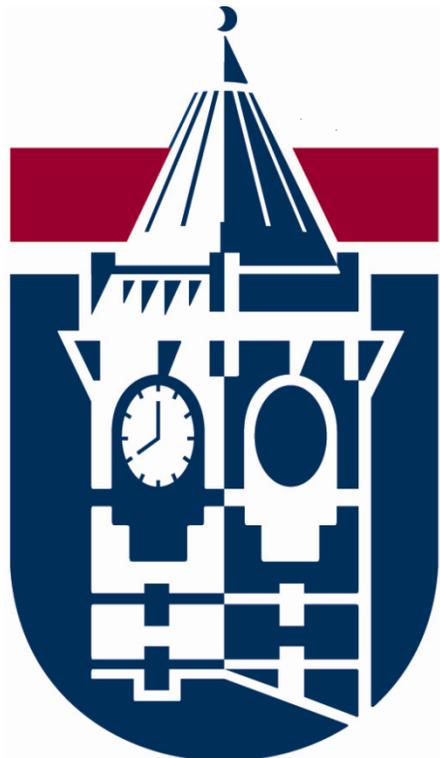


Site Supervisor's Handbook

Counseling and Development

WINTHROP UNIVERSITY
COLLEGE OF EDUCATION



Dear Supervisor:

Thank you for agreeing to be a site supervisor this semester for a Winthrop University Counseling and Development student. I hope this is the beginning of a wonderful relationship and learning experience for both you and our intern. I want to provide you with this manual to help you understand the expectations we have for our students as well as the accreditation standards we must adhere to in order to make this a beneficial experience.

We are committed to holding our students up to the highest standards and need your help and collaboration in doing so. I want to reach out and let you know that I am available at any time to talk about an intern's performance. I want to have an open relationship from the beginning of the semester in which you feel comfortable calling me or the intern's faculty supervisor regarding any issues you deem relevant to the students' performance as a future counselor. We would like to know if the counselor is not performing in a professional manner such as arriving late, not taking any initiative, being unprofessional in dress, speech, or conversation as well as any other issues that would need to be addressed.

Please do not let even the smallest of issues slide. It is our responsibility to train responsible and ethical counselors that we can recommend to enter the field. If we neglect to give them feedback now they may never get it. If I can assist in anyway please reach to me for help. My number is (803)323-2456 and my email is jordanje@winthrop.edu.

Sincerely,

Jennifer Jordan, Ph.D., LPCS, NCC

Introduction

The Counseling and Development Program at Winthrop University provides this handbook to Site Supervisors of Practicum/Internship students in order to contribute to the successful clinical experience for both the supervisor and the student. This booklet contains guidelines and expectations that will help prepare those involved with Practicum/Internship for a positive clinical experience in accordance with the Program, Practicum/Internship Site, and Student guidelines. This handbook is organized under the following categories:

- **Program Information, Goals, and Mission**
- **Program Expectations**
- **Practicum/Internship Guidelines**
- **Student Guidelines**
- **General Supervision Information**
- **Practicum/Internship Forms**

Mission Statement

The primary purpose of the Winthrop University Clinical Mental Health Counseling Program is to train knowledgeable, competent, skillful professional counselors to provide services in both human service agencies and educational settings. This program is based on a developmental process emphasizing skill development at early stages progressing to a strong theoretical base, an ethical and professional orientation, and cultural sensitivity. In the training of future community and school mental health professionals, courses will provide a learning environment with emphasis on an understanding of diversity and development of skills necessary to work effectively with individuals from various cultures within the region and beyond.

Objectives

The objectives listed below represent the major program objectives for all students in the Counseling program. The more specific objectives related to each one of these provide the skeletal framework for the coursework offered to students and thus will be found in each course syllabi.

- A. To facilitate student(s) acquisition of counseling and/or helping skills such as individual counseling, testing, group work, professional orientation and ethics, consulting, interviewing, and diagnosis and assessment.
- B. To facilitate student(s) acquisition of skills and abilities with research and evaluation tools relevant to the delivery of helping services in the school or community agency milieu.
- C. To provide student(s) with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the helping profession.
- D. To provide student(s) with knowledge of the organization and administration of human service agencies or schools as well as clarity regarding the role of the professional counselor in each of these settings.
- E. To introduce student(s) to an understanding of the wide scope of diverse populations they will encounter in their work settings.
- F. To assure that the diversity of students recruited in the program reflects the diversity of the university, the community, and the region served consisting of both urban and rural environments.

Faculty

Dr. Jennifer Jordan

Associate Professor

Program Coordinator

Community Counseling Clinic Director

Education:

- Ph.D., Counselor Education, May 1998 Department of Counselor Education and Educational Psychology Mississippi State University, Starkville, Mississippi Emphasis Area: Community Counseling Minor Area: Sociology
- M.A., Psychological Counseling, August 1995 Nicholls State University, Thibodaux, Louisiana Emphasis Area: Community Counseling
- B. A., Psychology, University of Central Florida, Orlando, Florida
- University of Florida Exchange Program University of Utrecht, Utrecht, Netherlands

Area(s): Play Therapy, Moral orientation as related to the counseling experience, Perception of counselors, Counselor Effectiveness, Counselor Confidence, CACREP program policy use and effectiveness, Supervision, Group counseling techniques, Microskills approach to teaching counseling, Admission policies, interviews, workshops, Students personal counseling needs

Dr. Carrie Sanders

Assistant Professor

Field Placement Coordinator

Education:

- Ph.D., Counselor Education, Virginia Tech, Blacksburg, VA
- MAEd., Counselor Education: School Counseling, Virginia Tech, Blacksburg, VA
- BS, Middle Grades Education, Appalachian State University, Boone, NC

Area(s): School Counseling, Career Counseling, Group Process, and Counselor Supervision

Practicum Expectations

The Practicum is "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship." (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2001, p. 104).

There are distinctive differences between the Practicum and Internship experiences. The Practicum provides for the development of individual counseling and group work skills under close supervision. This experience is designed to orient the student to the roles and responsibilities of the professional counselor prior to entering the field fulltime.

Specifically, the program requires students to complete a supervised practicum 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 (individual counseling, group counseling, co-therapy, advising, IEP's, etc...)
- ❖ **A minimum of one hour per week of individual supervision on-site with the site supervisor (using audiotape, videotape, or live supervision) over each academic term.**
- ❖ An average of one and one-half hour per week of group supervision that is provided on a regular schedule over the course of the student's Practicum by a program faculty member or a supervisor under the supervision of a program faculty member.
- ❖ A minimum of one hour per week of individual supervision with the university supervisor (using audiotape or videotape).
- ❖ Evaluation of the student's performance throughout the Practicum including a formal evaluation at the mid-point of the semester and after the student completes the Practicum to be completed by both Site and University Supervisors. Oral feedback should be given throughout the supervisee's field placement.

On average, eight (8) to ten (10) 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.

Note: Students will not be allowed to collect direct client contact hours toward Practicum/Internship prior to the start of the semester. Students must be receiving supervision by the University Supervisor in order to collect these hours.

Students are required to complete the practicum for one (1) full semester. This will require the student to continue the practicum until the end of the academic semester.

Internship Expectations

The Internship is "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 the student's program and initial postgraduate professional placement." (CACREP, 2001, p. 105)

The Internship experience includes a minimum of 600 clock hours over two (2) semesters after the successful completion of a student's Practicum. The Internship provides an opportunity for the student to perform under supervision a variety of tasks and activities 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
- ❖ **A minimum of one hour per week of individual supervision on-site (using audiotape, videotape, or live supervision) over each academic term**
- ❖ A university supervisor has the option to require individual supervision throughout the semester. These sessions would be scheduled at the discretion of the university supervisor.
- ❖ An average of one and one-half hour per week of group supervision that is provided on a regular schedule over the course of the student's Internship by a program faculty member or a supervisor under the supervision of a program faculty member
- ❖ The opportunity for a wide-variety of professional activities
- ❖ 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 to be completed by both Site and University Supervisors

For the Internship portion of the clinical experience, the student will spend 20 hours per week, 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.

Practicum/Internship Site Guidelines

Supervisors at Practicum/Internship Sites must have a minimum of a master's degree in counseling or a related field and appropriate licensure and/or certification. A minimum of two years of pertinent professional experience and knowledge of program requirements and evaluation procedures is recommended.

The Practicum/Internship Supervisor agrees to provide clinical experiences for the Practicum/Internship student in accordance with the program guidelines that include:

- ❖ 40 client direct contact hours for Practicum and 240 client contact hours for Internship
- ❖ Clinical experiences with clients who represent ethnic and demographic diversity of the community
- ❖ Orientation of the University Supervisor and the Practicum/Internship student to the facilities, philosophies, and policies of the site
- ❖ Site visits by University Supervisor

Included in the orientation should be the procedure for assigning clients to the student, procedures for taping clients for supervision purposes, emergency procedures of the Site, and any site-specific limits to confidentiality.

Further, the Site Supervisor attempts, within site philosophy and administrative guidelines, to help the student meet program requirements, by providing adequate office space for the Practicum/Internship. Minimally, a private space will be provided for the student while he/she is seeing clients. The Site Supervisor will also:

- ❖ Assist the student with policies and procedures concerning the taping of clients for supervision purposes
- ❖ Assist in the evaluation of the student's clinical performance relative to the objectives of the experience
- ❖ Notify the University Supervisor of any problems that may influence the student's successful completion of the placement.

Practicum/Internship Student Guidelines

The student agrees to the following guidelines:

- ❖ Be aware of their responsibilities for Practicum/Internship participation, including learning the policies and procedures within the organization, site expectations, rules and other regulations
- ❖ Ask before acting
- ❖ Abide by the ethical standards developed by the American Counseling Association
- ❖ Obtain liability insurance
- ❖ Follow the administrative policies, standards, and practice of the site
- ❖ Report to the site on time and follow all established regulations during the regularly scheduled operating hours of the site
- ❖ Conform to the standards and practices of the University while training at the site
- ❖ Keep in confidence all medical and health information pertaining to clients

General Supervision Information

Supervision is defined as "a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in Practicum and Internship and facilitates the learning and skill development experiences associated with Practicum and/or Internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients" (CACREP, 2001, p. 105).

Supervisors play many different roles for students, which include functioning in education, counseling, and consultative roles (Bernard & Goodyear, 1998). To assist supervisors in fulfilling these various roles, there are certain personal as well as professional characteristics they should possess. These characteristics closely match the same qualities as a good teacher or a good counselor (Borders, 1994). First and foremost, the supervisor should respect their supervisee, which means having unconditional positive regard for their supervisee as a person and as a developing professional. Additionally, it is important for the supervisor to enjoy supervising and to remain committed to helping the supervisee grow and be actively involved. Because of the authority the supervisor has, it is imperative they understand their power and are comfortable with their evaluative functions. Finally, the supervisor should have a good sense of humor, which will assist in the working relationship between the mentor and the mentee.

Professionally, good supervisors should be knowledgeable, well trained, and competent in the field of counseling (Borders, 1994). This is important so they can properly train and evaluate their supervisee. In addition, these supervisors should remain active in educational activities, self-evaluation, and receiving feedback from their colleagues. With all these personal and professional skills, a good counselor can effectively lead and help develop their supervisee to a knowledgeable and competent counselor.

Professional Organizations

The Association for Counselor Education and Supervision (ACES):

The Association for Counselor Education and Supervision (ACES) is a division of the American Counseling Association (ACA) representing counselor educators and supervisors. Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952.

ACES is one of seventeen (17) divisions of the ACA. ACA, the umbrella organization, is a scientific, educational organization serving members and the public by fostering the advancement of counseling and human development in all settings. This is accomplished through the promotion of sound professional practice and high standards of professional conduct in addition to the sponsoring of educational meetings, conferences and workshops. Such endeavors educate the profession and the public about the human development profession.

ACES emphasizes the need for quality education and supervision of counselors in all work settings. Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing and supervision of counselors. Publications on current and relevant research, practices, ethical standards and related problems are available to members. Persons who are engaged in the professional preparation of counselors will find leadership through ACES. The purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve guidance, counseling and student development services in all setting of society. For more information, visit the website at www.acesonline.org

The Southern Association for Counselor Education and Supervision (SACES):

The Southern Association for Counselor Education and Supervision (SACES) is the regional organization of ACES, representing counselor educators and supervisors in the south. States represented include Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. For more information, visit the website at www.saces.org.

Both professional organizations adhere to the [Ethical Guidelines for Counselor Supervisors](#). (See below)

ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Adopted by ACES Executive Counsel and Delegate Assembly
March, 1993

Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to [ACA's current ethical standards](#) and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. Administrative supervision refers to those supervisory activities that increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations that challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its [procedures](#) for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

DEFINITIONS OF TERMS:

Applied Counseling Settings - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

Supervisees - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

Supervisors - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

1. Client Welfare and Rights

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

2. Supervisory Role Inherent and integral to the role of supervisor are responsibilities for:

- a. Monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in

which they practice.

2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.

2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.

2.07 Supervisors of counselors should meet regularly in face-to-face sessions with their supervisees.

2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees, which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.

2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

3. Program Administration Role

3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.

3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.

3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.

3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.

3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.

3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.

3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.

3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.

3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.

3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.

3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as

practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.

3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.

3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

- a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
- b. Client welfare;
- c. Supervisee welfare;
- d. Supervisor welfare; and
- e. Program and/or agency service and administrative needs.

References

Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision* (2nd ed.).

Needham Heights, MA: Allyn and Bacon.

Borders, L. D. (1994). *The good supervisor*. (ERIC Document Reproduction Service No. ED-

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Council for Accreditation of Counseling and Related Educational Programs (2001). *CAREP Accreditation*

Manual. Alexandria, VA: Author.

Documentation

Again, thank you for agreeing to support a Counseling and Development student by serving in the role of site supervisor. Prior to the beginning of a practicum or internship placement, the student will ask you to complete an on-line form to agree to take on the important role of their site supervisor. When the student sends you a link to the form, it will resemble the image below. Please complete the form and then click submit at the bottom of the page.

The image is a screenshot of the Winthrop University website. At the top, the Winthrop University logo is displayed in white on a dark red background. To the right of the logo is a search bar with the text "Search: Site People" and a "Go" button. Below the search bar is a navigation menu with yellow background and black text: "COMMUNITY & VISITORS", "PARENTS & FAMILIES", "FUTURE STUDENTS", "CURRENT STUDENTS", "ALUMNI & FRIENDS", and "FACULTY & STAFF". Below the navigation menu is a large banner image of a building with a clock tower. On the left side of the banner, there is a purple box with the Winthrop University seal and the text "DEPARTMENT OF COUNSELING, LEADERSHIP, & EDUCATIONAL STUDIES". Below the banner is a white box containing the form. The form has a title "Counseling, Leadership, and Educational Studies" and a subtitle "Counseling On-Site Supervisor Information and Agreement Form...". Below the subtitle is a note: "NOTE: Site supervisors must hold a master's degree in counseling or a related field and have two year's experience post masters." The form contains several input fields: "On-Site Supervisor's First Name:", "On-Site Supervisor's Last Name:", "Title:", "Email Address:", "Site Street Address:", "City:", "State:", "Zip:", and "Telephone:". On the right side of the form, there is a yellow box with the text "CONTACT INFORMATION" and "Counseling, Leadership, & Educational Studies 204 Withers Building Rock Hill, SC 29733 803/323-2151 803/323-4369 (fax)". On the left side of the form, there is a dark blue sidebar with a list of links: "About the Department", "Catalogs & Courses", "Degree Programs", "Directory Information", "Faculty Members", "Contact Us", and "College of Education".

In addition, we require that our site supervisors have obtained the appropriate education and experience to serve at a site supervisor. In order to verify these requirements, your practicum/intern student will ask for a copy of a proof of your credentials. Thank you for providing this information so that we are able to remain in compliance with our accreditation body.

As a site supervisor, we ask that you work with the candidate as s/he develops essential counseling skills. In order to identify areas of strength and areas to work on during the program, we ask that as a site supervisor you provide formal feedback to the student two times during the semester in the form of a midterm and a final evaluation. Please see the charts below for the standards measured in practicum and internship for our clinical mental health students and our school counseling students. The candidate working with you this semester will provide you a copy of the midterm and final evaluation and request that you complete these two times during the semester.

Clinical Mental Health Practicum II Standards

Foundations CMH	
CMHC B.1	Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship
Counseling, Prevention and Intervention CMH	
CMHC D.3	Student promotes optimal human development, wellness and mental health through prevention, education and advocacy
CMHC D.4	Student applies effective strategies to promote client understanding of and access to a variety of community resources.
CMHC D.5	Student applies effective strategies to promote culturally responsive individual , couple, family, group and systems modalities for initiating, maintaining, and terminating counseling
CMHC D.6	Student demonstrates the ability to use procedures for assessing and managing suicide risk
CMHC D.7	Student applies current record-keeping standards related to clinical mental health counseling
CMHC D.8	Student provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders
CMHC D.9	Student demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate
Diversity and Advocacy CMH	
CMHC F.2	Student advocates for policies, programs and services that are equitable and responsive to the unique needs of the clients at this site
CMHC F.3	Student demonstrates the ability to modify counseling systems, theories, techniques an interventions to make them culturally appropriate for diverse populations
Assessment CMH	
CMHC H.2	Student demonstrates skills in conducting an intake interview, a mental status evaluation, a bio psychosocial history, a mental health history and a psychological assessment for treatment planning and caseload management
CMHC H.3	Student demonstrates ability to screen for addiction, aggression and danger to self and/or others as well as co-occurring mental disorders
Research and Evaluation CMH	
CMHC J.1	Student applies relevant research finding to inform the practice of clinical mental health counseling
CMHC J.3	Student analyzes and uses data to increase the effectiveness of clinical mental health counseling intervention programs
Diagnosis CMH	
CMHC L.3	Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters and other trauma-causing events

Clinical Mental Health Internship Standards

Foundations CMH	
CMHC B.1	Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship
CMHC B.2	Student actively applies knowledge of public mental health policy, financing and regulatory processes to improve service delivery opportunities to clients
Counseling, Prevention and Intervention CMH	
CMHC D.1	Student uses the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and terminate counseling
CMHC D.2	Student applies multicultural competencies to clinical mental health counseling involving case conceptualizations, diagnosis, treatment, referral and prevention of mental health and emotional disorders
CMHC D.3	Student promotes optimal human development, wellness and mental health through prevention, education and advocacy
CMHC D.4	Student applies effective strategies to promote client understanding of and access to a variety of community resources.
CMHC D.5	Student applies effective strategies to promote culturally responsive individual , couple, family, group and systems modalities for initiating, maintaining, and terminating counseling
CMHC D.6	Student demonstrates the ability to use procedures for assessing and managing suicide risk
CMCH D.7	Student applies current record-keeping standards related to clinical mental health counselling
CMCH D.8	Student provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders
CMHC D.9	Student demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate
Diversity and Advocacy CMH	
CMHC F.1	Student maintains information or demonstrates the ability to find community resources to make appropriate referrals
CMHC F.2	Student advocates for policies, programs and services that are equitable and responsive to the unique needs of the clients at this site
CMHC F.3	Student demonstrates the ability to modify counseling systems, theories, techniques an interventions to make them culturally appropriate for diverse populations
Assessment CMH	
CMHC H.1	Student is competent when selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols
CMHC H.2	Student demonstrates skills in conducting an intake interview, a mental status evaluation, a bio psychosocial history, a mental health history and a psychological assessment for treatment planning and caseload management
CMHC H.3	Student demonstrates ability to screen for addiction, aggression and danger to self and/or others as well as co-occurring mental disorders
CMHC H.4	Student applies the assessment of a client's stage of dependence, change or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care

Research and Evaluation CMH	
CMHC J.1	Student applies relevant research finding to inform the practice of clinical mental health counseling
CMHC J.2	Student develops measurable outcomes for clinical mental health counseling programs, interventions and treatments
CMHC J.3	Student analyzes and uses data to increase the effectiveness of clinical mental health counseling intervention programs
Diagnosis CMH	
CMHC L.1	Student demonstrates appropriate use of diagnostic tools, including the current edition of the DSM to describe the symptoms and clinical presentation of clients with mental and emotional impairments
CMHC L.2	Student is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professions
CMHC L.3	Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters and other trauma-causing events

School Counseling Practicum II Standards

Foundations SC

SC B.1	Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship
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Counseling, Prevention and Intervention SC

SC C.3	Student provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students
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SC D.1	Student demonstrates self-awareness, sensitivity to other and the skills needed to relate to diverse individuals, groups and classrooms
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SC D.2	Student provides individual and group counseling and classroom guidance to promote the academic, career and personal/ social development of students
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SC D.3	Student designs and implements prevention and intervention plans related to the effects of a) atypical growth and development b) health and wellness c) language d) ability level e) multicultural issues and/ or f) factors of resiliency on student learning and development
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SC D.4	Student demonstrates the ability to use procedures for assessing and managing suicide risk
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SC D.5	Student demonstrates the ability to recognize his or her own limitations as a school counselor and to seek supervision or refer clients when appropriate
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Diversity and Advocacy SC

SC F.1	Student demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development
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SC F.2	Student advocates for the learning and academic experiences necessary to promote the academic, career and personal/ social development of students
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SC F.3	Student advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
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Assessment SC

SC G.5	Student selects appropriate assessment strategies that can be used to evaluate a student's academic, career and personal/ social development
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SC G.6	Student demonstrates ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of education programs
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SC H.5	Student assesses barriers that impede students' academic, career and personal/social development
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Research and Evaluation SC

SC J.3	Student analyses and uses data to enhance school counseling internship
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Academic Development SC

SC L.1	Student conducts programs designed to enhance student academic development
SC L.3	Student implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement

Collaboration and Consultation SC

SC N.1	Student works with parents, guardians, and families to act on behalf of their children to address problems that effect students success in school
SC N.3	Student consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development
SC N.4	Student uses peer helping strategies in the school counseling program
SC N.5	Student uses referral procedures with helping agents in the community to secure assistance for students and their families

Leadership SC

SC P.1	Student participates in the design, implementation, management and evaluation of comprehensive developmental school counseling programs
SC P.2	Student plans and presents school counseling related education programs for use with parents and teachers

School Counseling Internship Standards

Foundations SC	
SC B.1	Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship
SC B.2	Student demonstrates the ability to articulate, model and advocate for an appropriate school counselor identity and program
Counseling, Prevention and Intervention SC	
SC D.1	Student demonstrates self-awareness, sensitivity to other and the skills needed to relate to divers individuals, groups and classrooms
SC D.2	Student provides individual and group counseling and classroom guidance to promote the academic, career and personal/ social development of students
SC D.3	Student designs and implements prevention and intervention plans related to the effects of a) atypical growth and development b) health and wellness c)language d)ability level e)multicultural issues and/ or f) factors of resiliency on student learning and development
SC D.4	Student demonstrates the ability to use procedures for assessing and managing suicide risk
SC D.5	Student demonstrates the ability to recognize his or her own limitations as a school counselor and to seek supervision or refer clients when appropriate
Diversity and Advocacy SC	
SC F.1	Student demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development
SC F.2	Student advocates for the learning and academic experiences necessary to promote the academic, career and personal/ social development of students
SC F.3	Student advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
SC F.4	Student encourages parents, guardians and families to promote the academic, career and personal social development of students
Assessment SC	
SC H.1	Student assesses and interprets student's strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities
SC H.2	Student selects appropriate assessment strategies that can be used to evaluate a student's academic, career and personal/ social development
SC H.3	Student demonstrates ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of education programs
SC H.4	Student makes appropriate referrals to school and/or community resources
SC H.5	Student assesses barriers that impede students' academic, career and personal/social development
Research and Evaluation SC	
SC J.1	Student applies relevant research findings to inform the practice of school counseling
SC J.2	Student develops measurable outcomes for school counseling programs, activities, interventions and experiences
SC J.3	Student analyses and uses data to enhance school counseling internship

Academic Development SC	
SC L.1	Student conducts programs designed to enhance student academic development
SC L.2	Student implements strategies and activities to prepare students for a full range of postsecondary options and opportunities
SC L.3	Student implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement
Collaboration and Consultation SC	
SC N.1	Student works with parents, guardians, and families to act on behalf of their children to address problems that effect students success in school
SC N.2	Student demonstrates ability to locate resources in the community that can be used in the school to improve student achievement and success
SC N.3	Student consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development
SC N.4	Student uses peer helping strategies in the school counseling internship
SC N.5	Student uses referral procedures with helping agents in the community to secure assistance for students and their families
Leadership SC	
SC P.1	Student participates in the design, implementation, management and evaluation of comprehensive developmental school counseling programs
SC P.2	Student plans and presents school counseling related education programs for use with parents and teachers