Assessment of student's skills related to Learning Attitudes and Behaviors : (Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| C. Basic Counseling Skills | N | 0 | 1 | 2 | 3 |
| C-01. Awareness of own cultural values: Demonstrates awareness of own belief system, values, needs, and biases | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-02. Cultural awareness: Demonstrates awareness of own cultural, ethnic, racial identity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-03. Respect for cultural differences: Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-04. Basic Counseling Skills 1: Demonstrates unconditional positive regard, warmth, and empathy toward clients and others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-05. Basic Counseling Skills 2: Demonstrates capacity to listen reflectively, summarize, and paraphrase | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-06. Basic Counseling Skills 3: Demonstrates capacity to use therapeutic silence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-07. Infers Unstated Meaning: Demonstrates ability to determine underlying meaning and unstated values of the client's story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-08. Boundaries: Recognizes, respects, and maintains appropriate boundaries in all professional relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-09. Elicits information: Elicits information from others in a therapeutic manner (with open-ended questions, avoidance of double questions, and not answering questions for others) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-10. Aware of theories: Demonstrates awareness of theories of counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-11. Informed consent: Demonstrates understanding of informed consent and the limits of confidentiality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C-12. Overall Assessment of student's skills related to Basic Counseling Skills: (Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| D: Fitness for Counseling | N | 0 | 1 | 2 | 3 |
| D-01. Establishes therapeutic relationship: Demonstrates ability to establish a counseling relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-02. Case conceptualization: Conceptualizes cases and develops clinically appropriate treatment plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| D-03. Practices within scope: Practices within one's level of training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-04. Therapeutic confrontation: Appropriately uses confrontation, re-direction, interruption | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-05. Understands DSM: Renders clinical mental health diagnoses using the current edition of the DSM, and provides sufficient justification | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-06. Management of SI HI: Effectively manages risk for suicidal or homicidal ideation in an ethical and clinically appropriate manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-07. Reports abuse: Identifies and responds to various forms of abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-08. Substance abuse tx: Understands effective treatment protocols for chemical addiction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-09. Cultural sensitivity: Demonstrates multicultural awareness and sensitivity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-10. Case notes: Writes professionally appropriate case notes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-11. Referral and termination: Makes appropriate referrals and responsibly terminates cases. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-12. Code of ethics: Adheres to ACA Code of Ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-13. Boundary maintenance: Maintains appropriate boundaries in clinical practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D-14. Overall Assessment of student's skills related to Fitness for Counseling (Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| E. Integration of Theory and Practice | N | 0 | 1 | 2 | 3 |
| E-01. Integrates theory and practice: Integrates selected theory with his/her clinical practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E-02. Theoretical consistency: Presents case studies consistent with theory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E-03. Outcome assessment: Demonstrates ability to measure outcomes based on theory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E-04. Appreciates Variety of Theories: Demonstrates appreciation of a variety of counseling theories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E-05. Overall Assessment of student's skills related to Integration of Theory and Practice: (Note: If providing a rating of 0 or 1 on this "overall" rating please ensure you have assessed any of the above skills that you have observed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| F. Openness to Clinical Supervision | N | 0 | 1 | 2 | 3 |
| F-01. Active learning: Actively participates in learning activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F-02. Responds to feedback: Responds appropriately to peer, instructor, and supervisor feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| F-03. Preparedness: Is usually sufficiently prepared for supervision sessions and activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F-04. Professional interactions: Demonstrates professionalism in all interactions with agency and program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F-05. Compliance with rules: Complies and cooperates with agency rules and expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F-06. Overall Assessment of student’s skills related to Openness to Clinical Supervision: (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| G. School Counseling | N | 0 | 1 | 2 | 3 |
| G-01. Program Planning: Helps plan, organize, and deliver the program designed to meet the needs of the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G-02. Guidance Curriculum: Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G-03. Individual Planning: Implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G-04. School System Support: Provides system support through effective school counseling program management and support for other educational programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G-05. Data Collection: Collects and analyzes data to guide program direction and emphasis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G-06. Program Evaluation: Helps develop a results evaluation for the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G-07. District Policies: Demonstrates an understanding of district and school policies and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G-08. Overall Assessment of student’s skills related to School Counseling (Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Summary of student strengths. Please, elaborate thoroughly: _____

Summary of areas of growth: Please, elaborate thoroughly: _____

Supervisor Signature (Site or Faculty—circle)

Date

I have read and reviewed this evaluation.

Student Signature

Date

Note: The PSE is REQUIRED to be completed by site and faculty supervisor once at the end of each 9-week term (between weeks 7 and 8). For clinical courses, faculty may require weekly supervision for students who face

challenges enough to potentially not pass the course, until the student is prepared to pass the term. Should the student not show enough progress to pass the term, he/she will fail the course for that term. Students who receive unfavorable evaluation on PSE by site and/or faculty supervisor may be referred to remediation (see Student Handbook). The PSE should be filled out online in Tevera.

Additional rubrics used to grade assignments in Practicum and Internship (e.g., transcript and case conceptualization papers) are located on the syllabi for each of these courses.

Appendix IV: Individual Session Skill Evaluation Form

To be completed by Site & Faculty Supervisor as well as Student (session self-evaluation). Submitted in Tevera.

Practicum/Internship Counselor in Training: _____ Date: _____

Person completing form: _____ (Site/Faculty Supervisor) or Student (Self-Evaluation)

Session # with this CL: _____ Supervision Session #: _____

Rating Scale:

N/D Skill **Not Demonstrated** in this session (also can be not necessary)

Emerging 1 **Attempted** to demonstrate skill **but lacked intentionality**

Emerging 2 Demonstrated skill **some of the time with intentionality**

Proficient Demonstrated skill in **appropriate areas with intentionality most of the time**

Mastery **Consistently** demonstrated appropriate skill with **intentionality** resulting in **therapeutic movement**

| Scale | N/D | Emerging1 | Emerging 2 | Proficient | Mastery |
|---|---|------------------|-------------------|-------------------|----------------|
| Opening Session/Informed Consent | Filled out for All Sessions | | | | |
| Initial Assessment of CL & Opening Questions | | | | | |
| Discussed Confidentiality (supervision, taping, storing of recordings, reporting) | | | | | |
| Provided Informed Consent (nature of counseling, supervision, CI approach and status, anticipated process, etc) | | | | | |
| Building Therapeutic Alliance & Exploration Phase(sessions 1-3/4) | Filled out for All Sessions | | | | |
| Attending & Listening | | | | | |
| Minimal Encouragers | | | | | |
| Paraphrasing | | | | | |
| Reflection of Feelings | | | | | |
| Reflection of Content & Meaning | | | | | |
| Use of Open Ended questions | | | | | |
| Explores Support Systems | | | | | |
| End Session Summarization | | | | | |
| Therapeutic Silence | | | | | |
| Appropriately Interprets CL Meaning | | | | | |
| Use of Self-Disclosure when Appropriate | | | | | |
| CT/CL Co-identify Specific Issue | | | | | |
| CT/CL Co-identify therapeutic goals | | | | | |
| CT/CL Co-design treatment plan | | | | | |
| Confront Incongruities & Inconsistencies | | | | | |
| Emotional Engagement w/CL | | | | | |
| Cultural Awareness | | | | | |
| Mid-treatment Skills (sessions 3/4 - 6/7) | Only filled out for sessions 4 through 7 | | | | |
| Identify & Discuss CL Values | | | | | |
| Interpretation of CL underlying meaning | | | | | |
| Self-Disclosure | | | | | |
| Immediacy/Use of here and now | | | | | |
| Integration of Theory (tools) | | | | | |
| CT/CL Co-identify Specific Issue | | | | | |
| Explore Action regarding Issue | | | | | |
| Assess Previous Change Attempts | | | | | |
| Scale | N/D | Emerging1 | Emerging 2 | Proficient | Mastery |

| | | | | | |
|---|--|--|--|--|--|
| Co-Create Commitment to Change | | | | | |
| Brainstorm Options | | | | | |
| Choose Action Options | | | | | |
| Check on Progress and Modify Treatment and/or Assignments | | | | | |
| Termination Skills (sessions 6/7-9) | Only filled out when CI has conducted a termination session | | | | |
| Co-Create Tasks to Transition Change to Life outside of counseling | | | | | |
| Check on Progress and Modify Treatment and/or Assignments | | | | | |
| Allow CL opportunity to evaluate session | | | | | |
| Closing Session | | | | | |
| CI Skills and Attitudes | | | | | |
| Professionalism | | | | | |
| Approp. Writing/completion of case notes | | | | | |
| Professional Attitude, Conduct, and Attire | | | | | |
| Scheduling of/and Timeliness w/CLs | | | | | |
| Provides CLs <i>researched</i> referral source | | | | | |
| Please, check ND if CI is not engaging in any of these behaviors | | | | | |
| Barriers to Communication | | | | | |
| Giving advice | | | | | |
| Offering solutions | | | | | |
| Moralizing/Preaching | | | | | |
| Analyzing/diagnosing | | | | | |
| Judging | | | | | |
| Praising or non-therapeutic agreeing | | | | | |
| Non-therapeutic Reassurance | | | | | |
| Supervision and Growth | | | | | |
| Openness to Supervision | | | | | |
| Understands impact on others | | | | | |
| Understands impact on client | | | | | |
| Receives constructive criticism non-defensively | | | | | |
| Applies constructive criticism | | | | | |
| Overall CI growth | | | | | |

CI Strengths in this Session:

CI Skills Needing Improvement & Goals for Next Week's Sessions:

Use of Theory: _____

Faculty/Site Supervisor (circle one) completing this form: Signature _____

Student Signature (if completing this form): _____

Appendix V: Site and Site Supervisor Contact Form
Completed in Tevera

Date: _____

Type of Contact (*Circle one*): Email Phone In Person

Counselor Intern (CT): _____

Faculty Supervisor (Person making contact): _____

Site Supervisor (Person being contacted): _____

Site Name: _____

Comments regarding Counselor Intern by site supervisor:

Interpersonal skill development:

Counseling skill development:

Openness to supervision:

Growth Areas:

Feedback for Program:

Other:

Faculty Signature: _____

Appendix VI: Weekly Clinical Hour Log

COUN 6100/6200 Practicum and COUN 6500 Internship

Complete one log each week during your field experience. Provide a copy of each log to your faculty supervisor and maintain a copy of each weekly log for licensure purposes.

Student Name: _____ Campus: _____
Faculty Supervisor Name: _____ Course Number: _____
Site: _____
Site Supervisor Name and Phone Number: _____
Week Start Date: _____ Week End Date: _____ Week # _____

Direct Hours (list total hours for the week in each category)

Individual counseling (*adult*) _____
Individual counseling (*child/adolescent*) _____
Group counseling _____
Couple counseling _____
Family counseling _____
Intake evaluation _____
Testing or other assessment _____
Other (*please describe*) _____

Total Direct Hours for Week: _____

Total Direct Hours to Date: _____

Indirect Hours (list total hours for the week in each category):

Preparation for class _____
Reviewing audio or video tape sessions _____
Preparation for direct work with clients _____
Preparing records for client contact _____
Staffing/Meetings _____
Receiving/Providing consultation _____
Trainings/Workshops related to counseling _____
Individual supervision with site supervisor
(*minimum of 1 hour per week*) _____
Group supervision with class
(*minimum 1.5 hours per week*) _____
Other (*please describe*) _____

Total Indirect Hours for Week: _____

Total Indirect Hours to Date: _____

Total Hours at Site: _____

Student's Signature

Date

Site Supervisor's Signature

Date

Faculty Supervisor's Signature

Date

Appendix VII: Treatment Team Feedback Form
Completed Electronically for Virtual Class

(to be used by students, one for each peer case presentation—make 12 copies per class)

Intern Presenting the Case _____

Date

Feedback provided by: _____

Presented Session #

Summary of presented case information:

| Skills/Requirements | Yes/No | Helpful suggestions and comments |
|---|--------|----------------------------------|
| Theory presentation: accuracy, completeness, handout | | |
| Theory is demonstrated throughout recorded session | | |
| Paraphrasing at Level 3 or 4 | | |
| Reflection of feelings & content | | |
| Use of here and now | | |
| Therapeutic silence | | |
| Confrontation of inconsistencies | | |
| Validation of client experiences | | |
| Identification and co-creation of goals | | |
| Verbalization of values | | |
| Barriers to communication? (judging, advising, non-therapeutic reassurance) | | |
| Suicidality/homicidality assessment | | |
| Use of homework assignments/exercises | | |
| Empathy, genuineness, warmth, unconditional regard | | |
| 6 trans-theoretical items | | |

Additional Comments:

Specific Skills that were strong:

Specific Skills than need development:

Theory use and feedback for improvement:

Appendix VIII: Practicum Live Supervision: Basic Counseling Skills Rating Form

To be used for student role-plays in classroom or virtually by instructor and peers.

Student: _____

Date: _____

Performance Area Rating: D = demonstrated skill, but improvement needed; M = meets expectations for skill performance; N = not observed/no basis for evaluation.

| | | | |
|---|---|---|--|
| D | M | N | 1. Opening skills: Opens the interview in an unstructured, friendly and non-threatening way. Clarifies counseling and client/counselor relationship if necessary. |
| D | M | N | 2. Attending: Counselor communicates attention verbally and non-verbally |
| D | M | N | 3. Empathy: Demonstrates an understanding of what the client is experiencing and communicates that understanding to the client. |
| D | M | N | 4. Minimal encouragers: Uses statements which prompt the client to say more and which provide a smooth flow to the dialogue. |
| D | M | N | 5. Reflection of content: Is able to summarize or paraphrase client communications. |
| D | M | N | 6. Reflection of feeling: Responds to and helps clients explore the emotional content of the client's remarks. |
| D | M | N | 7. Positive regard and warmth: Communicates feelings of worth and caring for the client as a person. Establishes good rapport; evidences warmth and acceptance. |
| D | M | N | 8. Concreteness: Is direct and specific in discussing the client's thoughts, feelings, and experiences. |
| D | M | N | 9. Genuineness: The counselor relates to the client in a real and authentic manner. |
| D | M | N | 10. Non-defensiveness and safety: Counselor models and encourages non-defensiveness and creates an environment that is conducive to the client's expression of ideas and feelings and the exploration of behavior. |
| D | M | N | 11. Verbal style: counselor is not overly talkative and is clear and concise when responding. |
| D | M | N | 12. Silences are appropriately and effectively handled. |
| D | M | N | 13. Respect: Demonstrates the use of techniques for initiating and maintaining a counseling relationship that are culturally sensitive to gender, race, religion, national origin, sexual orientation, disability, etc. |
| D | M | N | 14. Response style: Counselor's requests and responses are appropriate to the content of the client's remarks and to the intellectual level of the client. |
| D | M | N | 15. Responsibility: Counselor assumed an appropriate level of responsibility for the conduct of the session. |
| D | M | N | 16. Questions: Appropriate use of open- and closed-ended questions, counselor allows client to answer. |
| D | M | N | 17. Confrontation: Points out discrepancies and inconsistencies in client's statements and actions. |
| D | M | N | 18. Restructuring: Helps client reframe or relabel thoughts, feelings, experiences, or behavior from a different perspective. |
| D | M | N | 19. Immediacy: The counselor and the client appropriately discuss the counseling relationship. |
| D | M | N | 20. Self-disclosure: Counselor appropriately shares his or her own feelings, thoughts, or experiences with the client. |

Comments:

Supervisor/Observer: _____

Appendix IX: Evaluation of On-Site Supervisor and Site By Student

(Complete this in Tevera by last week of course)

NOTE: This form should be completed by the student and given to the Counseling coordinator/Faculty supervisor at the conclusion of the Practicum and/or Internship experience at a given setting.

Student Initials: _____ Term & Year: _____

Name of Practicum/Internship Facility and Site Supervisor: _____

For the following items circle the number that best represents your experience where 1 equals never, 2 equals rarely, 3 equals mostly, and 4 equals always.

Describe the setting and the type of clients with whom you worked and the problems they experienced.

-
1. You experienced and participated in all activities expected of a practicing counselor including **but not limited to** direct client hours, note taking and documentation, case conceptualization and treatment planning, referral process, intake, assessment, termination, staffing, and both individual and group counseling. _____ 1 2 3 4
If not, list those you did not participate in: _____
 2. The site provided necessary facilities and resources to perform your responsibilities while in the role of Practicum student. _____ 1 2 3 4
 3. The site supervisor used a theoretical approach and supervisory practices that were clear and consistent. _____ 1 2 3 4
 4. The site supervisor regularly referenced professional identity as a professional counselor. 1 2 3 4
 5. This experience increased your professional development. _____ 1 2 3 4
 6. This supervisor increased your knowledge of and or exposure to ethical practice. 1 2 3 4
 7. Your supervisor was always available and responsive during sessions and for immediate (crisis) consultation. _____ 1 2 3 4
 8. The site supervisor met with you weekly for at least 60 consecutive minutes and reviewed your counseling and interpersonal skills. _____ 1 2 3 4
 9. An official evaluation form was followed and presented weekly and at mid- and end-term (including PSE, Skills Tape Evaluation, etc.). _____ 1 2 3 4
 10. Please provide any additional comments (e.g., on the advantages and/or disadvantages of this particular setting): _____

Netiquette for Virtual Audio-Visual Communication

Students in the Department of Professional Counseling are required to adhere to this netiquette for all virtual meetings.

- Ensure you have consistent and secure network connection
- Access the virtual class/meeting following an access code or password provided by instructor/facilitator to ensure the security of your virtual space
- Log in from a private, disruption free, professional space
- Make sure you are sitting up throughout the entire class and have the camera at eye level, further away from your face, having the light facing you rather than the screen
- Log in using your computer rather than a phone due to features that are not accessible otherwise
- Ensure your camera and sound are working properly and you can be seen through video throughout the meeting (required for attendance)
- Be aware of what is behind and around you and any sounds in the area. Practice your camera view first to ensure everything looks appropriate before your class/meeting begins. Ensure you have an appropriate and professional environment free of audible or visual distractions. Having a quiet space is essential and muting yourself when you are not speaking helps minimize echo.
- For better sound control and privacy, use headphones with an attached microphone
- When you engage in virtual class from home, let your family know that you are “in class” and request that they not disturb you. Ensure your space is private to safeguard information shared in the meeting.
- Dress appropriately as you would for a professional face to face meeting
- Refrain from engaging in other activities on your computer or other devices during session/class (even if you don't think it is visible, participants can see you are distracted). Do not engage in private-chatting.
- Do not audio/video-record class/meeting unless you have special permission by the ADA office and/or your instructor
- If you enter virtual class/meeting while in a moving vehicle, the instructor will remove you from class immediately. You may not be able to re-enter.
- Upon entry into the zoom class/meeting, each student is required to place their physical address from where they are participating in the class in a private chat to the instructor as a safety precaution for emergency situations.