



St. Edward's University
Master of Arts in Counseling

Field Site Supervisor's Manual

for

CNSL 6367 Practicum
CNSL 6368/69 Internship

Master of Arts in Counseling Program
St. Edward's University

3001 S. Congress Avenue
Austin, Texas 78704

(Rev 1/19, 8/20, 4/22, 3/23, 10/5)

Dear Site Supervisor,

Professionals who supervise St. Edwards' University Masters in Counseling (MAC) practicum and internship students during the field experience play a crucial role in the education and training of future professional counselors. Accreditation and certification standards require that counseling students have some experience in the real world and supervised by qualified mental health professionals/counselors in addition to university instructors. The faculty of St. Edward's MAC program appreciates you for providing a field experience site and for sharing your knowledge and experience with our students. We hope that, in return, they provide a valuable service to your site.

The Field Site Supervisor's Manual is intended to guide the site supervisory process and clarify the roles and responsibilities of the student, university, university instructor, site, and site supervisor. Your ideas and suggestions are welcome and will assist us to continually improve the quality of the field experience and the efficiency of our working relationship.

Sincerely,

MAC Faculty

Program Faculty/Staff Information

Core Faculty and Staff

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Introduction to Practicum/Internship

The Field Site Supervisor's Manual serves as an overview of the Masters in Counseling (MAC) program, describes the practicum/internship field experience, explains practicum/internship requirements, provides a relevant timeline of activities, and includes a copy of all necessary forms. The manual provides the basics, and you are encouraged to contact the university instructor or coordinator of internship for other questions.

The Masters in Counseling program at St. Edward's University is in the Office of Graduate and Professional Studies and currently offers two tracks: Clinical Mental Health Counseling (CMHC) and Marriage, Couples and Family Counseling (MCFC).

Before approval of a field-based practicum/internship, the student must have completed the majority of coursework for the degree and be in their last three semesters of the program. This requirement is based on the expectation that in the field experience courses (practicum and internship) the student will be applying most of the knowledge and skills learned in the didactic portion of the counseling program. To register for Practicum, students must have a cumulative GPA of at least 3.00, be in their last semester of study, and seek approval by MAC faculty. In addition, all core courses (CNCO) are prerequisites, which include the following:

CNCO 6318 Professional Orientation
CNCO 6317 Critical Evaluation of Research in Counseling
CNCO 6352 Counseling Theories
CNCO 6354 Abnormal Human Behavior and Psychopathology
CNCO 6356 Human Growth and Development
CNCO 6363 Legal and Ethical Issues for Health Care Providers
CNCO 6355 Counseling Diverse Populations
CNCO 6351 Counseling Skills and Techniques
CNCO 6364 Intro to Systems Theories

You can learn more about the MAC curriculum here:
<https://www.stedwards.edu/graduate/master-arts-counseling>

About Practicum and Internship

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. (<https://www.cacrep.org/section-3-professional-practice/>)

Practicum (CACREP)

Students are required to complete a practicum of at least 100-clock- hours. Of the 100 clock hours, forty of those hours must be in providing direct counseling services. The 100-clock-hours are to be completed and documented during CNSL 6367 Practicum. Students who accrue more than 100-clock hours may not carry them over into Internship I. Starting spring 2023, practicum will be completed on site at the St. Edward’s Community Counseling Clinic.

Internship (CACREP)

After completion of the practicum semester, students then enter Internship I and Internship II for the next two semesters. During internship, students complete a total of 600 hours, 240 must be in direct counseling services over the course of the two semesters. Hours must be accrued over the two semesters and there is a limit of direct hours (25) that can be carried over from Internship I to Internship II as well as a minimum number of direct hours that must be accrued for Internship I.

Students pursuing MCFC CACREP aligned track or students who wish to be eligible for TX LMFT licensure must have a total of 75 hours in working with systems.

All CACREP students must have at least one hour leading or co-leading a group during the field experience. This can be psychoeducational in nature, students are encouraged to discuss opportunities to meet this requirement with their sites.

Required Hours for Practicum/Internship

Track	Practicum Hours		Internship I Hours		Internship II Hours		Intern III hours		TOTAL
	Direct	Total	Direct	Total	Direct	Total	Direct	Total	
CMHC/MCFC CACREP	40	100	120	300	120	300	N/A	N/A	280/700

While the practicum site offers an introductory experience, Internship I and Internship II offers a more thorough and in-depth experience. Students may remain at the same site for Internship I and Internship II. The sites and supervisors invest time in training and orienting students to the clients, environment, and the intricacies of that site so many times this is a requirement. Additionally, internship students and supervisors build a working relationship over this time period. Sites are encouraged to discuss this during the interview/onboarding process.

Students may at times secure a secondary internship site if both their primary internship site and practicality allows for this additional experience. Typically, a secondary site is only sought when a student would like to add a specific population or environment to their internship experience or is needed to meet hour requirements. Both an internship application and site agreement are required for the secondary site.

Students will be required to update their agreements at their internship site for each semester to reflect the dates according to the academic calendar.

STANDARD COURSE SYLLABI



St. Edward's University
Master of Arts in Counseling
CNSL 6968 Internship I

Three Credits

Summer Semester 2022

Instructor Name

Instructor Contact Info

**Office Hours:
By Appointment**

The mission of St. Edward's University Counseling Program is to educate, train, and prepare highly skilled, ethical, compassionate mental health professions grounded in humanistic values that focus on prevention, wellness, personal growth, and a commitment to respecting and protecting human dignity. Our programs create a transformative environment which allows students to enter their field with an understanding of their own social locations and the role of power, privilege, and difference within institutional, social, intimate, and therapeutic relationships.

Course Description:

A supervised professional field-based experience, primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional in a field site according to their degree track. Emphasis is on the transition from student to professional counselor. Students will obtain hours in direct and indirect counseling service. Students are required to take internships in consecutive terms. This course is graded on a pass/no pass basis.

Student Learning Outcomes:

- Demonstrate advanced counseling methods and techniques.
- Demonstrate appropriate strategies and interventions that integrate theory, ethics, client assessment information and professional counseling skills.
- Develop a personal theory of counseling and counseling practice.

Prerequisites: Successful completion of CNSL 6367, Must be in last three semesters of program, and approval from Internship Coordinator

Course Objectives: Relation to 2016 CACREP Curricular Standards (Section II.F) and CMHC Standards (Section V.C):

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

Common Core for all students. Students will have knowledge of...	Standard	Activity
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Supervisor Evaluation
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Group supervision Self Evaluation
Self-care strategies appropriate to the counselor role	II.F.1.l	Self Care Activity
The role of counseling supervision in the profession	II.F.1.m	Group supervision
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a	Group supervision
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b	Group supervision
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.c	Group supervision
Help-seeking behaviors of diverse clients	II.F.2.f	Group supervision
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h	Group supervision
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d	Recording
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	Recording

Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Session Summary Recording
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Supervisor Evaluation Group supervision
Development of measurable outcomes for clients	II.F.5.i	Group supervision
Strategies to promote client understanding of and access to a variety of community-based resources	II.F.5.k	Group supervision
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Supervision Counseling Development Plan Group Supervision

Additional standards for students in a CMHC specialty area.	Standard	Activity
Theories and models related to clinical mental health counseling	V.C.1.b	Recording
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	V.C.1.c	Session Summary Supervisor Evaluation
Cultural factors relevant to clinical mental health counseling	V.C.2.j	Recording Group Supervision
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2.1	Supervisor Evaluation
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological asmt. for treatment planning and caseload mgmt.	V.C.3.a	Session Summary Supervisor Evaluation
Techniques & interventions for prevention & treatment of a broad range of mental health issues	V.C.3.b	Recording Supervisor Evaluation
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3.c	Supervisor Evaluation

Methods of Instruction:

Clinical experience (simulation, video exercises, and case studies)
 Supervision (group and individual/triadic)
 Field experience (on-the-job training)
 Traditional experiences (group discussion and demonstrations)

Course Requirements:

Site based internship is not just a collection of hours. Your work must be considered quality counseling by your supervisor(s). You must complete the required number of hours (see table for specific requirements). Session transcriptions, outside readings, and other specific assignments may be required at the discretion of the University instructor/supervisor.

A. Setting up your site -

1. Students arrange their own site placements. A list of approved sites is available via the MAC Canvas page. You may establish a site based on your own initiative but will need to have the site approved by the Internship Coordinator in advance. The site agreement between you and the site must be submitting no later than the first day of class- students should not see clients until the agreement has been signed. All site agreements and necessary paperwork will be completed via Tevera.

- B. The internship meetings will be held on Mondays according to the class calendar. At the beginning of the semester, the following must be completed in Tevera:
1. Signed Memorandum of Agreement with your site supervisor.
 2. Upload proof of your paid liability insurance covering you throughout the semester.
 3. Signed ethics agreement.

C. Class Meetings - You are expected to attend and fully participate in all class meetings. This time is considered group supervision, standards stipulates a certain number of contact hours be met during the semester. Class meeting times are set up so that these contact hours are met with each meeting. As such, failure to attend all scheduled meeting dates may lead to you not receiving credit for the class, necessitating your retaking the course. In all meetings, be prepared to:

1. Review hours (logs should be completed weekly in Tevera);
2. Give an evaluation of your clients and work at internship site(s);
3. Share your goals for clients;
4. Discuss (in accordance with the Code of Ethics) any session(s) that you observed;
5. Be involved in all case presentations. Ask yourself, "What would I do?" as each case is discussed;
6. Discuss personal and professional goals

Track	Practicum Hours		Internship I Hours		Internship II Hours		TOTAL
	Direct	Total	Direct	Total	Direct	Total	
Non CACREP- LPC	50	150	50	150	N/A	N/A	100/300
CMHC/MCFC CACREP	40	100	120	300	120	300	280/700
MCFC- NON CACREP	50	150	50	150	50	150	150/450

For MCFC per TX LMFT RULE §801.114, (8) (B) of the 150 direct client contact hours, at least 75 hours must be direct client contact with couples and families.

All CACREP students must have at least one hour leading or co-leading a group during the field experience. This can be psychoeducational in nature, start thinking of how you will meet this requirement and discuss opportunities with your site supervisor.

- D. Keep appropriate documentation of hours (logs) in Tevera–
1. Document each weekly supervision meeting with your on-site supervisor (one hour minimum). Remember to have your on-site supervisor sign off on the weekly internship logs. All logs will be electronically completed and signed in Tevera.
 2. Document all hours in Tevera. Some categories regarding direct and indirect hours are listed in the internship manual.
 3. By the end of the semester, you will need to have all required hours based on your track

All logs need to be entered into Tevera and signed by the site supervisor.

*****A maximum of 25 hours of direct client contact hours can be carried over from Internship I to II. This number does not reduce the agreed upon time commitment to the internship site during the 2nd semester. Students who are***

having difficulty accruing hours will need to discuss their concern with the instructor.

E. Class Assignments

1. Students will develop a **Comprehensive Counseling Development Plan**.
2. Students will complete a midterm and final **Evaluation of Self in Tevera**.
3. Submit (1) Case for faculty evaluation: including audio/video recording of clinical work, which should include demonstration of clinical skills. The recordings will include a counseling session summary utilizing the **Counseling Session Summary Form**, and be accompanied with a **Tape Script** (verbatim transcription with evaluations (min 30mins)). Recordings may be selected to be reviewed for instructional purposes during group supervision. See Canvas for further guidelines.
4. Submission of **Treatment Plan and Case Note** for review.

F. Things to do at the end of the semester –

1. Finalize all logs
2. Submit **Supervisors Final Evaluation of Student** completed by your on-site supervisor (see Tevera)
3. Submit the **Site Evaluation by Student** (see Tevera)
4. Complete a **Final Evaluation of Self** (see Tevera)
5. For CMHC only, get a signed **Practicum Verification Form** from your Instructor

G. Professional/Ethical Behavior

Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American Association for Marriage and Family Therapists, the Texas State Board of Examiners for Licensed Professional Counselors and Marriage and Family Therapists as well as any others associated with the type of counseling intervention being provided. Failure to comply with ethical standards will result in consequences deemed appropriate by the MAC program faculty, including dismissal from the program.

Applicable Ethical Codes and State Statutes

American Counseling Association (ACA) Code of Ethics

<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

International Association of Marriage and Family Counselors

<https://www.iamfconline.org/public/department3.cfm>

American Association for Marriage and Family Therapy (AAMFT) Code of Ethics

http://www.aamft.org/imis15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx

Texas Behavioral Health Executive Council

<https://www.bhec.texas.gov/>

[Texas Health and Safety Code, Chapter 181. Medical Records Privacy](#)

[Texas Health and Safety Code, Chapter 611. Mental Health Records](#)

Students are also expected to conduct themselves in a professional manner. This includes but is not limited to following the field site's dress code, setting and maintaining a consistent schedule,

being on time, providing adequate notice if unable to be on site as scheduled, maintaining a professional demeanor, treating clients and peers as individuals deserving of respect. Students are required to follow site policies and complete their arrangements with their sites and their clients regardless of whether they have completed the required hours for the particular course in which they are enrolled. Students who are asked to leave a site for unprofessional or unethical behavior may be dropped from the course and/or receive no credit for the course. In addition, such an occurrence may trigger other departmental proceedings. Students must consult with their site and university supervisor prior to leaving a site for any reason.

Students should not see clients when no licensed professional is on site, if this is an issue the student must notify the internship coordinator. **This is an ethical and professional issue.**

Grading:

Evaluations are on a **pass/no pass** basis. Consideration will be given to the student's skill level, attendance, progress, participation at one's site, participation in class meetings, ethical and professional demeanor, and the site-based supervisor's evaluation. Students will be evaluated using the CSS-R – any ratings of 2 or below will be discussed with the student and appropriate remediation will incur.

Failure to interact with peers, facilitators, clients, supervisor(s), or faculty in a manner consistent with the performance expectations of a professional counselor may result in a no pass in the course and a referral to a Program Standards Committee. Individuals who do not complete the requirements of the course by the end of the semester may receive a No Pass (failure to complete requirements). If you fail to earn the required hours for this course, you will be required to re-enroll. You may re-enroll until you meet the hour requirement of the entire internship (CACREP Internship I/II- total of 600 hours – 360 indirect and 240 direct over two semesters).

Academic Dishonesty and Plagiarism:

Plagiarism is a form of academic dishonesty. As defined in the most recent edition of the St. Edward's University Student Handbook, plagiarism includes turning in as your own work any drafts, papers, or homework that incorporates any ideas or actual writing done by others (or from the Internet) without acknowledging the source you used. A grade of zero may be given for any project that is plagiarized. Depending upon the nature and extent of the dishonesty, this could mean automatic failure of the course: see the SEU Student Handbook for further details. It is the student's responsibility to know what constitutes academic dishonesty and plagiarism, and to avoid committing these offenses in student work. Please refer to the APA manual, 6th edition.

Accommodations for Disabilities:

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let the instructor know as soon as possible or as soon as you are eligible. Documentation will have to be provided to the Student Disability Services office located in Moody Hall 155, Academic Planning and Support. For tutoring assistance, please call 448-8660. St. Edward's upholds the standards for Compliance set forth in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students needing special services for requirements assigned in Internship I should let the instructor know of such needs. Accommodations are indicated on a 504 letter. The instructor should receive this letter from the student, which is signed by both the student and the disability counselor. Students need to present this letter at the beginning of the semester. Only students who have received a 504 Letter legally qualify for accommodations. If the student does not present the 504 letters, the instructor is not in any way required to make accommodations.

Note on Sex/Gender Harassment, Discrimination & Misconduct

St. Edward's University is committed to fostering a safe, inclusive and productive learning environment. Title IX, state laws, and SEU policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct—including harassment, relationship violence, sexual assault, and stalking—is also prohibited at SEU. If you or someone you know has been harassed or assaulted, you can find the appropriate resources, both on and off campus at <https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination>. As a faculty member, I am a mandatory reporter and required by our university, federal and state laws to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details including the names of those involved in the incident. Please know that you can seek confidential resources at the Health & Counseling Center in Johnson Hall, 512-448-8538 or our off-campus partner, SAFE Alliance at 512-267-7233. To make a formal report, you can contact the Dean of Students Office in Main Building, G 16, 512-448-8408, or go to <https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination/title-ix-students>. You can also make a police report to the St. Edward's University Police by calling 512-448-8444.

Suggested Course Readings- all readings can be found in Canvas

Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling & Development*, 69(3), 248-252.

Day-Vines, N. L., Ammah, B. B., Steen, S., & Arnold, K. M. (2018). Getting Comfortable with Discomfort: Preparing Counselor Trainees to Broach Racial, Ethnic, and Cultural Factors with Clients during Counseling. *International Journal for the Advancement of Counselling*, 40(2), 89-104.

Cameron, S., & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286-292.

Dowden, A. R., Warren, J. M., & Kambui, H. (2014). Three tiered model toward improved self-awareness and self-care. Ideas and research you can use: *VISTAS*.

Francis, P. (2018). The notes of our profession. *Counseling Today*. Retrieved from https://www.counseling.org/docs/default-source/ethics/ethics-columns/ethics_december_2018_notes.pdf?sfvrsn=7f17552c_2

Jones, K. D. (2010). The unstructured clinical interview. *Journal of Counseling & Development*, 88(2), 220-226.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, 21(2), 95.

Schwitzer, A. M., & Rubin, L. C. (2012). Clinical Thinking Skills (Chapter 3) in Diagnosis and Treatment Planning Skills for Mental Health Professionals: A Popular Culture Casebook Approach. Los Angeles: SAGE.

White, W. (2017). Ethical Considerations for First Year Counselors. *Counseling Today*. Retrieved from <https://www.counseling.org/news/aca-blogs/aca-member-blogs/aca-member-blogs/2017/04/18/ethical-considerations-for-first-year-counselors>.

Tentative Class Schedule

Date Mondays	Topic	Assignment Due- All required forms and assignments will be submitted in Tevera
5/16	Introductions and Overview of Internship Class	<ul style="list-style-type: none"> ● Site Agreement ● Proof of Liability Insurance ● Professional and Ethics Agreement
5/23	Group Supervision/ Case Conceptualization <i>Conceptualization Skills/Treatment Planning/Documentation</i>	<ul style="list-style-type: none"> ● Log #1
6/6	Group Supervision/ Case Conceptualization <i>Boundaries and the Counseling Relationship</i>	<ul style="list-style-type: none"> ● Log #2
6/13	Group Supervision/ Case Conceptualization <i>Self Care</i>	<ul style="list-style-type: none"> ● Logs #3
6/27	Group Supervision/ Case Conceptualization	<ul style="list-style-type: none"> ● Logs #4 ● Mid Term Evaluation by Supervisor ● Mid Term Evaluation of Self
7/11	Group Supervision/ Case Conceptualization	<ul style="list-style-type: none"> ● Logs #5 ● Session Recording, Transcript with Evaluations and Counseling Session Summary
7/25	Group Supervision/ Case Conceptualization <i>Community Resources/Referrals/Termination with Clients</i>	<ul style="list-style-type: none"> ● Logs #6
8/1	Group Supervision/ Case Conceptualization <i>TX LPC and LMFT Licensing Process and Exam Information</i>	<ul style="list-style-type: none"> ● Logs #7
8/8	Termination of Group Supervision Discuss plans and goals for Internship II	<ul style="list-style-type: none"> ● Final Evaluations (self and supervisor) ● Evaluation of Site ● Complete TX LPC Practicum Verification Form ● Final Logs Due No Later than 8/15/22

Supervision Information and Forms

Welcome!

Thank you for your interest and cooperation in helping to prepare a St. Edward's University's MAC student as a professional counselor.

The student will provide the following agreement to you at the beginning of their placement; it is designed to formalize the arrangement between the St. Edward's University Masters in Counseling program, the student, and the site supervisor. The activities have been selected based on the Council for the Accreditation of Counseling-Related Educational Programs (CACREP) standards, state licensing and certification requirements, and St. Edward's University program faculty recommendations. Also, included is a recording consent form if the student is allowed to audio/video record their session(s). Students are required to obtain consent from their client and/or their parent- they will provide a copy to their instructor, and the original will stay on site. The university recoding consent form should only be used if the site does not have their own.

The faculty is available at any time to discuss the counseling student's agreement and any concerns you may have, as well as our expectations for his/her experience in the field setting. Please contact the student's practicum/internship instructor or the internship coordinator via the information provided at the beginning of this manual.

Again, thank you for your willingness to supervise a St. Edward's University, counseling student. Your mentorship and guidance are sincerely appreciated.

**Beginning Fall 2019 all paperwork will now be completed electronically via Tevera (an online field placement management system).*

**PRACTICUM/INTERNSHIP MEMORANDUM OF AGREEMENT-
SAMPLE- ALL MOUs between students will be completed in Tevera.**

This agreement is made on _____ by and between _____ and _____ St. Edward's University. The agreement will be effective for a period from _____ to _____ for _____ per week for _____.

Purpose

The purpose of this agreement is to establish the terms of the off-site practicum/internship experience in the field of counseling/psychology for the student named above.

The university program agrees

1. to assign a university faculty liaison to facilitate communication between university and site;
2. to provide the site prior to placement of the student the following information
 - a. an academic calendar that shall include dates for periods of field experience,
 - b. a copy of various ethical codes (ACA, TX LPC, TX LMFT)
3. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. That the university instructor/supervisor shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to the student, site, or university occur; and
5. that the university instructor/supervisor is responsible for the assignment of a fieldwork grade.

The practicum/internship site agrees

1. to assign a practicum/internship supervisor who has appropriate credentials, time, and interest for training the practicum/internship student, including
 - a. a minimum of a master's degree in counseling or closely related field with equivalent qualifications, including appropriate certifications and/or licenses (i.e., LPC, LMFT, LCSW, PsyD, Ph.D.- Psychologist)
 - b. minimum of two (2) years of pertinent professional experiences in the program area in which the student is completing clinical instruction
 - c. counseling supervision training and experience
 - d. knowledge of the program's expectations, requirements, and evaluation procedures for students
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance (suggested counseling experiences are included in the "Practicum/Internship Activities" section);
3. to provide the student with adequate work space and materials to conduct professional activities;
4. to provide individual/triadic supervisory contact (1 hour per week);
5. allow for audio/visual tapes recording;
6. to review the Field Site Supervisor's Manual and provide written midterm and final evaluations of student based on criteria established by the university program.

**Please not that students may not see clients if their site supervisors are absent unless there is another licensed clinician on site*

Within the specified time frame, _____ (site supervisor) will be the primary practicum/internship site supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. _____ (university instructor/supervisor) will be the faculty liaison with whom the student and practicum/internship site supervisor will communicate

regarding progress, problems, and performance evaluations.

The Student Agrees

1. Be at the agreed upon location at times scheduled with site supervisor throughout the practicum/internship placement.
2. Attend one hour of weekly individual/triadic supervision with the site supervisor and at least 23 hours of group supervision meetings with university instructor at St. Edward's University.
3. Complete assignments as described in the course syllabus.
4. Arrange to have some counseling sessions recorded (audio or video).
5. Keep a weekly log of time spent that will be reviewed and signed by internship site supervisor and university instructor.
6. Read the ACA Code of Ethics and other codes and use as a guide for ethical and professional practice.
7. Obtain and maintain student liability insurance.
8. Abide by all site policies, rules, and regulations.

Practicum/Internship Activities

Site Supervisor: Please initial next to each activity to indicate which activities the student will be engaged in under your supervision. Individual supervision is required.

Direct Hours

_____ Individual Counseling	_____ Group Counseling
_____ Family Counseling	_____ Assessment/Intake
_____ Consultation	_____ Psychoeducation

Other: _____

Indirect Hours

_____ Record Keeping	_____ Individual Supervision (REQUIRED)
_____ Group Supervision	_____ Staff Meetings
_____ Training/Workshops	_____ Research

Other: _____

Signatures

Practicum/Internship Site Supervisor _____	Date _____
Student _____	Date _____
University Instructor/Supervisor _____	Date _____

Name of Site Supervisor (please print) _____

Name of Site _____

Highest Degree _____

Credentials _____

Please note that the following two items are required in order to serve as a site supervisor for the SEU MAC program.

I have been provided with the resources from the program to assist me in my role as a site supervisor	Yes	No
I have received training in clinical supervision	Yes	No

Signature of Site Supervisor

Date

A resume/CV will be requested via Tevera as part of the site placement process for all students.

Definition of Clinical Supervision

Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession and one or more supervisees, junior members of the profession. Clinical supervision is defined as a relationship that is "... evaluative, extends over time and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to clients that she, he, or they see(s), and serving as a gatekeeper of those who are to enter a particular profession" (Bernard & Goodyear, 2004, p. 8).

Thus, in supervising practicum and internship students, the goals of supervision should include enhancing the functioning of the student professional and monitoring the welfare of the client/consumer. The clinical supervisor is charged with continuing to help the counselor in training develop counseling skills, helping the supervisee move along a continuum of expertise and enhance clinical wisdom and knowledge base (Bernard & Goodyear, 1992). For the supervisee, the outcomes of effective supervision include increased confidence and autonomy, increased self-awareness, increased ability to focus on the client without over-investment in the client's issues, and increased feelings of relaxation in the role of counselor (Hill, Charles, & Reed, 1981; Stoltenberg & Pierce, 1981).

Roles of the Clinical Supervisor (Bernard & Goodyear, 2009)

Teacher:

The supervisor teaches the supervisee about his or her specific needs as a developing counselor. As a teacher, the clinical supervisor must evaluate the supervisee in counseling sessions. This may be conducted via live supervision or listening to audiotapes of the counseling session. The supervisor as a teacher may wish to ask the supervisee to provide a hypothesis regarding the client/consumer's issues, interpret significant events in the counseling session, and assist the supervisee in identifying appropriate interventions. The supervisor as a teacher may also demonstrate and model counseling interventions, as well as explain the rationale behind the interventions.

Counselor:

The supervisor as a counselor helps the supervisee examine his or her behavior, thoughts, and feelings associated with the client, especially if barriers are present. The supervisor as a counselor does not provide therapeutic services to the supervisee, rather helps the supervisee develop insight related to the client and the counseling session. The supervisor as a counselor may help the supervisee explore his or her feelings regarding interventions, define strengths and weaknesses as a counselor in general and within specific counseling sessions, as well as encourage self exploration in the role of counselor. In addition, if the supervisee seems to be having trouble relating to the supervisor or content of the supervision, the supervisor as counselor can help the supervisee explore such feelings.

Consultant:

The supervisor as a consultant works with the supervisee to explore or offer ideas about a particular client or issue. The supervisor will solicit supervisee needs and attempt to provide services to meet those needs through allowing the supervisee to structure the supervision session and encourage the discussion of perceived client/consumer problems and motivations, as well as suggesting alternative interventions or conceptualizations and brainstorming of interventions.

Mentor:

The supervisor as a mentor will encourage the professional growth of the supervisee through encouragement of professional activities in the field of counseling, including active membership in professional organizations, attendance at conferences and trainings, encouraging review of literature for help with clients, and possibly contributing to the counseling literature.

Roles of Stakeholders

Practicum/Internship Student Responsibilities

In addition to the responsibilities of students listed in the practicum/internship handbook, students are expected to adhere to the following:

1. Schedule and complete interviews with on-site contacts.
2. Arrange the work schedule with the site supervisor.
3. In consultation with the site and university supervisors, develop goals and objectives for his/her experience and submits this to his/her university supervisor.
4. Attend all individual and group supervisory sessions, as well as required class meetings.
5. Complete the experience requirements.
6. Adhere to the policies and operational procedures of the site and perform site responsibilities in a professional manner as if a paid employee.
7. Submit all signed hourly logs by the end of the placement experience (each semester).
8. Comply with all legal and ethical regulations; bring all potential legal and ethical issues to the attention of university and site supervisors.
9. Obtain liability insurance. Students are responsible for costs associated with any medical treatment needed due to accidents/injuries that happen during field placements.
10. Complete the practicum and internship.

University Internship Supervisor Responsibilities

The university practicum or internship supervisor/instructor:

1. Work with the student to develop goals and objectives to be pursued at the site.
2. Explains the requirements of the experience and provides pertinent information.
3. Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
4. Provides supervision to the students in a group setting for on average 1½ hours of weekly supervision over the course of the semester.
5. Reviews work samples (audio/video recordings) of the student's field work. Live observation is an option if recording is not available.
6. Appropriately maintains confidentiality about information obtained during supervision.
7. Collects logs and supervisor evaluations from each student.
8. Assigns grades to students for the practicum and internship experience.

Site and Site Supervisor Responsibilities

The site/agency supervisor

1. Interviews potential practicum or internship students and indicates preferences among those students for site placement, without regards to race, religion, gender, age, national origin, disability, or sexual orientation.

2. Informs students interviewed if they will be offered a practicum or internship placement.
3. Assigns accepted students to qualified on-site supervisors
4. Provides adequate workspace, access to telephone, and necessary supplies and equipment for the student to provide services.
5. Works with the student as it relates to work hours and responsibilities.
6. Orients the student to the mission, goals, and objectives of the site, as well as to internal operating and programmatic procedures.
7. Aids the student in developing and working on goals and objectives for his/her experience.
8. Ensures that the student has appropriate experiences during the placement based on the student's program goals and objectives and personal/ career goals.
9. Meets at least one-hour each week with the student for individual/triadic supervision.
10. Provides a written evaluation of the student's performance midterm and at the end of the placement. Evaluations will be completed in Tevera.
11. Maintains contact with university supervisor for assistance and consultation relating to student's progress.
12. Engages in ongoing assessment of the student's performance and communicates with the clinical coordinator about any issues/problems/concerns with the student's performance. If problems continue, the site supervisor, in consultation with the internship instructor and coordinator, will develop a remediation plan.
13. Maintains confidentiality
14. Allow for recording of session(s) for faculty observation

Site Supervisor's Midterm Evaluation of Student Practicum/Internship Performance
To Be Completed in Tevera

First Name of Student:

Last Name of Student:

Agency/Field Supervisor:

Semester:

Year:

Directions: All students must have one hour of individual supervision per week at the placement site by their field (agency) supervisor. Please rate your supervisee in relation to your expectations of graduate student performance.

Use the following scale in making your evaluation of the student:

- (1) Demonstrates marked deficiencies in this area;
- (2) Demonstrates some deficiencies in this area;
- (3) Performance average in this area;
- (4) Performance above average in this area;
- (5) Performance superior in this area; and
- N/A – Not Applicable or not rated.

Select Appropriate Rating For the Following Skills and Dispositions:

1. Professional attitude and ethical standards.
2. Ability to relate appropriately with clients and develop working and/or counseling relationships.
3. Ability to relate appropriately with field supervisor and employees of the agency.
4. Conscientiousness as reflected by responsibility to commitments, reliability and promptness.
5. Level of professional counseling skills with clients.
6. Ability to understand client needs and problems.
7. Ability to identify service needs of client.
8. Ability to develop and implement appropriate service plans.
9. Organizational skills as reflected by planning, case recording, budgeting time, etc.
10. Willingness to learn about the agency, case service process, policies and regulations.
11. Ability to deliver case management services.
12. Ability to interpret and effectively utilize social, psychological and medical data.
13. Knowledge and familiarity with community resources.
14. Capacity for independent decision-making and ability to take initiative.
15. Capacity for realistic self-appraisal and ability to profit from supervision and guidance.
16. Overall evaluation of student's performance.

17. Is the student's performance satisfactory at date of this report?
18. Please list the student's strengths and any progress the student has made.
19. List any areas that need significant improvement?
20. What further training would you recommend?

Additional Comments:

How are documentation skills developing?

What are areas for growth to be monitored?

Are there any areas of concern needing additional attention & monitoring?

Supervisor's Name:

Date:

Agency Name:

Agency Address:

Telephone:

Email:

Review this evaluation with the supervisee privately in your next weekly supervision

Supervisor Signature:

Student Signature:

Faculty Signature:

**Counselor Competencies Scale - Revised (Lambie, Mullen, Swank, & Blount, 2016)
Final Evaluation**

To be completed in Tevera

The *Counselor Competencies Scale-Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Site Supervisors are expected to evaluate the counselors or trainees counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the score column on the left. The CCS-R can be accessed through Tevera and is used as the final evaluation tool for all MAC students in practicum and internship.

[CCS-R Training Manual](#)
[Updated CCS-R Training manual](#)

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

CONSENT FOR RECORDING

The Masters in Counseling (MAC) Program aids in the professional development of counselors in training through a site based internship experience at the end of their graduate counseling program. This form is to be used if the internship site does not have a consent form. Completed forms will be placed in the client's file at the supervision site, and the university professor will retain a copy.

As required by the university, your counselor _____ will audio or video record counseling sessions for the purposes of clinical supervision and their own professional development. The counseling intern will only refer to you by first name or initial when discussing the case in supervision. The recorded session is not considered part of the client record, as it will only be used for supervision and evaluation purposes under the direction of the university professor. These recordings will be treated with professional respect, courtesy, and confidentiality, and will be erased/destroyed before the end of the semester.

This agreement will remain in effect until the end of the semester: _____ (date)

With an understanding of the above requirements, I consent to recording and release the counseling intern and the MAC Program from liability.

Client Signature

Date

**If the client is a minor, the legal guardian must sign below:
I affirm that I am the legal guardian of**

(Child's name and date of birth)

With an understanding of the above requirements, I do grant permission for my child's counseling session to be recorded and release the counseling intern and the MAC program from liability.

Guardian Signature

Date

Additional Resources for Site Supervisors

Ethics Resources

American Counseling Association (ACA) Code of Ethics

<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

International Association of Marriage and Family Counselors

<https://www.iamfconline.org/public/department3.cfm>

American Association for Marriage and Family Therapy (AAMFT) Code of Ethics

http://www.aamft.org/imis15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx

Texas Behavioral Health Executive Council

<https://www.bhec.texas.gov/>

[Texas Health and Safety Code, Chapter 181. Medical Records Privacy](#)

[Texas Health and Safety Code, Chapter 611. Mental Health Records](#)

Supervision Best Practice Resources

Best Practices in Clinical Supervision

 [ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf](#)

Remediation Resources:

[A Framework for Remediation Plans for Counseling Trainees](#)

[Student Remediation: Practical Considerations for Counselor Educators and Supervisors](#)

Counseling Session Rating Scale

This rating scale is based on factors demonstrated to be important in establishing a therapeutic alliance with clients. Therapeutic alliance has been demonstrated to be perhaps the most important contributor to positive outcomes in counseling apart from factors outside of counseling. Practicum students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

1	2	3	4	5
Poor: Skill absent or performance has the potential for harm	Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling	Adequate: Evidence of beginning skill but inconsistent	Good: Skill generally well performed	Very Good: Skill consistently well performed

Opening/greeting	1	2	3	4	5
Eye contact	1	2	3	4	5
Attentive body language	1	2	3	4	5
Vocal style	1	2	3	4	5
Use of questions	1	2	3	4	5
Minimal encouragers	1	2	3	4	5
Strategic/appropriate silence	1	2	3	4	5
Restatement/paraphrase	1	2	3	4	5
Reflection of feeling	1	2	3	4	5
Being “present” with the client	1	2	3	4	5
Appropriate and collaborative goal setting	1	2	3	4	5
Immediacy	1	2	3	4	5
Awareness and attention to meaning	1	2	3	4	5

Comments: