



**WINTHROP**  
UNIVERSITY

*Richard W. Riley College of Education,  
Sport, and Human Sciences*

# **Counseling and Development Program**

## **Field Placement Handbook**

**2024-2025**

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## Introduction to Fieldwork

The fieldwork component of this program is comprised of the two practicums (CSDV 610A, 610B), and two internships (CSDV 611, 612). Students should read this handbook early in their program to familiarize themselves with the requirements of the fieldwork placements. A thorough understanding of these materials will support adequate preparation for this component of students' training program. Students must be aware of and follow the instructions and guidelines in this handbook. After consulting this handbook, questions regarding fieldwork requirements should be directed to your Advisor or the Program Director. The required sequence of field work is Practicum I, Practicum II, Internship I, and Internship II.

## Fieldwork Description

The Practicum I & II (CSDV 610A and 610B) and Internship (CSDV 611 and 612) sequence of experiences is designed to provide the student with both an intensive and extensive field experience in a professional counseling setting. The Internship field experience is the culminating practical experience of the counseling degree program. For Clinical Mental Health students, the Practicum and Internship experiences can all be completed at one placement site or at multiple sites. **You must stay at each site a minimum of one semester.** For School Counseling students, in South Carolina you will be certified PK-12, so you must have at least one internship in an elementary setting (PK-5/6) and one internship in a secondary setting (middle or high school 7-12). Online students not seeking certification in South Carolina should work with their Advisor to determine the best breadth of placements while enrolled in Practicum II.

The Practicum and Internship experiences incorporate a clinical approach to instruction involving supervision from both an on-site Supervising Counselor and an assigned Faculty Supervisor from the Counseling program. All Clinical Mental Health Counseling supervisors are required to have a master's degree in counseling or a related field, a LPC/LCMHC/LCSW/LMFT, and a minimum of two years' experience (post-master's). All School Counseling supervisors must have a certificate in School Counseling and two years' experience in the field.

## Practicum I vs. Practicum II

Practicum I (CSDV 610A) is structured as a class, you will meet with a professor once a week for application based experiences. These experiences may include webinar trainings, case study discussions, individual or group session observations, interviews, or one-on-one sessions. Practicum I is very structured and your professors will walk you through everything. Practicum I is not required for CACREP standards, however, we require it of our students to ensure they are ready to see clients at their own sites. During Practicum I, students should work with their Instructor and Advisor to determine an appropriate placement site for Practicum II.

Practicum II (CSDV 610B) is structured similar to the internships. The Practicum II site should be approved during your Practicum I experience. Be sure that you have provided your Instructor and Advisor with the contact information for your supervisor so that they can be invited to Supervision Assist and their credentials verified prior to beginning Practicum II. During Practicum II, you will meet with your Faculty Instructor as well as your Site Supervisor. You will not be going to a site during your assigned class time. **For Practicum II, you are responsible for being present at your site a minimum of 100 hours (approximately 10 hours a week) on your own.** The Faculty Supervisor and fellow classmates will meet during scheduled class time to talk about experiences and review client cases. In addition to the Practicum II class, in which students present case studies, they will be required to meet in a didactic (3-person) group with the Faculty Supervisor for an additional hour a week. This additional hour will be scheduled at the beginning of the semester with your Faculty Supervisor.

## General Field Placement Timeline

### School Counseling: General Timeline for Internships and Practicum II

Students should work closely with their Advisor and the current field course Instructor to ensure they are planning well in advance for all application procedures as the timelines may be different based on individual states, start dates, coursework, and unexpected adjustments made by the Department of Education in your state. For example, when planning for Practicum II, you will work with your Advisor and Practicum I Instructor to plan for Practicum II. The application process to the state Department of Education should begin as soon as possible but no later than your Practicum I (610A) experience. Note that those students seeking a South Carolina certification should plan to complete internship placements in a South Carolina public school. In rare cases, an out-of-state placement can be approved, but this process takes at least three to four months.

Action Required	Person(s) Responsible
Students must locate a possible site and discuss appropriateness with your Advisor and current field course Instructor in advance of contacting the school. For example, you should determine your first Internship placement during your Practicum II experience.	Student Advisor Instructor
After determining the choice for Practicum II and Internship, the student should contact the school counselor with whom they want to work for permission to complete the experience. If accepted, the school counselor will provide the next steps as to who in the school or district will make the final approval. It is the student's responsibility to follow whatever protocol is required to secure placement approval in advance of the experience.	Student
Students provide Instructor and Advisor with the supervisor's contact information so that they can be invited to Supervision Assist. Once verified, students will be informed of verified placement through Supervision Assist.	Student Instructor Advisor

### Clinical Mental Health Counseling: General Timeline for Internships and Practicum II

Action Required	Person(s) Responsible
During Practicum I, begin looking for Practicum II and internship sites. Discuss ideas and possibilities with the Practicum I Instructor and Advisor.	Student Instructor Advisor
After determining the choice(s) for Practicum II and Internship, the student should contact the counselor with whom they want to work for permission to complete the experience. If accepted, the counselor will provide the next steps as to who will make the final approval. It is the student's responsibility to follow whatever protocol is required to secure placement approval in advance of the experience.	Student Instructor Advisor
Students provide Instructor and Advisor with the supervisor's contact information so that they can be invited to Supervision Assist. Once verified, students will be informed of verified placement through Supervision Assist.	Student Instructor Advisor

## Liability Insurance Requirement

Students in both the School Counseling and Clinical Mental Health tracks must upload proof of liability insurance when they complete their site application in Supervision Assist. Students must maintain this insurance throughout the fieldwork experience. 'Liability insurance only' coverage is typically 12 months so as soon as it expires, you are required to renew and upload the new liability form in a site placement application. Information on securing liability insurance is discussed in the student manual. **Liability insurance is required and you cannot see clients until this has been obtained.** If you have

questions, please ask your Advisor in advance of purchase. School counselors must join the American School Counselor Association before or during Practicum I (610A), and liability insurance can be purchased through the association at <https://www.schoolcounselor.org/>.

## Time/Hours Requirements Practicum II

There are several distinct differences between Practicum II and the internship experiences. The practicum experience provides an avenue for the development of individual counseling and group work skills under supervision. This experience is designed to orient the student to the role and responsibilities of the professional counselor.

Specifically, the program requires students to complete a supervised Practicum II experience that totals a **minimum of 100 clock hours**. The student's practicum includes the following:

- A minimum of **40 hours of direct service** with clients.
- Averaging a **minimum of one hour per week of individual and/or triadic supervision on-site with the Site Supervisor** (using audiotape, videotape, or live supervision) over each academic term.
- A **minimum of one hour per week of individual and/or triadic supervision with the Faculty Supervisor** (using audiotape or videotape). The supervision sessions are scheduled at the discretion of the Instructor of the practicum course. These sessions can be scheduled in the day or night hours and will be negotiated at the beginning of the semester.
- Evaluation of the student's performance throughout the practicum include a formal evaluation at the mid-point of the semester and after the student completes the practicum. Evaluations are to be completed by both Site and Faculty Supervisors.

**On average, eight to ten hours per week** on-site gives the student the opportunity to understand the philosophy and administrative guidelines of the organization and to participate to a limited extent in the organization's day-to-day operation. Students will become familiar with the policies and procedures within the organization and define their role accordingly.

## Time/Hours Requirements Internship I and Internship II

The internship experience includes a **minimum of 600 clock hours over two semesters** (300 hours in each internship) after the successful completion of a student's practicum. The internship provides an opportunity for the student to perform a variety of professional activities and tasks under supervision that a regularly employed staff member in the setting would be expected to perform.

The student's internship requires:

- A **minimum of 120 hours of direct service with clients each semester**.
- Averaging a **minimum of one hour per week of individual and/or triadic supervision on-site with the Site Supervisor** (using audiotape, videotape, or live supervision) over each academic term.
- The Faculty Supervisor has the option to require individual and/or triadic supervision throughout the semester. These sessions would be scheduled at the discretion of the Faculty Supervisor.
- Evaluation of the student's performance throughout the internship including a formal evaluation at the mid-point of the semester and after the student completes the internship. Evaluations are to be completed by Site Supervisor and reviewed with the student. For the internship portion of the clinical experience, the student will spend **20 hours per week on-site**, depending on the length of the experience, the organization, and the start of the performance of responsibilities in the role of the professional counselor. This role will involve individual and group counseling responsibilities, as well as other duties such as case management, charting, etc. The on-site experience gives the student the opportunity to understand the philosophy and administrative guidelines of the organization and to participate fully in the organization's day-to-day operation.

# A Step-by-Step Guide to Securing a Field Placement

## Clinical Mental Health Students

Students are expected to begin considering potential placement sites early in the program (during Practicum I) while discussing career goals and potential sites with their Advisor. Students are also encouraged to speak with previous cohort students about their internship experiences.

### Steps to finding an internship site:

- Students can reach out directly to a school counselor of their choice for a school placement after discussion with the Advisor or Instructor. If the school counselor agrees, they will direct you to the next steps in the approval process. This may include contacting Human Resources for the district or the school principal. It is the student's responsibility to secure the appropriate approvals required by the district. Students should begin this process during Practicum I and subsequent experiences before Practicum II and both internships.
- Once a placement is approved, students should provide the contact information for their Site Supervisor to their Instructor and Advisor so that the supervisor can be invited to Supervision Assist and credentials verified.
- If a placement is not possible or a second choice was made, it is the student's responsibility to thank the contact and inform them that alternative plans have been made.
- Students who fail to notify their Instructor and Advisor during the preceding experience will not be allowed to complete their field placement during the specified semester. Please note that it is the student's responsibility to return e-mails/phone calls and failure to communicate with the faculty and/or sites will result in a delay in beginning the field placement.
- Ultimately, your Advisor and Instructor in consultation with school district approves or disapproves of the placement site. The Advisor and Instructor will support the student until an appropriate practicum or internship site is identified and an interview for placement is made by the student.
- Students must arrange to begin working at the practicum or internship site using the school district calendar.
- Students may only collect direct and indirect hours prior to your first class meeting if you already have an assigned Site Supervisor and a supervision plan in place.
- All placement information should be completed through Supervision Assist prior to each semester start date.

## Appropriate Practicum and Internship Activities

Appropriate activities are those duties and responsibilities which a beginning professional counselor might be expected to perform. Interns should be provided opportunities to perform as many of these activities as possible in a structured, sequential and supervised program of learning, which involves a **minimum of forty percent of the intern's time being spent in direct service activities**. According to CACREP guidelines, direct service is defined as activities in which the intern is in direct client contact (see examples below). Students generally are oriented and exposed to clinical counseling work via observation, shadowing, co-counseling or facilitating counseling activities gradually leading to more independent involvement in counseling activities.

### Examples of Appropriate Direct Service Activities

- Individual counseling (required)
- Group counseling (required)
- Guidance lessons
- Marriage or couple counseling
- Family counseling
- Substance abuse counseling
- Career counseling
- Leading or co-leading psychoeducational or support groups
- Administering standardized tests in counseling

- Conducting prescreening activities and diagnostic assessments
- Using counseling interviews to assess mental status and risk for suicide, homicide, or violence
- Administering psychological assessments
- Co-counseling direct client counseling activities

### Examples of Appropriate Indirect Activities

Indirect service activities are those functions performed in which there is no direct client contact and may represent a maximum of 60% of the internship hours.

- Individual and group supervision
- Completing case notes
- Analyzing, interpreting and reporting results from standardized tests in counseling
- Recording diagnostic impressions
- Developing treatment plans
- Maintaining client records
- Preparing reports on clients or assigned topics
- Consultation
- Participating in case staffing and treatment team meetings
- Making referrals
- Participating in in-service training
- Participating in agency administrative meetings or school administrative meetings
- Learning school or agency philosophy, goals, organizational structure, policies and procedures
- Completing assigned research, program development or evaluation tasks
- Using school or agency resources such as records, psychological and psychiatric consultations, library and training media
- Completing individual study assigned by supervisor
- Visiting and observing other schools or agencies, programs or facilities as assigned by supervisor
- Observing live or recorded demonstrations of techniques and procedures
- Engaging in case management functions
- Driving between service delivery sites

### Fieldwork Related Policies and Information

- Students should thoroughly familiarize themselves with the requirements described herein as the responsibility for knowing the requirements belongs with students.
- Mutual expectations for students, Site Supervisor, and Faculty Supervisor are described in detail in the Fieldwork Training Cooperative Agreement found in Supervision Assist.
- If a problem emerges at the internship site or there is a change in the student's status that would affect the internship, the student should consult their Advisor, University Supervisor, and/or Program Director *before* talking with any site personnel. Any client-related problems must be reported to and processed with the Site Supervisor.
- Any legal or ethical violation or inappropriate conduct deemed detrimental to the agency, client, or Winthrop University will result in dismissal from the practicum or internship and an assigned grade of F. Depending on the severity of the misconduct, dismissal from the program may result.
- Paid Work Policy: Following consultation with the Program Director, it may be possible for students to apply some of their paid work-related activities to their Practicum and Internship experiences as long as these experiences are "reassigned hours" meaning that the student's employer is willing to reassign work-related activities so that the student is engaging in work responsibilities that are different from one's regular work activities. The Faculty Supervisor in collaboration with the Program Director will deem whether or not the work-related experiences can be counted towards a field placement experience. However, students may not count more than 50% of their field placement hours as reassigned work-related time (i.e., 5 hours a week for Practicum and 10 hours a week for Internship). Thus, 50% of students' time must be spent engaging in activities that are different from any reassigned

work-related responsibilities and are activities that involve the diagnoses and treatment of mental and emotional disorders or any other activities that are directly related to professional counseling. If a student is hired at his or her internship site as a counselor (i.e., diagnosing and treating mental and emotional disorders), it may be possible for him or her to count this time as meeting the internship requirements. Immediately consult with your Faculty Supervisor and Program Director should this become a possibility.

- Generally, students are unable to work full-time while also completing the internship requirements, so it is suggested students plan and arrange their schedules accordingly.
- The internship agency will designate a Site Supervisor who will provide clinical supervision for the student as stated above. The Site Supervisor has the ultimate authority regarding client cases and agency policies and procedures. Students' questions regarding cases or the agency's policies or procedures, should immediately contact the Site Supervisor. Any and all client problems that occur should be brought to the attention of the Site Supervisor.
- Some internship sites require immunizations (such as those for TB and hepatitis), additional criminal background checks, etc. Additionally, some sites may require drug testing. **Students should inquire about these requirements with the agency at least two months before the semester in which they plan to begin their field placement.**
- Some sites require additional registration such as North Carolina addictions facilities. It is your responsibility to make sure you have all the requirements met by the site before you begin your field placement.
- Classroom attendance and participation is required for the entire time that the student is enrolled in practicum and internship. This attendance is required even if the student has completed the on-site internship hours. Unexcused absences will result in a grade reduction. Students in internship may apply group supervision classroom hours toward their total hours and document this on their log under the category of group supervision but only if the time in class was spent on group supervision (not guest speakers, lecture, etc.).
- Once the Site Placement Agreement Form is signed in Supervision Assist, students will not be allowed to change their field placement site; thus, this is a decision that should be taken seriously and given careful attention.
- Read the Site Placement Agreement Form thoroughly. The student signature indicates they will abide by the terms of this training agreement.

## Important Documentation

The following documentation must be completed in Supervision Assist.

### Placement Survey

Students should complete the [request placement survey](#).

### Application

Once your field site is confirmed, complete the application in Supervision Assist. Login to Supervision Assist, select 'Supervision Site' and then 'Placement Application.'

### Counseling and Development Handbook Attestation Form

You must attest that you have read through the provided Counseling and Development Field Placement Handbook. (See <https://www.winthrop.edu/ceshs/CLES/csdv-handbook-attestation-form.aspx>)

### Student Agreement Form

The Student Agreement Form in Supervision Assist supports an understanding of the conditions that must be met during your field placement.

### Site Supervisors Info/Agreement

This form is considered the supervisor's contract with you as a student intern. You are not officially approved at your site until your placement application is marked as approved on Supervision Assist.

## On-Site Supervisor's Vita and Certification

In order to be approved at a site, students should work with the Site Supervisor to submit the required documentation of credentials as part of our CACREP accreditation. All supervisors must have at least two years of experience post-master's and must be a licensed counselor. Students should discuss need for a vita and license with Site Supervisor and support navigation in Supervision Assist. Site Supervisors will also be asked to indicate whether they have received supervision training. Uploaded documents should be in PDF format.

## Midterm Evaluation by Site Supervisor

Halfway through the semester, you are required to complete a midterm evaluation with your Site Supervisor. You may find this evaluation form on Supervision Assist. This must be completed on Supervision Assist.

## Final Evaluation by Site Supervisor

Once you have completed all hours, ask your Site Supervisor to fill out the evaluation form on Supervision Assist. Review this evaluation after it has been completed.

**There are several other evaluations on Supervision Assist you will be asked to complete at the end of the semester.**

## Preparing for your Placement

### After your application is approved

- Work with Site Supervisor to complete at least 20 hours a week.
- Make sure to keep track of hours weekly on the Activity Log in Supervision Assist.
- Stay on top of schedule with class, supervision, and self-care. Self-care is important during an internship. Take care of yourself!
- If you start to fall behind, communicate with the Site Supervisor and Faculty Supervisor.

### Halfway through your Internship

- Complete the midterm evaluation with the Site Supervisor on Supervision Assist. Students may assign an evaluation to the Site Supervisor using 'Assign Task' located on the dashboard.
- Depending on the Faculty Supervisors schedule around midterms, they may visit the site in person or virtually. Make preparations with the Faculty and Site Supervisors for this visit.

### End of your Internship

- Complete final evaluation with your Site Supervisor on Supervision Assist.
- Notify clients how many weeks you have left until you leave the site.
- Complete your site and supervisor evaluation on Supervision Assist.
- Review your Activity log to ensure the Site Supervisor approves all entries. If you fall behind contact the Field Placement Coordinator.
- Once your placement is complete send a thank you note to your site and your Site Supervisor.
- Hours do not carry over to the next semester.

## The Supervision Process

Site Supervisors must hold a master's degree in counseling, an LPC/LCMHC/LMFT/LCSW or a related field, and have two years of experience post-master's. **You must not have any prior relationship with your Site Supervisor or Faculty Supervisor** (i.e., you cannot be friends, relatives, acquaintances). If it is found that you have had any prior relationship with your supervisor(s), you will be removed from the site immediately and placed on a Professional Development Plan.

The supervision process is designed to offer counseling students an opportunity to demonstrate skills acquired in the classroom to actual counseling situations during practicum and internship. During these experiences, students are supervised by Faculty and Site Supervisors and receive feedback concerning themselves, clients, the counseling process, and professional issues. Students also learn the importance of supervision and the need for continued learning while in the role of the professional counselor. Students are urged to participate actively in the process. Seek and consider feedback to enhance skill level and integrate this into learning and professional practice.

In accord with the American Counseling Association Code of Ethics (<https://www.counseling.org/resources/ethics>), any real or perceived conflicts of interest or relationships within placement sites or with supervisors must be reported in writing to the Program Director as soon as it is identified.

### **Recommendations for Students:**

- Be prepared to tape all counseling sessions with clients for whom permission has been given. This can be done in Supervision Assist which is HIPAA-secure. Working with supervisors to prepare the approach to clients in securing this permission will help decrease recording anxiety for clients and themselves.
- Be prepared for all supervision sessions. Prior to any supervision session, formulate questions about clients, reactions to the session, the process of counseling, theory, and interventions. Be ready to ask these questions of the supervisor. Make good use of supervision time by having recorded segments cued and ready to play.
- Be prepared to receive critical and supportive supervisory feedback. In group supervision sessions, be prepared to exchange critical and supportive feedback with peers.
- Early in the semester, complete the Supervision Plan located on Supervision Assist with the Site Supervisor.
- Work to develop open and honest interactions in the supervisory relationship. As a parallel to the counseling relationship, supervision is a confidential relationship from which you may get just as much benefit as you are willing to put into it.

### **Recommendations for Supervision**

- Schedule supervision sessions with the Site Supervisor. It is required that a regular time be established each week to meet for a full hour.
- To help ensure the Site Supervisor is listening to or watching recorded sessions, be proactive by submitting the recording in a timely fashion and by requesting feedback.

### **Faculty Supervisor vs. Site Supervisor**

The Faculty Supervisor is defined as any Winthrop University faculty member that is seen for group supervision, individual supervision, and/or supervision class. The Site Supervisor is the counselor who has agreed to provide supervision on-site throughout the experience.

### **Due Process/Severe Clause Disclosure**

Evaluation of student performance is continuous throughout participation in the program. It involves consideration of the student's academic performance as well as that in laboratory, practicum, and internship classes.

A student may be removed from a course and/or program if the welfare of the clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the program faculty, in jeopardy as a result of student behavior. The program has the authority to withdraw a student from a Practicum or Internship if it is believed that performance constitutes a detriment to the clients, the site, and/or the University. This would usually include consultation with the supervisors at both the site and the University. If such removal is deemed necessary, the student will be given a grade of F or U for the course.

A student will be dismissed from the program if it is found that any hours were falsified or any other ethical breaches were determined. Being asked to leave a site will automatically result in either program dismissal or being placed on a Professional Development Plan. If placed on a Professional Development Plan, the student will be unable to return to a site for a minimum of one academic semester. If asked to leave more than one site, proceedings for program termination will be pursued.

Students have the right to due process, but this process will not prevent removal from a field-based experience and may not allow for completion of the experience during the current term if the process finds in favor of the student returning to the field. The student should first submit evidence and justification that the grounds for termination were not accurate in writing within five business days of the notification of removal to the Program Director and Department Chair. The Program Director, Department Chair, and any additional individuals involved in the case will review the materials and respond in writing to the student within seven business days of receipt. If the student wishes to appeal the response they can submit a rebuttal to the Dean of the Richard W. Riley College of Education, Sport, and Human Sciences in writing within five business days. After review of the submitted evidence by both the student and program, the Dean will respond in writing within seven business days of receipt. If requested, the Dean may meet with the student, but the purpose should be to review evidence and ask clarifying questions. The response will be copied to the Dean of Students and the Dean of the Graduate School. At that point the student may request review beyond the college by contacting the Dean of Students and the Dean of the School of Graduate, Continuing, and Online Education (SGCO). A panel will then be formed (typically including the Dean of Students, Dean of the SGCO, and a representative from the Provost's Office).

## Recording Sessions

Videotaping of your counseling sessions is a requirement so that quality supervision may be provided. Each counseling session, which you plan to use in a supervision presentation, should be previewed thoroughly. Make notes reflecting important content and questions for supervision. Depending on your supervisor's requirement, you will be asked to present specific portions of your tape without time-consuming hunting.

In order to ensure a clear, audible recording, it is suggested that you:

- Use an extension microphone. The self-contained condenser microphones found on many recording devices pick up too much machine noise. A multi-directional microphone is usually acceptable and can be readily purchased at local audio shops or checked out from the Instructional Technology Center (ITC) following their policies and procedures which require pre-planning.
- Purchase high quality recording devices or borrow equipment from the ITC.
- Make a practice recording in the setting where recording will be done. It is important to test equipment **prior to** session.
- Contact the Faculty Supervisor as soon as possible if there is a problem with recording at the site.

## Confidentiality

One of the most important aspects of counseling is confidentiality. It is also a crucial component of the trust building process. The following is a listing of important concerns:

- It is imperative that students have a working knowledge of the regulations regarding confidentiality of notes, files, and/or taping at your site. If possible, obtain a written copy of these regulations.
- Since recording is required in the supervisory process, it is the student's responsibility to get the client's written permission to record. In the case of a minor, client permission must be obtained in writing (maybe captured electronically if appropriate resources exist at site) from a parent or guardian. This consent should explain the limits of confidentiality and should state clearly that the tape will be used for supervision purposes only. Many sites have consent forms for your use or sample forms can be provided by the Faculty Supervisor.
- Students are expected to conduct themselves professionally. All information shared in a supervision group is to be kept strictly confidential by all group members.
- Do **not** use client surnames or other readily identifiable information. Use initials to label recordings.
- Upon completion of class presentation, students are required to delete all recorded evidence related to clients.

**The importance of confidentiality cannot be overstressed.** It is **YOUR** responsibility to protect recordings and other data against misuse or loss. Make sure to delete completely when finished with supervision.

## Supervision Assist

Supervision Assist is a comprehensive HIPAA-secure application that integrates all the tools that universities, supervisors and students need for successful practicum and internship experiences. It provides online documentation of:

- Supervisor, faculty and trainee evaluations;
- Activity logs and progress tracking;
- Verification of logged hours;
- Formative and summative assessment reports;
- Live, secure video sessions and playback allowing for Supervisor/Instructor viewing and feedback;
- Digitally processed records and forms; streamlined placement process; and
- Applied and documented graduate competency.

You will use Supervision Assist to:

- Upload your credentials including liability insurance;
- Request your placements;
- Log your hours;
- Record your client sessions;
- Meet with your supervisor; and
- Complete and review your evaluations.

Watch this video for an introduction: [Student Introduction Video](#)

Your Faculty Supervisor will use Supervision Assist to:

- Establish training plans;
- Approve placements;
- View client sessions;
- Meet for supervision individually and with groups;
- Monitor progress;
- Evaluate performance; and
- Verify competencies.

Your Site Supervisor will use Supervision Assist to:

- Monitor progress;
- Verify hours and activities; and
- Evaluate your performance.

Share the following link with your Site Supervisor once placement is approved: [Site Supervisor Introduction Video](#)