



## **ULM COUNSELING PROGRAM**



## **Practicum and Internship Site Supervisor Orientation Manual 2025-2026**

**SCHOOL OF ALLIED HEALTH**

**Counseling Program  
College of Health Sciences  
University of Louisiana at Monroe, LA 71209-0230**

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Dear Site Supervisor,

Thank you for undertaking the role of supervising our students in your professional setting as they commence their path toward becoming professional counselors.

As you reflect on your own practicum and internship experiences, you likely appreciate the lasting influence your site supervisor had on your professional growth. Our students will rely on you for various forms of support, including guidance, encouragement, and a reassuring presence during challenging times.

This manual is designed to acquaint you with the essential components of a practicum/internship experience at the University of Louisiana Monroe. It aims to provide direction for the site supervisory process and clarify the roles and responsibilities of the student, the university, the university instructor, and the site supervisor, as mandated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting organization.

The counseling faculty sincerely appreciates your willingness to offer our students the opportunity to gain real-world experience and share your valuable knowledge and expertise with them. We trust that, in return, the students will contribute valuable service to your counseling site.

Your ideas and suggestions are welcomed as we strive continuously to enhance the quality of our program, the field experiences, and the collaborative relationship between us.

Feel free to reach out at any time; we are here to address any questions you may have.

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## **Site Supervisor Information**

You will find the most up-to-date information for site supervisors on the [ULM Practicum & Internship Supervision Page](#). This page includes the current Site Supervisor Manual, required orientation materials, and training resources to guide you through the supervision process. You are also encouraged to read the student [ULM Practicum & Internship Handbook](#). You can also click [here](#) for a general orientation on ULM's Practicum & Internship Program.

## **The Practicum & Internship Coordinator**

You will work closely with Dr. Poppy Moon, the Practicum & Internship Coordinator for the counseling program. She will assist you with site approval, completing Memorandums of Understanding (MOUs), gaining access to Tevera, and providing ongoing support throughout the Practicum and Internship experience. If you have questions or need help at any point, you can reach her at [moon@ulm.edu](mailto:moon@ulm.edu). For a complete list of the P & I Coordinator's responsibilities, check the [Appendix](#).

## **Student Readiness for Field Experience**

Before beginning their Practicum or Internship, students must be evaluated and approved by the counseling faculty to ensure readiness for fieldwork. This includes successful completion of prerequisite coursework, a review of their professional dispositions, and a faculty evaluation of their academic and interpersonal readiness. Only students who meet these criteria and receive formal approval from the program are allowed to proceed with securing a field placement. This process ensures that students entering field experiences are prepared to engage ethically and professionally in counseling settings.

## Site Approval Timeline for Practicum Placement

A timeline for P & I placement by semester is located in the [Appendix](#).

## Practicum and Internship Requirements

### Practicum

Practicum is a clinical course taken near the conclusion of a student's master's program. The course is designed to allow students to begin integrating the clinical skills they have developed throughout the program in professional practice. Students will identify and apply to a local practicum site to serve as a student intern. Students will receive regular supervision from both an approved site supervisor and program faculty.

Practicum must include a **minimum of 100 total clock hours** earned over the course of the semester. A **minimum of 40 of these clock hours must be direct**, and the remaining **60 may be indirect**.

Practicum students are required to complete a minimum of 1 hour of individual supervision with their Site Supervisor and 1.5 hours of group supervision with their University Supervisor each week. Students will also participate in a virtual site visit with their Site Supervisor and University Supervisor during the semester.

### The School Counseling Practicum

ULM's School Counseling Practicum course is only offered during the spring semester.

Practicum will be 100 hours.

- 50 hours will be completed in grades P-6 with 20 direct contact hours.
- 50 hours will be completed in grades 7-12 with 20 direct contact hours.



Students will need to find a site supervisor for each placement or have a primary site supervisor who will coordinate with the secondary site to ensure the student gets the required 50 hours.

School counseling students are not allowed to take a clinical practicum.

### **The Practicum Group Component**

Students are **required** to lead or co-lead a group for 5 sessions during their practicum experience. Prior to selecting a practicum site, students should confirm that this opportunity is available. If the primary site is unable to provide the group experience, students must find a secondary site to fulfill this requirement.

## **Internship**

Internship is a continuation of professional practice experience, taken after the completion of practicum. The course is designed to continue integrating their professional counseling skills at a heightened pace. Students may elect to continue in their practicum site through internship if the site meets the student's specialization experience requirements. Alternatively, students may identify a new local internship site to apply to for varied clinical experience. Students will receive regular supervision from both an approved site supervisor and program faculty. Details of the experience are outlined below.

School Counseling students have the option to choose the grade area (P-6 or 7-12) where they want to complete their internship hours. They can do the full 600 in one grade area, or they can choose to do a combination of hours in each level.

### **Internship Requirements:**

- Internship must include a **minimum of 600 total clock hours** earned over the course of **two semesters** (Internship I & II). A **minimum of 240 of these clock hours must be direct**, and the remaining **360 may be indirect**.
- Internship I includes **300 total clock hours per semester**, with a minimum of **120 direct hours and 180 indirect hours earned each semester**.
- Internship II includes **300 total clock hours per semester**, with a minimum of **120 direct hours and 180 indirect hours earned each semester**
- Students will receive **1.5 hours** of weekly group supervision from a ULM faculty member within their internship course. Internship students **must** be prepared for class with a minimum of 1 weekly video or audio recording of their interactions with clients.
- Students will receive **1 hour** of weekly individual and/or triadic supervision from their approved practicum site supervisor. Site supervision should include a review of the student's audio/video recordings and/or live supervision of student interactions with clients.

### **Direct & Indirect Hours**

**Direct hours** are defined as those in which students are providing services directly to clients. Examples include one-on-one or group sessions, consultation sessions, administering clinical assessments, and providing psychoeducational content/guidance. In schools, individual counseling, small group counseling, large group classroom guidance, and consultation count as direct contact hours.

**Indirect hours** are defined as those in which students are engaged in an activity that contributes to their clinical work outside of providing services. Examples include completing progress notes/clinical documentation, attending conference sessions/supplemental clinical

trainings, workshops, and attending supervision. If you are uncertain if an hour should be logged as direct or indirect, follow up with your university supervisor.

Click [here](#) for a table of direct and indirect hours.

## **Practicum/Internship Site Selection**

### **Potential Sites:**

For Clinical Mental Health Counseling (CMHC) students, appropriate settings include community mental health agencies, university-affiliated clinics and counseling centers, government agencies (such as the Department of Veterans Affairs), substance use treatment facilities, specialized clinics (e.g., eating disorder treatment or family therapy), and telehealth platforms that meet HIPAA and supervision standards.

For School Counseling students, suitable placements include public school districts, charter schools, virtual schools, and alternative education settings that employ credentialed school counselors and follow state and district policies.

Important Note: ULM does not allow students to complete their practicum or internship in individual private practices (i.e., settings operated by a solo practitioner). These sites typically cannot provide the breadth of experiences or qualified supervision required by CACREP. Group practices—where multiple counselors collaborate—are allowed, provided all other requirements are met.

### **Site Approval and Learning Opportunities**

All practicum and internship sites must be formally approved by the ULM Counseling Program before a student may begin fieldwork. This approval process ensures that each site offers developmentally appropriate experiences that align with course objectives and CACREP standards. Approved sites must provide students with opportunities to engage in direct counseling services, such as individual and group counseling, and indirect activities, such as case

consultation, supervision, and program planning. Sites must also support students in developing skills related to ethical practice, multicultural competence, and professional identity. The site vetting process includes submission of a site application through Tevera, review by the Practicum & Internship Coordinator, and confirmation that qualified supervision is available. Only after the site and supervisor are approved may the student begin accumulating hours.

### **How the Student Site Selection and Vetting Process Works**

ULM counseling students are responsible for securing their own Practicum or Internship site. This process is designed to ensure that each placement meets university, program, and CACREP accreditation standards.

#### **Step 1: Identifying and Interviewing Potential Sites**

Students begin by researching potential sites in their local area that align with their counseling track—either School Counseling or Clinical Mental Health Counseling. Once they identify a site that appears to be a good fit, the student will reach out directly to inquire about practicum or internship opportunities. If your site is interested in hosting a student, they will request an interview with the designated site supervisor.

During this interview, the student and potential site supervisor will discuss key topics such as the student's potential roles and responsibilities, supervision structure and availability, site expectations, and the types of counseling experiences the student may gain. This step helps both the student, and the site determine whether it is a good match for a practicum or internship experience.

#### **Step 2: Submitting Site Information in Tevera**

After a successful interview and a verbal agreement between the student and site, the student will begin the formal approval process by submitting required information into Tevera, ULM's field experience management system. This step is necessary for university approval of the site.

- **Site Information Form** – Describes services, populations served, supervision, and CACREP alignment
- **Supervisor Information Form** – Confirms licensure, experience, qualifications, and documents that the supervisor reviewed ULM's Supervision of Counseling Interns training and is familiar with the Site Supervisor Handbook.
- **Supervisor Documents** – Includes proof of liability insurance, license, and resume/CV
- **Site Supervisor Orientation Manual** – Verifies the student and the Site Supervisor's understanding of the expectations and responsibilities of the student, the site, and the site supervisor. This acknowledgment helps ensure a shared commitment to supervision, training, and ethical practice throughout the clinical experience.
- **Field Site Agreement** – Confirms the site and student can meet CACREP and ULM program standards. A copy of the agreement can be found in the [Appendix](#).
- **MOU (Memorandum of Understanding)** – A legal agreement between ULM and the site (required before site approval). MOUs are only needed if the site has not worked with ULM in the past.

ULM provides a step-by-step walkthrough of this process called "How to Complete Initial Site Approval Paperwork" located [here](#).

ULM requires students to complete a background check. If your site requires a drug screen, vaccination records, or other documents, please let your student know.

### **Step 3: Required Site Supervisor Training and Orientation**

Once your site has been vetted and given provisional approval, you will review the ULM Practicum & Internship Orientation for Site Supervisors video and review this manual.

This orientation is designed to help you feel confident and supported in your role. It ensures that all site supervisors are equipped to guide ULM students effectively throughout their clinical experience.

- ULM program goals and objectives for Practicum and Internship
- Roles and responsibilities of site supervisors, university supervisors, and students
- Ethical, legal, and cultural considerations in supervision
- Evaluation processes and use of the CCS-R assessment
- Guidelines for documentation and communication
- Procedures for addressing concerns or emergencies

All site supervisors are required to complete the ULM Site Supervisor Orientation at the beginning of the semester in which they begin supervising a Practicum or Internship student. You will document this in Tevera.

At the start of the semester, your student will send you a Tevera notification to sign the Site Supervisor Training Acknowledgment Form. You will receive an email notification prompting you to log in, complete the form, and sign it electronically.

## **Site Supervisors**

### **Qualifications to Serve as a Site Supervisor**

As a valued site supervisor, you bring your expertise and experience to help shape the next generation of counselors. Below are the qualifications you'll need based on the program area:

If you are supervising a Clinical Mental Health Counseling (CMHC) student, you will:

- Hold at least a master's degree in counseling or a related field.
- Hold appropriate licensure within your discipline (e.g., LPC, LMFT, LCSW, or Licensed Psychologist).
- Have a minimum of two years of relevant professional experience and currently be practicing in your area of expertise.

If you'll be supervising students who are providing telehealth services, you will also:

- Have documented training in [telehealth](#) (e.g., certificates, coursework, or credentials).
- Have at least one year of experience providing telehealth services yourself.

**If you are supervising a School Counseling student, you will:**

- Hold a master's degree in counseling or a related field.
- Hold a valid School Counseling Certificate.
- Have a minimum of two years of experience as a practicing school counselor.
- Be currently working as a school counselor in a school setting.

### **Your Responsibilities as a Site Supervisor**

- **Understand the Program's Expectations**

You'll become familiar with the ULM Counseling Program's supervision guidelines, student evaluation procedures, and expectations for ethical and professional behavior.

- **Complete ULM's Site Supervisor Training** (part of the Site Vetting Process)
- **Introduce the Student to Your Site**

You'll orient your student to your site's daily operations, including:

- Site policies and procedures
- Confidentiality and privacy standards
- Crisis and emergency response protocols

- **Provide Weekly Supervision**

You'll meet with the student individually or in a triad for at least one hour each week to discuss their progress, address challenges, and provide guidance. You'll also review and sign their weekly Tevera log to verify hours.

- **Monitor Hours and Activities**

Please ensure your student meets the required clinical hours:

- **Practicum:** 40 direct client hours and 60 indirect hours
- **Internship I & II:** 300 hours each semester (120 direct, 180 indirect)

You'll also need to be present on-site when the student is seeing clients, or ensure a qualified licensed professional is available.

- **Offer Diverse Learning Opportunities**

You'll provide opportunities for students to:

- Participate in a variety of professional tasks, such as documentation, treatment planning, family meetings, or IEP/504 meetings
- Lead or co-lead a group session during practicum
- Learn and use site-based technologies (e.g., EHR systems, behavior tracking tools, or telehealth platforms)

- **Provide Observational Feedback**



You'll observe or review at least two counseling sessions and provide narrative feedback on the student's skills in both individual and group settings.

- **Evaluate Student Progress**

You'll complete a midterm and final evaluation using the Counselor Competency Scale-Revised (CCS-R) in Tevera. These evaluations help inform the final grade, which is assigned by the student's University Supervisor.

- **Participate in the Site Visit**

Each semester, you'll meet with the student and their University Supervisor for a site visit. This meeting offers time to share feedback, celebrate growth, and set expectations.

- **Maintain Open Communication**

You'll stay in regular contact with the University Supervisor and/or P & I Coordinator, especially if any concerns arise about the student's performance, development, or site-related issues.

- **Supervise Telehealth (if applicable)**

If your student is providing telehealth services, you'll ensure all ULM telehealth supervision requirements are followed and that your site meets necessary standards.

- **Manage Audio/Video Recordings**

You'll ensure that any session recordings are handled according to your institution's policies, ULM's requirements, and relevant state/federal privacy laws.

- **Nonrecording Sites**

If your site does not allow recording, please notify the P & I Coordinator during the site vetting phase so alternative arrangements can be discussed.

For a complete list of Site Supervisor Responsibilities, check the [Appendix](#).

## **Responsibilities of the Site**

To support ULM counseling students and align with CACREP standards, approved sites agree to:

- Offer developmentally appropriate clinical experiences that reflect the student's counseling specialty (CMHC or School).
- Orient the student to the site's mission, structure, policies, procedures, and professional expectations.
- Provide a confidential, HIPAA- or FERPA-compliant space for counseling sessions.
- Allow practicum students to lead or co-lead at least one counseling or psychoeducational group.
- Assign duties that promote skill-building and professional growth, including:
  - Direct counseling services
  - Collaboration with staff, families, or external partners
  - Participation in team or IEP/504 meetings
  - Documentation, treatment planning, and use of site technology
- Provide workspace, materials, and access to site tools (e.g., EHR systems, phones).
- Ensure qualified supervision is provided weekly, along with ongoing feedback.
- Permit session recordings for supervision (required in practicum), or contact the P & I Coordinator if recording is not allowed in internship.
- Follow all privacy laws (HIPAA/FERPA) related to session recordings and informed consent.
- Review emergency and safety procedures with the student at the beginning of the placement.

For a complete list of Site Responsibilities, check the [Appendix](#).

### **Technology at Your Site**

Students are encouraged to become familiar with the technology your site uses to support counseling services. This may include electronic health records, telehealth platforms, scheduling systems, or student information systems like PowerSchool. Exposure to these tools helps students build the practical skills needed in today's counseling environments.

Please guide your student in learning site-specific technologies and ensure that any access aligns with your organization's confidentiality and privacy policies. Students should only use systems with your permission and under appropriate supervision.

### **Emergency Procedures at Your Site**

At the start of the placement, students are expected to learn and follow your site's emergency procedures. This includes protocols for medical emergencies, mental health crises, natural disasters, lockdowns, or any other critical situations. Please review these procedures with your student early in the semester.

If a student encounters a client who may be at risk of harm to self or others—or any situation that raises serious concern—they are instructed to notify both you and their University Supervisor immediately. Students are advised to always err on the side of caution and seek supervision without delay.

## **Students**

### **What to Expect from your Student**

Students are expected to follow a consistent, agreed-upon schedule at the site and fulfill all duties assigned by the Site Supervisor. They will attend weekly university-led group supervision (1.5

hours) and participate in at least one hour of weekly individual or triadic supervision with you, their Site Supervisor.

Throughout the experience, students are required to maintain confidentiality and uphold all applicable privacy laws (e.g., HIPAA, FERPA). Any recordings of sessions must be conducted with proper consent and stored in accordance with ULM and legal guidelines. Students are expected to demonstrate ethical behavior, cultural competence, and sensitivity to diverse populations, and they are held accountable to the ACA and ASCA Codes of Ethics.

Each student will participate in a site visit once per semester with you and their University Supervisor. Students are expected to be familiar with the site's emergency and crisis protocols. If engaging in telehealth, students must complete ULM's required telehealth training in advance. At the conclusion of each placement, students will complete an evaluation of their site and Site Supervisor to support program quality and feedback.

### **Liability Insurance Requirement**

All students enrolled in Practicum or Internship are required to carry individual professional counseling liability insurance. Proof of current coverage must be submitted before beginning any client contact. This policy helps protect both the student and the site and is a standard requirement for field experience in counselor education programs. Students can obtain liability insurance through professional organizations such as the American Counseling Association (ACA) or the American School Counselor Association (ASCA).

For a complete list of Student Responsibilities, check the [Appendix](#).

## **The University Supervisor**

The University Supervisor is the ULM faculty member who teaches the practicum or internship course and provides weekly group supervision (1.5 hours) to the student. They are responsible for guiding your student through academic requirements, monitoring their clinical progress, and supporting ethical practice.

### **University Supervisor Qualifications and Training**

All university faculty members who provide supervision for practicum and internship students meet CACREP's standards for counselor educators. They hold appropriate academic credentials and have documented training in clinical supervision. Faculty are well-versed in ethical, developmental, and culturally responsive supervision practices and regularly engage in professional development to maintain and strengthen their supervision skills.

### **Communication between the University Supervisor & the Site Supervisor**

The University Supervisor will remain in regular contact with you throughout the semester—typically at the beginning, midpoint, and end—to check in on the student's development, clarify expectations, and address any concerns. They also review the midterm and final evaluations you complete in Tevera and provide feedback to the student based on your input.

In addition, the University Supervisor helps the student integrate technology into their counseling work, such as using telehealth platforms or electronic records systems. If your student encounters any challenges or you have concerns, you are encouraged to reach out to the University Supervisor directly.

### **The Midpoint Site Visit**

Around Weeks 7–8, the University Supervisor will schedule a virtual site visit with you and the student via Zoom. This meeting provides an opportunity to discuss the student’s progress, review supervision experiences, and confirm they are on track with their direct/indirect hours and learning goals. After the visit, the University Supervisor will document the meeting using the Midpoint Progress Summary Form in Tevera. If needed, this form may also be used to begin a support or remediation plan.

You can find a full list of University Supervisor responsibilities in the [Appendix](#).

## **Ongoing Supervisee Evaluation and Feedback**

As a Site Supervisor, one of your most important roles is to give your student regular feedback—both informally during supervision and formally at key points in the semester. This ongoing feedback helps students understand what they’re doing well and where they need to grow. It also helps you catch any concerns early, so they can be addressed before they become bigger issues.

At ULM, we use the Counselor Competencies Scale–Revised (CCS-R) to evaluate student progress during both the midterm and final points of Practicum and Internship. This form provides a structured way to assess the student’s counseling skills, professional behaviors, and overall development. You’ll complete the CCS-R in Tevera and receive an email invitation when it’s time to do so. Please review the CCS-R with your student during supervision and talk through any areas where growth is needed. If you feel your student is struggling and might need more support than you can provide, let the University Supervisor know right away so we can work together to help.

In addition to the CCS-R, you’re also asked to observe at least two student counseling sessions—either live or by recording. For each session, you’ll fill out the [ULM Site Supervisor Session Rating & Evaluation Form](#), which is included in the Appendix. This tool asks you to rate specific counseling skills and give written feedback to support the student’s development. We encourage you to go over this feedback with your student during weekly supervision, so they have a clear understanding of what they’re doing well and how they can improve.

In addition to completing the formal midterm and final evaluations, you are encouraged to provide ongoing formative feedback throughout the semester. During your weekly supervision meetings, take time to offer constructive input on your intern's counseling skills, professionalism, and areas for growth. This regular feedback helps your intern make adjustments, build confidence, and continue developing as a counselor.

These regular evaluations—both formative and summative—are essential to a successful practicum or internship experience. They help students learn, grow, and become more confident in their counseling abilities.

### **How Your Evaluation Supports the Program**

When you complete the Counselor Competency Scale–Revised (CCS-R) for your student, you're not just evaluating their performance—you're helping us assess how well our counseling program is working. Your feedback gives us a clear picture of the student's growth in areas like counseling skills, professionalism, and ethical decision-making.

We review all CCS-R ratings and comments together across students to look for trends, track development, and make needed updates to our training. This helps us stay in line with CACREP standards and ensures our graduates are well-prepared and ethical counselors.

### **Addressing Student Concerns and Remediation**

If a site supervisor has concerns about a student's professional dispositions, counseling skills, or ethical conduct, they should complete the [Site Supervisor Concern Form](#) and return it to the University Supervisor. This helps initiate ULM's remediation process, if needed. Upon receiving the concern, the University Supervisor will first consult with the site supervisor to gather more information. Next, the University Supervisor will meet with the student and site supervisor to discuss the issue, develop a remediation plan, and set a review date for progress evaluation.

If the student fails to demonstrate satisfactory progress during the review, the University Supervisor will notify the Program Director and the student's Faculty Advisor. At that point, a formal faculty review may be initiated, and a comprehensive remediation plan will be developed. If the student continues to demonstrate insufficient progress, dismissal from the program may be considered in accordance with university policies.

This process ensures that all concerns are addressed collaboratively, with fairness, transparency, and a focus on student growth.

### **Student Evaluation of the Site and Site Supervisor**

At the end of each semester, students complete the *Evaluation of Site and Site Supervisor* Form in Tevera. This evaluation allows students to reflect on their practicum or internship experience and provide constructive feedback on both the site and the supervision they received.

Students rate several key areas, including the quality of orientation, the support provided during supervision, adherence to ethical practices, and the opportunities available for working with diverse clients. They are also invited to provide written comments about their overall experience.

This feedback is an important part of our quality assurance and continuous improvement process. It helps us maintain strong partnerships, ensure meaningful field placements, and uphold the standards required for accreditation. We encourage site supervisors to view this as a valuable tool for professional growth and program development.

### **Recording Requirements**

University of Louisiana Monroe (ULM) counseling students are required to record 3–4 different client sessions each semester during Practicum and Internship. These recordings are used solely



for supervision purposes in their academic courses. Site supervisors play a critical role in supporting students with this requirement.

Key Guidelines for Site Supervisors:

- Recording with clients is **required** in Practicum. Please review our [ULM Practicum Recording Policy](#).
- Informed Consent Is Essential: Students must obtain informed consent from all clients prior to recording. If your site does not have a standard recording release form, the student should use [ULM's Consent to Record Form](#), located in the Appendix.
- HIPAA-Compliant Storage: All recordings must be uploaded to Acclaim, ULM's secure, HIPAA-compliant video storage system. Students are trained to use this platform appropriately.
- Recordings Must Be Deleted: Per ULM policy, students are required to delete all session recordings within six months of upload.
- Internship Non-Recording Sites: If your site cannot allow recordings due to the nature of the client population or other concerns for a student's **internship** site, please refer to the [Information for Non-Recording Sites – Internship](#) section in the Appendix. Note: Sites that do not permit recordings require additional paperwork and oversight, will not be approved without prior discussion between the student, the potential site supervisor, and the P & I Coordinator.
- Ethical and Legal Standards: Students are expected to follow all applicable confidentiality and ethical guidelines as outlined by the ACA Code of Ethics and ASCA Ethical Standards for School Counselors. Supervisors are encouraged to support students in understanding and applying these standards.

You are invited to participate in or support live supervision experiences. This may include reviewing session clips or sitting in on sessions when appropriate and permissible by site policy.

For more information, please consult the full [ULM General Recording Policy](#) located in the Appendix of this manual.

## **Telehealth Policy Overview for Site Supervisors**

The ULM Counselor Education Program allows students to participate in telehealth counseling during their Practicum or Internship, provided they meet specific preparation and training requirements. To ensure safe and ethical practice, students must first complete a required one-credit Telehealth Course before engaging in any telehealth activities. This course provides foundational training in legal, ethical, and clinical aspects of telehealth counseling.

Site Supervisors who wish to oversee students in telehealth must have at least one year of telehealth experience and provide documentation of telehealth training. If training is not documented, ULM offers a CEU-approved telehealth supervision training. In addition, both students and site supervisors must confirm that their liability insurance covers telehealth services.

Sites must also have a clearly defined emergency protocol for handling client crises during remote sessions, and this must be reviewed with the student before beginning telehealth work. For more details, please refer to the [ULM's Counselor Education Program Telehealth Policy for Practicum & Internship](#) located in the Appendix.

## **Using Tevera: A Guide for Site Supervisors**

Tevera is the online software program ULM uses to track all Practicum and Internship paperwork. As a Site Supervisor, you will use Tevera to sign off on students' weekly hours logs and complete both the midterm and final evaluations. Throughout the semester, you may also be asked to review or approve specific student assignments. These will appear in your Tevera

account under the student's "Tasks" section, and your student will notify you when one needs your attention.

When your student begins the site selection process, you will receive a welcome email from Tevera inviting you to set up your account. If you do not see the invitation, please check your email's spam or junk folder. If it's not there, contact Dr. Moon at [moon@ulm.edu](mailto:moon@ulm.edu) for assistance.

Detailed tutorials on how to use Tevera during the semester is located [here](#).

## **Site Supervisor Support, Training, & Professional Development**

To support our site supervisors, we've created a dedicated Canvas course titled *ULM Site Supervisors Training Center*. This resource hub includes current student and supervisor handbooks, course syllabi, faculty contact information, Tevera tutorials, evaluation guidance, required forms, and our Practicum & Internship Policies. At the start of each semester, site supervisors will receive an email invitation to join the course. Please register within 24 hours of receiving your invitation. If you experience any issues accessing the course, contact the Practicum and Internship Coordinator at [moon@ulm.edu](mailto:moon@ulm.edu).

Site Supervisors are encouraged to review this page at the start of each semester to stay current on program updates and supervision procedures.

### **Site Supervisor Orientation**

At the start of each semester, we host a live orientation workshop just for Site Supervisors. It is a great opportunity to ask questions about our program, using Tevera, completing evaluations, and sharing best practices in supervision. You'll receive an email with the invitation and link before the session begins.

## **Lunch and Learn**

From October through April, we offer a monthly Site Supervisor Lunch and Learn on the second Wednesday of each month. These informal sessions run from 12:00–1:00 PM CST and cover helpful supervision topics like how to complete evaluations, give constructive feedback, handle ethical concerns, and support student growth. It's also a great time to connect with other supervisors and the ULM faculty for questions or consultation. You'll receive an invitation with the Zoom link before each session, and you'll earn 1 NBCC CEU for attending.

## **Fall International Society for Counseling Virtual Conference**

Each fall, Site Supervisors are invited to attend our International Society for Counseling Virtual Conference. The registration fee is waived, and you'll receive CEUs for each session you attend. It's a great way to stay connected with current trends in counseling and professional development. If you're interested in sharing your expertise, we also encourage Site Supervisors to submit presentation proposals for the conference.

## **Telehealth Training**

If a Site Supervisor has at least one year of telehealth experience but does not have formal training or documentation, ULM offers a specialized telehealth supervision training. This training is a total of 10 NBCC CEUS and covers telehealth best practices, supervision strategies, and key ethical considerations. It also fulfills 1.5 hours of ethics and 3 hours of supervision CEU credit. Completion of this training is required before supervising students conducting telehealth sessions if no formal telehealth training or credential can be provided.

Even if you do not practice telehealth, you can still participate in the training for the free CEUS.

## **Code of Ethics**

As a Site Supervisor, it's important to know that all ULM counseling students are required to follow the ethical standards outlined by the [American Counseling Association \(ACA\)](#) or the [American School Counselor Association \(ASCA\)](#), depending on their track. In addition to these codes, students must also follow all applicable laws, agency policies, and any rules governing professional conduct at your site. They are held to the same ethical responsibilities to clients as licensed professional counselors.

The ACA Code of Ethics also emphasizes that students should not provide counseling services if they are experiencing physical, mental, or emotional difficulties that could interfere with their ability to help others. If you notice signs of impairment in a student—or have concerns about their ability to provide safe, effective services—it's essential that you contact the University Supervisor right away so we can step in and provide support.

## **Starting at the Site Before the Semester**

Site Supervisors should be aware that, in most cases, students are not allowed to begin practicum or internship activities before the official start of the ULM semester. This includes shadowing, client contact, group screenings, or reviewing client records—none of these can begin early.

There are only two exceptions to this policy:

- **Exception 1: Pre-Semester Orientation or Training**  
Some sites may require a short orientation or training before the semester starts. These activities are allowed only if they do not involve client interaction or access to client files,

and they must be approved in advance by the Practicum & Internship Coordinator. These hours do not count toward the student's required practicum or internship hours.

- **Exception 2: School Counseling Students**

For School Counseling students placed in K–12 settings, an early start may be approved if the school site begins before the ULM semester. Prior approval from the Practicum & Internship Coordinator is required before the student may begin any site activities.

If you have questions about start dates or believe one of these exceptions may apply, please reach out to the Practicum & Internship Coordinator before any activities begin.

### **Earning Hours During the Winter Break (GAP Agreement)**

In some cases, students may be eligible to continue earning hours during the winter break through a GAP Agreement—but only with prior approval. This option is available to school counseling and clinical mental health counseling students who are returning to the same site with the same site supervisor in the upcoming semester.

To qualify, students must submit a signed GAP Agreement at least two weeks before the break begins, continue weekly on-site supervision during active weeks, and participate in special weekly university supervision provided by ULM over the break. All hours must be logged in Tevera using the designated break log.

Please note that GAP hours are only available during the winter break, as faculty are not under contract during other university breaks and cannot meet the CACREP requirement for weekly university supervision. Please work with your student to make arrangements for client care between fall and summer breaks.

### **If a Student Finishes Hours Early**

Even if your student finishes their required hours—100 for Practicum or 300 for Internship—before the semester officially ends, they still need to stay active at your site and keep attending their weekly university class. Practicum and Internship are meant to be full-semester learning experiences, not something to rush through just to hit a number.

The hour requirement is the minimum, not the finish line. We ask students to spread their hours out over the whole semester so they have time to grow, reflect, and stay fully engaged in the work. Wrapping up early and stepping back from the site or supervision doesn't meet CACREP expectations and doesn't support the kind of professional development we're aiming for.

### **When a Student Is Struggling at the Site**

If you notice that your student is having difficulty at the site—whether it's with clinical skills, professionalism, communication, or handling responsibilities—it's important to address it early. Start by discussing your concerns with the student during supervision and offering clear, supportive feedback. If the issues continue or feel more serious, please reach out to the University Supervisor or the P & I Coordinator as soon as possible. We're here to help and can work with you to put support measures in place, such as additional supervision, skill-building strategies, or even a remediation plan if needed. Our goal is to help students succeed while maintaining high standards of care at your site.

### **What the Hours Breakdown Might Look Like**

Here's an example of how students might spread out their hours during Practicum and Internship. These are just estimates to help with planning, but they give a good idea of the weekly time commitment:

Practicum (Summer): 100 hours over 9–10 weeks (about 8–10 hours per week)

Practicum (Fall/Spring): 100 hours over 14 weeks (about 7 hours per week)

Internship (Summer): 300 hours over 10 weeks (about 30 hours per week)

Internship (Fall/Spring): 300 hours over 14 weeks (about 20 hours per week)

Students are encouraged to maintain a steady schedule and not frontload or rush their hours. This allows for a more meaningful and consistent learning experience.

### **Student Sessions and Supervision Availability**

As a Site Supervisor, please ensure that students are never seeing clients in person at the site without a supervisor physically present in the building. Either you or a designated secondary site supervisor must be on-site and available during all in-person sessions. This is essential for maintaining student safety, providing real-time support, and meeting ethical and legal supervision standards.

For telehealth sessions, the supervisor does not need to be physically present but must be immediately reachable—by phone or other direct communication—during the session. This allows students to access support if something urgent arises.

If there's ever a question about supervision coverage or what's appropriate in a particular situation, don't hesitate to reach out to the University Supervisor or the Practicum & Internship Coordinator.

### **Multiple Practicum or Internship Sites**

Students can have more than one practicum or internship site if needed. This often happens when the primary site can't provide enough hours or isn't able to offer a required group counseling experience—especially during Practicum. If a secondary site is needed, it must go through the same approval process in Tevera as the primary site.



As a Site Supervisor, please be aware that the student is responsible for managing their time and ensuring that any commitments made at a secondary site do not interfere with their responsibilities at your site. If scheduling becomes an issue or affects performance, reach out to the University Supervisor for support.

## **Appendix**

## **ULM Faculty**

[Click here for an introduction to the ULM Faculty](#)

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Counseling Program

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## ULM Site Supervisor Session Rating & Evaluation Form

**Student's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Session Time:** From \_\_\_\_\_ to \_\_\_\_\_

**Client/Group:** \_\_\_\_\_

**Instructions:** Please rate the student counselor's performance in the following areas on a scale of 1 to 5, with 1 being "Poor" and 5 being "Excellent." Provide specific comments where applicable to offer constructive feedback.

### 1. Rapport Building

- Did the counselor establish a positive and trusting relationship with the client/group?
  - 1 2 3 4 5
- Comments:

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### 2. Communication Skills

- Did the counselor communicate clearly and effectively, including listening actively and responding appropriately?
  - 1 2 3 4 5
- Comments:

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### **3. Assessment and Goal Setting**

- Did the counselor accurately assess the client's needs and collaboratively set appropriate goals?
  - 1 2 3 4 5
- Comments:

---

---

### **4. Intervention Strategies**

- Did the counselor apply relevant and effective intervention strategies to address the client's issues?
  - 1 2 3 4 5
- Comments:

---

---

### **5. Professionalism**

- Did the counselor demonstrate professionalism in their demeanor, confidentiality, and adherence to ethical standards?
  - 1 2 3 4 5
- Comments:

---

---

## 6. Cultural Sensitivity

- Did the counselor show awareness and respect for the client's cultural background and individual differences?
  - 1 2 3 4 5
- Comments:

---

---

## 7. Client/Group Engagement

- Did the counselor effectively engage the client/group and maintain their involvement throughout the session?
  - 1 2 3 4 5
- Comments:

---

---

## 8. Overall Effectiveness

- Overall, how effective was the counselor in managing the session and supporting the client's needs?
  - 1 2 3 4 5
- Comments:

---

---

## Additional Observations:

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**Suggestions for Improvement:**

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**Site Supervisor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_





## **University of Louisiana at Monroe General Recording Policy**

### **Purpose:**

The purpose of this policy is to ensure that all students enrolled in practicum and internship at the University of Louisiana Monroe (ULM) meet CACREP expectations for direct or indirect observation of counseling skills while maintaining compliance with institutional, state, and federal privacy regulations.

Recording and observation of counseling sessions allow faculty and site supervisors to assess students' clinical skill development and provide meaningful supervision and feedback. It is also an essential part of reflective learning and professional growth for students entering the counseling field.

### **Practicum Recording Requirements -**

**Note: All students must be able to record clients in Practicum. If a site does not allow recording, you must locate a secondary site that allows recording.**

#### **1. Observation Format:**

All students must be observed by university faculty through secure audio/video recordings of sessions with actual clients.

## 2. Minimum Submission Requirement:

Students are required to submit at least two unique recorded counseling sessions per semester. A 10-minute clip from at least one session will be reviewed and discussed during group supervision.

## 3. Site Supervisor Observation:

Site supervisors are expected to directly observe at least two sessions by reviewing recordings or sitting in on client sessions during the semester.

### **Internship Recording Expectations & Alternatives**

Students are encouraged to secure internship sites that allow recording. However, we recognize that many internship sites—especially those serving vulnerable populations, such as schools, domestic violence shelters, or children’s centers—do not allow session recordings.

If a site does not permit recording, the following alternative evaluation process is required:

## 1. Live Observation by Site Supervisor:

Site supervisors must directly observe at least four client sessions:

- Clinical Mental Health Counseling Students: 3 individual sessions and 1 small group, or 4 individual sessions
- School Counseling Students: 2 individual sessions, 1 small group, and 1 large group classroom guidance lesson

Site supervisors must complete the ULM Site Supervisor Session Rating Form following each observation.

## 2. Session Transcript Submission:

After each observed session, students will create a written transcript from memory (minimum 5 pages), reflecting on their counseling responses and clinical decisions. Each transcript must be accompanied by the Recording Review Form.

### 3. Mock Session Recordings:

Students must record three mock counseling sessions with a licensed professional at their site. These sessions are submitted with the Individual Session Recording Review Form. These recordings are for faculty supervision purposes and do not count toward direct client hours.

### 4. Site Approval Requirement:

If a site does not allow recordings, will not provide live observation opportunities, and cannot support mock sessions, it is not an approved site for internship. Students must contact the Practicum & Internship Coordinator to determine site viability before proceeding.

## **Technology, Privacy, & Security**

ULM uses Acclaim, a HIPAA-compliant platform that securely houses recorded client videos. Students upload their session recordings to Acclaim, where faculty review and provide feedback within a secure environment. This ensures privacy and confidentiality standards are upheld while allowing for effective supervision across all program delivery types.

- All recordings must be stored and shared exclusively through Acclaim.
- Students may not download, store, or transmit recordings using email, USB drives, personal devices, or unapproved cloud storage services.
- Recordings must be deleted from Acclaim by the end of the semester. No copies may be retained, saved, or distributed.

## **Consent and Institutional Policy Compliance**

- Students must obtain written informed consent from clients prior to any recording using either the ULM Consent to Record Counseling Interviews Form or an approved site-specific form. The ULM Consent to Record Form is located in the P & I Handbook Appendix.
- Students must follow all site-specific guidelines and ensure that recordings are permitted within the parameters of both site and university policy.
- These practices align with HIPAA, FERPA, and professional ethics outlined in the ACA Code of Ethics and ASCA Ethical Standards.

### **Supervision via Digital Platforms**

When recordings are shared or discussed during digital supervision (e.g., via Zoom), the following privacy practices must be followed:

- Students must join supervision from a private, confidential location
- Headphones must be worn to prevent others from hearing client information
- Screen sharing must only occur during secure faculty-led sessions
- Students must never record supervision sessions themselves

### **Support & Site Selection Guidance**

The Practicum & Internship Coordinator is available to help students identify appropriate sites that meet observation and recording requirements. Students placed at non-recording sites must request the appropriate Alternative to Recording Forms prior to beginning the semester.



## **University of Louisiana at Monroe Practicum Recording Policy**

### **Purpose:**

The purpose of this policy is to ensure that students enrolled in practicum experiences at the University of Louisiana at Monroe (ULM) have access to valuable learning opportunities through the ability to record counseling sessions for educational and training purposes. As a CACREP school, ULM must ensure that the program is meeting requirements for accreditation.

The ability to record counseling sessions is an essential aspect of experiential learning and skill development for students pursuing careers in counseling and related fields. Recording sessions allows students to review their performance, receive constructive feedback from supervisors, and engage in reflective practice to enhance their counseling skills.

### **Policy Statement:**

1. **Recording Requirement:** Students participating in practicum courses at ULM must select practicum sites that permit the recording of counseling sessions.
2. **Secondary Site Requirement:** In the event that a selected practicum site does not allow recording of counseling sessions, students are required to identify and secure a secondary practicum site that permits recording.

### **Responsibilities:**

- Students: It is the responsibility of students to ensure compliance with this policy by selecting practicum sites that align with ULM's recording requirements and promptly securing alternative sites if necessary.
- Practicum & Internship Coordinator: The Practicum & Internship Coordinator is responsible for assisting students in identifying suitable practicum sites and ensuring that sites meet ULM's recording policy requirements.

## **CACREP Practicum & Internship Terminology**

### **CACREP**

CACREP stands for the Council for Accreditation of Counseling and Related Educational Programs. This council is the premier accrediting body for determining the quality and credibility of a graduate Counseling program.

### **Academic Term**

The institutionally defined unit of time of course delivery (e.g., quarter, semester).

### **Community Partners**

Individuals and organizations who employ, consult, or otherwise engage with a program and/or its graduates.

### **Continuous and Systematic Efforts**

Efforts that occur in a regular, ongoing, and planned manner.

### **Cultural Identity**

A person's intersectional identities that may be defined by but are not limited to: age, generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin, language, migration status, and veteran status.

## Direct Contact

Supervised use of counseling, consultation, or related professional skills with actual clients for the purpose of fostering social, cognitive, behavioral, and/or affective change.

## Diversity

All aspects of intersectional and cultural group identity, including but not limited to age, disability status, race, ethnicity, gender identity, sexuality, religion, social class, nationality, and veteran status.

## Internship

A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.

## Marginalized Populations

Individuals or groups who were historically and/or are currently underserved or experiencing discrimination based on characteristics such as race, gender identity, disability, etc.

## Practicum

A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

## Professional Dispositions



The commitments, characteristics, values, beliefs, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers.

#### Program Evaluation

The review and interpretation of information gathered to assess program effectiveness and determine future improvements.

#### Service Delivery Modalities

The ways in which counseling services may be provided (e.g., in-person, by telehealth, etc.).

#### Student Assessment

The systematic gathering of information for decision-making about an individual student's attainment of knowledge, skills, and dispositions.

#### Supervision

A structured professional relationship in which a more experienced counselor (supervisor) provides guidance, support, and evaluation to a counselor-in-training. Supervision supports professional growth, ethical client care, and skill development and occurs in individual, triadic, or group formats.

#### Triadic Supervision

A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

### Underrepresented

Within the context of the program's mission, a student or faculty subset that holds a smaller percentage within the counselor education program than it does in the communities served.

### Practicum

A supervised field experience course in which the counseling student develops basic individual counseling and case conceptualization skills and integrates professional knowledge under close supervision.

### Internship

A distinctly defined, 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 initial postgraduate professional placement.

### P & I Coordinator

Counseling Program individual responsible for coordinating experiences in practicum and internship courses, including site placements for practicum/internship in conjunction with students and sites.

### Practicum Student

Counseling Program student seeking or fulfilling practicum experiences.

### Internship Student

Counseling Program student seeking or fulfilling internship experiences.

### University Supervisor

The faculty member or instructor who is responsible for the student's overall learning and growth in practicum/internship and teaches the student's practicum/internship course.

### Site Placement

Human service and counseling agencies where counseling students provide counseling and counseling-related services to clients under supervision from both the field site supervisor and the Counseling Program.

### Hours

Activities making up practicum/internship experiences are counted as direct or indirect hours. With parental and client permission, some of the direct hours must be recorded (video or audio recording) in accordance with site rules.

### Direct Contact Hours

Direct hours are defined as those in which students are providing services directly to clients. Examples include one-on-one or group sessions, consultation sessions, administering clinical assessments, and providing psychoeducational content/guidance.

### Indirect Hours

Indirect hours are defined as those in which students engage in activities that contribute to their clinical work but do not involve providing services directly to clients.

#### Site Supervisor

An experienced mental health professional familiar with the agency in which the student is working. The site supervisor must be readily accessible to the practicum/internship student.

#### University Supervisor

The instructor for the practicum/internship course. Faculty teaching and supervising practicum/internship hold appropriate licenses and certifications for the relevant fields.

#### Orientation

Orientation for new students is held in the fall semester. Training is provided to clarify practicum/internship expectations. Site supervisors receive online training in supervision models when necessary.

## **CACREP Standards Related to Practicum & Internship (Section 4)**

The following standards apply to entry-level programs for which accreditation is being sought. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.

### **ENTRY-LEVEL PROFESSIONAL PRACTICE**

A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.

B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and 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.

F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:

1. CACREP standards and definitions related to supervised practicum and internship;

2. supervision agreement;

evaluation procedures and requirements; and

policy for student retention, remediation, and dismissal from the program.

H. Written supervision agreements:

1. define the roles and responsibilities of the faculty supervisor, field experience site

supervisor, and student during practicum and internship;

2. include emergency procedures; and
3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.

K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.

L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

## SUPERVISOR QUALIFICATIONS

N. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

1. relevant certifications and/or licenses,
2. 3. relevant training for in-person and/or distance counseling supervision, and relevant training in the technology utilized for supervision.

O. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:

1. have completed entry-level counseling degree requirements consistent with CACREP standards;
2. have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
3. be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.

P. Fieldwork site supervisors have:

1. a minimum of a master's degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;



4. relevant training for in-person and/or distance counseling supervision;
  5. relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

## PRACTICUM

Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

## PRACTICUM SUPERVISION

S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate

counselor education program faculty member, or

3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

## INTERNSHIP

U. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

V. Internship students complete a minimum of 240 hours of direct service with actual clients.

## INTERNSHIP SUPERVISION

W. Throughout the duration of the internship, each student receives individual and/or triadic

supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

X. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

#### PRACTICUM AND INTERNSHIP COURSE LOADS AND RATIOS

Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load

assignment.

Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

AA. Practicum and internship students are not combined for group supervision.

BB. Group supervision for practicum or internship students should not exceed 12 students per group.

## **CACREP Standards for Entry Level Specialized Practice Areas (Section 5)**

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

### **Clinical Mental Health Counseling**

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

9. third-party reimbursement and other practice and management issues in clinical mental health counseling

### **School Counseling**

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans.

## **ULM Commitment to Diversity and Accommodations for Students**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building a faculty, staff, and student body that reflects these cultural values.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

If you encounter any unforeseen circumstances during the semester that may affect your performance (e.g., physical, or mental illness, family emergency), please let your professor know within 7 days so we can discuss possible accommodations or alternative arrangements. Please

note that accommodations are not retroactive, so it is important to request them in a timely manner.

*If you have accommodations your professor needs to be aware of, contact them within the first two days of class.*





**The University of Louisiana Monroe Department of Counseling**  
**Consent to Record**

I hereby give permission to \_\_\_\_\_, a counselor-in-training  
at the University of Louisiana Monroe who is completing clinical requirements at  
\_\_\_\_\_ (site name), to record our counseling sessions.

I understand that these recordings will be used only for the purpose of providing clinical supervision to the counselor-in training, either at the University of Louisiana Monroe or at the student's clinical placement. Any person involved in providing or receiving clinical supervision is bound to the same ethical principles of confidentiality as professionals providing counseling. All recordings of counseling sessions will be erased no later than the end of the present semester.

By signing below, I acknowledge that the policies of the recording procedure, supervision, and confidentiality have been explained to me and I have had the opportunity to ask questions. I understand I can withdraw this permission to record at any time.

\_\_\_\_\_  
(Signature of Client)

\_\_\_\_\_  
(Signature of Witness)

\_\_\_\_\_  
(Date of Signature)

\_\_\_\_\_  
(Date of Signature)

IF THE CLIENT IS A MINOR (UNDER THE AGE OF 18 YEARS) THEIR PARENT OR LEGAL GUARDIAN MUST ALSO SIGN THIS AGREEMENT, BELOW.

---

(Parent or Legal Guardian's signature)

---

(Date of Signature)

## **ULM Counselor Education Program Telehealth Policy for Practicum & Internship**

This policy aims to ensure that both students and site supervisors are adequately prepared to engage in telehealth counseling within the ULM Counselor Education Graduate Program. It prioritizes competency, ethical practice, and compliance with legal standards to uphold the highest standards of care and professionalism.

### **Prerequisite Telehealth Course:**

- Students intending to utilize telehealth in their practicum or internship must complete a mandatory 1-credit hour course.
- The course will comprehensively cover all aspects of utilizing telehealth formats in counseling settings.
- The aim is to equip students with the necessary competencies, ethical understanding, and legal knowledge to practice telehealth effectively.
- Tuition for this course is set at \$500 plus tax and any fees from the Graduate School.
- This course will be available each semester, and students must complete it before commencing their practicum or internship involving telehealth.
- Students who do not intend to incorporate telehealth into their practicum or internship are exempt from taking this course.

### **For Site Supervisors:**

#### **1. Telehealth Site Supervisor Eligibility:**

- Site Supervisors who have been offering telehealth services at their site for a minimum of one (1) year are eligible to become Telehealth Site Supervisors.

## **2. Documentation and Training Requirement:**

- Potential Site Supervisors must provide documented evidence of their training in telehealth counseling and supervision.
- If a Potential Site Supervisor lacks adequate training despite having one (1) year of telehealth experience, ULM will offer a specialized training program.
- The training program will provide ten (10) NBCC CEUs and focus on telehealth best practices, supervision techniques, and ethical considerations. This training will satisfy 1.5 ethics and 3 supervision hours. For more information on the training, contact the Internship Coordinator at [internship@ulm.edu](mailto:internship@ulm.edu)
- Completion of this training is mandatory before a supervisor can oversee telehealth sessions for students if they cannot provide documentation or a credential in telehealth.

### **For Students and Site Supervisors - Liability Insurance Coverage for Telehealth:**

- Both students engaging in telehealth practicum or internship activities and Site Supervisors overseeing such sessions must ensure that their liability insurance policies cover telehealth services.
- It is essential to verify coverage, as requirements may vary from state to state.
- Adequate liability insurance coverage is crucial to protect all parties involved in telehealth sessions from potential risks and liabilities.
- Students and Site Supervisors are responsible for understanding the specific terms and conditions of their insurance policies related to telehealth services.

- Any discrepancies in coverage should be addressed and resolved promptly to ensure compliance with legal and ethical standards. This must be done prior to engaging in telehealth counseling.

**Telehealth Emergency Procedures:**

If a student is conducting a telehealth session and the client expresses thoughts of self-harm or poses a safety concern, the site must have a clear emergency protocol in place. Site Supervisors should ensure that students are trained in these procedures and know how to respond. At minimum, the emergency plan should include the following:

- The student should immediately assess the level of risk using site-approved suicide risk assessment protocols.
- If there is imminent risk, the student must stay connected with the client and notify the Site Supervisor or designated clinical contact at the site without delay.
- The student should verify and document the client's location and emergency contact information at the start of each telehealth session.
- The site should have a plan to contact local emergency services or a mobile crisis team near the client's location if necessary.
- The student must follow up with the Site Supervisor and University Supervisor to report and document the incident according to site and university procedures.
- Supervisors should debrief with the student after the incident and ensure appropriate emotional and clinical support is provided.

Supervisors must review these expectations with students prior to any telehealth sessions and ensure the emergency plan is clearly understood.

## **Student Responsibilities During Practicum and Internship**

- The student is responsible for working with the Practicum & Internship (P&I) Coordinator and following all program procedures related to contacting and securing an approved site.
- The student must obtain professional counseling liability insurance that remains active for the entire duration of Practicum and Internship. Proof of current insurance must be uploaded to Tevera prior to the start of each term. Hours accrued while uninsured will not be counted.
- The student will be present at the agreed-upon location and follow a schedule coordinated with the Site Supervisor.
- The student will fulfill all assigned duties and responsibilities as agreed upon by the student, Site Supervisor, and University Supervisor.
- The student will attend an average of 1.5 hours of weekly group supervision with the University Supervisor.
- The student will attend a minimum of one hour of weekly individual or triadic supervision with the Site Supervisor.
- The student is responsible for maintaining client confidentiality and privacy in all settings, including at the site and during supervision.
- The student will ensure that all audio/video recordings of counseling sessions are conducted and stored in compliance with institutional, state, federal, and international privacy regulations (e.g., HIPAA, FERPA).
- The student is expected to demonstrate awareness, sensitivity, and responsiveness to the cultural, ethnic, racial, gender, sexual orientation, ability, socioeconomic, and religious backgrounds of clients. This includes applying multicultural counseling competencies developed through coursework and seeking supervision when challenges arise. The student's ability to work effectively with diverse populations will be evaluated throughout the practicum and internship experience.
- The student will read and follow the ACA and ASCA Codes of Ethics as a foundation for ethical and professional practice.
- The student will participate in a site visit each semester with their Site Supervisor and

University Supervisor to review progress, expectations, and performance in accordance with the supervision agreement.

- The student will consult with the Site Supervisor to become familiar with the clinic or school's emergency and crisis response procedures. If a student encounters a client in immediate danger to self or others, they must seek immediate consultation.
- The student will complete an evaluation of the site and Site Supervisor at the conclusion of both Practicum and Internship.
- If the student wishes to provide telehealth services, they must meet all ULM telehealth training and policy requirements before beginning telehealth counseling.

### **Site Supervisor Responsibilities**

Site Supervisors agree to uphold the following responsibilities to support the professional growth and ethical development of ULM counseling students during their Practicum and Internship experiences:

- Provide documentation of the following to the ULM Practicum & Internship (P & I) Coordinator:
  - Proof of current, independent, active, and unencumbered professional license(s) and/or certification(s)
  - A copy of active malpractice insurance coverage
  - A current résumé or curriculum vitae
- Complete the Site Supervisor Orientation Manual (signed by both the student and supervisor in Tevera), required supervision training, and any additional technology training (e.g., Tevera, Zoom), as provided by ULM.
- Demonstrate understanding of the ULM Counseling Program's expectations, student evaluation procedures, and supervision requirements.
- Orient the student to the site and their specific duties, including:
  - Site policies and procedures
  - Confidentiality and privacy expectations
  - Emergency and crisis response protocols

- Provide weekly individual or triadic supervision for at least one hour and monitor the student's professional performance.
- Sign off on the student's weekly hours log in Tevera to verify accurate documentation of both direct and indirect hours.
- Ensure the student meets minimum hour requirements:
  - Practicum: 40 direct client contact hours and 60 indirect hours
  - Internship I & II: 300 hours per term (120 direct contact hours / 180 indirect hours)
- Be present on site when the student is providing counseling services. If unavailable, ensure another qualified, licensed professional is accessible.
- Provide students the opportunity to:
  - Engage in a range of professional activities (e.g., case staffing, documentation, treatment planning, parent meetings, IEP/504 meetings)
  - Lead or co-lead a counseling or psychoeducational group during practicum
  - Learn about and engage with the technology used at the site (e.g., EHR, telehealth platforms, PowerSchool, behavior tracking tools)
- Review and provide narrative feedback on at least two counseling sessions through live observation or review of recordings, and complete evaluations of clinical work, including individual and group sessions.
- Submit formal midterm and final evaluations of the student's performance using the CCS-R in Tevera. The site supervisor will receive access to a Tevera account for this purpose. The final course grade will be assigned by the University Supervisor, incorporating input from both supervisors.
- Participate in a site visit each semester with the University Supervisor and student to discuss progress, expectations, and feedback.
- Maintain regular communication with the University Supervisor and/or the Practicum and Internship Coordinator. Promptly report concerns or challenges regarding the student, site expectations, or supervision.
- If supervising a student engaged in telehealth, ensure that they and the site meet all ULM telehealth supervision requirements.



- Ensure any audio/video recordings are made in accordance with applicable institutional, state, federal, and international privacy regulations.
- If a student is considering a nonrecording site for internship, the potential site supervisor must discuss this possibility with the P & I Coordinator during the site vetting process.

## **Responsibilities of the Site**

To support the training of ULM counseling students and meet CACREP-accredited program expectations, sites agree to provide the following:

- Provide appropriate clinical experiences aligned with the student's specialty area (Clinical Mental Health Counseling, School Counseling, or Addictions Counseling).
- Orient the student to the site's mission, structure, policies, procedures, ethical guidelines, and expectations for professional conduct.
- Ensure a HIPAA-compliant (or FERPA-compliant for school sites) environment where students can conduct counseling sessions in a private and confidential space.
- Provide practicum students the opportunity to lead or co-lead a counseling or psychoeducational group.
- Assign responsibilities that are developmentally appropriate and support the student's growth in counseling skills, values, and professional identity. These tasks may include:
  - Direct service with clients or students
  - Collaboration with staff and external stakeholders
  - Participation in staff or treatment team meetings, IEP/504 meetings, etc.
- Provide exposure to a variety of professional counseling activities beyond direct service, such as:
  - Intake and assessment
  - Case conceptualization and treatment planning
  - Record keeping and site technology
  - Consultation and referral

- Provide adequate workspace, technology, and materials needed for the student to complete their responsibilities (e.g., office space, computers, phones, forms).
- Ensure that students receive weekly individual or triadic supervision from a qualified site supervisor, with ongoing feedback and support.
- For practicum: Allow students to audio or video record counseling sessions (with written client consent and site approval), as this is required for supervision. For internship: Recordings are strongly encouraged. If the site does not permit recordings, the student must contact the Practicum & Internship Coordinator before site approval to discuss the alternative.
- Ensure all recordings are stored, shared, and used in compliance with institutional, state, federal, and international privacy regulations (e.g., HIPAA, FERPA).
- Provide clients or students with informed consent documents that clearly explain the intern's role, supervision status, and consent for any recordings.
- Review emergency procedures and safety protocols with the student at the start of the placement to ensure preparedness for crisis situations.

### **Responsibilities of the University Faculty Supervisor**

- Contacts the Site Supervisor at the beginning, midpoint, and end of the semester to discuss the student's progress and address any concerns.
- Is available throughout the semester to assist supervisors with any issues or problems.
- Reviews and discusses the Site Supervisor's midterm and final evaluations of the student.
- Schedules and conducts a site visit each semester with the student and Site Supervisor to monitor student learning and performance in accordance with the supervision agreement.
- Is available to consult with Site Supervisors by phone or Zoom as needed.
- Ensures that all audio/video recordings of student-client interactions comply with applicable institutional, state, federal, and international privacy regulations.
- Provides students with opportunities to incorporate technology into their counseling practice, including:
  - Ethical use of platforms for counseling services
  - Record keeping

- Communication with clients and professionals
- Access to current professional resources

### **Responsibilities of the Practicum & Internship Coordinator**

The role of the Practicum/Internship (P & I) Coordinator is to organize all matters related to the Practicum and Internship courses. This includes supporting students in identifying practicum and internship sites, creating Memorandums of Understanding (MOU) with sites, and resolving problems students may have with their site or site supervisor. Other specific responsibilities are as follows:

- Receives and responds to inquiries from students and potential students regarding practicum and internship experiences
- Provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas. This will begin during COUN 5010 (Methods of Counseling) and will continue in CO 5011 (Advanced Techniques in Counseling), and during Summer Workshop.
- Provides students with the most current copy of the Practicum and Internship Handbook.
- Works with students and the university to ensure the MOUs are completed by the time students begin Practicum/Internship
- Reviews and approves student Practicum and Internship applications and all required paperwork
- Oversees supervisor training for site supervisors. Provides a NBCC CEU certificate to Site Supervisors once they complete initial supervision training.
- Provides Site Supervisors with the most current copy of the Site Supervisor Manual.
- Coordinates the Site Supervisor Workshop at the beginning of each term. Site Supervisors are invited to attend to ask questions and orient themselves to supervision. The Internship Coordinator will send you an invitation at the beginning of the semester.

- Provides regular NBCC CEU trainings for Site Supervisors relating to common supervision issues. These are usually held the second week of each month on Wednesdays from 12-1 p.m. CST from September-April. Summer times will differ.
- Ensures instructor and site supervisor adherence to program policies regarding Practicum and Internship experiences
- Assists site supervisors with any problems that may arise during practicum or internship.
- Assists site supervisors with Tevera.

## **Practicum/ Internship Field Site Agreement**

This is a copy of the Field Site Agreement signed in Tevera.

This Agreement, by and between

College of Health Sciences

School of Allied Health

Counseling Program

University of Louisiana at Monroe

700 University Avenue, Monroe LA 71209 | 318-342-1298

*AND*

Agency or School:

Agency or School Address:

City:

State:

Zip Code:

Agency or School Phone:

Supervisor E-mail:

*AND*

Student Name:

Student Address:

City:

State:

Zip Code:

Student Phone:

Student E-mail:

Begin Term:

End Term:

*for the purpose of providing a practicum/ internship in counseling for the above-named student.*

Emphasis:

☐ Clinical Mental Health ☐ School Counseling

**University Practicum and Internship Coordinator:** Poppy Moon, PhD

**University Coordinator E-mail:** moon@ulm.edu

The student will be working primarily with the following type(s) of clients:

It is mutually agreed:

A. That the above named **AGENCY OR SCHOOL** will provide the following:

1. Supervision performed by:

Name:

Degree(s) held:

Licensure/Certifications:

Relevant Work Experience:

E-mail:

Phone:

2. Orientation to site and the specific duties of the student.

3. Weekly review of student's performance via a one-hour individual meeting with the student and

review and approve student's weekly internship log.

4. Direct observation of counseling sessions. Audio- or video-taping

☐ may be performed at this site. ☐ may not be performed at this site.

5. For Practicum, students are required to lead or co-lead a group for 4-5 sessions. Is this option available at this site?

☐ Yes ☐ No

6. Supervision in accordance with the guidelines established by the site for all regular personnel and

the guidelines for supervisors as recommended by the American Counseling Association Code of Ethics (2014).

B. That the **STUDENT** will:

1. Be at the agreed upon location at times scheduled by the site supervisor and student:
2. Be assigned the following specific duties and responsibilities:
3. Attend one hour of weekly individual/triadic supervision with the site supervisor and 1.5 hours of  
group supervision with university instructor at ULM.
4. Arrange to have at least two counseling sessions audio/video taped.
5. Keep a weekly log of time spent that will be reviewed and signed by internship site supervisor and  
university instructor.
6. Read the ACA Code of Ethics and use as a guide for ethical and professional practice.  
<http://www.counseling.org/resources/ethics.htm>

C. That **ULM COUNSELING PROGRAM** will:

1. Provide a syllabus describing the specific practicum/internship requirements.
2. Provide at least 1.5 hours of group supervision weekly to discuss common problems and concerns,  
counseling experiences, and case studies.
3. Provide additional experiences and resources including professional seminars,  
audio/videotaping,  
live supervision, and referral source information for client as well as personal needs.
4. Maintain periodic contact with the site supervisor and the student to discuss the student's progress,



and, if appropriate, one on-site visit by the university internship supervisor for the purpose of meeting

with the site supervisor.

5. Use guidelines established by the ACA Code of Ethics.

6. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement of the stated conditions:

Student Signature: Date

Site Supervisor Signature: Date

University Instructor Signature: Date

## Timelines

### Timeline of P & I Activities with School Counseling Students

Semester	Activity	Description
Year 1-Fall Semester	New Student Orientation       COUN 5010: Methods of Counseling	P & I is introduced generally during orientation. Students receive the Practicum & Internship Handbook to familiarize themselves with expectations.       Students complete a Practicum Preparation Assignment where they identify potential sites, contact a site representative, and learn about site expectations and services.
Year 1 – Spring Semester	COUN 5011: Advanced Methods of Counseling	P & I is discussed during synchronous class meetings. Students begin more focused conversations about requirements and site preferences.



		The P & I Coordinator ensures any new sites complete the approval process.
Year 3 - Fall	Site Extension	<p>School Counseling students take Internship I</p> <p>Students again update site placements in Tevera for Internship II for the spring semester. The P &amp; I Coordinator supports adding or modifying internship sites.</p>
Year 3 – Spring		School Counseling students take Internship II

Note: School Counseling Practicum is only offered during the spring semester. Students who cannot take practicum in the spring will have to wait until the following spring to take the course. They are not allowed to take a CMHC practicum during any other semester.

#### **Timeline of P & I Activities with CMHC Students**

Semester	Activity	Description
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		selection strategies. Dates and deadlines for practicum applications, site approvals, and paperwork submission are provided.
Year 2 – Spring	Site Selection	CMHC students select sites and work with P & I Coordinator to finalize MOUs, complete Tevera forms, and confirm site eligibility for Spring Practicum
Year 2 - Summer	Site Extension	<p>CMHC students take Practicum</p> <p>CMHC students update placement details in Tevera if they are staying at the same site for Internship I.</p>

		The P & I Coordinator ensures any new sites complete the approval process.
Year 3 - Fall	Site Extension	<p>CMHC students take Internship I</p> <p>Students again update site placements in Tevera for Internship II for the spring semester. The P &amp; I Coordinator supports adding or modifying internship sites.</p>
Year 3 – Spring		CMHC students take Internship II



### **ULM's Non-Recording Policy- Internship Only**

Please do your best to find a site that will allow recordings as recordings are immensely helpful in improving your counseling skills during internship. However, we understand that some sites do not allow recordings. These sites usually work with vulnerable populations, such as schools, children's centers, or domestic violence shelters. If you are considering working at one of these sites, please contact The Practicum & Internship Coordinator before beginning the site process in Tevera.

Currently, there are several steps for the alternative to recordings process:

1. Students will need to have their site supervisor sit in on a minimum of four client sessions in which the student is serving in the counselor role.
  - For clinical students, this should be 3 individual sessions and 1 small group or 4 individual sessions.
  - For school counseling students this should be 2 individual sessions, 1 small group, and 1 large group classroom guidance lesson.



Following each session, the site supervisor should complete ULM's "Site Supervisor Session Rating Form" as a means of evaluating the students' skill level during the session.

2. Immediately following each session, the student should type out as much of the session dialogue that he/she can remember and verbatim whenever possible (see the Transcribing from Memory information sheet). This write-up will serve as the student's transcript (five page minimum), same as if he/she were doing an actual transcript for a session. As with the regular transcript, students will reflect within the transcript on why they responded the way they did and how they might have responded otherwise. Along with their "transcript," they'll also complete a Recording Review Form.
3. Additionally, students' site supervisor will need to assign another licensed staff member with whom students can record mock sessions at their site and complete an Individual Session Recording Review Form. The student will submit three of these over the course of the semester so that their university supervisor can hear the student's skills in these mock sessions. These will not be considered direct hours.
4. **PLEASE KNOW** that the alternative to recording process is more work on the student and site supervisor's part but is necessary for the university supervisor to be able to properly evaluate the student's skills and development. If a site will not let you record, will not live observe your skills, complete the review form, or participate in mock sessions, then it is not an appropriate site for your clinical experience. If you have questions about a site that will not allow recording for supervision purposes, please contact The Practicum & Internship Coordinator so you can discuss the site and its ability to provide you with an acceptable experience.

5. Request the forms from The Practicum & Internship Coordinator to share with your potential site supervisor before you agree to work at the site. Ask The Practicum & Internship Coordinator to schedule a time to meet with you & your potential site supervisor to discuss this policy and the additional work.

## Specific Examples of Direct and Indirect Hours

### Clinical Mental Health Counseling (CMHC)

Direct Hours (CMHC)	Indirect Hours (CMHC)
Individual counseling sessions	Case notes and documentation
Group counseling sessions	Treatment planning
Intake interviews	Site Supervision/University Supervision
Psychoeducational sessions	Staff meetings
Crisis intervention	Training or professional development, conferences, webinars
Administering assessments	Client-related phone calls/emails
Case consultations that focus on specific client and contributes directly to the clients care	Seminars/Workshops
	Role Plays with other therapists
	Observing others providing counselor or related services

### School Counseling

Direct Hours	Indirect Hours
Individual student counseling	Lesson planning for guidance activities
Small group counseling	Site Supervision/University Supervision

Classroom guidance lessons	504/IEP meetings (as observer/participant)
Crisis intervention	Professional development or trainings
Student consultations (e.g., with parents or teachers)	School counseling team meetings
Administering assessments or check-ins	Preparing materials for SEL or college/career activities
	Seminars/Workshops

## **Student Retention and Remediation Policy**

All students are expected to make satisfactory progress towards their academic and professional goals. The faculty meet each semester to review student progress as well as to identify areas for student and program improvement.

In accordance with the American Counseling Association Code of Ethics Standards F.5.b, F.9.b, and F.9.c and the Council for Accreditation of Counseling and Related Educational Programs, faculty members are to assist in addressing any concerns that might impede student performance. If a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified will a process for program dismissal be initiated. In all other cases, the Counseling faculty will work diligently with students to ensure that the concerns are resolved, and that the student remains in good standing in the program.

## **Policy on the Retention and Remediation of Students**

The purpose of this policy is to clarify the areas of competent and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described earlier in this handbook.

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible. The Student Remediation Plan is listed below.

**Problematic behaviors.** Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status. These

behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

*Incompetence* is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide counseling services beyond their current level of competence, this is an ethical violation.

*Ethical Misconduct* is when the American Counseling Association Ethical Guidelines (2014) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future counselors in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of counselors and counselors-in-training to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

### **Identification and Verification of Problems Requiring Remediation or Dismissal**

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

### **Informal Identification of Problems**

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Counseling faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Counseling faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Counseling faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary and/or the advisor of the student concerned will gather additional data and will report to the Counseling faculty within one week. If the concern appears valid, a formal review will take place as described below.

### **Review Procedures for Possible Problems**

When a possible problematic behavior has been identified, the faculty will meet with the student to review the evaluation, and to determine whether a problem exists. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?

- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to



discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the ULM Student Handbook. Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the remediation plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

### **Remediation Interventions**

Remediation interventions may consist of, but are not limited to the following:

- Personal therapy
- Increased faculty contact
- Increased supervision
- Repeat academic/clinical courses
- Removal from clinical work
- Additional assignments (journaling, research papers, tutoring)
- Require extra courses
- Leave of absence
- Workshops
- Dismissal from program

## Site Supervisor Concern Reporting Form

Use this form to document and report any concerns about a practicum or internship student to the university supervisor. Please complete all applicable sections and submit it via email. The university supervisor will quickly follow up with you.

- Student Name:
- Site Name:
- Your Name and Title:
- Date of Report:
- University Supervisor Name:
- Type of Placement (Practicum or Internship):

- Brief Summary of Concern:

(Note: Describe the issue or behavior that prompted this report.)

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- Dates or Timeframe of Concern:

(Note: Include specific dates or date range.)

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- Observed Behaviors or Performance Issues:

(Note: What did you observe? Be as specific as possible.)

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- Steps Taken So Far:

(Note: Include any discussions, feedback, or actions already taken.)

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- Impact on Site or Clients (if applicable):

- Requested Support or Recommendations for Next Steps:

- Preferred Method and Time for Follow-Up: