

**GUIDELINES FOR CLINICAL MENTAL HEALTH COUNSELING
PRACTICUM AND INTERNSHIP SITE SUPERVISORS**



**Department of Psychological Science and Counseling
College of Behavioral and Health Sciences
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HANDBOOK FOR CLINICAL MENTAL HEALTH COUNSELING SITE SUPERVISORS

Introduction

The APSU Counseling Graduate Program faculty members wish to extend our thanks to you for your willingness to serve as a site supervisor for our students. We recognize that the work you do with our students is usually unpaid and is accomplished in addition to your regular responsibilities.

We have prepared this document for you in order to explain the requirements of practicum and internship for APSU Clinical Mental Health Counseling graduate students and to provide guidelines and suggestions for site supervisors. We welcome feedback on the material contained in this document and intend to update it periodically to incorporate suggestions. If after reading this document you have any questions about the practicum or internship experience, please contact the Practicum and Internship Coordinator, Dr. Jessica Fripp, for additional consultation.

Requirements for Clinical Mental Health Counseling Practicum and Internship Students

Students registering for Practicum or Internship will be given the *Handbook for Practicum and Internship*, which details the requirements of their experience. Once students have selected or been assigned their sites, their site supervisors will also receive a copy of the manual. Students are encouraged to review the manual with their site supervisors at the beginning of their placement. A brief review of student requirements follows:

1. **Practicum** students in mental health settings typically begin their experience during the second-year of their academic program. They will be required to have completed the following courses: *COUN 5410: Counseling Techniques*, *COUN 5420: Advanced Counseling Techniques*, in addition to *COUN 5200: Foundations of Clinical Mental Health*, *COUN 6010: Ethical, Legal, & Professional Issues in Counseling*. Students will take *COUN 5080: Diagnosis and Psychopathology* concurrently. During the Practicum experience, students will be required to complete at least **100** clock hours at the site, of which at least **40** hours are in direct student or client contact. Up to 10 of the 40 hours of direct contact should be in group work during either practicum or internship. (<https://www.cacrep.org/section-4-professional-practice/>). Students can begin accumulating hours after their first night of the group supervision course. This will be their first extended opportunity to work in a counseling setting, observe what counselors do, and participate, under supervision, in actual group and individual counseling activities. They must be supervised by the site supervisor for a minimum of **1** hour per week. This supervision must take the form of feedback and direction based on direct observation, audio-tapes or video-tapes.
2. When an agreement is reached between the student and the site supervisor regarding the practicum or internship placement, the student, the site supervisor, and the director of the school or agency (or their designee) will sign a "*Practicum or Internship Agreement Form*" (see *Appendices*). This form will be completed by the site supervisor in Tevera.
3. Practicum students will participate in group meetings with their university supervisor, where they present case presentations and discuss topics relative to practicum. Topics might include reporting procedures,

referral sources, professional organizations and services, crisis intervention strategies, etc. Students will also receive individual supervision from the university supervisor on an as needed basis.

4. **Internship** students will be in their final year of the program . Interns will have completed a course in diagnosis and psychopathology and will be expected to accurately diagnose clients, under supervision. They will complete **600** clock hours of internship. Of the 600 hours to be completed, at least **240** hours must be spent in direct individual, group, or family counseling with clients. The student will spread the internship over two semesters. Students at this stage should be able to work more independently, but they will still require at least **1** hour per week of individual supervision, with feedback based on direct observation or taping. Students can begin accumulating hours after their first night of the group supervision course unless they have been approved to start beforehand.
5. The student in internship will be provided with group supervision by the APSU supervisor. Interns will focus on case presentations, diagnosis and treatment planning, discussions of counseling strategies, and presentations by experts on advanced topics. All interns will be expected to maintain memberships in professional associations, attend professional development workshops, and to participate in other professional counseling activities. The APSU supervisors will serve as tutors in these special projects, which might include clinical supervision, teaching, training, or research.
6. **All practicum and internship** students will be required to sign a *“Practicum or Internship Statement of Understanding/Ethics Agreement”* (see *Appendices*) prior to beginning work at their site. This statement is acknowledgment on the student’s part that site supervisors and APSU supervisors are ethically bound to protect clients from harm by student counselors. Therefore, either supervisor can take-action to protect the client, which may call for removal of the student from the practicum or internship site. The student will sign a copy, and we ask that the site supervisor sign it as well. All signatures are completed in Tevera.
7. **All practicum and internship** students are required to be covered by liability insurance before beginning direct work with students or clients. The APSU supervisors will assume responsibility for ascertaining that the student has purchased the necessary insurance.
8. Occasionally, practicum and internship students will request to complete their field experience at their place of employment. In these situations, students must receive prior approval from their APSU supervisor. They may count their hours of direct student or client contact toward the internship requirements. However, students must establish a specialized learning contract describing specific projects (e.g., grant-writing, needs assessment, program development and evaluation) which are beyond the scope of their current employment responsibilities.
9. Students **are prohibited** from handling money, taking payment on behalf of the agency, or creating their own funding management profile without the training and oversight of the site supervisor. If a student accepts any method of payment or takes on billing responsibilities *without* the knowledge and/or oversight of the site supervisor and/or billing manager, this may result in termination by the site supervisor or MS in Counseling clinical coordinator. Any moneys accumulated by the student that are not reimbursed to the practice will be subject to reimbursement by the student, where Austin Peay State University and affiliated programming are not held liable for refund.
10. The Counseling program fully supports and follows the APSU Drug-free workplace policy ([Policy 3:006](#); Drug-Free Workplace Act of 1988). Although we do not have a policy for drug testing, all who work during the clinical experience is regularly evaluated by supervisors and program faculty. If concerns about a student’s wellbeing, substance use/relapse, or other issues arise, the student must meet with the faculty. Program faculty will

ultimately determine any student's appropriateness for work at the site and may require a remediation plan or other steps before a student may resume any clinical work.

Many clinical placements maintain their own policies regarding substance use. Students are expected to abide by the policies of their site during their clinical placements. As a note, items that include CBD to include Delta-8 among others will also show up as a positive on a drug test and may influence outcomes at clinical placements as described by placement policies and in the relevant program handbooks.

Qualifications of Site Supervisors

Individuals who supervise students in mental health counseling practicum and internship must meet the following qualifications:

- a. Hold a master's degree in Counseling or related field with equivalent qualifications, including appropriate certifications and/or licenses (LPC, LPC-MHSP, LMFT, LMHC, Licensed Social Worker or Licensed Psychologist). Furthermore, licenses must not have been suspended, revoked, or held for a probationary period within the last two years.
- b. Have at least two years' experience as a counselor/therapist
- c. Have relevant training in counseling supervision and/or have supervised previous students
 - Site supervisors are required to provide documentation that they have received relevant training in counseling supervision. The APSU Clinical Mental Health Counseling Program Coordinator periodically provides professional development training related to counseling supervision. Information regarding these training opportunities can be found on the Counseling Program website under the "Site Supervisors" tab.

Responsibilities of Site Supervisors

The primary responsibilities of the site supervisor are as follows:

- a. Use the [Tevera](#) education management platform to handle student documentation;
- b. Provide an orientation for the student;
- c. Help the student establish individual objectives for practicum or internship;
- d. Help the student obtain clients;
- e. Help the student establish a schedule of activities;
- f. Establish and maintain regular supervisory contacts with the student;
- g. Provide feedback and direction to the student regarding his or her work;
- h. Introduce the student to resources of the school or agency and the community, including books, workshops, professional meetings, etc.;
- i. Complete mid-term and final evaluations for the student;
- j. Contact the APSU Supervisor when problems concerning the student arise.

1. Orientation of Students

It is important that students gain a clear understanding of the organization, services, and structure of the agency in which they will work for several months. You can help the student by providing an orientation to the site, which would include the following:

A tour of the facility, with an emphasis on the offices or classrooms where the student will spend significant time:

- a. Introductions to other staff in the facility, particularly teachers or other counselors who will be in frequent contact with the student,
- b. An introduction to the administrators of the facility,
- c. When appropriate, an introduction to students or clients of the facility,

- d. A detailed explanation of the services of the agency or school, including the types of services that the student will be expected to provide, and
- e. An explanation of the rules and regulations of the agency which would affect the student. Information regarding insurance requirements, hours of operation, dress codes and other behavioral requirements, and policies regarding treatment of students or clients should be included.

2. Collaborate with student to establish individual learning objectives

During the practicum or internship, students will be expected to complete basic activities such as group and individual counseling, intake interviews, assessments, treatment planning, etc. In addition, most students will choose to focus on developing skills in one or more particular areas. In order to develop these skills, the students may need to do reading, attend seminars, observe other counselors work with a given population and have intensive opportunities to work with a particular group under supervision.

Examples of individual projects would include working with victims of abuse, or persons with addictions; developing skills using a particular approach such as play therapy, guided imagery; or developing an ancillary skill such as program administration, grant writing, training, teaching, or supervision. Site supervisors can help students focus on areas of particular interest, which might be started during practicum and further developed during internship. Working with the site supervisor, students are required to list objectives on a “*Learning Contract*” in Tevera (see *Appendices for an example*).

3. Assist student with obtaining clients

For all students, the most important focus of the field experience is to gain practice in counseling and related direct service activities. In **Practicum**, students need at least **40** contact hours with clients and in **Internship** they need **240** contact hours. For purposes of practicum and internship, direct contact for mental health track students is defined as individual, group, or family counseling; intake or psychosocial assessment, and/or termination interviews. **Twenty-five percent of their total direct hours can be from telehealth counseling if the agency provides ethical oversight of this modality (this can be assessed and modified on a case-by-case basis)**. Students are required to complete up to **10** hours of group work. For students to acquire the experience they need, they must rely on the site supervisor to help them obtain clients. If for any reason it appears that the student will not be able to gain the required number of direct contact hours during the semester, the site supervisor should contact the university supervisor *immediately*.

4. Collaborate with student to establish a schedule of activities

The primary purpose of the practicum is to enable counseling graduate program students to become familiar with the work of counselors in schools and community agencies by observing or shadowing others and by limited work with students or clients. By the time the student enters internship, they will have completed one practicum of at least **100** clock hours and will have participated in other field experiences associated with various classes. The Counseling Graduate Program faculty believes that in **both practicum and internship**, the student needs to participate in a wide variety of experiences, with a major emphasis on direct service to clients. Students should have opportunities to counsel people both individually and in groups. Whenever possible, it is beneficial to provide opportunities for students to work with clients representing cultural diversity, various ages, and different concerns and diagnoses. It is understood, however, that the scope of students’ work will vary according to the services offered by the agency as well as the readiness of the student to perform various tasks.

At the beginning of **practicum**, it is helpful for the site supervisor to meet with the student and outline the various activities that are possible at the site. In some cases, the university supervisor may require the student to add a second site if the scope of services is too narrow. Once the student and the site supervisor have reviewed the

possible activities, the student should be assigned a schedule, which will allow him or her to participate in the ongoing activities of the site. We suggest that the student work one full day or two partial days per week.

The **internship** is scheduled during the final phase of the student's program of study. In order for the student to maximize the **internship** experience and to obtain the required number of contact hours, it is helpful to map out a detailed plan of activities for each day. Students are allowed to continue accruing internship hours during the winter and Maymester terms. However, supervision is the sole responsibility of the site, as faculty will be off campus during those terms. Should the student be allowed to obtain hours with the site, please sign the *Waiver of Supervision* form as agreement with this arrangement.

5. Establish and maintain regular supervisory contacts with the student

The student is required to participate in supervision on-site at least one hour per week; more is certainly preferable. We suggest that supervision of counseling activities should occur at least once a week; additionally, it is often helpful to schedule an additional time to meet with the student regarding planning for the week, changes in activities or schedules, announcements, etc. Particularly in the beginning of their practicum or internship, most students are nervous, unsure of what to expect, and uncertain about their own counseling skills. Phone supervision should be limited to five sessions per semester. They will appreciate the opportunity to meet with their supervisor several times during the week to clarify problems, obtain feedback and advice, and to get reassurance. As the term progresses and the student becomes more confident, less frequent supervision may be in order. The expectation is that the site supervisor or an appropriate clinical consultant is always present in the building during the student's time at the site and has a written emergency plan in place if the approved clinical mental health service providers are unavailable. Throughout the semester, students will be required to document that they have received supervision at their site on their Tevera time log. **Failure to attend site and/or university supervision will result in no face-to-face contact with clients that week.**

6. Provide feedback and needed direction to the student

The heart of supervision is direction and feedback regarding the counseling process itself. Individual supervision is best accomplished through direct observation or through observation via audio and video recordings (See Appendices for a sample "*Permission to Record and Consult*" form). Live supervision of students' interactions and audio/video recordings with clients should follow applicable institutional, state, federal, and international privacy requirements for all program delivery types.

As we know, students learn best through immediate and direct feedback, as well as presentation of alternative interventions. We encourage you to insist that our practicum and internship students follow a particular model (of their choosing) with their clients. During the term, students may choose to switch models, or to combine them, but it is vital that they have a plan to follow with their clients, which they can communicate to their supervisor. The supervisor, in turn, must be knowledgeable of the various models and skilled enough to provide needed direction to the student.

7. Introduce the student to resources

The practicum and internship can provide excellent opportunities for students to explore the professional world of counseling beyond the actual work that is accomplished with clients. Site supervisors, who usually have many years' experience working in the school, agency, and in the community, can introduce the student to a variety of resources. Books, audio and video recordings that are used professionally or with clients can help a student begin to develop his or her personal library. Students are encouraged to attend staff meetings and as many professional development workshops that they can manage financially. Local professional organizations are an excellent way for students to become part of the counseling world, to make personal and professional contacts, and to develop a

sense of involvement in larger counseling issues. It is our hope that you will invite the practicum and internship students to accompany you to local or state workshops, encourage them to become involved in the political issues that affect counseling today, and direct them to reading and other materials that will help them continue with their education.

Professional Counseling Organizations

- American Counseling Association (ACA) - <https://www.counseling.org>
- American Mental Health Counseling Association (AMHCA) - <http://www.amhca.org>
- Association for Counselor Education & Supervision (ACES) - <http://www.acesonline.net>
- Tennessee Counseling Association (TCA) - <http://www.tncounselors.org>
- Tennessee Mental Health Counseling Association (TMCHA) - <http://www.tncounselors.org/tmhca>
- Tennessee Licensed Professional Counseling Association (TLPCA) - <http://www.tlpca.net>

8. Provide midterm and final evaluations for the student

At the mid-term of each semester, you are asked to complete an evaluation of the student's work to date in the Tevera management system (*see Appendices for an example*). We encourage you to comment on the competencies of the student at that time and in reference to each objective. If you note that a student is weak in a particular area, or perhaps had no experience in that activity, it will be important to increase the focus in that area during the second half of the semester. At the end of the semester, the site supervisor will complete the same instrument as a final evaluation. Scores of '3' or higher will compute to 75% or higher in competency. Please be aware of your choices for scores as this reflects their grade for the corresponding course. The "Learning Contract" should be completed by the supervisor. The student will complete the "Student Evaluation of Field Site and Supervisor" (*see Appendices for an example*) and the "Student Evaluation of APSU Practicum/Internship Supervisor" at the end of their time on site. If there are questions regarding the evaluation of a student, please contact the APSU supervisor immediately.

9. Communication between APSU supervisor and site supervisor

Background checks with results other than "no criminal indications" shall be reviewed by the MS in Counseling program to ensure the appropriate safety of students. Additionally, counseling students with misdemeanor conviction(s) or charge(s) involving illegal drugs or endangerment of a child with any resolution other than acquittal would be examples of indications that a student would not be permitted to provide counseling services at this time. Austin Peay State University shall take steps to ensure that this individual does not participate in the clinical/practicum program at the assigned site.

During the practicum and internship experience, the APSU supervisor of the course will email/phone the site supervisor at the beginning of the semester, then arrange a site visit at the convenience of the site supervisor and APSU supervisor (if needed). Additionally, the APSU supervisor will consult with the site supervisor during mid-semester and at the end of the semester to further discuss student progress. **Please note: ongoing consultation will occur throughout the semester as appropriate for the student, site supervisor, and university supervisor.**

Throughout the clinical experience, students are expected to perform in a manner suitable for a rising professional counselor. This includes professional behavior, maintaining confidentiality, doing no harm, and consistently meeting professional and ethical standards in the field. Academic and non-academic performance are weighted heavily during practicum and internship; adhering to codes of ethics, counseling program criteria, and site-specific policies are imperative toward degree completion. Failure to meet program and/or site expectations results in evaluation of your performance and fitness for the program. It is at the practicum and internship coordinator's discretion to determine if a student should remain on site and may remove a student from their placement based on

unsatisfactory evaluations, communication with site supervisors, and program faculty.

Please feel free to contact the APSU supervisor at any time when problems arise with students. If an individual student appears unskilled to complete the practicum or internship, we certainly need to have this feedback immediately. In some cases, students have had language or writing difficulties that have hampered their performance. Sometimes, students have not been successful in cooperating with other therapists in the school or agency; in some cases, students have not followed through on a particular project they selected. The APSU supervisor has the responsibility to take corrective action when a student has problems at the site; however, we do have to be kept abreast of the situation in order to take necessary steps. Likewise, we hope you will let us know when a particular student has gone above and beyond the call of duty with their practicum or internship, as we all enjoy hearing about student successes.



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PRACTICUM AGREEMENT

The purpose of this document is to specify the terms of the agreement that will exist between the Mental Health Counseling Master of Science Program at Austin Peay State University (APSU) and _____ (site). The terms of the agreement will be subject to modification and/or amendment only if all parties are of one accord. The specific contract will exist between _____, On-Site Supervisor, _____, Clinical Mental Health Counseling Program Coordinator, and _____, MS intern.

THE PRACTICUM PROGRAM

The practicum program is to consist of a minimum of 100 hours to be completed between _____ and _____ for a total of 3 hours of graduate credit. This program is intended to fulfill the practicum requirement for the Master of Science degree in Counseling, Clinical Mental Health Counseling concentration.

ROLES & RESPONSIBILITIES OF THE PRACTICUM STUDENT

The practicum student shall be responsible for:

1. Completing a minimum of **100 hours** between _____ and _____ with **40 of the 100 hours in direct client service**;
2. Receiving supervision and instruction in the programs and procedures of _____.
3. Maintaining an accurate record of activities and timely completion of all appropriate documentation as required by the On-Site Supervisor, _____, and the Clinical Mental Health Counseling Program at Austin Peay State University;
4. A log will be maintained of time spent and all practicum activities which will be reviewed on a weekly basis and verified by the On-Site Supervisor's signature;

5. Maintaining professional liability insurance;
6. Performing specific duties as assigned by the On-Site Supervisor to include the following:
Conducting Intake Assessments, Individual Counseling, Group Counseling, Family Counseling, and other duties as assigned.
7. Adhering to any dress and/or behavioral codes established by the host agency;
8. Adhering to the attendance policies of _____ and the agreed upon schedule;
9. Compliance with all legal and ethical regulations.

ROLES & RESPONSIBILITIES OF THE ON-SITE SUPERVISOR

The On-Site supervisor will serve as consultant and supervisor for the practicum student while the student is on-site. Regular weekly, face-to-face planning, evaluation or consultation sessions between the On-Site Supervisor and the student are recommended. The On-Site supervisor is expected to be present in the building during the time the student is at the site and has a written emergency plan in place if the approved clinical mental health service providers are unavailable. Additionally, the On-Site Supervisor will complete a Midterm and Final Evaluation of the student.

ROLES & RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor shall meet with the student on a regular basis in an individual or group format for the purpose of:

1. Discussing the timely concerns and issues of the student enrolled in the Practicum course;
2. Being available as a faculty consultant to provide feedback and guidance related to students' placement concerns;
3. Making a site visit during the course of the semester to meet with the On-Site Supervisor.
4. The university supervisor of the practicum course will email/phone the site supervisor at the beginning of the semester (as needed). New agencies are required to meet with the university supervisor at the site at the beginning of the semester.
5. The university supervisor of the practicum course will also consult with site supervisor during mid-semester and at the end of the semester to further discuss student progress.

In the unlikely event that a problematic situation occurs between the On-Site Supervisor and the Practicum, which is difficult to resolve, either the On-Site Supervisor or the Intern may contact the student's University Supervisor, _____
(office number: _____; email: _____).

Student Signature

Date

On-Site Supervisor Signature

Degree/License/Certification

Date

University Supervisor, Clinical Mental Health Counseling Program

Date



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Austin Peay State University
PO Box 4537
Clarksville, TN 37044
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INTERNSHIP AGREEMENT

The purpose of this document is to specify the terms of the agreement that will exist between the Mental Health Counseling Master of Science Program at Austin Peay State University (APSU) and _____ (site). The terms of the agreement will be subject to modification and/or amendment only if all parties are of one accord. The specific contract will exist between _____, On-Site Supervisor, _____, Clinical Mental Health Counseling Program Coordinator, and _____, MS intern.

THE INTERNSHIP PROGRAM

The internship program is to consist of a minimum of 600 hours to be completed between _____ and _____ for a total of 6 hours of graduate credit. This program is intended to fulfill the internship requirement for the Master of Science degree in Counseling, Clinical Mental Health Counseling concentration.

ROLES & RESPONSIBILITIES OF THE INTERN

The practicum student shall be responsible for:

1. Completing a minimum of **600 hours** between _____ and _____ with **240 of the 600 hours in direct client service**;
2. Receiving supervision and instruction in the programs and procedures of _____.
3. Maintaining an accurate record of activities and timely completion of all appropriate documentation as required by the On-Site Supervisor, _____.

- and the Clinical Mental Health Counseling Program at Austin Peay State University;
4. A log will be maintained of time spent and all internship activities which will be reviewed on a weekly basis and verified by the On-Site Supervisor's signature;
 5. Maintaining professional liability insurance;
 6. Performing specific duties as assigned by the On-Site Supervisor to include the following:
Conducting Intake Assessments, Individual Counseling, Group Counseling, Family Counseling, and other duties as assigned.
 7. Adhering to any dress and/or behavioral codes established by the host agency;
 8. Adhering to the attendance policies of _____ and the agreed upon schedule;
 9. Compliance with all legal and ethical regulations.

ROLES & RESPONSIBILITIES OF THE ON-SITE SUPERVISOR

The On-Site supervisor will serve as consultant and supervisor for the Intern while the student is on-site. Regular weekly, face-to-face planning, evaluation or consultation sessions between the On-Site Supervisor and the student are recommended. The On-Site supervisor is expected to be present in the building during the time the student is at the site and has a written emergency plan in place if the approved clinical mental health service providers are unavailable. Additionally, the On-Site Supervisor will complete a Midterm and Final Evaluation of the student.

ROLES & RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor shall meet with the student on a regular basis in an individual or group format for the purpose of:

1. Discussing the timely concerns and issues of the student enrolled in the Practicum course;
2. Being available as a faculty consultant to provide feedback and guidance related to students' placement concerns;
3. Making a site visit during the course of the semester to meet with the On-Site Supervisor (as needed). New agencies are required to meet with the university supervisor at the site at the beginning of the semester.
4. The university supervisor of the internship course will call/phone the site supervisor at the beginning of the semester.
5. The university supervisor of the internship courses will also consult with the site supervisor during the mid-semester and at the end of the semester to further discuss student progress.
6. Ongoing consultation occurs throughout the semester as appropriate for the student, site supervisor, and faculty member.

In the unlikely event that a problematic situation occurs between the On-Site Supervisor and the Intern, which is difficult to resolve, either the On-Site Supervisor or the Intern may contact the student's University Supervisor, _____ (office number: _____; email: _____).

Student Signature

Date

On-Site Supervisor Signature

Degree/License/Certification

Date

University Supervisor, Clinical Mental Health Counseling Program

Date



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Practicum/Internship in Clinical Mental Health Counseling Statement of Understanding and Ethics Agreement

Semester: _____ **Year:** _____

Trainees should read and sign this form for every practicum and internship class. The original is to be returned to the instructor, and the student should retain a copy.

I acknowledge that my primary obligation, as an internship student, is to do no harm to my clients or students. I therefore agree to maintain ethical behavior at all times during this field experience. I further acknowledge that my APSU and site supervisors are legally and ethically obligated to protect my clients from potential harm as much as possible through their supervision and review of my performance. In the event that any of my supervisors have reason to believe that I may harm my client through unethical or incompetent behavior, they have the right and responsibility to take immediate action.

Such action may include removing me, temporarily or permanently, from the practicum or internship.

1. I hereby attest that I have read and understood the current Code of Ethics of the American Counseling Association and will practice my counseling in accordance with these standards.
NOTE: the ACA Code of Ethics is posted on the Department website; trainees should download this for review and keep it with their Internship Handbook.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that my responsibilities include keeping my faculty supervisor(s) informed regarding my training experiences.
4. I understand that I will not be issued a passing grade in counseling skills classes and internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence

and complete course requirements as outlined by my faculty instructor.

5. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

Counselor Trainee Date

Site Supervisor Date

APSU Supervisor Date



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PRACTICUM/INTERNSHIP LEARNING CONTRACT

Directions: Students, in consultation with site and/or APSU supervisors, will choose projects or activities to complete during practicum or internship. Describe the projects or activities in terms of measurable objectives below. The APSU supervisor will review and approve the objectives at the beginning of the semester. The site supervisor will describe the degree of accomplishment of the objective, will sign below, and return this form to the APSU supervisor at the conclusion of internship with the students' final evaluation.

STUDENT OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____

SITE SUPERVISOR EVALUATION

1. _____
2. _____
3. _____
4. _____
5. _____

Student Signature _____

Date: _____

Site Supervisor _____

Date: _____



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PERMISSION TO RECORD AND CONSULT

I, the client (or parent or guardian), consent to the recording of my counseling sessions for purposes of professional consultation with the goal of helping improve the counselor's effectiveness. This recording may be done by video and/or audiotaping.

This consent is being given in regard to the professional services provided by the counselor named below. I understand that I will be given counseling even if I choose not to sign this authorization. I understand that even if I sign this authorization, I may ask for the recording to be turned off or erased at any time during my sessions. All audio and videotapes will be kept in a safe location and will be destroyed at the end of the semester.

I further understand that to improve counseling techniques, my counselor may be consulting with the supervisor of this agency as well as my APSU faculty supervisor. She/He may also select a portion of the videotape to be viewed by other counselor graduate trainees during group supervision. I therefore authorize any of the supervisors and graduate trainees to observe or have access to information relating to my treatment. It is understood that these professionals and their students are bound by state laws and by professional rules about client's privacy.

Printed Name _____

Signature _____

(Client or Parent/Guardian)

Date _____

I, the counselor, have discussed the issues above with the client (and/or his or her parent or guardian). My observations of this person's behavior and responses give me reason to believe that this person is fully competent to give informed and willing consent.

Signature _____

(Counselor)

Date _____

Suggestions for Audio and Video Recording

It is the responsibility of counselor trainees enrolled in practicum and internship to supply appropriate equipment for recording counseling sessions. In most cases this means audiotapes or videotapes. DVD's are acceptable if your instructor/supervisor agrees to that format. These recordings are the basis of individual supervision, group supervision, and evaluation leading to the final course grade. Some field site placements will have recording equipment, especially videotaping equipment, but many will not. Videotape is always preferable since it allows for visual review; however, some field placement sites will only allow audiotaping. Whatever format you use, remember that all tapes must be clearly audible.

There are some steps you can take to insure you have the best recordings possible:

1. DO NOT use the handheld, mini-recorders since they do not have the power and range necessary. Video recorders that utilize DVDs, videotape, or other media are acceptable as long as your instructor or supervisors is willing to accept them.
2. Use an audio or video recorder that will accept a separate microphone plug and purchase the separate microphone. The microphone embedded in the audio or video recorder usually cannot pick up all the voices and/or allows too much interference (e.g., recording itself, recording the air conditioner). **An “omni-directional” microphone is highly recommended since it picks up sounds coming from different directions.** These microphones are available from various businesses, such as Radio Shack.
3. Always check your equipment before a session to be sure it is working adequately. Place the microphone away from air conditioning/ heating vents, clocks, and fluorescent lights. Sometimes it helps to place the recorder on a book or towel to reduce table vibrations that can impair sound quality. Video cameras should be aimed so as to include both counselor trainee and the client, not just the client. Remember that the further away a video camera is the less effective the microphone mounted in the camera will be (therefore, it is best to attach an external microphone).
4. All consent forms for taping must be signed before you ever turn on a recorder. Never tape a session if you do not have signed permission to do so. Provide copies of the consent forms to your supervisor/instructor when they receive a tape from you.
5. Label and store tapes/disks securely. Never use a client name to label a tape; instead use some sort of code. The only people who should ever hear/see counseling session tapes are: you, your course instructor, your site supervisor, your class. Do not review tapes where family members or friends can hear or see them. Do not carry your tapes around everywhere you go – keep them secure.

You MUST dispose of all tapes and recordings by the end of the semester. There is no reason to save audio and video recordings. Once you have reviewed them or used them for supervision/grade, record over them or dispose of them.

Remember: You are required to dispose/record over them by the end of the semester.



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MIDTERM OR FINAL (circle one)
SUPERVISOR EVALUATION FORM

If this is the Final Evaluation, please attach the student's Learning Contract to this form

Practicum: _____ **Internship:** _____

Intern Name: _____

Date of Evaluation: _____

Supervisor: _____

Practicum/Internship Site: _____

Instructions

This form is designed to help supervisors provide feedback about the performance of practicum and internship students. I know you are probably busy, but the form usually takes just five or ten minutes to complete and your answers and comments will be much appreciated. This form will become part of the intern's record for this course and may be considered in assigning grades for the internship. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial Comments:

Answer Code for Evaluation Items and Questions

NA – Not Applicable or not enough information to form a judgment

1 - Far Below Expectations – needs much improvement, a concern

2 - Below Expectations – needs some improvement to meet standards

3 - Acceptable – meets standards at an average level for practicum/internship students

- 4 - Above Expectations – performs at above average level for practicum/internship student
 5 - Far Above Expectations – a definite strength, performs well beyond average levels for practicum/internship students

I. Basic Work Requirements

- Arrives on time consistently
 Uses time effectively
 Informs supervisor and makes arrangements for absences
 Reliably completes requested or assigned tasks on time
 Completes required total number of hours or days on-site
 Is responsive to norms about clothing, language, etc., while on-site

Comments:

Suggested areas for further study:

II. Ethical Awareness and Conduct

- Knowledge of general ethical guidelines
 Knowledge of ethical guidelines of practicum/internship placement
 Demonstrates awareness and sensitivity to ethical issues
 Personal behavior is consistent with ethical guidelines
 Consults with others about ethical issues if necessary

Comments:

Suggested areas for further study:

III. Knowledge and Learning

- Knowledge level of client population at beginning of practicum/internship
 Knowledge level of client population at end of practicum/internship
 Knowledge of treatment approach at the beginning of practicum/internship
 Knowledge of treatment approach at the end of practicum/internship
 Knowledge of treatment setting at beginning of practicum/internship
 Knowledge of treatment setting at the end of practicum/internship
 Receptive to learning when new information is offered
 Actively seeks new information from staff or supervisor
 Ability to learn and understand new information

- Understanding of concepts, theories, and information
- Ability to apply new information in clinical setting

Comments:

Suggested areas for further study:

IV. Response to Supervision

- Actively seeks supervision when necessary
- Receptive to feedback and suggestions from supervisor
- Understands information communicated in supervision
- Successfully implements suggestions from supervisor
- Aware of areas that need improvement
- Willingness to explore personal strengths and weaknesses

Comments:

Suggested areas for further study:

V. Interactions with Clients

- Appears comfortable interacting with clients
- Initiates interactions with clients
- Communicates effectively with clients
- Builds rapport and respect with clients
- Is sensitive and responsive to client's needs
- Is sensitive to cultural differences
- Is sensitive to issues of gender differences

Comments:

Suggested areas for further study:

VI. Interactions with Coworkers

- Appears comfortable interacting with other staff members
- Initiates interactions with staff

- _____ Communicates effectively with staff
- _____ Effectively conveys information and expresses own opinion
- _____ Effectively receives information and opinions from others

Comments:

Suggested areas for further study:

VII. Work Products

- _____ Reliably and accurately keeps records
- _____ Written or verbal reports are accurate and factually correct
- _____ Written or verbal reports are presented in professional manner
- _____ Reports are clinically or administratively useful

Comments:

Suggested areas for further study:

Overall, what would you identify as this student's strong points?

What would you identify as areas in which this intern could improve?

Would you recommend this intern for employment at his or her present level? Please Explain:

Would you recommend this intern for continued graduate studies? Please Explain:

Supervisor's Signature: _____

Date: _____

COUNSELING PROGRAM WEEKLY LOG OF CLINICAL ACTIVITY FOR PRACTICUM OR INTERNSHIP (circle one)

Date	DIRECT HOURS					WEEKLY SUPERVISION				INDIRECT HOURS				INITIALS		
	Individual	Group	Couples and Families	Assessment and Treatment Planning	Total Direct Hours	Individual	Group	University	Total Supervision Hours	Observation	Training and Consult	Documentation & Administration	Total Indirect Hours	Student	Supervisor	
															Site	APSU
Total Hours																

Student Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

Faculty Signature: _____

Date: _____



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Waiver of Supervision

Date: _____

_____, a graduate student in the M.S. in Counselor Program at Austin Peay State University will be allowed to provide clinical counseling services at _____ under the following conditions:

- A. Permission is for the period: _____ through _____.
- B. Approved terms: **mid-December to early-January** or **May/June** or **August**
- C. All counseling supervision will be the full responsibility of the site supervisor.
- D. Counseling supervision by Austin Peay State University will not be available for the above period.
- E. The above-named trainee will adhere to all American Counseling Association ethical standards.

Special questions may be directed to the individuals listed below:

Internship Site Supervisor	Email Address	Phone #
Internship Faculty Supervisor	Email Address	Phone #
Graduate Student Trainee	Email Address	Phone #