Henderson State University

Department of

Counselor Education

School Counseling

& Clinical Mental Health

Site Supervisor’s Handbook

Procedures, Program Policies, and Clinical Experiences

First Edition

CACREP ACCREDITED

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Introduction

Research shows that site supervisors, whether agency or school, receive little formal training for this important service to the counseling profession unless they may have been in a doctoral program or have made intentional efforts to attend specialty seminars or educational programs. Quality supervision requires a unique set of skills, techniques, and procedures. It is the purpose of this Handbook to provide the site supervisor with suggestions for conducting supervision and an awareness of university requirements so that the intern will meet the requirements of the counseling program and CACREP (the accrediting board for counselor education programs).
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CACREP Standards (2016)

Standards counseling interns are to achieve:

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge-The Intern

1. Knows the theories and processes of effective counseling and wellness programs for individual interns and groups of interns.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of interns.
3. Knows strategies for helping interns identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable interns to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on interns, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices-The Intern:

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of interns.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on intern learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

The practicum/internship experience is intended to provide counseling interns with a broad-based, practical experience in school and agency settings. This experience is designed to have interns relate academic and theoretical learning to field experience in the five areas of developmental guidance: 1) individual counseling; 2) small group counseling; 3) classroom guidance; 4) consultation with staff, parents, and community; and 5) program planning and evaluation (CACREP, 2016).
Tevera

Tevera (aka Clinical Training Manager) [https://hsu.tevera.app/#/logon](https://hsu.tevera.app/#/logon) is the official assessment and storing system of Counselor Education at Henderson State University. Program-required key assessments (CCS-R), portfolios, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through this secure portal. Instructional videos for Tevera can be found here: [https://vimeo.com/tevera](https://vimeo.com/tevera)

For the practicum/internship experience, Tevera contains the site contracts, site supervisor information, site information, weekly activity forms (in which direct/indirect/supervision hours are reported), semester activity form (total # of direct/indirect/supervision hours for the semester), site supervisor’s evaluation of intern for midterm and end of semester (this evaluation is the Counselor Competency Scale – Revised).

Students should follow Appendix D for instructions on getting started in Tevera. A short 5 minute video, in addition to appendices E, F, G, and H, can be found at this link to assist site supervisors in understanding Tevera [https://vimeo.com/297814804](https://vimeo.com/297814804)

Required Forms Available in Tevera

**Internship/Practicum Contract:** (Appendix A) this contract states the expectations and role for both the site and intern. This form must be completed on Tevera prior to the beginning of internship. If this form is not turned in prior to your internship, you will not be able to register for class.

**Pre-selection Data Sheet:** this form must be completed on Tevera prior to the beginning of internship and practicum. This record details information about the appropriateness of potential sites to meet the clinical experience needs of interns.

**Weekly Activity Log:** (Form 514 Track Hours Log) this record of hours is to be completed each week by the intern (in Tevera) and signed by the site supervisor and faculty supervisor each week. See Appendices E and F for intern and site supervisor instructions on how to enter activities and sign the weekly activities log.

**Counselor Competency Scale- Revised** assesses counseling students’ skills development and professional competencies. Additionally, the CCS-R provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors. Site supervisors are asked to provide this feedback to students at midterm and near the end of the semester. See Appendices G and H for intern and site supervisor instructions on how to start and sign the CCS-R.
HSU Requirements for field experience

Hours Required

Practicum (3 credit hours) interns are required to have 100 total hours; 40 hours must be direct service and 60 hours are to be indirect counseling activities. Interns are also required to have one hour a week of individual supervision (provided by the site supervisor) and 1 1/2 hours a week of group supervision (provided by HSU).

The internship (6 hours) should include a minimum of 240 hours of direct service work with clients and 360 hours of indirect counseling activities. Interns are also required to have one hour a week of individual supervision (provided by the site supervisor) and 1 1/2 hours a week of group supervision (provided by HSU).

Direct service hours with clients are one-to-one counseling, family counseling, group counseling and sometimes presentations addressing counseling topics (conflict resolution, self-esteem, communication, etc.). Indirect clock hours are all the activities one performs in connection with the specifics and protocols of the internship site including site and group supervision, which are not considered direct service hours. Other internship related activities may include observation, testing, attendance at conferences, consultation, and other related education experiences.

Supervisor qualifications

A site supervisor must, according to CACREP standards, have a minimum of the masters’ degree in counseling or a closely related field, appropriate certifications and/or licenses, and a minimum of two years of pertinent professional experience in a setting appropriate to the interns’ counseling program (school or clinical mental health counseling).

Intern Responsibilities: After obtaining a placement

(What the site supervisor can expect from the intern)

The intern should:

1) gain permission from HSU Counselor Education Dept. to be placed at site;
2) have site-supervisor read and sign the Practicum/Internship Site Contract (in Tevera); [if any changes need to be made to the contract, the supervisor should specify in writing the changes requested and these must be approved by the practicum/internship coordinator.]
3) complete a site vetting form (Pre-selection Data) (in Tevera);
4) send site information form to site supervisor to complete (in Tevera);
5) have on file the liability insurance proof (in Tevera);
6) attend all pre-internship training required by the site;
7) meet with site supervisor for one hour each week and have site supervisor sign the weekly activity form (log of hours) (in Tevera);
8) Practicum interns are required to obtain 40 hours of direct face to face individual and/or group experience and 60 hours of indirect hours (meetings, trainings, supervision, etc.). Internship interns are required to obtain 120 hours of direct face to face individual and/or group experience and 180 hours of indirect hours (meetings, trainings, supervision, etc.).
9) meet with practicum/internship instructor (at HSU) for 1 ½ hours per week; instructor will sign weekly activity form on Tevera;
10) adhere to all policies relevant to the practicum/internship site. Interns will call the site if they are delayed or will be absent. They will be on time for meetings with clients and staff. They are expected to dress appropriately in accordance with existing dress codes within the site setting;
11) Speak to the on-site supervisor if there are any difficulties; if not resolved, speak to the practicum/internship faculty instructor.

While at the practicum/internship site, the intern will complete the Weekly Log in Tevera. When the intern completes the log in Tevera, the site supervisor will get a notification by email to sign the form. The faculty practicum/internship instructor for group supervision will also receive a notification to sign the log.

**Consent to record**

Interns must obtain consent/assent to record. It is extremely important that the client sign this form prior to being recorded. This form must be secured before the taping and given to the practicum/internship instructor at the time of showing video. (see Appendix C)
Supervisory duties

Provide opportunities for intern to develop their counseling performance skills in both individual counseling and group counseling,

1. Develop intern’s professional behaviors,
2. Co-establish goals for internship; check on progress periodically,
3. Establish learning objectives and evaluate outcomes,
4. Provide feedback on all activities of the intern,
5. Provide an hour of supervision each week based on an agenda,
6. Provide the intern with guidelines to prepare for the supervisory hour,
7. Understand the developmental stages of the counseling intern (early, middle, late).

On-site Site Supervisor evaluation of the intern

The evaluation instrument adopted by the Counselor Education Department at Henderson State University is the Counselor Competencies Scale—Revised (CCS-R). This assessment instrument is designed to assess counselors’ and interns’ skills development and professional competencies. It provides 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 intern practical areas for improvement to support their development as effective and ethical professional counselors.

Supervisors are to evaluate interns twice a semester—once at mid-term and again at the end of the semester. See Appendices G and H for intern and site supervisor instructions on how to start and sign the CCS-R.

Additional Information for the Site supervisor

The practicum/internship intern is ultimately responsible for communicating Henderson State University departmental expectations and requirements (such as application procedures, assignments, taping sessions, etc.) to the site supervisor. The following steps are suggested as a means of assuring effective communication between the intern and the site supervisor.

The site supervisor will receive a copy of the Intern Practicum/Internship Handbook from the HSU counselor education department. It is the intern’s responsibility to discuss this booklet fully with the site supervisor.

At the end of the semester preceding your practicum/internship experience, or early in the practicum/internship semester, the practicum/internship coordinator will conduct a meeting with site supervisors. An invitation will be sent to the site supervisors. The intern should also discuss this meeting with the site supervisor.

The intern should be prepared to work on a number of objectives during the practicum/internship. They should be communicated, preferably in writing to the site supervisor.
and faculty supervisor. These goals may be determined collaboratively with the intern/site supervisor or intern/faculty instructor.

As a professional courtesy, the intern should provide the site supervisor with a schedule of the beginning and ending dates of the practicum/internship, as well as other pertinent dates (holidays and the like) when the intern would not expect to be present at the site.

At least once during the semester, the faculty group supervisor will visit the site to meet with the site supervisor. During such visitations the university supervisor will discuss the intern’s progress, course expectations, and adequacy of site facilities. The university supervisor may also wish to observe the intern conducting one or more counseling sessions.

Each intern must spend a minimum of one hour per week for individual (no more than two interns can meet with the site supervisor at once) for supervision. The content of the sessions is determined jointly by the intern and the site supervisor. The format of supervision will vary; some site supervisors will wish to critique tapes, while others will simply consult with the intern counselor. In any case, the intern has the responsibility of making sure that he/she receives the best possible supervision. If concerns arise, the intern should first talk with the site supervisor. However, if problems persist, the intern should relate such concerns to the university faculty group supervisor.

Insurance

All interns are required to obtain professional intern malpractice insurance when enrolled in the internship class.

Suggestions for site supervisor

1. Provide the intern with an orientation to the agency or school, faculty and staff. Introduce the intern and show her/him the ins and outs of the site. Explain any unique features of the site and the population it serves.

2. During the first week or two let the intern observe you as much as possible in counseling situations. Discuss with the intern your personal orientation and any specific procedures that the intern should be aware of working in your school or agency setting.

3. When you feel the intern is ready, help her/him begin working directly with clients. One way to do this, and to check the intern’s readiness to work with your clients, is to begin by co-leading a group or two.

4. When you feel the intern is ready for more independence, allow her/him the opportunity to work with individual clients and to lead groups as the primary counselor. The first individuals and/or groups the intern works with should have a less severe diagnosis, and the counseling
should have a developmental emphasis rather than remedial. As the intern gains skills and confidence, more challenging situations may be appropriate.

**Site Supervisor Meeting**

Please attend, if possible, the site supervisor meeting held on the Henderson State University campus each fall in order to stay abreast of changes in internship policy. You should receive an invitation from HSU and your intern should know the date for this meeting. Continuing education units and additional training in supervision and ethics will be offered as a courtesy at this annual meeting.

**Practical Suggestions for Supervision**

The following sections of this handbook are excerpts from the article, *Guidelines for site supervisors: A tool kit (2012)*. Caldwell, Cunningham and Geltner.

**Responsibilities of a Site Supervisor**

Supervising an intern can be an overwhelming responsibility when one thinks of the ramifications and outcomes of how the intern may impact the lives of the interns they will work with in their future role as a school or agency counselor. However, there are tried and proven guidelines for conducting supervision that will be summarized in the information that follows.

**Points to consider before accepting an intern.**

1. Consider your qualifications to be a site supervisor (CACREP, 2009);
2. Do you know what is expected from the University prior to agreeing to host an intern?
3. Review all written documents provided by the school or agency counseling training program (Universities most likely will have a “Memorandum of Understanding” that outlines the university’s responsibilities to the intern and to the site, and that also outlines the site and site supervisor’s responsibilities to the intern and to the University; ask your intern for a copy).
4. Meet with the counseling intern to discuss goals and objectives of the internship.
5. Site supervisors should not agree to accept a school/agency counseling intern if they cannot assist them in fulfilling the requirements of their master’s level program.
6. Each University may have a “Site Supervisor’s Manual” (Author, 2009) available to site supervisors. Be certain to obtain a copy from the practicum/internship instructor.
7. Know about providing audio or video taping access for sessions if required, and whether or not signed permission forms are required.
8. Inform the counseling intern of the procedures and policies of the school/agency/site including responsibilities, schedule, assignment of intern-clients, emergency procedures, record keeping, confidentiality, and release of information.
9. Provide regular ongoing evaluation and feedback to the intern as to their performance.
10. Can you meet at least once a week with the intern to provide regular supervision and consultation?
11. Is there appropriate space for counseling (rooms where confidentiality can be maintained)?
12. Are your administrators supportive of having an intern? Acquire all official authorization necessary from administration for the counseling intern to work in the school/agency under supervision.
13. Meet with the university supervisor at least once during the semester and at other times as dictated by the situation.
14. Submit to the University supervisor an evaluation of the intern at midterm and at the completion of the term.

Characteristics of an effective supervisor.

*Standards for Counseling Supervisors* was published in 1990 by The American Counseling Association (Author, 1990) and provides 11 core areas of personal traits, knowledge and competencies that characterize effective supervisors.

1. Be an effective counselor;
2. Have personal traits and characteristics that are consistent with the role;
3. Be knowledgeable regarding ethical, legal and regulatory aspects of the profession and are skilled in applying this knowledge;
4. Have the ability to think conceptually and to integrate theory with practice;
5. Have knowledge of supervision methods and techniques;
6. Have knowledge of the counselor development process;
7. Have knowledge and competence in case conceptualization and management;
8. Can demonstrate knowledge and competency in client assessment and evaluation;
9. Can demonstrate knowledge and competency in oral and written reporting and recording;
10. Can demonstrate knowledge and competency in the evaluation of counseling performance;
11. Have knowledge of research in counseling supervision (Association for Counselor Education and supervision, 1990);

The next step is to interview potential interns for your site.

**Interview questions and information to share.**

1. Is there a fit of personality and goals for the internship?
2. Will I be able to work with this person?
3. Do we have similar values related to counseling?
4. Do the logistics work for both parties (times, hours, needs of intern, needs of supervisor)?
5. Does the intern understand the purpose of supervision?
6. What is my method and type of evaluation, and can I clearly explain this to the intern?
7. Can I explain the duties and responsibilities of the intern and supervisor?
8. Check for an understanding of ethical and legal issues, confidentiality, counseling theory, and process for complaints and due process to be included in the informed consent.
9. What kind of person do I work best with, i.e., a self-starter, someone to follow my directions, someone to take initiative, others?
10. What does the intern need: direction, instruction, support, “hand holding,” and can I provide for these needs?
11. Try to discover anything that may hinder or help the experience being mutually successful. (These were anecdotal suggestions from site supervisors as well as interns applying for a site.)

Maintaining proper relationships.

It is common for new site supervisors to express concern over their authoritative role in this unique training experience. To avoid discomfort and misunderstanding,

1. Establish early on clearly written goals for supervision;
2. Discuss how the roles of the supervisor and the intern are different;
3. Disclose what the process of supervision will be like as well as the supervisor’s expectations;
4. Discuss the evaluation process, including expectations, timing, and criteria to be used to facilitate skill development throughout the internship;
5. Establish a process to resolve conflicts;
6. Create an atmosphere in which support and challenge coexist;
7. Use humor;
8. Encourage a more egalitarian relationship (consultation) as the intern gains in counseling skills;
9. Establish goals for improvement collaboratively with the intern; do this as often as weekly; have no surprises; keep intern aware of areas to improve.

Ethics

The site supervisor is to communicate the expectation of adhering to the ethical codes and guidelines sanctioned by the American Counseling Association (Resource List), the Association for Counselor Education and Supervision (Resource List), other ACA divisions, relevant credentialing bodies (CACREP, 2016) and models of ethical behavior (Author, 2011). Areas of prime concern are: a) Professional disclosure statement and written informed consent as needed or relevant; b) Client welfare and rights: Primary obligation of supervisors is the promotion the welfare of their clients; c) Supervisory role: monitor client welfare, monitor clinical performance of intern, have training in supervisory skills, d) Parameters of confidentiality of the client and of the intern, and e) dual roles.

Resource for the Ethical Guidelines for Counseling Supervisors can be found in the Resources List.
Intern Guidelines for the Supervision Session

The site supervisor is to inform the intern/intern of the following items to address during the supervision hour. The intern is to come prepared with an agenda of what he/she needs/wants to get from supervision during each supervisory session.

Phase 1: Advanced Preparation for the Supervision Session (the intern is to do these)

1. **Content**
   a. Introduce new cases
   b. Review previously discussed cases
   c. Personal awareness (Personalization)
   d. Evaluation of counseling outcomes
   e. Cultural influences
   f. Crisis issues
   g. Ethical and legal issues
   h. Professional development

Intern Guidelines for the Supervision Session (continued)

2. **Process** (reflections on self, on clients, on their behavior in session, on their affect, on their thoughts)
   a. Counseling technique dilemmas
      1) What are you doing to assist the client?
      2) What ideas do you have about helping your client?
      3) What is stopping you from trying out your ideas?
      4) How could you behave differently?
   b. Client Problems
      1) What puzzles you about your client?
      2) What would you like to know about his or her problem?
      3) How could you find out what you don’t know?
      4) What resources do you need?
   c. Personal Issues (Process questions for intern to present to supervisor)
      1) What is happening to you in this situation?
      2) How are you feeling?
      3) How are these feelings influencing your counseling?
      4) What is your purpose?
      5) How is your counseling behavior related to assisting your client?
      6) What are your hypotheses about your own behavior?
      7) What needs to happen for you to behave differently?
   d. Administrative Questions
      1) What are the ethical/legal issues involved with this client?
      2) What assistance do you need with maintaining your professional qualifications and development?
   e. Treatment Planning/Action Issues (adapt to the school setting and developmental level)
1) What are your client’s symptoms/problems?
2) What hypotheses do you have about your client and/or your client’s behavior (theoretically based)
3) What meaning do your client’s situation/personal issues have for treatment?
4) What are the counselor’s goals, and are they separate from the client’s goals?
5) What are the client’s goals?
6) In what stage of change is the client?
7) What treatment modalities/interventions will be used?
8) What additional resources are necessary?

f. Unresolved Issues
   1) What are the multicultural issues between you and the client?
   2) Between you and your supervisor?
   3) How will you address these issues?
   4) What disagreements do you have with your supervisor?
   5) How will you handle these disagreements?
   6) Have you asked how your supervisor would like you to implement his or her suggestions?
   7) What do you need from your supervisor? How will you present this topic to your supervisor?

**Phase II: Supervision Session**

Have a prioritized agenda at the beginning of the session.

**Phase III: Translation of Ideas into Action**

Have a plan to translate new information into action with your client and know how you will incorporate this new information into your counseling sessions. (Adapted from Fall & Sutton, 2004)
Supervisor Guidelines for the Supervision Session

1. Your intern should come to supervision with a prioritized agenda.

2. As each agenda item is introduced, you are to help the intern clarify issues and how you can help. Questions to ask:
   a. What is confusing to you about this case/intern/issue/group/guidance lesson?
   b. What would you like to happen as the result of our discussion?
   c. What puzzles you about this client?

3. What will be the focus for supervision?
   a. Skill development?
   b. Case conceptualization?
   c. Personal awareness?
   d. Professional behavior?
   e. A combination?

4. What role will you use?
   a. Teaching?
   b. Counseling?
   c. Consulting?
   d. Why?

5. Check and recheck with the intern:
   a. Did you get what you need?
   b. Are we finished with this?
   c. Have we covered this enough?

*Using this guideline, develop a checklist for each session with your intern; you may want to keep the completed form as part of the interns’ records.

Beginning the Internship Process

The intern may ask the site supervisor for the following information:

1. Demographic information
2. Education/training
3. Experience in the school/agency setting
4. Previous supervision experiences
5. Liability insurance
6. Ethical training/code followed
7. Any previous complaints/legal action
8. Theoretical orientation
9. Intern goals/objectives
10. Strengths and weaknesses as a counselor
11. Professional development plans
12. Description of settings/clients previously served
13. Supervision requirements (# hours, course requirements, reporting, etc.)
14. Intern personal issues that may affect client/intern treatment (i.e. are there personal issues ongoing in the intern that need resolution before he or she can be an effective counselor/school counselor?)
15. Intern’s counseling modality/theoretical orientation (individual, group, theory used).

Topics the site supervisor may discuss with the intern:

1. Purpose of supervision
2. Details of where, when, and for how long supervision will take place.
3. Method and type of evaluation
4. Duties and responsibilities of the intern and supervisor
5. Documentation responsibility of the intern and supervisor
6. Supervisor’s scope of practice
7. Supervision model used by supervisor
8. Confidentiality
9. Ethical and legal considerations
10. Intern’s commitment to follow all pertinent ethical and legal standards
11. Process for addressing intern complaints
12. Emergency and back-up procedures
13. Use of supervision modalities (audio/video taping, observation, etc.)
14. Supervision session structure
15. Cultural background of the supervisor and intern
16. Practicing within intern’s level of competence
17. Complaints and due process rights

Resources

Basics of Supervision for Counselors: Best Practices in Counseling Supervision Retrieved from

https://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181364

American Counseling Association (ACA). Retrieved from https://www.counseling.org/


https://www.counseling.org/knowledge-center/ethics

American School Counselor Association (ASCA). Retrieved from

https://www.schoolcounselor.org/


https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf


By: Charmaine D. Caldwell, PhD, LPC, NCC, Associate Professor, September 2018;
Revised by Rochelle Moss, PhD, LPC, April 2019
Appendix A: Counseling Internship Contract

Henderson State University
Clinical Mental Health Counseling and School Counseling

This contract states that ___________________________________________ has agreed to
( Agency or School)
__________________________________________, doing his/her Internship during the following
(Interns Name) Semester and Year _________________.

The internship will include supervised practice in working as a counselor in a school or agency setting appropriate to
the intern's professional objectives.

The on-site supervisor agrees to assist the intern by providing the following:

1. intern access to clients for the purpose of counseling as well as audio or video taping;
2. help generating clients to accomplish the above;
3. on-site consultation with the counselor in training;
4. a minimum of one hour face to face supervision to the intern individually or in a group containing no more than three
   members (two interns and the supervisor);
5. weekly signed time sheets on Tevera (site supervisor will get email notification when the form is completed and ready
   for signature);
6. A completed intern evaluation form (CCS-R) at mid-term and at the end of each semester. This assessment is also on
   Tevera. Instructions will be provided.

Intern Printed Name:____________________  Signature_______________________________

HSU Internship Coordinator __________________________  _____________________________

On-Site Supervisor ___________________________  _________________________________

Phone # ___________________________  # years of experience____________________

On-Site Supervisor Degree & License #  On-Site Supervisor current years of experience

______________________________________________________________________________

(Facility Street Address)

______________________________________________________________________________

(City) ___________________________ (State) ______ (Zip) ___________________________

Site Supervisor E-mail Address: ________________________________________________

Must have attached: Copy of Site Supervisor’s License and a Resume showing a minimum of
two years of experience in the required position.
# Appendix B: Weekly Activity Log

**Interns Name:** ________________________________  **Week of:** _____________

**Practicum** ___  **Internship** ___  **Semester & Year** _____________

## Direct Client Contact Hours:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Couples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Direct Client Contact**

## Indirect Contact Hours:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff meetings</td>
<td></td>
</tr>
<tr>
<td>In-service training sessions</td>
<td></td>
</tr>
<tr>
<td>Outreach/workshops given</td>
<td></td>
</tr>
<tr>
<td>Consultations</td>
<td></td>
</tr>
<tr>
<td>Paperwork</td>
<td></td>
</tr>
<tr>
<td>Assessment (tests given)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Indirect Hours**

**Faculty Supervision** (Group)

**Site Supervision** (Individual & Triadic)

**Supervision Hours**

**Total Indirect Hours**
Supervision consists of 1 hour per week of individual or triadic and 1 ½ hours per week of group. During internship individual supervision should be conducted by your on-site supervisor.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Practicum Semester Hours Required</th>
<th>Internship Semester Hours Required</th>
<th>Internship Hours Required</th>
<th>Cumulative Weekly Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct client contact</td>
<td>40</td>
<td>120</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Indirect client contact</td>
<td>60</td>
<td>180</td>
<td>360</td>
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</tr>
<tr>
<td>Total per semester</td>
<td>100</td>
<td>300</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

*Supervision consists of 1 hour per week of individual or triadic and 1 ½ hours per week of group. During internship individual supervision should be conducted by your on-site supervisor.*

_______________________________________
Date of Supervision                        Time of Supervision      On-site Supervisor Signature
Appendix C: CLIENT RELEASE FORM - HSU Dept. of Counselor Education

I, ________________________________, agree to be counseled by a practicum/intern student in the School Counseling/Clinical Mental Health Counseling Program at Henderson State University. I further understand that I will participate in counseling interviews that may be video-taped and reviewed by a university supervisor. I understand that I will be counseled by a graduate student who is participating in a supervised practicum/internship in counseling. I further understand that the student will be supervised by a faculty member or site supervisor. Recordings of counseling sessions are reviewed by supervisors for the purpose of evaluation of the practicum/intern student. In addition, brief segments may be played in the context of group supervision so that practicum/intern students may receive peer supervision and feedback. Tapes are not to be used for any purpose other than supervision. Tapes will be destroyed after use in supervision.

I have been told that all of my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision. In certain cases confidentiality is not allowed due to certain legal restrictions imposed by the state of Arkansas. Times when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual], (b) danger to one’s self [i.e., Suicide], (c) danger to others [homicide, threat to injure someone], and (d) if an appropriate court order directs otherwise. If you want to talk with a supervisor about your sessions, please feel free to call one of the counseling faculty: Dr. Mike Kelly, dept. chair, or Dr. Rochelle Moss, practicum/internship coordinator. They can be reached through the Counseling Department’s Secretary at Henderson State University (870-230-5216).

I have been informed of my rights to confidentiality and my rights to express a grievance and I understand the above conditions of counseling.

MINOR ASSENT FORM

I, ________________________________, (parent or guardian) hereby allow (Minor) ________________________________ to be counseled and recorded by the graduate practicum/intern student. It is my understanding, in giving this permission that information obtained is for training purposes. This information will not be released to anyone without prior written consent from me. I certify that I have read and understand the above conditions.

Guardian’s Signature: ____________________ Date: ____________

Client’s Signature: ____________________ Age: _______ Date: ________

Practicum/Intern Student’s Signature: ____________________ Date: ____________
Appendix D: Getting Started in Tevera: Student Instructions

Setting up Your Account in Tevera

Step 1: Click your initials in the corner

Step 2: Click “My Profile”

Step 3: Fill out all the information about yourself, being sure to click the + button and adding in your personal contact number (label: Self) and an emergency contact number (label: ICE)

Step 4: Continue to fill out your personal information and click available tracks.

Step 5: Enter in the start date for the semester in the Active Date dialogue box
Step 6: Select the Add button next to your track (HSU - Practicum, HSU - Internship, or HSU School Counseling Internship) MAKE SURE YOU SELECT THE One with the "-" Close the dialogue box.

The correct track must be identified each semester.

Step 7: Click Complete Assignments

Step 8: Complete the assignments, uploading all documents as instructed. You do not need to contact Mrs. Ashcraft for your mandated reporter training go to the website, download your certificate, and then upload it here.

Step 9: Complete the assignments for your practicum/internship class.

Step 10: Counseling Practicum/Internship contract Fill out this information
Step 10-11: Complete the form and click submit, find your name, my name, and then the name of your site supervisor, and then submit.

When you click "Site" in your timesheet, do all your practitioner's name locations show up? Can you find your site supervisor's name under the "Supervisor" dialogue box?

If you cannot find this information for your unique sites, it is because you have not completed the tasks as requested. Please go back and complete these tasks.
Appendix E: Entering Weekly Activities: Student Instructions

1. Sign into Tevera and go to Timesheets, make sure the appropriate track information shows up.

2. Select the date and fill out all the information about the activities you performed. Be sure information is included in all the red boxes.

3. Go to assignments and complete your time log for the appropriate week.

4. Fill out the dialogue boxes, being sure to include the date range for the week, program, your site supervisor and faculty internship/practicum instructor.

5. Click: Send for signature(s)

6. Click the sign here button to enter your signature, either with the mouse or by entering your password.
Appendix F: Signing Weekly Activities Logs in Tevera: Site Supervisor Instructions

1. How to sign your intern’s logs

2. Click Sign

3. Review the tasks for your intern

3: Review your interns hours and if valid, click the sign here tab, and sign. If your interns hours are questionable, discuss with them by requesting changing.

That’s everything!
Appendix G: Start the CCS-R: Student Instructions

1. Start the CCS-R assignment

2. Identify your site-supervisor as the person who completes the form, yourself as the counselor sign, and your site supervisor supervisor sign. Your instructor should be listed as the 4th person reviewer.

3. Submit form.
Appendix H: Completing the CCS-R: Site Supervisor Instructions