Adams State University
Department of Counselor Education

Supervisor Handbook

Practicum
Internship I
Internship II

Make Time for Change
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INTRODUCTION

Welcome to Adams State University’s Department of Counselor Education! In this handbook, you will find (a) a general overview of the professional practice experiences required of our students and (b) helpful information on the supervision process.

Your contribution to the skill, professional, and personal development of counselors-in-training is invaluable. We want to begin this handbook with a sincere thank you for dedication to the helping profession and to our students. You have great expertise and experience and you have agreed to share this knowledge with emerging professionals.

Additionally, providing supervision requires patience, time, and energy! We recognize the investment this experience requires of you and would like to offer our assistance every step of the way. All professional practice documentation can be found on the Department of Counselor Education website.

Department of Counselor Education Faculty and Staff
## CONTACT INFORMATION

### STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mollie Benton</td>
<td>Clinical Coordinator</td>
<td><a href="mailto:counseloredcc@adams.edu">counseloredcc@adams.edu</a></td>
</tr>
<tr>
<td>Carol Fell</td>
<td>Administrative Assistant, Department of Counselor Education</td>
<td><a href="mailto:carolfell@adams.edu">carolfell@adams.edu</a></td>
</tr>
<tr>
<td>Christina Harrell</td>
<td>Academic Advisor, Online Plus Program</td>
<td><a href="mailto:charrell@adams.edu">charrell@adams.edu</a></td>
</tr>
<tr>
<td>Nate Pacheco</td>
<td>Assistant Coordinator, Online Plus Program</td>
<td><a href="mailto:npacheco@adams.edu">npacheco@adams.edu</a></td>
</tr>
<tr>
<td>Cheryl Ravens</td>
<td>Coordinator, Online Plus Program</td>
<td><a href="mailto:conline@adams.edu">conline@adams.edu</a></td>
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### FACULTY

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<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EMAIL</th>
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<tbody>
<tr>
<td>Dr. Courtney Allen</td>
<td>Assistant Professor</td>
<td><a href="mailto:courtneyallen@adams.edu">courtneyallen@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Don Basse</td>
<td>Professor, Online Plus Director</td>
<td><a href="mailto:dtbasse@adams.edu">dtbasse@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Laura Bruneau</td>
<td>Associate Professor</td>
<td><a href="mailto:lbruneau@adams.edu">lbruneau@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Joel Givens</td>
<td>Assistant Professor</td>
<td><a href="mailto:joelgivens@adams.edu">joelgivens@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Mark Manzanares</td>
<td>Professor, Department Chair</td>
<td><a href="mailto:markmanzanares@adams.edu">markmanzanares@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Cheri Meder</td>
<td>Assistant Professor</td>
<td><a href="mailto:cmeder@adams.edu">cmeder@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Janessa Parra</td>
<td>Assistant Professor</td>
<td><a href="mailto:janessaparra@adams.edu">janessaparra@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Neil Rigsbee</td>
<td>Visiting Assistant Professor</td>
<td><a href="mailto:neilrigsbee@adams.edu">neilrigsbee@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Penny Sanders</td>
<td>Assistant Professor</td>
<td><a href="mailto:pennysanders@adams.edu">pennysanders@adams.edu</a></td>
</tr>
<tr>
<td>Dr. Jared Thiemann</td>
<td>Assistant Professor</td>
<td><a href="mailto:jthiemann@adams.edu">jthiemann@adams.edu</a></td>
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*Adjunct faculty may be contacted via Blackboard*
**DEFINITIONS**

The following terms are used throughout the Professional Practice experiences.

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<th>TERM</th>
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<tr>
<td>On-Campus Students</td>
<td>Students enrolled full or part time in the On-Campus program in Alamosa.</td>
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<tr>
<td>Online Plus Students</td>
<td>Students enrolled in the Online Plus program who attend two weeklong summer intensives on the Alamosa campus.</td>
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<tr>
<td>Pre-Practicum</td>
<td>Initial professional practice course that acquaints students with the counseling experience, focusing on the personal qualities needed to develop an authentic and effective counseling relationship.</td>
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<tr>
<td>Practicum</td>
<td>A distinctly defined, supervised professional practice experience in which the student develops basic counseling skills and integrates professional knowledge. Students complete a minimum of 100 clock hours of service at an approved Practicum site during one semester.</td>
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<tr>
<td>Internship</td>
<td>A distinctly defined, post-practicum, supervised “capstone” professional practice course in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement (e.g. Clinical Mental Health Counseling or School Counseling). Students complete a minimum of 600 clock hours of service at an approved Internship site over two sequential semesters (Fall &amp; Spring).</td>
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<tr>
<td>Professional Practice Manual</td>
<td>Manual that reviews the expectations and guidelines for Pre-Practicum, Practicum, and Internship I &amp; II.</td>
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<tr>
<td>Student Handbook</td>
<td>Department handbook to guide students in understanding the program, the degrees offered, policies and procedures, and student rights and responsibilities.</td>
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<tr>
<td>Site Supervisor</td>
<td>Approved supervisor who oversees the Practicum and/or Internship placement. Supervisors 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 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.</td>
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<tr>
<td>Supervisor Handbook</td>
<td>Resource for Site Supervisors that provides information on the expectations, requirements, and evaluation procedures for supervision of Practicum and Internship students.</td>
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<tr>
<td>Clinical Coordinator</td>
<td>Counselor education program administrative staff member who coordinates the professional practice experiences of students for Practicum and Internship and serves as the point of contact between faculty and Site Supervisors.</td>
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<tr>
<td><strong>Blackboard Outcomes</strong></td>
<td>Assessment management software through Blackboard Learn; designed to collect assignments and related student submissions from Blackboard courses to assess student learning and to make programmatic changes.</td>
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<td><strong>Collaborate</strong></td>
<td>Live-classroom platform through Blackboard; used for Practicum/Internship class (e.g. group supervision).</td>
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<td><strong>MediaSpace</strong></td>
<td>Secure server that stores recorded counseling sessions completed by Pre-Practicum (On-campus students only) and Practicum students.</td>
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<td><strong>Student Liability Insurance</strong></td>
<td>Malpractice insurance which provides liability coverage, legal defense, and investigative costs to students who are currently providing counseling services as a component of the counselor education program; this is a free student membership benefit with various professional counseling organizations.</td>
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<tr>
<td><strong>Licensure</strong></td>
<td>The process by which a state agency grants permission to a person to engage in a given profession and to use the designated title of that profession, after the applicant has attained the minimal degree of competency necessary to ensure that public health, safety, and welfare are reasonably well protected.</td>
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<td><strong>Credentialing</strong></td>
<td>Formal recognition of professional competence designated by certification, licensure, or registry.</td>
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<td><strong>Site Supervision</strong></td>
<td>A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in Practicum/Internship, facilitates the associated learning and skill development experiences, and monitors and evaluates the work of the student while monitoring the quality of services offered to clients/students.</td>
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<td><strong>Recording Supervision</strong></td>
<td>A type of supervision in which the focus of the session is on a recorded counseling session.</td>
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<td><strong>Live Supervision</strong></td>
<td>A type of supervision in which the supervisor is directly observing the supervisee in action (e.g. in the same room or behind a one way mirror, etc.).</td>
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<td><strong>Triadic Supervision</strong></td>
<td>A tutorial and mentoring relationship between a supervisor and two supervisees.</td>
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<td><strong>Group Supervision</strong></td>
<td>A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.</td>
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<td><strong>Direct Service</strong></td>
<td>Interaction with clients/students that includes the application of counseling, consultation, or human development skills; generally, the term refers to time spent by Practicum/Internship students working directly with clients/students.</td>
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<td><strong>Other Professional Activities</strong></td>
<td>Professional activities completed in addition to the direct service hours (e.g. record keeping, session preparation, supervision).</td>
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<td><strong>Supervisor Training</strong></td>
<td>Training in counseling supervision for Site Supervisors, including an understanding of models and theories of counseling supervision, ethical issues relevant to counseling supervision, and multicultural issues relevant to counseling supervision.</td>
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GENERAL INFORMATION FOR SUPERVISORS

A. About Us

The Department of Counselor Education at Adams State University (ASU; formerly Adams State College) began in 1964. We currently offer a master’s degree in Counseling with specialty programs in Clinical Mental Health Counseling and School Counseling. The clinical mental health and school counseling programs have been accredited by The Council for Accreditation of Counseling and Related Educational Programs Council (CACREP) since 1995. The Department of Counselor Education offers a full time, face-to-face program on the Alamosa campus as well as an Online Plus program. In this latter program, students complete a majority of the coursework online but are required to attend two summer residencies in addition to attending live group supervision through the Practicum and Internship courses.

The Clinical Mental Health Counseling program prepares counselors to serve in a variety of clinical settings such as mental health or social service agencies. Upon completion of the program, graduates meet the academic requirements to take the NCE (National Counselor Exam) and to be LPC license eligible in the state of Colorado. The School Counseling program prepares our students to address student academic, personal/social, and career development needs. Upon completion of the program and having obtained a passing score on the PLACE exam, graduates can be licensed as a school counselor (K-12) in the state of Colorado.

B. Student Preparation

All students follow a prescribed course of study that meets standards outlined by the Council for Accreditation in Counseling and Related Programs (CACREP). Certain courses, or pre-requisites, are required for students to enroll in the professional practice courses. Students at the Pre-Practicum level are required to complete Philosophy and Theories of Counseling either before or during the Pre-Practicum experience. Similarly, students at the Practicum level are required to complete Ethics and Professional Issues either before or during the Practicum experience. Our introductory courses to Clinical Mental Health and School Counseling are typically required before a student begins his/her Internship experience (or taken concurrently). Clinical Mental Health Counseling students usually take the Diagnosis and Psychopathology class during the Internship experience.

C. General Expectations of Students

Students are expected to demonstrate professionalism at all times. This includes the supervision experience! We encourage students to initiate contact with their supervisors regarding scheduling supervision sessions. We also expect students to arrive prepared for all supervision sessions. Finally, students are expected to be open and receptive to supervisor feedback and to incorporate this feedback in subsequent sessions.

All students carry professional liability insurance coverage, provided through American Counseling Association, American Mental Health Counselors Association, and/or American School Counselors Association. The Department of Counselor Education faculty and staff ensure
that all students have current student coverage during their Pre-practicum, Practicum and Internship experiences.

D. Sequence for Professional Practice Courses

Students will need site supervision during their program of study at ASU, beginning with Practicum. During the Practicum course, students will need weekly site supervision for a minimum of 100 clock hours of service at a pre-approved site, including a minimum of 40 clock hours of direct service with clients/students. This supervision must be provided over the 15 week academic term. In addition, students are required to digitally record sessions a minimum of four individual counseling sessions with a client and have these sessions reviewed by an approved supervisor.

Finally, students complete two consecutive semesters of Internship. This is considered the culminating professional practice experience within the student’s specialty program area, e.g. clinical mental health counseling. During the Internship experience, students will need weekly supervision for a minimum of 600 clock hours of service at an approved site, including a minimum of 240 clock hours of direct service with clients/students. Of these 240 clock hours, 40 clock hours must be in the form of individual counseling and 10 clock hours must be spent leading or co-leading counseling groups. This supervision must be provided over the 30 weeks (two academic semesters).

More information about these courses can be found in later sections of this handbook.
SUPERVISOR QUALIFICATIONS

For Practicum and Internship, the student must secure an appropriate Site Supervisor, with the required qualifications. Ideally, the Site Supervisor should be on-site. The site and the Site Supervisor must be approved by the Clinical Coordinator.

If you have any questions about the qualifications listed below, please contact the Clinical Coordinator. These minimum qualifications are determined by CACREP, our accrediting organization. Students are also responsible for ensuring their supervisors meet the licensing requirements in their state.

Site Supervisors must meet the following requirements as stipulated by CACREP:

1. Hold a minimum of a master’s degree, preferably in counseling, or a related profession (e.g. Social Work, Marriage and Family Therapy, Psychology, etc.);

2. Hold relevant certifications and/or licenses (All supervisors must be licensed within the discipline they are working in, e.g. Licensed Professional Counselor, Licensed School Counselor, Licensed Marriage and Family Therapist, Licensed Social Worker, Licensed Addictions Counselor, Licensed Psychologist, etc. For example, a Site Supervisor within the school setting must be a Licensed School Counselor or state equivalent);

3. Have a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled (e.g. Site Supervisor has worked as a school counselor for two years, post master’s degree in school counseling);

4. Have knowledge of the program’s expectations, requirements, and evaluation procedures for students (Site Supervisor has copy of this handbook);

5. Have relevant training in counseling supervision (Relevant training in counseling supervision can be defined as having a minimum of three clock hours (e.g. workshop, class) in counseling supervision, that includes an understanding of (a) models and theories of counseling supervision, (b) ethical issues relevant to counseling supervision, and (c) multicultural issues relevant to counseling supervision).

Note: Site Supervisors will describe their training and experience with counseling supervision on the Practicum/Internship Registration document. Supervisors without prior training in counseling supervision are not excluded from participating as a Site Supervisor. However, these supervisors are required to participate in a website-based training on counseling supervision, provided free of charge by the Department of Counselor Education. The Clinical Coordinator will contact the Site Supervisor directly to set up the training after reviewing the Practicum/Internship Registration document. Additionally, if your Site Supervisor requires training in counseling supervision, they will need to complete the training before you begin your Practicum/Internship experience. Finally, all Site Supervisors can complete this free training; Site Supervisors should email the Clinical Coordinator for information.
TECHNOLOGY INFORMATION

Students are required to digitally record counseling sessions during Practicum for the purposes of developing foundational and advanced counseling skills. The Department of Counselor Education uses a secure, password protected server to store all student recordings for later viewing by Site Supervisors and designated faculty members. This server is called MediaSpace. This is the only accepted format for recorded sessions. This system uses HTTP/SSL (hypertext transfer protocol secure/ secure sockets layer) to protect all traffic in transport. MediaSpace also uses DRM (Digital Rights Management) which provides on-disk encryption of media assets, policies and access rules, and licensed protected playback.

Students have two options for recording with MediaSpace. Students can record directly into the MediaSpace system or they can record their counseling sessions with their recording device (e.g. computer or video camera) and then upload the recordings to the MediaSpace server. Supervisors can view the counseling sessions with the students by accessing the recorded session through the secure, password protected server after the student logs into their account. The Practicum instructor can also access the recordings by logging into MediaSpace, using their own account login and password.

Students must maintain the security of these recorded sessions. For example, recorded sessions should not be viewed in settings where others can see or hear the session. Students may not send the recordings electronically to supervisors and/or instructors. Once the recording is successfully uploaded into MediaSpace, students must delete the original file from their recording device.

Upon successful completion of the course requirements for Practicum, all recordings will be deleted from MediaSpace. The administrator for the Department of Counselor Education’s MediaSpace site is a full-time faculty member in the department. Only the Department of Counselor Education MediaSpace administrator, the student, and the Practicum instructor has access to the recordings.
ETHICAL GUIDELINES FOR SUPERVISORS

Students and supervisors are held to the American Counseling Code of Ethics and Standards of Practice and when applicable, the American School Counseling Association Ethical Standards for School Counselors.

2014 ACA Code of Ethics
ASCA Ethical Standards for School Counselors

Specific standards related to Section F (Supervision, Training, and Teaching) are included below for your convenience:

Introduction
Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

F.1. Counselor Supervision and Client Welfare
F.1.a. Client Welfare
A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees’ work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

F.1.b. Counselor Credentials
Counseling supervisors work to ensure that supervisees communicate their clients.

F.1.c. Informed Consent and Client Rights
Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.2. Counselor Supervision Competence
F.2.a. Supervisor Preparation
Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.
F.2.b. Multicultural Issues/Diversity in Supervision
Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.2.c. Online Supervision
When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship
F.3.a. Extending Conventional Supervisory Relationships
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members
Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor Responsibilities
F.4.a. Informed Consent for Supervision
Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.4.b. Emergencies and Absences
Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees
Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.
**F.4.d. Termination of the Supervisory Relationship**
Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

**F.5. Student and Supervisee Responsibilities**

**F.5.a. Ethical Responsibilities**
Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

**F.5.b. Impairment**
Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

**F.5.c. Professional Disclosure**
Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

**F.6. Counseling Supervision Evaluation, Remediation, and Endorsement**

**F.6.a. Evaluation**
Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

**F.6.b. Gatekeeping and Remediation**
Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

**F.6.c. Counseling for Supervisees**
If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address
interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

F.6.d. Endorsements
Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.7. Responsibilities of Counselor Educators
F.7.a. Counselor Educators
Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

F.7.b. Counselor Educator Competence
Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

F.7.c. Infusing Multicultural Issues/Diversity
Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.7.d. Integration of Study and Practice
In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

F.7.e. Teaching Ethics
Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.7.f. Use of Case Examples
The use of client, student, or supervisee information for the purposes of case examples in a lecturer classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.
F.7.g. Student-to-Student Supervision and Instruction
When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

F.7.h. Innovative Theories and Techniques
Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities.

F.7.i. Field Placements
Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

F.8. Student Welfare
F.8.a. Program Information and Orientation
Counselor educators recognize that program orientation is a developmental process that begins upon students’ initial contact with the counselor education program and continues throughout the educational and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program’s expectations, including

1. the values and ethical principles of the profession;
2. the type and level of skill and knowledge acquisition required for successful completion of the training;
3. technology requirements;
4. program training goals, objectives, and mission, and subject matter to be covered;
5. bases for evaluation;
6. training components that encourage self-growth or self-disclosure as part of the training process;
7. the type of supervision settings and requirements of the sites for required clinical field experiences;
8. student and supervisor evaluation and dismissal policies and procedures; and
9. up-to-date employment prospects for graduates.

F.8.b. Student Career Advising
Counselor educators provide career advisement for their students and make them aware of opportunities in the field.
F.8.c. Self-Growth Experiences
Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8.d. Addressing Personal Concerns
Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9. Evaluation and Remediation
F.9.a. Evaluation of Students
Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations
Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:
   1. assist students in securing remedial assistance when needed;
   2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
   3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students
If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

F.10. Roles and Relationships between Counselor Educators and Students
F.10.a. Sexual or Romantic Relationships
Counselor educators are prohibited from sexual or romantic interactions or relationships with students currently enrolled in a counseling or related program and over whom they have power and authority. This prohibition applies to both in-person and electronic interactions or relationships.

F.10.b. Sexual Harassment
Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships with Former Students
Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.
F.10.d. Nonacademic Relationships
Counselor educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisor placement.

F.10.e. Counseling Services
Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority.

F.10.f. Extending Educator–Student Boundaries
Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; conducting hospital visits; providing support during a stressful event; or maintaining mutual membership in a professional association, organization, or community. Counselor educators discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time limited and/or context specific and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs
F.11.a. Faculty Diversity
Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse cultures and types of abilities that students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence
Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.
PRACTICUM OVERVIEW

Practicum is the second of the four experientially based courses that focus on skill, professional, and personal development. The purpose of the Practicum course is for students to continue gaining skills and knowledge of the counseling experience. Students will continue to practice foundational counseling skills learned in Pre-Practicum, and will have the opportunity to integrate more advanced skills through practice in class, supervised recorded sessions, and direct service at a pre-approved Practicum site. Practicum focuses on the personal qualities needed to develop an authentic and effective counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that counselors be able to move outside of their own frame of reference into the client’s frame of reference, in an attempt to see the world as the client sees it.

Students are required to complete a minimum of 100 clock hours at an approved Practicum site over a 15 week academic term. Of these 100 clock hours, a minimum of 40 clock hours must be in direct service with actual clients/ students. Students must also receive weekly site supervision with an approved Site Supervisor who has training in counseling supervision. Furthermore, under the supervision of an approved supervisor, each student will record counseling sessions with a client, preferably at the Practicum site. The number of recorded sessions will be determined by the Practicum instructor. The student will meet face-to-face with the supervisor between each session to review the recording and work on skill, professional and personal development.

A. CACREP Standards for Practicum

The Council for Counseling and Related Education Programs (CACREP) is our accrediting organization. In order to (a) maintain CACREP accreditation and (b) follow a best practice model, the Department of Counselor Education developed the Practicum course around the 2009/2016 CACREP standards. CACREP defines Practicum as a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The Practicum is completed prior to Internship (and includes):

The following standards apply to Practicum:

A. Students are covered by individual professional counseling liability insurance policies while enrolled in Practicum.
B. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
C. Formative and summative evaluations of the students’ counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
F. Students complete supervised counseling practicum experience that total a minimum of 100 clock hours over a full academic term.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision through the practicum by a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

I. Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

The following CACREP 2016 Core Standards met within the Practicum course include:

2.F.5.f. Counselor characteristics and behaviors that influence the counseling process
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills

B. General Expectations of Practicum Students

Skill Development

In addition to the personal and professional dispositions necessary to become a professional counselor, students must develop skills necessary to engage in a counseling relationship or alliance. In addition to the foundational skills learned in Pre-Practicum, students will learn more advanced skills and will practice these skills in class or at the Practicum site. The skills students will learn, practice, and be evaluated upon, include:

Foundational skills

<table>
<thead>
<tr>
<th>Skill Type</th>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal</td>
<td>Use of eye contact, gestures, and facial expressions</td>
<td>Direct eye contact with breaks for client comfort, keeping different cultural backgrounds in mind; use of facial expressions to indicate understanding</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Use of body position</td>
<td>Posture of involvement or shifting towards client to convey interest</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Use of voice</td>
<td>Attentive silence, matching the client’s tone, indicating warmth and acceptance</td>
</tr>
<tr>
<td>Opening</td>
<td>Minimal encouragers</td>
<td>Brief supportive statements such as “uh huh”, “okay”, “I see” as appropriate</td>
</tr>
<tr>
<td>Opening</td>
<td>Door openers</td>
<td>A non-coercive invitation to talk such as “tell me more about that” or “say more about that”</td>
</tr>
<tr>
<td>Opening</td>
<td>Open questions</td>
<td>Do not request specific information but invite client to speak, allowing more freedom of expression than closed questions</td>
</tr>
<tr>
<td>Opening</td>
<td>Closed questions</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Reflecting</td>
<td>Paraphrasing</td>
<td>A distilled version of the content of client’s message that restates the facts and thoughts in different words and in a nonjudgmental way</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Reflecting feelings</td>
<td>Recognizing client’s emotions and reflecting them verbally; involves listening and then expressing in one’s own words the emotions stated or implied by client</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Summarizing</td>
<td>Pulls together everything a client has said in a brief synopsis; lets the client hear his or her viewpoint in a more organized way</td>
</tr>
</tbody>
</table>

| Core Condition | Empathy | Ability to recognize and understand another’s state of mind or emotion; the ability to enter into another’s frame of reference |
| Core Condition | Congruence | Demonstrates the ability to be real or honest with clients; counselor verbalizations are congruent with inner feelings |
| Core Condition | Positive regard | A counselor’s non-possessive caring or acceptance of the individuality of each client |

**Advanced Skills**

<table>
<thead>
<tr>
<th>Skill Type</th>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Reflecting</td>
<td>Reflecting meaning</td>
<td>Identify and respond to the meanings behind a client’s story; restate the personal impact and significance of the event being described</td>
</tr>
<tr>
<td>Challenging</td>
<td>Giving feedback</td>
<td>Supplying information to a client about what the counselor sees, feels, or suspects about the client; should be constructive and specific</td>
</tr>
<tr>
<td>Challenging</td>
<td>Confrontation</td>
<td>Interventions that point out discrepancies in client beliefs, behaviors, words, and nonverbal messages</td>
</tr>
<tr>
<td>Challenging</td>
<td>Focusing on the client</td>
<td>Keeping the focus on the client rather than others; asking the client to take responsibility and ownership</td>
</tr>
<tr>
<td>Change Techniques</td>
<td>Setting goals</td>
<td>Working with the client to create specific, positive, simple, realistic, and relevant goals for sessions</td>
</tr>
<tr>
<td>Change Techniques</td>
<td>Giving information</td>
<td>Supplying data or facts to help client reach his or her goals; providing accurate information about certain topics (i.e., drugs, parenting, etc.)</td>
</tr>
</tbody>
</table>
### Change Techniques

<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reframing</td>
<td>Helping the client recognize there are several ways to frame a problem or that it can be seen in many different lights</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Identifying and challenging assumptions about the problem; generating ideas; evaluating potential solutions</td>
</tr>
</tbody>
</table>

In addition, students will engage in professional activities at their Practicum site, under the direction of their Site Supervisor. While specific counseling skills (e.g. reflecting meaning) might not be directly evaluated through these professional duties, developing these skills do have an impact on the students’ effectiveness during a team staffing or while teaching a guidance curriculum lesson. Site activities allow for students to integrate and apply counseling skills learned throughout the program while developing a professional counselor identity through a comprehensive Practicum experience.

### Professional and Personal Development

Students are evaluated on their personal and professional dispositions in each of the professional practice courses by program faculty and/or Site Supervisors.

#### Professional Development

In addition to maintaining high academic standards, students enrolled in the Department of Counselor Education must develop professional behaviors and characteristics necessary to work effectively with people with diverse needs and backgrounds. Emerging counselors should demonstrate a concern for people, possess self-management skills (being on time, prepared for class, completing paperwork, etc.), and have high quality oral and written communication skills.

The department faculty has the following expectations of emerging counselors:

- The student relates to peers, professors, and others in an appropriate professional manner.
- The student applies legal and ethical standards during the training program.
- The student respects the fundamental rights, dignity, and worth of all people.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
- The student behaves in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Professional Practice Manual.
- The student behaves maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate).

#### Personal Development

The Department of Counselor Education faculty believes personal development is a crucial component in the growth of the counselor-in-training. Instructors emphasize the importance of self-evaluation and self-exploration in an effort to understand and acknowledge the issues that may hinder work as a counselor. The Student Handbook makes clear the obligation of the faculty to monitor the personal growth and self-awareness of future counselors.
The department faculty has the following expectations of emerging counselors:

- The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- The student is aware of her/his own belief systems, values, and limitations and how these beliefs and values might affect the student’s work with clients/students or peers.
- The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.
- The student participates in classes in an appropriate manner, (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure).

In meeting the standards above, students exhibit overall suitability for the field of counseling. Faculty, in conjunction with supervisors, possess the professional judgment necessary to determine whether a student is suitable for the field of counseling, for example making progress toward self-awareness and serving his or her future clients ethically and professionally.

C. The Practicum Experience

Accumulate required hours at an approved Practicum site

For Practicum, students are required to spend a minimum of 100 clock hours of supervised experience at an approved site over the full academic semester. At least 40 of the 100 clock hours must be in direct service with actual clients/students that contributes to the development of counseling skills.

The following tables provide examples of direct and other professional activities for the two program specialty areas. Essentially, direct hours are time spent with clients/ students that contributes to the development of counseling skills. Please note that other professional activities (also known as “indirect” hours) are activities that contribute to the care of the client/ student, utilizing the specialized skill set as a counselor.

Clinical Mental Health Counseling, examples include, but are not limited to:

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>Other Professional Activities or “Indirect” Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couple, family, or group counseling sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Conducting intake interviews and discharge planning</td>
<td>Attending staff meetings, site trainings, etc.</td>
</tr>
<tr>
<td>Participating in staffing with client (or family) present</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or non-professional significant others</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Delivering prevention services to clients, families, and/or the community</td>
<td>Professional development (off site; not to exceed 5 hours)</td>
</tr>
<tr>
<td>Co-leading/ facilitating individual, family, couple or group counseling sessions</td>
<td>Making referrals, developing resource lists for client</td>
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<tr>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Attending weekly supervision at Practicum site and completing ASU group supervision (e.g. face-to-face classes and/ or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
</tbody>
</table>

School Counseling, examples include, but are not limited to:

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>Other Professional Activities or “Indirect” Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, family, or group sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Delivering school guidance curriculum</td>
<td>Attending staff meetings, trainings, workshops, etc.</td>
</tr>
<tr>
<td>Individual student planning</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with student or non-professional significant others; consultation with parent/ guardian</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Co-leading/ facilitating individual, family, group sessions</td>
<td>Attending weekly supervision at Practicum site and completing ASU group supervision (e.g. face-to-face classes and/ or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
<tr>
<td>Contributing to student meetings with student and/or parent/guardian present</td>
<td>Professional development (off site; not to exceed 5 hours)</td>
</tr>
<tr>
<td>Consulting and collaborating on behalf of the student/ parent/ guardian with teachers, staff, etc.</td>
<td>Making referrals, developing resource lists for student/ parent/ guardian</td>
</tr>
<tr>
<td></td>
<td>System support, e.g. Response to Intervention preparation</td>
</tr>
<tr>
<td></td>
<td>Participating in fair share duties, e.g. recess duty</td>
</tr>
</tbody>
</table>

Complete a minimum of four recorded counseling sessions

- Students will record a minimum of four individual counseling sessions with a designated client. Online Plus students are expected to record clients at their Practicum site. The counseling sessions will be digitally recorded for review in supervision. The purpose of these sessions is for students to practice and demonstrate foundational skills learned in Pre-Practicum, as well as the advanced skills learned in Practicum. Students will also be expected
to develop a counseling relationship with the client. As a supervisor, your role is to evaluate student’s foundational and advanced counseling skills that can be transferable across settings and populations.

If circumstances will not allow for recording to be completed on-site, students and Site Supervisors should consult with the Clinical Coordinator and Practicum instructor for further instruction. Furthermore, students are provided with practical suggestions for identifying an appropriate client and location for recording, along with do’s and don’ts. For example, this client cannot be someone whom the student has an ongoing personal or professional relationship with. Also, the client must agree to talk about a real concern and must understand that the counseling relationship cannot extend past the required sessions. Recorded counseling sessions must take place in a public location, e.g. library meeting room or rented office space, and the counselor must ensure confidentiality (e.g. closed doors). Finally, these sessions must never take place in a private residence.

Extensive information on this requirement is found in Appendix B of the Professional Practice Manual. Please ask to review this information with your supervisee as needed.

**Complete supervision requirements**

For Practicum, students must complete three different types of supervision as described below:

*Site Supervision*

Site Supervision is a tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in Practicum, facilitates the associated learning and skill development experiences, and monitors and evaluates the work of the student while monitoring the quality of services offered to clients/ students. All students must contract with an approved Site Supervisor to oversee the 100 clock hours of service. Students will meet with the Site Supervisor for an average of 1 clock hour per week to discuss direct service and other professional activities. Site Supervisors are expected to provide formative feedback on the student’s counseling skills in addition to personal and professional dispositions. It is the student’s responsibility to ensure that he/she meets for supervision throughout the full academic semester. Note: This supervision can be either individual supervision or triadic supervision, a tutorial and mentoring relationship between a supervisor and two supervisees.

*Recording Supervision*

Recording supervision is a type of supervision in which the focus of the supervision session is on a recorded counseling session. Students are required to meet for 1 clock hour of supervision with a supervisor for the purpose of reviewing the recorded counseling sessions. Recording Supervisors are expected to provide formative feedback on the student’s counseling skills in addition to personal and professional dispositions. Students must meet with the Recording Supervisor between each session; for example, the student cannot conduct the second counseling session until his or her supervisor has reviewed the first recorded session. This way the student can integrate feedback into the subsequent session. The Recording Supervision Evaluation is completed during these supervision sessions. Like Site Supervision, it is up to the student to contact the Recording Supervisor and arrange for supervision between each recorded session.
For Online Plus students, Site Supervisors should also serve as the Recording Supervisor.*

For students who work with two supervisors (one to supervise the recordings and one to supervise the site work), students must meet for both Recording Supervision and Site Supervision. This requires the student to have at least 2 clock hours of supervision that week.

*Group Supervision
Group supervision is a tutorial and mentoring relationship between a counselor education program faculty member and more than two counseling students. CACREP standards require that group supervision does not exceed a 12:1 ratio. Group Supervision is provided weekly for On-Campus students (face-to-face on the Alamosa campus) and for the Online Plus students (face-to-face on Collaborate and during the second summer intensive).

D. Biweekly Consultation

The Site Supervisor is expected to consult with the Clinical Coordinator on a biweekly basis or more often, as needed. This consultation consists of phone calls and emails initiated by the Clinical Coordinator. The purpose of the biweekly contact is as follows:

1. To ensure ongoing communication with the site
2. To help build relationships with sites and supervisors
3. To field questions the supervisor may have
4. To check in on the student’s progress at his/her site
5. To offer additional support to the Site Supervisor.

*Site Supervisors have an option to supervise the recorded counseling sessions that are completed off-site and with a volunteer client. Please assist your supervisee with securing an additional supervisor as needed.
PRACTICUM RESPONSIBILITIES FOR UNIVERSITY, SITE AND STUDENT

The University Agrees:

- to assign a Faculty Instructor to facilitate communication between the University and the Site;
- to provide students who are not receiving payment of any form with coverage under the Colorado Workers’ Compensation Act [more information can be provided on section 8-40-302, sub-section (7)(a), and (b)];
- to notify the student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
- to provide training in supervision as required by accreditation standards;
- that the Faculty Instructor shall be available for consultation with both Site Supervisor and student and shall be immediately contacted should any problem or change in relation to the student, Site, or University occur;
- that the Faculty Instructor is responsible for the assignment of the Practicum grade with consideration of feedback provided by the Site Supervisor; and
- that the University will maintain the security of the recorded sessions after the sessions are uploaded into MediaSpace and will delete the sessions once the student successfully completes Practicum.

The Practicum Site Agrees:

- to assign a Site Supervisor who has the time and interest for training a student as well as the appropriate credentials for the work setting (Site Supervisors must be certified/licensed in their state);
- to assign a Site Supervisor who has appropriate training in supervision before the Practicum experience begins (Site supervisors can access a free training on supervision through ASU);
- to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student’s performance;
- to provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
- to provide the opportunity for live supervision or for audio/video recording throughout the duration of Practicum;
- to provide the opportunity for the student to digitally record counseling sessions (not necessarily the equipment necessary for recording) and to supervise these sessions. If digital recording cannot be done on site, the Site Supervisor agrees to supervise sessions completed off-site as arranged by student and Faculty Instructor and/or assist the student with securing another Recording Supervisor to do so;
- to provide the opportunity for live supervision of the student’s interactions with clients/students;
- to participate in biweekly consultation with the Clinical Coordinator (in consultation with the Faculty Instructor) via email or telephone as initiated by the Clinical Coordinator;
• to alert the Clinical Coordinator or Practicum instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
• to provide an average of 1 clock hour of individual or triadic supervision per week;
• to assume legal responsibility for the welfare of clients/ students seen by the supervisee as part of the Practicum experience; and
• to provide timely formative and summative evaluation of student performance and completing all required documentation.

The Practicum Student Agrees:

• to read and understand the ACA Code of Ethics and/ or ASCA’s Ethical Standards for School Counselors and practice in accordance to these standards;
• to keep Faculty Instructor and Site Supervisor informed regarding Practicum experiences;
• to demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade;
• to digitally record a minimum number of counseling sessions at site and have these sessions supervised by an approved Recording Supervisor (or ASU counselor education faculty member for On-campus students);
• to view the digital recordings before supervision as well as develop goals for supervision to maximize the supervision session;
• to receive supervision on each recorded session before the next recorded session occurs;
• to maintain the security of their recorded sessions. Recorded sessions are never to be sent to anyone electronically nor viewed in settings where others can see or hear the session. After the sessions are uploaded into MediaSpace, the student must delete the recorded session from the recording device;
• to make arrangements with Faculty Instructor and Site Supervisor if digital recordings cannot be completed at site, including supervision of the recorded sessions;
• to engage in individual or triadic supervision with Site Supervisor a minimum of one hour per week;
• to attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisors’ expectations;
• to develop a work schedule with Site Supervisor that will be most conducive to student learning;
• to maintain their commitment to the site throughout the academic semester;
• to complete any documentation as required by Site and University;
• to maintain student liability insurance coverage throughout Practicum;
• to comply with any other requests of the Site, such as completing HIPAA training, background checks, or drug testing; and
• to contact and consult with the Site Supervisor in case of emergency.
INTERNERSHIP OVERVIEW

Internship I and II are the final experientially based courses that focus on skill, professional, and personal development. The purpose of the Internship course is for students to integrate the skills and knowledge of the counseling experience through placement at a program-appropriate Internship site. Students will integrate all skills learned in the Pre-Practicum and Practicum courses. As in the previous experientially based courses, Internship focuses on the self-awareness and skills needed to develop a counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that counselors be able to move outside of their own frame of reference into the client’s frame of reference, in an attempt to see the world as the client sees it.

Students are required to complete a minimum of 600 clock hours at a pre-approved Internship site, of which 240 clock hours must be in direct service with clients/students, over the course of two consecutive academic semesters (e.g. Internship I and Internship II). Under the direction of an approved supervisor, each student will carry out the counseling and professional duties appropriate to the site placement and specialty program area. The student will meet face-to-face with the Site Supervisor on a weekly basis to review skill, professional, and personal growth. Students must be evaluated throughout the semester by their supervisor(s) and instructor.

A. CACREP Standards for Internship

The Council for Counseling and Related Education Programs (CACREP) is our accrediting organization. In order to (a) maintain CACREP accreditation and (b) follow a best practice model, the Department of Counselor Education developed the Internship courses around the 2009/2016 CACREP standards. CACREP defines Internship as a post-Practicum, supervised ‘capstone’ clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The following standards apply to Internship:

A. Students are covered by individual professional counseling liability insurance policies while enrolled in Internship.
B. Supervision of internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
C. Formative and summative evaluations of the students’ counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and setting with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision through the practicum by a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

M. Internship students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

The following CACREP 2016 Core and Specialty Standards met within the Internship course include:

2.F.5.f. Counselor characteristics and behaviors that influence the counseling process
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills

Clinical Mental Health Counseling
5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5.C.3.b.: Techniques and interventions for prevention and treatment of a broad range of mental health issues
5.C.3.e.: Strategies to advocate for persons with mental health issues

School Counseling
5.G.2.g: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
5.G.2.h: Common medications that affect learning, behavior, and mood in children and adolescents
5.G.2.i: Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
5.G.3.f: Techniques of personal/social counseling in school settings
5.G.3.h: Skills to critically examine connections between social, familial, emotional, and behavioral problems and academic achievement

B. General Expectations of Internship Students

Skill Development

Students are expected to be continually developing skills learned in Pre-Practicum and Practicum. For a review of these skills, please review pp. 19-21. Internship reflects the comprehensive work experience of a professional counselor. As such, students will perform professional activities appropriate to their site and program area, under the direction of their Site
Supervisor. While specific counseling skills (e.g. reflecting meaning) might not be directly evaluated, these skills do have an impact on the students’ effectiveness during a team staffing or while teaching a guidance curriculum lesson. Site activities allow for students to integrate and apply counseling skills learned throughout the program while developing a professional counselor identity through a comprehensive Internship experience.

**Professional and Personal Development**

Students are evaluated on their personal and professional dispositions in each of the professional practice courses by program faculty and/or Site Supervisors.

*Professional Development*

In addition to maintaining high academic standards, students enrolled in the Department of Counselor Education must develop professional behaviors and characteristics necessary to work effectively with people with diverse needs and backgrounds. Emerging counselors should demonstrate a concern for people, possess self-management skills (being on time, prepared for class, completing paperwork, etc.), and have high quality oral and written communication skills.

The department faculty has the following expectations of emerging counselors:

- The student relates to peers, professors, and others in an appropriate professional manner.
- The student applies legal and ethical standards during the training program.
- The student respects the fundamental rights, dignity, and worth of all people.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
- The student behaves in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Professional Practice Manual.
- The student behaves maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate).

*Personal Development*

The Department of Counselor Education faculty believes personal development is a crucial component in the growth of the counselor-in-training. Instructors emphasize the importance of self-evaluation and self-exploration in an effort to understand and acknowledge the issues that may hinder work as a counselor. The Student Handbook makes clear the obligation of the faculty to monitor the personal growth and self-awareness of future counselors.

The department faculty has the following expectations of emerging counselors:

- The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- The student is aware of her/his own belief systems, values, and limitations and how these beliefs and values might affect the student’s work with clients/students or peers.
- The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.
- The student participates in classes in an appropriate manner, (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure).
In meeting the standards above, students exhibit overall suitability for the field of counseling. Faculty, in conjunction with supervisors, possess the professional judgment necessary to determine whether a student is suitable for the field of counseling, for example making progress toward self-awareness and serving his or her future clients ethically and professionally.

C. The Internship Experience

Accumulate required hours at an approved Internship site

For Internship, students are required to spend a **minimum of 600 clock hours** of supervised experience at an approved site over two consecutive academic semesters. This site must meet the learning needs for the student’s designated program area (e.g. clinical mental health or school counseling). **At least 240 of the 600 clock hours** must be in direct service with actual clients/students. **In addition, a minimum of 10 hours must be spent leading/co-leading group work and a minimum of 40 hours must be spent conducting individual counseling.** Students should aim to complete 300 hours each semester, including direct service hours; however, this is not required.

School counseling students are required to split the Internship experience across a minimum of two school levels (e.g. high school and elementary school). Students complete 400 hours at a major level and 200 at a minor level.

The following tables provide examples of direct and other professional activities for the two specialty areas. Essentially, direct hours are time spent with clients/students that contributes to the development of counseling skills. Please note that other professional activities (also known as “indirect” hours) are activities that contribute to the care of the client/student, utilizing the specialized skill set as a counselor.

**Clinical Mental Health Counseling, examples include, but are not limited to:**

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>Other Professional Activities or “Indirect” Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couple, family, or group counseling sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Conducting intake interviews and discharge planning</td>
<td>Attending staff meetings, site trainings, etc.</td>
</tr>
<tr>
<td>Participating in staffing with client (or family) present</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or non-professional significant others</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Delivering prevention services to clients, families, and/or the community</td>
<td>Professional development (off site; not to exceed 20 hours)</td>
</tr>
</tbody>
</table>
Co-leading/ facilitating individual, family, couple or group counseling sessions | Making referrals, developing resource lists for client sessions
---|---
Attending weekly supervision at Internship site and completing ASU group supervision (e.g. face-to-face classes and/or live classroom supervision), including preparation (e.g. reviewing recorded sessions)

School Counseling, examples include, but are not limited to:

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>Other Professional Activities or “Indirect” Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, family, or group sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Delivering school guidance curriculum</td>
<td>Attending staff meetings, trainings, workshops, etc.</td>
</tr>
<tr>
<td>Individual student planning</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with student or non-professional significant others; consultation with parent/guardian</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Co-leading/ facilitating individual, family, group sessions</td>
<td>Attending weekly supervision at Internship site and completing ASU group supervision (e.g. face-to-face classes and/or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
<tr>
<td>Contributing to student meetings with student and/or parent/guardian present</td>
<td>Professional development (off site; not to exceed 20 hours)</td>
</tr>
<tr>
<td>Consulting and collaborating on behalf of the student/parent/guardian with teachers, staff, etc.</td>
<td>Making referrals, developing resource lists for student/parent/guardian</td>
</tr>
<tr>
<td>-</td>
<td>System support, e.g. Response to Intervention preparation</td>
</tr>
<tr>
<td>-</td>
<td>Participating in fair share duties, e.g. recess duty</td>
</tr>
</tbody>
</table>

**Complete supervision requirements**

For Internship, students must complete two different types of supervision as described below.

*Site Supervision*
Site Supervision is a tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in Internship, facilitates the associated learning and skill development...
experiences, and monitors and evaluates the work of the student while monitoring the quality of services offered to clients/ students. All students must contract with an approved Site Supervisor to oversee the 600 clock hours of service. Students will meet with the Site Supervisor for an average of 1 clock hour per week to discuss direct service and other professional activities. Site Supervisors are expected to provide formative feedback on the student’s counseling skills in addition to personal and professional dispositions. It is the student’s responsibility to ensure that he/she meets for supervision throughout the full academic semester. Note: This supervision can be either individual supervision or triadic supervision, a tutorial and mentoring relationship between a supervisor and two supervisees.

*Group Supervision*

Group supervision is a tutorial and mentoring relationship between a counselor education program faculty member and more than two counseling students. CACREP standards require that group supervision does not exceed a 12:1 ratio. Group Supervision is provided weekly for On-Campus students (face-to-face on the Alamosa campus) and for the Online Plus students (face-to-face on Collaborate).

**D. Recording/Live Supervision Requirement for Internship I**

Additionally, for Internship I, an additional requirement must be completed as described below:

In addition to the weekly site supervision, students will need to be directly observed and evaluated by the Site Supervisor at least two times during the academic semester. This meets CACREP Standard 3.B (Supervision of practicum and internship students include program-appropriate audio/video and/or live supervision of students’ interactions with clients) and provides students with the opportunity to receive feedback from the Site Supervisor on his/her counseling skills when interacting with clients/ students. **Ideally, students should be directly observed by the Site Supervisor throughout the Internship experience.**

To meet this requirement, Site Supervisors will observe students in action (either via audio/video recording and/or via live supervision, e.g. watching live) a minimum of two times over the academic semester. Utilizing the Recording/Live Supervision Evaluation document, Site Supervisors provide the following information and feedback: date of observation, type of session, observed strengths, areas for growth, and openness to the feedback provided. Please note: No identifying client/student information should be included within this letter. Sessions (recorded or live) should run at a length appropriate for the site.

**E. Site Visits**

The Internship I or II faculty instructor (or designee) may be in contact with Site Supervisors to schedule a site visit (face-to-face preferred, when possible) to discuss the student’s strengths and areas for growth. The Internship instructor will initiate this contact. Supervisors are also encouraged to contact the ASU faculty and staff at any time if there is a concern or question.
INTERNERSHIP RESPONSIBILITIES FOR UNIVERSITY, SITE, AND STUDENT

The University Agrees:

- to assign a Faculty Instructor to facilitate communication between the University and the Site;
- to provide students who are not receiving payment of any form with coverage under the Colorado Workers’ Compensation Act [more information can be provided on section 8-40-302, sub-section (7)(a), and (b)];
- to notify the student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
- to provide training in supervision as required by accreditation standards;
- that the Faculty Instructor shall be available for consultation with both Site Supervisor and student and shall be immediately contacted should any problem or change in relation to the student, Site, or University occur; and
- that the Faculty Instructor is responsible for the assignment of the Internship grade with consideration of feedback provided by the Site Supervisor.

The Internship Site Agrees:

- to assign a Site Supervisor who has the time and interest for training a student as well as the appropriate credentials for the work setting (Site Supervisors must be certified/ licensed in their state);
- to assign a Site Supervisor who has appropriate training in supervision before the Internship experience begins (Site Supervisors can access a free training on supervision through ASU);
- to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student’s performance;
- to provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
- to provide the opportunity for audio/video recordings for use in supervision or to provide live supervision of the student’s interactions with clients/ students;
- to evaluate the student’s strengths, areas for growth, and openness to feedback through observation of audio/ video recordings and/or live supervision;
- to alert the Clinical Coordinator or Internship instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
- to participate in a site visit, when requested, with the Internship I and/or Internship II instructor (or designee) to discuss the student’s areas of growth via email or face-to-face as initiated by the instructor;
- to alert the Clinical Coordinator or Internship instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
- to provide an average of 1 clock hour of individual or triadic supervision per week;
- to assume legal responsibility for the welfare of clients/ students seen by the supervisee as part of the Internship experience; and
- to provide timely formative and summative evaluation of student performance and completing all required documentation.
The Internship Student Agrees:

- to read and understand the ACA Code of Ethics and/or ASCA’s Ethical Standards for School Counselors and practice in accordance to these standards;
- to keep Faculty Instructor and Site Supervisor informed regarding Internship experiences;
- to demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade;
- to receive live supervision and/or review audio/video recorded sessions with Site Supervisor as outlined on the Internship I syllabus;
- to engage in individual or triadic supervision with Site Supervisor a minimum of one hour per week;
- to attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisors’ expectations;
- to develop a work schedule with Site Supervisor that will be most conducive to student learning;
- to maintain their commitment to the site throughout the academic semester;
- to complete documentation as required by Site and University;
- to maintain student liability insurance coverage throughout Internship;
- to comply with any other requests of the Site, such as completing HIPAA training, background checks, or drug testing; and
- to contact and consult with the Site Supervisor in case of emergency.
SUPERVISION ORIENTATION

The following is a brief overview of the roles and expectations for site supervisors working with counseling students from the Department of Counselor Education at Adams State University. The Supervision Training provides more in-depth information on clinical supervision.

A. Introduction to Supervision

Bernard and Goodyear have done extensive research on clinical supervision and are considered to be experts in the field. Their definition of supervision has been adopted by those practicing counseling supervision; supervision is “an intervention provided by a senior member of a profession to a junior member of the same profession…the relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member, monitoring the quality of the professional services offered to their clients …as well as serving as gatekeepers for those who are to enter …the counseling profession” (1998).

B. Role of Supervisor

The role of the site supervisor is to add to, and support, the education of counselors-in-training. The education of counselors-in-training is considered a developmental process, in that it is a progression of knowledge, skills, professional experience, as well as attitude and professional behavior.

Supervision is not solely teaching, consultation, or counseling; it is a balance and blending of these components. Supervisors are in a position to evaluate their supervisees, so the relationship is not totally equal. Any counseling that may occur within the supervisory relationship is not in-depth with the supervisee’s personal issues, but to recognize or identify any issues that the supervisee struggles with that affect their counseling work with clients. Any significant or ongoing issues warrant recommendations and referrals for personal counseling for the supervisee.

C. Supervision Style and Tasks

There are many models of supervision. What we are presenting here is a blending of various approaches, models and styles. However, we do realize that each of you will have your own unique styles in how these concepts get translated into practice.

We are suggesting a developmental approach to supervision. The majority of our students are new to the field of counseling. They need exposure, experience and supportive yet constructive feedback. Our concept of a developmental approach is that the counselors-in-training are learning and ideally building on their skills and professionalism. As they receive feedback, we look for changes in their approach to reflect feedback received.

There are also the more practical components that are the basis of what you will be ‘doing’ with the supervisees on site. Holloway (1995) has broken these concepts down into supervisory tasks and functions.
The tasks of supervision include:

- Monitoring and evaluating the supervisees
- Instructing and advising
- Modeling
- Consulting
- Supporting and sharing

Some of the functions of supervision include helping the counselor with:

- Developing and using counseling skills
- Conceptualizing cases
- Developing professional behavior
- Becoming more emotional aware
- Engaging in self-evaluation

At both the practicum and internship levels, it is helpful to encourage your supervisees to be exposed to as many different experiences as possible. Often, a large component of Practicum involves working with others at the site, observing, shadowing, and gradually taking on more responsibility as you feel they are ready. It is the expectation that once students/supervisees get to the internship level, they will take on more independence and responsibility at the site and with clients, under the guidance of their supervisors!

D. Supervisory Relationship

We highly value the supervisory relationship. The ‘power’ in the relationship between the supervisor and supervisee lies with the supervisor. You are the ones to set expectations and parameters for your supervisees at your site/placement. We encourage you to outline clearly your expectations of your supervisees, and what their experience at your site may entail. Initially, get to know your supervisee! It is helpful to orient them to your site, as well as to your style. Discuss goals with them, and how feedback will be given.

Some of the issues and dynamics that have been identified as affecting that relationship include: race, age, ethnicity, individual personalities, varying styles of supervision or even of communication, respect, trust, responsiveness, and honesty…just to name a few! Developing a good relationship between supervisor and supervisee helps pave the way for openness to feedback, approachability, challenging as needed regarding skills and behaviors, and support.

E. Supervisor Considerations

Students may have difficulty during the practicum and internship experience. Some warning signs of professional impairment may include (Remley & Herlihy, 2005):

- Deterioration in personal relationships, including relationship problems and family dysfunction
- Becoming isolated and withdrawn from others
- Feelings of disillusionment with the profession
- Emotional distancing during counseling sessions
- Alcohol and drug abuse
- Changes in work habits such as increased tardiness and absenteeism
- Moodiness, depression, and symptoms of anxiety
- Procedural errors and sloppy record keeping

As the supervisor, you have an opportunity to interact with the supervisee in many ways that we cannot. We trust you to discuss any warning signs with your supervisee and consult with the instructor when necessary.

In comparison, we offer nine supervisee characteristics that have been cited as relevant to success (Frame & Stevens, 1995):

- Open
- Flexible
- Positive
- Co-operative
- Express feelings appropriately and effectively
- Willing to accept and use feedback
- Aware of impact on others
- Ability to deal with conflict
- Accept personal responsibility

Finally, we provide some favorable conditions for evaluation, a key component of the supervision process. When providing feedback to your supervisees, it may be helpful to keep these ideas in mind (Goodyear & Bernard, 2002):

- Acknowledge the unequal relationship of supervision and discuss this with your supervisee
- Strive for clarity in your feedback
- Address defensiveness openly
- Address individual differences openly
- Explain the evaluation process
- Evaluation should be continuous and mutual
- Be flexible
- Ensure strong administrative structure/support
- Attend to the relationship
- Ask for feedback . . . and use it!

F. Formative and Summative Feedback

Giving feedback is a key aspect of counseling supervision and is central to the evaluation process. CACREP calls for both formative and summative feedback for students during the Practicum and Internship experience. Formative feedback should be given throughout the
supervision process, typically during the weekly site supervision sessions and/or recording supervision process. Site supervisors should provide ongoing feedback that can be used by the counselor-in-training to improve their counseling skills as well as personal and professional dispositions. In contrast, summative feedback is a more formal evaluation process in which the Site Supervisor documents the counselor-in-training’s progress through the Midterm and Final Evaluation.

G. Specific Suggestions for Supervising Recorded Sessions

Ideally, you should work out a plan for directly observing your supervisee throughout the Practicum and/or Internship experience. For Practicum, in particular, viewing and evaluating recordings of actual counseling sessions is required of the Recording Supervisor. This section is meant to provide some helpful suggestions in doing so.

- First, ensure that students have viewed the recording BEFORE their supervision session with you. You can require students to pinpoint sections in the session where they would like specific feedback (e.g. areas they are proud of, areas they want specific feedback, etc.). Remind students to only view the recordings in a confidential setting.
- Watch the session with the student during your supervision session and look for key areas in skill, personal, and professional development. For example, what counseling skills do you note them doing well? What skills need to be improved upon? What might be personal issues that are getting in the way of them developing a relationship or understanding this client/student? Are you witnessing any ethical violations? How open is the student to your feedback?
- Do not let the student recap or describe the session; these sessions are meant to be viewed. While it is unlikely you will be able to watch the session in its entirety, you should ensure that you are able to watch enough of the session to conceptualize the student’s strengths and areas for growth.
- If you provided specific suggestions to the student (e.g. ask more open ended questions), be sure to look for evidence that they were able to incorporate this feedback into the next session.
- Do not let your student complete the next session without supervision!

H. Further Reading

If you desire further reading on counseling supervision, please ask! The Clinical Coordinator can provide you with some helpful articles.