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# Professional Clinical Counseling Field Experience

## Introduction

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

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

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

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

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

All students applying to start practicum must go through Tevera system and submit all necessary documentation within established time-frame

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

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

Once a student has been offered a position, they must contact the clinical coordinator/designee for official approval to accept the placement after which the student must submit site and site supervisor applications in Tevera which include the

***at Employment Site*** on Tevera). Students are required to communicate any potential conflict of interest or dual relationship to the faculty supervisor as soon as they are aware of one. FE instructors cannot serve as site supervisors for the same students.

## Tevera

The Department of Professional Counseling is utilizing Tevera management system to improve

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

Practicum is completed in two consecutive terms of 1.5 credit hours each (COUN 6100 and 6200), during which students will complete **100 total clinical hours** (40 direct and 60 indirect). Students are required to provide face-to-face comprehensive counseling services to clients for 40 direct hours in their Practicum, which equates to approximately 20 direct hours per nine-week term for that one semester. Students must adhere to the

- 40 direct client hours and 60 indirect hours totaling 100 clinical hours (completed in two terms), of which group and intake hours together cannot exceed 60 percent of the total required direct hours (groups are encouraged but not required in practicum)
- Record of Weekly Clinical Hours Logs completed in Tevera at the end of each week
- Observation of student skill development (**minimum** of two recorded sessions per term, one for class presentation and another for individual supervision outside of classroom)
- Regular evaluation and documentation of student skill development

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

*Students cannot complete FE at multiple locations simultaneously. If for any reason, the site requires*

conceptualization, co

# Orientations

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

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

At the end of the orientation, an evaluation is distributed to site supervisors to rate the presentation they attended. It includes questions regarding site supervisors' experience with the orientation and materials presented and provides an opportunity for constructive feedback

**Site Supervisors**

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

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

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

**Clinical Coordinators**

At campuses where there is a designated clinical coordinator, this person will: screen and approve sites, assist the chair of the department to locate and assign appropriate faculty to field experience courses, create relationships with new sites when necessary, appropriately terminate relationships with sites that no longer meet the requirements of the Program, and hold meetings/communications with all clinical faculty on a regular basis.

## Site Visit Guidelines

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

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

The following are general guidelines for a site visit:

1. Introduction of faculty teaching field experience courses that semester
2. Overview of Practicum/Internship student(s) at the site during that semester
    - Quick Overview of differences and expectations between Practicum and Internship
3. Tour of facilities with Site Supervisor (if not previously done)
4. Review of key expectations, standards, and policies, any changes to policies
5. Review of Field Experience Agreement if needed
    - Discuss evaluation forms if needed
6. Review current students' progress as well as areas for growth in detail
    - Use "Site Supervisor Contact Form" to document visit & discussion in Tevera
    - Confirm weekly 60 consecutive minute supervision sessions
    - Confirm review of recorded sessions
    - Confirm there is always a licensed professional present at site during interns' direct service
    - Confirm regular review of Weekly Clinical Hours Logs before signing to ensure accuracy
    - Confirm student is only conducting face to face sessions, or if virtual – then special permission has been documented and services are conducted from the location of the site.
7. Communicate dates of next Site Supervisor Orientation and Professional Development 6(e lsdTc0 du)-8(")]T

general public, and characteristics for success in the profession in general (See Student Handbook for details).

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

**Professional Skill Evaluation**
Each term, site and faculty supervisors will complete the Professional Skill Evaluation (PSE) form in Tevera to evaluate students in field experience. This form is used for summative and formative evaluation of students throughout the program. Students will be assessed on the level of their aptitude, participation, clinical skill development, professionalism, openness to supervision, and overall growth during that term via a 4-point Likert scale (See Appendix III for this evaluation form. Note: only Tevera completion of PSE is accepted).

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

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

**Rubrics**
There are two rubrics for completion based on evaluation of students' Transcript and Case Conceptualization papers. Once these papers are reviewed on Canvas, faculty will complete the rubrics in Tevera and provide feedback to students during supervision. These rubrics are attached to practicum and internship syllabi for reference. Each recorded session provided to group and individual supervision must be accompanied by the Informed Consent Acknowledgment form (Appendix II) signed on Tevera to replace the complete Informed Consent Form (Appendix I) which remains at site to safeguard client's name and signature for confidentiality purposes. The complete Consent Form will be placed in the client's file at the site. Each recorded session presented to faculty supervisor must be reviewed and

evaluated by the student and site supervisor first. Evaluations are completed in Tevera by student, faculty and site supervisors.

**Student Evaluation of Site and Site Supervisor**

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

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

## Appendix A:

## Process for Applying for Practicum

- Students have to complete or be in the process of completing all the core counseling courses which are prerequisites to field experience admission (COUN 5020, COUN 5050, COUN 5100, COUN 5200, COUN 5600, COUN 5800, COUN 5150/5230, COUN 5610). There will be additional course requirements for specialized sites.

- Students must submit the Petition to Apply for Practicum in Tevera at least one semester prior to the term Practicum begins. Due dates are posted below for all campuses.

- The Clinical Coordinator (or designee) will review the petition and collect feedback from faculty regarding the student's readiness for Field Experience. After a thorough review of all feedback and evaluations, approved students will be invited to attend the mandatory Field Experience Orientation.

- Students will make appointment with their advisors to review their plan of study to make sure this is the best time for them to start Practicum.

- After Field Experience Orientation, students are required to submit all documentation in Tevera in preparation for the start of field experience. If students miss the deadline for paperwork submission they will need to wait to reapply next semester.

- Students who have been out of the program for at least one year will have to repeat the FE Orientation.

## Field Experience Application, Orientation & Paperwork Submission Timeline

# Appendix B: New Site Review Request Form

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

Student Name: _____ Campus: _____

Is this site requested for ẟ Practicum or ẟ Internship? (Check one)
Name of Site: _____ Contact Person: _____
Address: _____
Phone Number: _____
Email Address:

## Request for Approval: Clinical Placement at an Employment Site

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

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

Name of Site: _____ Contact Person: _____

Address: _____

Phone Number: _____

Email Address: _____

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

_____

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

_____

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

Yes ___ No ____ Other: Explain _____

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

_____

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

Rationale for requesting this site: _____

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

_____

**Student Signature: _____ Date: _____**

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

# Appendix C: Student Acknowledgement

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

(A) I hereby attest that I have read and understand the American Counseling Association (ACA) *Code of Ethics* (2014) and will practice my counseling in accordance with these standards. I further understand that any

## Appendix D: Site Supervisor Agreement to Supervise

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

Date:_____

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

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

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

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

Please check the appropriate boxes below.

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

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

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

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

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

_____

_____

_____ _____

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

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

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

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

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

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

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

  _____

  _____

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

  _____

  _____

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

δ P

δ S

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

# Appendix F: Professional Field Experience Agreement

# Introduction

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

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

Webster University faculty and staff commit t

- Attendance in group supervision (on campus, in-person, or virtual) is a requirement. Absences from group supervision or individual supervision will result in arrest of all clinical counseling sessions until the student receives supervision for that week. In other words, if students are absent from group and/or individual supervision, they must cancel counseling sessions until they have attended group and/or individual supervision for the week. This will slow the accumulation of clinical hours, and if consistent, may result in dismissal of the student from site and/or course.
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*Agreement to this document includes adhering to the following responsibilities and tasks and serves in addition to any Affiliation Agreements signed between agency and university:*

# Roles and Responsibilities of Faculty & Site Supervisors and Counseling Students

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

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

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

## Roles and Responsibilities of the Student

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

## Roles and Responsibilities of the Site Supervisor

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

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

On-site supervisors must have the following qualifications:

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

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

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

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

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

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

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

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

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

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

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

| | | |
|---|---|---|
| Client/Parent/Legal Guardian Signature | Printed Name | Date |
| Counselor (Student) in Training Signature | Printed Name | Date |
| Licensed Supervisor Signature | Printed Name | Date |

# Appendix III: Professional Skill Evaluation Form

Completed in Tevera

| **Webster University— _____ Campus** |
|---|

| | | | | | |
|---|---|---|---|---|---|
| B-05. Self-awareness: Demonstrates awareness of effect on others | ☐ | ☐ | ☐ | ☐ | ☐ |
| B-06. Feedback to peers: Provides feedback appropriately to other students | ☐ | ☐ | ☐ | ☐ | ☐ |

B-07. Self-

| | |
|---|---|
| D-03. Practices within scope: Practices within one’s level of training | ☐ ☐ ☐ ☐ ☐ |

| | | | | | |
|---|---|---|---|---|---|
| F-03. Preparedness: Is usually sufficiently prepared for supervision sessions and activities | ☐ | ☐ | ☐ | ☐ | ☐ |
| F-04. Professional interactions: Demonstrates professionalism in all interactions with agency and program | ☐ | ☐ | ☐ | ☐ | ☐ |
| F-05. Compliance with rules: Complies and cooperates with agency rules and expectations | ☐ | ☐ | ☐ | ☐ | ☐ |
| F-06. Overall Assessment of student's skills related to Openness to Clinical Supervision: (Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed). | ☐ | ☐ | ☐ | ☐ | ☐ |

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

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

## Appendix IV:

| | | | | | |
|---|---|---|---|---|---|
| Co-Create Commitment to Change | | | | | |
| Brainstorm Options | | | | | |
| Choose Action Options | | | | | |
| Check on Progress and Modify Treatment and/or Assignments | | | | | |
| ***Termination Skills (sessions 6/7-9)*** | **Only filled out when CT has conducted a termination session** | | | | |
| Co-Create Tasks to Transition Change to Life outside of counseling | | | | | |

## Appendix V: Site and Site Supervisor Contact Form

Completed in Tevera

Date: _____

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

Counselor Trainee (CT): _____

Faculty Supervisor (Person making contact): _____

Site Supervisor (Person being contacted): _____

Site Name: _____

**Comments regarding Counselor Trainee by site supervisor:**

**Interpersonal skill development:**

**Counseling skill development:**

**Openness to supervision:**

**Growth Areas:**

**Feedback for Program:**

**Other:**

Faculty Signature: _____

# Appendix VI: Weekly Clinical Hour Log

COUN 6100/6200 Practicum and COUN 6500 Internship

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

Student Name: _____ Campus: _____

Faculty Supervisor Name: _____Course Number: _____

Site: _____

Site Supervisor Name and Phone Number: _____

Week Start Date: _____ Week End Date: _____ Week #

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

Individual counseling *(adult)* _____

Individual counseling

_____

_____

**Specific Skills that were strong**:

_____

**Specific Skills than need development**:

_____

**Theory use and feedback for improvement**:

_____

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

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

*(Complete this in Tevera by last week of course)*

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

Student Initials:_____ Term & Year:_____

Name of Practicum/Internship Facility and Site Supervisor:_____

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

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

_____

1. You experienced and participated in all activities expected of a practicing counselor including **but not limited to** direct client hours, note taking and documentation, case conceptualization and treatment planning, referral process, intake, assessment, termination, staffing, and both individual and group counseling. _____ 1 2 3 4

If not, list those you did not participate in: _____

2. The site provided necessary facilities and resources to perform your responsibilities while in the role of Practicum student. _____ 1 2 3 4

3. The site supervisor used a theoretical approach and supervisory practices that were clear and consistent. _____ 1 2 3 4

4. The site supervisor regularly referenced professional identity as a professional counselor. 1 2 3 4

5. This experience increased your professional development. _____ 1 2 3 4

6. This supervisor increased your knowledge of and or exposure to ethical practice. 1 2 3 4

7. Your supervisor was always available and responsive during sessions and for immediate (crisis) consultation. _____ 1 2 3 4

8. The site supervisor met with you weekly for at least 60 consecutive minutes and reviewed your counseling and interpersonal skills. _____ 1 2 3 4

9. An official evaluation form was followed and presented weekly and at mid- and end-term (including PSE, Skills Tape Evaluation, etc.). _____ 1 2 3 4

10.