



**Supervised Experiences
in Our Profession:**

**The CED Practicum and
Internship Handbook**

Department of Counseling and
Educational Development

University of North Carolina at
Greensboro

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DEPARTMENT OF COUNSELING AND EDUCATIONAL DEVELOPMENT
**PROFESSIONAL EXPERIENCES IN
COUNSELING INTRODUCTION**

This manual provides information about professional experiences in counseling in the Department of Counseling and Educational Development, in the School of Education, at the University of North Carolina at Greensboro, and is a supplement to the Department's student handbooks. Field experiences consist of practicum, counseling internship, counseling supervision, and university teaching experiences.

Field experiences are a part of all tracks of the counselor education program in the master's (MS), specialist (MS/EdS), and doctoral degree (PhD) levels:

- Clinical Mental Health Counseling
- Couples and Family Counseling
- Student Development
- School Counseling
- And in the Post-Master's Certificate Programs

The tracks listed above share common core courses and objectives at each level, yet each track and post-master's certificate develops distinct competencies through environmental emphases and field experiences.

The **practicum** is designed to help students develop requisite counseling skills and knowledge of the applied setting. The **internship** provides the student with experience in all aspects of professional functioning applicable to his or her program track. **Counseling supervision** is an opportunity for doctoral students to develop supervision skills through working with MS and MS/EdS degree students in their field experiences. The **university teaching experience** provides doctoral students with opportunities to develop college classroom teaching skills.

Each of these field experiences is described in further detail below.

DEPARTMENT OF COUNSELING AND EDUCATIONAL DEVELOPMENT INTERNSHIP FREQUENTLY ASKED QUESTIONS AND FAST FACTS

I would like to participate in internship next semester, what do I need to do to ensure this?

First, all required coursework must have a final and passing grade. Secondly, every potential intern is required to attend a mandatory internship meeting prior to their first semester of internship and complete required paperwork each semester (**see page 11** for more information and due dates). These forms include

- Internship application 1 to 2 semesters PRIOR TO the semester of desired internship enrollment
- Instructional agreement and index card form due the semester prior to desired internship enrollment (**see page 14** for more information).

What signatures do I need to have on my internship application?

For the Internship Application, students are only required to complete the application form and provide their own signature before turning the form into the Internship Coordinator. All other signatures will be received AFTER the form has been completed and turned in.

For the Instructional Agreement students are required to get their Site Supervisor's signature and turn the form into the Internship Coordinator. All other signatures will be received AFTER the form has been completed and turned in.

When can I contact my internship sites to inquire or interview about an internship?

Only **after** you have received a written confirmation (via email or paper memo) from the Internship Coordinator can students contact internship sites to explore the possibility of internship.

What are the requirements for someone to be a site supervisor?

See page 17 for more information

- Employed by the internship site and work in the same building
- Have a minimum of the degree in which the intern is seeking (e.g., MS, MS/EdS = site supervisor with a minimum of an MS; PhD = site supervisor with a minimum of a PhD or MD)
- Have a minimum of 2 years post-degree clinical experience in counseling or a closely related mental health field
- Hold the appropriate certifications (e.g., NCC, school certification) and mental health licensure (e.g., LPC, LMFT, LPA, LCSW, LCAS)

How do I get a new internship site approved if it is not in the database?

There is a specific procedure to do this and it can be found on **page 12**.

I have already handed my internship application in, and have interviewed with no luck of finding an internship. How do I get a new internship site approved so I can contact them?

Email the Internship Coordinator and your faculty advisor in the same email indicating what you are looking for, and the specific sites you would like approved. Confirmation of approval or non-approval will be given to you in written format via email.

Who needs to turn in an instructional agreement form?

Any student who will be interning at an off-UNCG campus internship site for the first time. That is, if a student remains at the same site for 2 semesters, the instructional agreement is only due during the first semester. If a student changes sites from the first internship to the second internship, a new instructional agreement is needed for each site. Instructional agreements are good for one year. Students interning ON the UNCG campus do not need to complete an instructional agreement.

How many hours will I be spending in supervision?

Each student is required to spend a minimum of 1 hour of individual supervision with a site supervisor each week. Additional hours may be required by the site supervisor. Each student is required to spend a minimum of 7 2-hour sessions in group supervision and 7 1-hour sessions in individual supervision with their University supervisor. Additional hours or lengths in time may be required by the University supervisor.

Do supervision hours count toward my internship hours?

The time spent in supervision with the site supervisor does count towards the indirect hours required each semester. Time spent in supervision with the University supervisor does not count toward internship hours. However, supervision with both the site and University supervisors do count toward licensure and certification.

How many hours of tape am I required to turn into my University supervisor?

Students are required to turn in a minimum of 7 tapes OR the equivalent of 7 clock hours of counseling sessions to their University supervisors. That is, if students are completing 1.5 hour group sessions, they must turn in a minimum of 7 tapes; if students are completing 30 minute counseling sessions, they must turn in 14 tapes. These requirements are a minimum.

When am I allowed to start my internship?

Students are not able to start their internship until the *first day of the semester* in which they are enrolled. If this is the first internship the student is enrolling in (e.g., CED 680A, CED 780A, or for PMC students possibly CED 680C) students are not able to start directly working with clients until they have met with their University supervisor.

Can I work in between the semesters in internship (e.g., in May between Spring and Summer, or across the winter break)?

Once the semester ends, students are not able to stay in internship, collect direct or indirect hours, or stay at their internship site. The reasons for this are due to the fact that the student is no longer covered by the liabilities of being enrolled in the course during an academic term. Very few exceptions have been made. These requests need to be made to the Internship Coordinator and will only be considered if the site supervisor indicates in a written statement (letter or email) that the student intern is needed to continue across the semester break due to client care or the need to see clients during this time. If an exception IS made, the student still needs to have and be assigned a University supervisor during the break time, and must still meet 1 hour per week in individual supervision with the site supervisor, AND must have an incomplete in their current semester of internship in order to be covered by liability insurance.

DEPARTMENT OF COUNSELING AND EDUCATIONAL DEVELOPMENT PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES

Counseling Practicum

Counseling practicum (CED 653) is a one (1) to three (3) semester-hour co-requisite course taken in conjunction with core courses and some specialized courses in the counseling program. Practicum is required for specific courses (listed below). There are two different components of practicum: (1) Field Experience Practicum and (2) Counseling Skills Practicum. On the next page is a table that specifies the courses in the CED program that includes a practicum.

In addition to CED 653 counseling practicum, students are also required to take and successfully pass Field Practicum (CED 677 or CED 675) and Advanced Practicum (CED 679) prior to enrolling in internship. Advanced Practicum is briefly explained below, but is further explained in the Advanced Practicum/Clinic manual and accompanying syllabi.

All practicum experiences (and corresponding courses) taken prior to internship must be successfully completed before enrolling in the first master's counseling internship (CED 680A). Specific courses are also required to be completed prior to doctoral students enrolling in their first internship experience or supervision experience (CED 780A/781A; see doctoral internship application). Practicum hours from CED 653 courses are *not* credited toward the minimum semester hours required for a degree.

Practicum Hours

Master's students are required to complete a **minimum of 100 clock hours** of supervised practicum and advanced practicum experiences. Of the 100 minimum clock hours, 40 clock hours must be in direct service with client, with some of the hours including group work. However, students typically complete at least 150 hours of supervised practicum experiences as part of their program in the Department of Counseling and Educational Development at UNCG.

Two grades are given for each practicum, "S" (Satisfactory) or "U" (Unsatisfactory). A grade of "S" indicates completion of all site *and* university requirements at an acceptable level. A grade of "U" will be awarded when site *or* university requirements have not been accomplished in an acceptable manner. If a student receives a grade of "U" in any CED 653/677 practicum course, the student will not pass the course aligned with that practicum experience (i.e., the student will either receive an incomplete or a failing grade in the core course).

Practicum Courses for Masters' Students	
Field Experience Practicum Courses	Counseling Skills Practicum Courses
<ul style="list-style-type: none"> ➤ CED 648 Counseling and School Settings ➤ CED 644 Counseling in Community Settings ➤ CED 602 Student Development in Higher Education ➤ CED 679 Advanced Practicum 	<ul style="list-style-type: none"> ➤ CED 605 Counseling Diverse Populations ➤ CED 610 Helping Relationships ➤ CED 611 Scientist-Practitioner ➤ CED 612 Counseling Over the Lifespan ➤ CED 620 Counseling Theories and Practice ➤ CED 641 Counseling Children ➤ CED 642 Substance Abuse Counseling ➤ CED 650 Group Counseling Theory and Practice ➤ CED 669 Career Development ➤ CED 671 Understanding and Counseling Adolescents ➤ CED 682 Applications of Measurement and Clinical Appraisal Technique ➤ CED 690 Counselors Working with Families ➤ CED 691 Advanced Clinical Topics in Couple and Family Counseling/Therapy

Practicum Courses for Doctoral Students
Counseling Skills Practicum Courses
<ul style="list-style-type: none"> ➤ CED 756 Advanced Counseling Theory and Practice ➤ CED 760 Seminar: Consultation in Human Service Settings ➤ CED 774 Career Counseling ➤ CED 781A Counseling Supervision Internship ➤ CED 777A Seminar in Counseling Assessment

Field Experiences in Practicum

The field experience practicum (CED 677 and CED 675) is taken concurrently with each introductory environmental emphasis:

- School Counseling: CED 648 Counseling in School Settings
- Clinical Mental Health Counseling/Couples and Family Counseling: CED 644 Counseling in Community Settings
- Student Development: CED 602 Student Development in Higher Education

During this semester, students complete a minimum of 50 hours in an appropriate setting (placements are determined by the instructor and practicum coordinator). Students learn the role of the counselor in the particular setting, the variety of activities and services provided, procedures, and policies, and other activities relevant to a counselor's work in the setting.

Students serve as volunteers or "apprentices" rather than full-fledged counselors during this introductory experience. Appropriate practicum activities are determined by the course instructor, and often include tutoring, observing counseling sessions, attending staff and case consultation meetings, administering tests, interviewing professional staff members, studying counseling materials and procedural manuals, and other support functions. Typically, students keep a log of their activities and complete assignments related to course content (e.g., interview the director, observe a special education class, and learn the procedure for dealing with emergency clients). Students report on their experiences during class meetings and/or group practicum process meetings.

For students in the school track, the field practicum fulfills the requirement for school counseling licensure. School students should enroll in CED 677 School Certification. Students in the Couple and Family, Clinical Mental Health, and Student Development/College Counseling tracks should enroll in CED 675. Requirements for CED 677 and CED 675 are the same. The field practicum courses are three credit hours each and do count toward the students total credit hours for graduation in their program track.

Field practicum hosts help arrange the suggested activities, meet with the student on a regular basis to discuss practicum experiences, and complete an evaluation form of the student at the end of the semester. Students also complete an assessment of their experience.

Counseling Skills Practicum

Other courses offer a practicum that focuses on developing counseling skills for a particular course. Students register for CED 653 for each of the courses listed under Counseling Skills Practicum in the table above.

During these practica, students practice skills, techniques, and procedures with screened clients or peers (i.e., *working with peers in practicum does not count toward the minimum of 40 direct contact hours*). Activities may include individual, family and group counseling, test administration and interpretation, writing case notes and treatment plans, and other direct service activities. Specific requirements are determined

by the course instructor. Most practica activities take place outside of the regular class meeting time.

Skills practica are supervised by the course instructor, doctoral students, and/or practicum graduate assistants. Students also complete self- and peer-review of their work in these practica. Supervision during these practica may include videotape review, live observation, and/or live supervision.

Most skills practica activities are conducted in the Counseling and Consulting Clinic in Ferguson, and **must** be audio-taped and/or videotaped. Students are **required** to be familiar with the emergency procedures outlined below and in the bluebook (a.k.a. *Student Handbook*).

Note: Please keep in mind that the Nicholas A. Vacc Counseling and Consulting Clinic is a professional counseling center. Therefore, at any time that you are in the clinic, whether it is for a practicum activity, to see a client, or to talk among other students in the program, please be quiet and act professional! At any point in time that the clinic is open, a faculty member, intern, or staff member may be conducting a counseling session with a volunteer or community client. Also, clients tend to wait outside of the clinic doors in the waiting area in Ferguson, so please conduct yourself in a professional manner any time you are around the clinic.

Advanced Counseling Practicum

Master's students are required to complete an Advanced Counseling Practicum in the spring of their first year. All students are required to meet with volunteer or community clients to obtain a minimum of 40 direct face-to-face clock hours working therapeutically with clients in individual, couple, family, and/or group settings, with the remainder being indirect hours (e.g., case notes, treatment plans, preparing for client sessions), for a total of a minimum of 100 hours in Advanced Practicum. These 100 clock hours (with a minimum of 40 direct-contact clock hours) need to be acquired within the spring semester in which the student is enrolled in Advanced Practicum.

Advanced Practicum is supervised through individual, triadic, and group supervision. The practicum student will be supervised an average of 1 hour of individual or triadic and average of 1.5 hours of group supervision per week. Supervision by the University supervisor does not count toward the total 100 hours since the supervision is considered the "class" part of Advanced Practicum. However, these supervision hours will count toward licensure and certification.

Grades at the end of the semester will be Satisfactory (S) or Unsatisfactory (U). Incompletes (I) or In-Progress (IP) are not options for Advanced Practicum, with few exceptions. An I or IP grade can/will be given in only two instances. The first instance is when the student has obtained a minimum of 40 direct hours working with clients (and a total of 100 hours) and would receive a grade of Satisfactory (S), but it is determined that the practicum student should continue to see the client outside of the semester for the sake of client care (e.g., terminating or transferring the client to another counselor would be detrimental or harmful to the client). This situation is extremely rare and is solely for client care. In order for the IP or I to occur in this exceptional case, (a) the supervisor and student must agree that continuing with the client is for the sake of client care and (b) a University supervisor must be available to provide supervision.

The second instance in which a student may receive an I or IP for Advanced Practicum is when the student has not acquired a minimum of 40 direct hours (and a total of 100 hours) within the semester *and* the lack of hours (a) is not due to an insufficient number of clients/hours being provided to the student by the Vacc Counseling and Consulting Clinic, **and** (b) is not the result of the student's lack of flexibility in scheduling available hours for clinical work in the Clinic, **and** (c) is not the result of the student's inadequate counseling skills (i.e., clients do not return).

The following are the requirements for completing the second instance for an I/IP grade for Advanced Practicum (i.e., the lack of hours, not the case of client care):

- (1) The student must wait until the normal academic year to complete the I/IP (typically, the following fall semester);
- (2) The student must complete the practicum hours in the Nicholas A. Vacc Counseling and Consulting Clinic (where the Advanced Practicum took place) and can be done through seeing clients in treatment, conducting intakes, engaging in group counseling/psychoeducational facilitation, or other appropriate direct contact with clients;
- (3) The hours for Advanced Practicum *must be completed* prior to accruing direct contact hours in internship.*

*The student may start internship; however, all hours at internship must be indirect hours (e.g., orientation, attending meetings, supervision, observation of counseling) until *all* hours for Advanced Practicum have been completed (with a satisfactory grade) in the Nicholas A Vacc Counseling and Consulting Clinic. Once Advanced Practicum hours have been completed, the student may begin accruing direct contact hours for internship. The University supervisor assigned to the student during the fall semester will be the supervisor for the completion of the Advanced Practicum hours, as well as for the semester of internship.

Enrollment in Advanced Practicum is based on successful completion of all fall semester coursework and practica. Additional information regarding the advanced practicum experience can be found in the advanced counseling practicum handbook.

All paperwork must be completed for Advanced Practicum before a grade can be received. This paperwork includes:

Forms Due At Completion of Advanced Practicum

Date Forms Are Due	Form	Completed By	Turn Form In To:
Mid-Semester	<i>Advanced Practicum Evaluation</i>	University Supervisor	Kelly Wester Internship Coordinator
	<i>Advanced Practicum Evaluation</i>	University Supervisor	Kelly Wester Internship Coordinator
End of Semester	<i>Log Hours Form</i>	Practicum Student	Kelly Wester Internship Coordinator
	<i>Evaluation of University Supervisor</i>	Practicum Student	Kelly Wester Internship Coordinator

Counseling Internship

The counseling internship (CED 680A/B and CED 780A/B) is an arranged, two-semester supervised opportunity for the student to perform all the activities that a professional in a particular setting would be expected to fulfill. For example, a clinical mental health counselor would attend clinical staff meetings, consultation meeting, fill out paperwork for insurance, as well as counsel individuals, families, couples, and groups. A school counselor would engage in activities such as individual counseling, classroom guidance, staff/teacher meetings, IEP meetings, and consultation with parents and counselors in outside agencies. And a student development/college counselor might work with diagnostic issues of college students, but may also focus on providing workshops and training across campus, preventative care, and career guidance.

Internship Application Process

Requirements Prior to Enrolling in Internship

Master's degree and MS/EdS internship students typically will enroll in internship during the last two semesters of their program (beginning the Fall of the 2nd year). However, as long as the course requirements are met, students can enroll in internship as early as their first summer semester - pending on the availability of an internship site. The internship that students enroll in, and register for, are CED 680A, followed by CED 680B. Students may elect or be required to take additional internship experiences (CED 680C/D).

In order to enroll in the first semester of internship, students must have completed at least 30 semester hours of study, including **all** required courses and practica. Required courses are listed on the master's student internship application. **ALL COURSES LISTED MUST HAVE BEEN TAKEN AND SUCCESSFULLY COMPLETED.**

Post-Master's certificate students must talk with their advisor to determine the appropriate semester(s) to enroll in internship, as well as the appropriate course number (e.g., CED 680A or C). Typically, it is assumed that Post-Master's Certificate (PMC) students have already had an internship in their master's program; thus, PMC students will typically enroll in CED 680C followed by CED 680D. PMC students must also complete an internship application and turn it in at the required deadline (listed below) in order to enroll in internship.

Doctoral students may enroll for their first semester of internship (CED 780A) after their first semester of their program, assuming they have successfully completed the equivalent of CED 680A and CED 680B, as well as successfully completed all coursework during their first semester here in the Department of Counseling and Educational Development at the University of North Carolina at Greensboro. Doctoral students need to successfully complete one semester of doctoral-level internship (i.e., CED 780A) before they can enroll in the supervision course (CED 781A) in the spring of their second year. In addition, CED 780A and CED 781A must be successfully completed to enroll in CED 781B/C/D.

Important Dates To Remember in the Internship Application Process

Activity	Due Date (Semester PRIOR to Beginning Internship)	Requirement of CED 680/780 A	Requirement of CED 680/780 B, C, D
Mandatory Internship Informational Meeting*	2 nd Tuesday or Wednesday of the semester (date will be specified through the listserv and may be subject to change)	✓	
Application Form	3 rd Friday of the semester	✓	✓
Instructional Agreement	12 th Friday of the semester	✓	✓
Index Card Form	12 th Friday of the semester	✓	✓

**The exception is for PMC students who are enrolling in a CED internship for the first time. It would be essential that the PMC student comes to the meeting; however, if a work schedule conflicts with the meeting, he/she needs to contact his/her advisor and Kelly Wester, PhD, internship coordinator, immediately to come up with an alternative prior to the actual meeting.*

All students applying for a semester of internship **MUST** complete the above required activities/forms. Each activity/form is described in more detail below. The required activities are to be completed the ***semester BEFORE internship is to begin!*** For example, if a student wants to begin internship in the Spring 2010 semester, the informational meeting and the forms are required to be turned in during Fall 2009. For Fall 2010 semester, paperwork must be turned in Spring 2010.

Semester Beginning Internship

- Spring
- Summer
- Fall

Semester Required Forms are Due

- Fall prior to intended Spring semester
- Spring prior to intended Summer semester
- Spring prior to intended Fall semester

Explanation of Required Application Activities

Mandatory Internship Informational Meeting

A ***mandatory*** internship informational meeting is held by the internship coordinator of the Department of Counseling and Educational Development on the 2nd Tuesday OR Wednesday of the Fall and Spring semesters. This meeting is a requirement of all students (MS/EdS/PhD/PMC) who are applying for their ***first*** semester of internship (CED 680A or CED 780A). If a student does not attend the internship informational meeting, they will be unable to enroll or register for internship the following semester. Therefore, the student's enrollment in internship will be delayed a minimum of 1 semester.

Post-Master's Certificate students may need to attend the mandatory internship informational meeting prior to registering for CED 680C. Please contact your advisor for more information.

Application Form and Process

The application for internship can be found online at <http://www.uncg.edu/ced/internship/index.htm> under *Student Internship Forms*. MS, MS/EdS, and PMC students must complete the Application for Master's Internship Experience, while doctoral students will complete the Application for Doctoral Internship Experience.

The application must be completed for each semester that a student is enrolling in internship, even if the student is continuing at the same site. Thus, at *minimum*, a student will be completing 2 application forms for their internship experiences (i.e., CED 680A and 680B or CED 780A and 780B). Applications should be turned in to Dr. Kelly Wester's mailbox in 224 Curry Building by 5:00 p.m. on the due date listed above.

If the application for internship is not turned in, the student will be placed on a waiting list for internship. If spaces are available for the desired semester, registration will be permitted. However, if no spaces are available, the student must reapply for another semester.

On the application form, the student will list 3 to 5 possible internship sites that are appropriate. An appropriate site location is one where the student can become familiar with a variety of professional activities, including direct and indirect service work. It allows the student to obtain audio or video tapes for use in supervision of the student's interactions with clientele appropriate to the environmental emphasis area, and provides the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, and professional literature and research. Appropriate site locations also have a host available who has achieved the degree level being sought by the intern and whose graduate level academic preparation is in the student's environmental emphasis, possesses appropriate certifications or licenses, and has a minimum of two years of pertinent professional experience. An appropriate site is also one which matches the designated specialized environmental emphasis area for Clinical Mental Health Counseling students (e.g., child and youth settings, substance abuse settings), or provides opportunities for working primarily with couples and families for students in the Couple and Family track.

List of Approved Internship Sites. A list of approved internship sites can be found online at <http://www.uncg.edu/ced/internship/index.htm> under *Student Internship Database*. A username and password (which will be given to the student at the internship informational meeting) will be needed to access this database.

Once the application is turned in to the internship coordinator, the forms are given to the student's faculty advisor and internship coordinator. The faculty advisor and internship coordinator approve the three to five sites that are selected by the student. Any change from the internship sites listed on the application (whether due to change in track, interest, or unavailability) requires written approval of the advisor or internship coordinator.

The student's progress in the Department of Counseling and Educational Development program is reviewed by the faculty at the time of internship application. If the student's progress is judged as satisfactory, registration in the internship will be permitted. If progress is judged as unsatisfactory, registration will not be permitted and a conference with the student will be arranged by the student's faculty advisor. In addition, students must have successfully completed prerequisite courses (see application form). Any IP (incomplete) in these courses must be completed before a student is allowed to enroll in internship.

Getting New Internship Sites Approved. Sometimes students are interested in an internship site that is not currently in the internship database. It is possible to get a new internship site approved. The steps to gain approval of a new internship site (or site that is not in the internship database) include:

1. Inquire about the possibility of the site with the Internship Coordinator (currently Dr. Kelly Wester). Sometimes there are reasons unbeknownst to students of why a site is not approved. Thus, before contacting the site, approval to contact the site for a new internship location must be sought from the internship coordinator;
2. Once approval has been received from the internship coordinator, the student can contact the possible internship site to inquire if they accept counseling interns. The student should be knowledgeable about the requirements of the CED department internship in case the agency asks for type of hours and clients needed for internship. This contact should be an inquiry if the site is interested in hosting an intern, not an interview for an internship site;
3. If the site is interested in the possibility of hosting an intern, the student should provide the site with the Site Survey Form (found on the CED internship website with all other forms), a 1 page form asking the site for site and supervisor information as well as asking the site if they can provide the appropriate supervision, clinical hours, and abide by specific CED policies.
4. The site survey form should be given (by the student, or via mail or fax) to the internship coordinator for final approval. If the student is waiting to see if the site is approved for a possible internship site in order to place the site on their internship application or to contact the site for an internship site (i.e., applications have already been approved), then the student should affix a separate sheet of paper asking the internship coordinator to contact him/her when/if the approval is finalized.

The approval process, once the site survey form is given to the internship coordinator, typically takes anywhere from one day to two weeks.

Internship Approval Process for Community Counseling, Couples and Family Counseling, Gerontological Counseling Track students, and Doctoral students in Counseling Internship

Once the faculty advisor and internship coordinator have approved the sites listed on the application, and the faculty have determined the student has successfully completed all prerequisites and indicated his/her progress in the program is deemed as satisfactory, the student will receive a letter informing him/her that they can proceed with contacting their sites and scheduling interviews.

Internship sites are NOT to be contacted by the student prior to receiving the approval letter.

Approval Process for School Counseling Track Students

Site placements for school counseling students are coordinated by the School Counseling Coordinator and the School of Education Office of Field Experience. **All school counseling students must wait for formal notification of placement before contacting a requested school site.** This notification generally occurs during the summer semester before internship will begin. All school internship placements are final.

Additional Forms for Internship Application

Instructional Agreement and Index Card Form

All internship students must notify the Internship Coordinator of their final site location. In order to do so, students must turn in *both* the Instructional Agreement and the Index Card Form. Both forms can be found online at <http://www.uncg.edu/ced/internship/index.htm>.

The Instructional Agreement is a contract between the internship site, Department, and university, for the period of the internship (e.g., CED 680A/B). This form **must** be completed and turned in the semester prior to beginning internship. An intern *can not* begin internship until this form has been signed by the site supervisor, the form has been turned into the Internship Coordinator's mailbox in 224 Curry, and the University signatures have been received. Failure to do so may result in being dropped from registration. Students should notify the Internship Coordinator and University supervisor, immediately regarding any change in their placement or site supervisor.

At the time the student turns in the Instructional Agreement, they also must turn in an Index Card Form with important contact information. See the Index Card Form attached to the Instructional Agreement. **All information must be completed and filled out on the form.** If at any point in time the site supervisor assigned to the intern changes, a new Index Card Form must be completed and turned in with the updated information.

Internship Requirements

Internship Hours

The internship requires a minimum of 600 clock hours of supervised experience (a minimum of 300 clock hours each semester) in a professional role compatible with the student's environmental emphasis over two semesters. These hours are distributed each semester over a minimum of 8 weeks (Summer semester) and a maximum of 15 weeks (Fall and Spring semesters).

Of the 600 clock hours, a *minimum* of 240 clock hours (120 hours each semester) *must be* in direct service work with clientele appropriate to the student's environmental emphasis. Direct service is defined by seeing a client face-to-face in individual, family, or group counseling. For more examples of direct service, please see the table below. If a student has any questions about what services constitute as direct or indirect service, talk to your University supervisor.

<p>Examples of Direct Service Activities</p>	<ul style="list-style-type: none"> • Individual, couples, family and group counseling sessions • Psychoeducational (with a therapeutic component) or therapeutic group • Non-scheduled, drop-in clients • Interactive, therapeutic classroom guidance in a school setting (minimum of 10 hours up to 20 hours for school counseling interns) • Discussion about possible career options with an undergraduate student • Substance abuse counseling • Crisis intervention on a hotline at the internship site • Intakes and psychological assessments • Resume-building and career development that includes therapeutic component
<p>Examples of Indirect Service Activities</p>	<ul style="list-style-type: none"> • Non-interactive classroom guidance at the University or school • Consultation with a teacher, parent, or school personnel about a student client • Consultation with another counselor about a client you are seeing • Observing a counseling session • Scheduling a counseling session with a parent or client in person or over the phone • Editing a student's resume • Planning for the next counseling session or group • Presentations or workshops to a classroom setting • Academic advising to undergraduate students

In addition to the minimum of 240 clock hours of direct service (120 hours each semester), an intern must complete a total of 600 hours (300 hours each semester). Thus, all remaining hours after the direct hours must be in indirect service (typically equates 180 hours per semester). The indirect service must be completed onsite at the agency setting and includes activities such as completing case notes and treatment plans, attending clinical and staff meetings, filling out insurance paperwork, and other professional tasks that are typical of counselors at the internship site. Indirect service does *not* include transportation time to and from the site, nor does it include supervision sessions at the University. Individual supervision from the site supervisor does count toward the indirect clock hours needed for internship.

Students pursuing a degree in **Couples and Family Counseling** *must* have 33% of their direct contact hours seeing **couples or family units** (i.e., nuclear family; parent and child; 2+ siblings; grandparent and child; parents of a child, etc.).

Students pursuing a degree in **School Counseling** *must* have a minimum of 10 direct hours in classroom guidance each semester, but must not exceed 20 direct hours in classroom guidance. All additional hours received doing classroom guidance should be recorded as indirect hours each semester.

Students pursuing the **MS/EdS** must complete a 600 hour internship for *each* of their emphasis or degree areas. Under unusual circumstances presented by petition, a 600 hour internship may be completed in one semester; however, students still must register for both CED 680A and CED 680B or CED 780A or CED 780B.

Students who see clients away from their internship site as part of their internship must receive prior approval from their University supervisor (and internship coordinator if the University supervisor is a doctoral student). This includes in-home counseling or community/couples and family counselors consulting in the schools. It should be noted that regardless of where counseling is taking place, **interns are NOT to transport clients in their vehicles.**

Internship Forms

All students in internship must complete and turn in the required forms throughout the semester (see due dates in table on the next page).

All forms can be found online at <http://www.uncg.edu/ced/internship/index.htm>. Students need to print the forms out and complete them, or hand them to the appropriate individual to complete. Once completed the forms need to be turned in to their University supervisor, internship coordinator, or administrative assistance (see table on page 19 for clarification).

Students are also required to keep a log of the direct and indirect clock hours of their internship field experience. An example of this form can be found online with all other internship forms. Students may choose to use this form, or University supervisors may provide students with another form preferred by that supervisor. **Regardless of method used, a log form needs to be kept and turned in at the end of each semester.**

An example of how one might keep track of their internship hours is provided below.

Date	Internship Activity	Direct Hours	Indirect Hours	Total Hours
2/5/07	Orientation to site/reading manuals	-	5	5
2/7/07	University supervision	-	-	0
2/8/07	Individual supervision with site supervisor	-	1.5	1.5
2/10/07	Observed intake of client	-	1	1
2/11/07	Conducted intake of client and wrote up case notes	1	.75	1.75
			Total Hours	9.25

Forms Due During Each Semester Enrolled in Internship

Date Forms Are Due	Form	Completed By	Turn Form In To:
2nd Week of Semester	<i>Counseling Internship Prospectus</i>	Intern, Site Supervisor, and University Supervisor	Kelly Wester Internship Coordinator
Mid-Semester	<i>Site Supervisor's Evaluation of Students in Counseling Internship</i>	Site Supervisor	Kelly Wester Internship Coordinator
	<i>University Supervisor's Evaluation of Student in Internship</i>	University Supervisor	Kelly Wester Internship Coordinator
End of Semester	<i>Site Supervisor's Evaluation of Students in Counseling Internship</i>	Site Supervisor	Kelly Wester Internship Coordinator
	<i>University Supervisor's Evaluation of Student in Internship</i>	University Supervisor	Kelly Wester Internship Coordinator
	<i>Evaluation of Internship University Supervisor</i>	Intern	Kelly Wester Internship Coordinator
	<i>Counseling Internship Summary Form</i>	Intern	Kelly Wester Internship Coordinator
	<i>Counseling Internship Site Evaluation</i>	Intern	Kelly Wester Internship Coordinator
	<i>Internship Hours Log Form</i>	Intern	Kelly Wester Internship Coordinator

****Do not forget to turn in your Internship Application or you Instructional Agreement and Index Card Form if you are continuing in internship next semester! These should be turned into Kelly Wester, Internship Coordinator.**

Internship Supervision

The intern is required to attend individual and group supervision by the site supervisor *and* the university supervisor. The **site supervisor** is expected to meet with the intern for a *minimum* of 1 hour of individual supervision per week of the internship. Any additional individual or group supervision is at the site supervisor's discretion. The site supervisor also is expected to assist the intern in completing the *Field Experience Prospectus*, acquaint the intern with the site and its personnel, complete evaluations of the intern at mid-semester and end of the semester, allow the intern to audio- or video-tape direct service work with clients, provide a minimum of 300 clock hours of supervised professional experience within a semester (of which a minimum of 120 clock hours are direct service), and consult with the University supervisor about the student's progress.

It is also a requirement that the **Site Supervisor** is an employee of the agency, school or university in which your internship will be completed, AND works under the same roof (i.e., in the same building) that you will be working in as an intern. The site supervisor must meet the following requirements:

- Employed by the internship site and work in the same building
- Have a minimum of the degree in which the intern is seeking (e.g., MS, MS/EdS = site supervisor with a minimum of an MS; PhD = site supervisor with a minimum of a PhD or MD)
- Have a minimum of 2 years post-degree clinical experience in counseling or a closely related mental health field
- Hold the appropriate certifications (e.g., NCC, school certification) and mental health licensure (e.g., LPC, LMFT, LPA, LCSW, LCAS)

The **University supervisor** is expected to meet with the intern a *minimum* of 7 one-hour individual supervision sessions and, a *minimum* of 7 two-hour group supervision sessions. Additional supervision sessions may be required at the discretion of the University supervisor. The University supervisor is expected to orient the intern to the internship process and requirements; complete all required forms; contact the site supervisor at the beginning of the semester and make a site visit mid-semester to discuss intern's progress; consult with the site supervisor regarding any problems, questions or concerns the site, university or intern might have; ensure that the intern completes all internship requirements; contact the internship coordinator with any concerns; and submit grades at the end of the semester.

Keep in mind that it is your University Supervisor that provides your internship grade, not your Site Supervisor. However, your Site Supervisor and University Supervisor may consult about your skill level and professional and ethical behavior.

Taping Policy

The Department of Counseling and Educational Development (CED) at the University of North Carolina at Greensboro (UNCG) has an audio-/video-taping policy for practicum and internship students. This policy states that, as students or interns in the CED Department, you are to audio- or video-tape *all* direct contact with clients. This includes, but is not limited to, individual, group, and family sessions, as well as crisis intervention, assessment, and play therapy sessions. There are *very few* exceptions to this policy. Exceptions to this policy should be discussed with your University CED supervisor *prior* to conducting a clinical session without audio- or video-taping.

Although no one typically enjoys being taped, it can be of enormous educational and clinical value, and there are multiple reasons for this policy.

(1) One reason is that ethical guidelines and standards of practice indicate that supervision should be based on “actual practice” and not on “reports” of practice. The ethical guidelines for counselors assert that your supervisor should be able to listen to/view tapes that either you choose, and/or that he/she determines are necessary to review. The primary reasons for this are:

- To assure that your client(s) are receiving the best care possible and/or to assess for safety risks/concerns.
- To assure ethical practice on behalf of your supervisors. Please remember that you are working under the clinical licenses of your University supervisor and on-site host supervisor. Your supervisors are ethically and legally responsible for everything you do in your client sessions. At times, a client may present with an issue that may pose a safety concern for the client, others, or you, or a clinical judgment needs to be made. In order for either supervisor to assist you in making relevant decisions he/she needs to be able to listen to what actually occurred within the session. A supervisor can not ethically make a clinical judgment or decision based on an intern or other counselor’s “report” of what occurred in the session.
- By taping all of your direct contact with clients, you not only are ensuring that your client is receiving the best care possible - the ultimate concern - but also are protecting your supervisors’ clinical licenses, as well as preventing the possibility of losing your future counseling license prior to ever receiving it.
- Taping, and having supervision based on actual sessions, will enhance your educational experience in supervision

(2) Another reason for audio- or video-taping your counseling sessions is that it is an excellent way for you to notice patterns in your sessions, either in your behaviors or those of your client, or other aspects of your performance that you would never be aware of otherwise. This is a good educational developmental tool for beginning *and* advanced counselors. In fact, your University supervisor may make assignments relevant to your listening to your tapes that actually are designed to help you identify patterns and themes.

Methods of taping. Before purchasing the modality in which you will be taping, make sure that you speak to the internship site to determine if the site has special requirements or legal limitations (e.g., some hospital settings will require audio-tapes, not digital material or video-tapes) AND your University supervisor (if known). The modality that has been the most frequently used is the use of regular sized audio-tapes and tape-recorder. This requires the intern to purchase audio-tapes that are approximately 60-120 minutes in length and a tape recorder that has a good sound quality. A newly approved method is the use of digital recorders. While at times, this method seems to be easier and the recorder can be smaller, students have to go to extra lengths to ensure confidentiality and transportation.

Confidentiality and storing tapes. Your University supervisor will specify in his or her syllabus the protocol and the minimum number of tapes you are to turn in for supervision. By CED policy, your University supervisor will automatically request a *minimum* of 7 tapes (or equivalent of a minimum of 7 clock hours of counseling). Your on-site host supervisor also may request to listen to tapes; this is a discussion that you should have with your on-site host supervisor.

To ensure confidentiality of clients, label your tapes and digital audio-files with either client initials or codes you create, *never a client's full name*. There also should be a designated place at your site for storing the audio/video-tapes. If the internship site allows digital audio-files, you should find a computer that is only accessible by you (which is not typical for an intern) or need to passcode a file on the computer so that others who use the computer are not able to access the client files. All audio-files should also be passcoded for double security. Some internship sites refuse the tapes or files to be kept on the premises, while others require the student not to take the tapes off the premises. In the former situation, the intern must find an appropriate place to keep the files in a home location - a locked filing cabinet or passcoded home computer. Similar measures to ensure confidentiality in the storage of the tapes and/or files should be made. You should discuss the best procedure for labeling, transporting, and storing your tapes with your on-site host supervisor and University supervisor.

In the transportation of tapes and digital files for supervision purposes in the Vacc clinic, HIPAA requires the use of a locked device for transportation. This can include purchasing a new locked box or briefcase of some sort, or purchasing a lock for one's book bag. In addition, digital files must be pass-coded and placed on a CD Rom - emailing digital files at this point is UNACCEPTABLE as there are many ways that files sent over email can be lost, opened or received by unintended recipients - causing problems with maintaining confidentiality.

It is suggested that you keep all audio/video-tapes and digital files of clients for a specified period of time. You should minimally keep audio/video-tapes or digital files of clients until you are no longer seeing them in counseling (school interns should erase their tapes at the end of each semester, unless otherwise specified by their University and/or host supervisor). This means that counseling has been terminated either by you or the client, not that the client has temporarily stopped coming or has missed a few sessions. Termination typically is either verbalized in counseling, or in other cases is sent through a letter to the client's address or discussed with the client over the phone. Termination policies can differ at each agency; thus, you should discuss this with your on-site host supervisor and notify your University supervisor of this policy. Once a client has terminated, discuss with your University supervisor whether erasing or destroying the audio/video-tapes or digital files is acceptable. Due to the nature of the client, safety risks/concerns, or possible future legal action, your University supervisor may advise you not to erase or destroy audio/video-tapes of a client at this time. However, prior to leaving an internship site, you should erase or destroy all audio/video-tapes and digital files. The minimum number of weeks that a site or University supervisor will ask you to retain tapes will vary; therefore, you should discuss this with your University supervisor.

It should be noted that once digital files are transported to a computer - AND passcoded - they should be erased from the digital recorder. This will help ensure confidentiality if the digital recorder is lost and others can access it (as not all digital recorders can be passcoded) and that files are not in multiple places.

When erasing or destroying a tape, please ensure that NO part of your counseling sessions can be heard or deciphered if you are throwing them in the trash (for audio-files) or that no digital file is left on your computer. You may want to check with your on-site host supervisor as to the policy on destroying/erasing clinical tapes. If the site does not have a policy, you may want to consider pulling the tape apart and cutting up the tape so that it is unusable. For digital files, there are various programs that are available to ensure that files are appropriately deleted from your computer. Simply hitting the "delete" button does not ensure deletion from your computer. Thus, saving over the file

ensures that the file is completely gone, along with deleting it from your computer and then defragmenting your computer (go to the Start Menu, Accessories, System Tools and then Disk Defragmenter). Another option is to download various types of software. One form of free software is Microsoft's Secure Delete program (freeware) which can be found at <http://www.microsoft.com/technet/sysinternals/Security/SDelete.msp>. Regardless of the method used, please ensure that the digital file is NO LONGER on your computer or your digital recorder. Failing to do this is unethical and does not protect the confidentiality of your client(s).

If you, or your site supervisor, have further questions about this mandatory policy, please direct those questions to your University supervisor. If you are unsure of how to present the audio/video-taping informed consent to clients, look at the examples that are included in this manual (or on the following page), as well as have your University supervisor help you through role-plays and discussions. Thank you in advance for adhering to this mandatory CED policy.

Audio/Video-Taping Informed Consent

You must receive informed consent from clients prior to audio/video-taping them in a counseling session. Clients who are 18 years old and older can sign the informed consent form themselves. Clients who are younger than 18 years old will have to have a legal guardian (typically the parent) sign for them; however, keep in mind that even if you receive consent from a legal guardian, you still have to let the youth know he/she is being taped and discuss this with him/her and receive the youth's assent to be taped.

Community or University Settings: Informed consent will typically occur within the first few minutes of the intake/assessment session. Getting the client's signature should be completed at the beginning of the session when you are providing the client, or his/her legal guardian, with your professional statement and orienting them to counseling. Once you get the individual's signature on the informed consent form, you can then start the tape and continue the counseling session. If the client or legal guardian refuses to be audio/video-taped, then continue the intake or first session; however, inform him/her that you will be referring them to another counselor for the following counseling sessions.

School Settings: Informed consent typically will occur prior to or after the first session. Sessions for which informed consent should be received *prior to the first session* include a student who you have been asked to see (and is not currently in a crisis situation) by administration, teachers, or parents. Sessions for which informed consent should be received *prior to the second session* are with students whom are in a crisis situation or need immediate counseling. In these situations, you may see the student without audio/video-taping *one* time, due to the necessity of the first session; however, parents/legal guardians must be contacted immediately in order to gain informed consent to tape all subsequent sessions with the student.

Audio/Video-Taping Informed Consent Form and Presentation

Check with the agency or school personnel where you are interning for a copy of their audio/video-taping consent form. If they have a form, please use their designated form *as long as it is a form designed for interns*. If they do not have a form, or do not have one designed for interns, you will need to create a form for each client to sign. A few examples are included below to illustrate what you might include in the informed consent form.

The audio/video-taping consent form should be presented with an oral explanation. The oral explanation of audio/video-taping should include the following:

- ◆ Counseling sessions will be audio/video-taped
- ◆ Reasons for the audio/video-taping
 - for your development as counselor
 - to ensure that client is receiving best care possible
 - for supervisors to listen to you, as counselor, and help you to improve your work
- ◆ How audio/video-tape will be used
 - in individual supervision sessions with your site and/or University supervisor
 - in small group supervision sessions with peers
- ◆ That they have a right to refuse taping; however, they will need to be transferred to a different counselor if this is their wish
- ◆ Confidentiality of the sessions will still be maintained, as in any other counseling experience. The individuals which may listen to the tape(s), along with yourself, would include your university and/or site supervisor, and *possibly* anywhere from 2 to 4 other students who are also counselors-in-training. All of these individuals are also bound by the rules of confidentiality. Also, their full name will not be written on the tape, nor will it be used when discussing the case.

Example of how to present taping to client. First, present the client with the audio/video-taping consent form, while giving him or her the oral explanation. For example you might say:

“As I mentioned earlier, I am a counselor-in-training; therefore, I am required to audio-tape all of my counseling sessions with clients. I tape each session in order to ensure that you are receiving the best care possible in our work together, as well as to further my development as a counselor. I know the idea of taping can sound scary; however, I want to make sure you understand that the purpose of the taping is for my supervisors to listen to me and make sure that I am doing what I am supposed to be doing, and they are not necessarily listening to you. My supervisor here at this agency/school, (name of supervisor), may listen to some of the tapes, as well as my University supervisor, (name of supervisor) in individual sessions with me. Any tape can also be reviewed in a small group supervision session of approximately 4 other counselors-in-training for feedback on my skills and techniques. However, in the group supervision sessions, I will not share your name or identifying information with any of them. I want to let you know that you can choose not to be audio-taped; however, since I am still in training and am required to tape all client sessions, I would have to refer you to another counselor in this agency/school if that is your wish. Do you have any questions?”

During this oral presentation, it is important not to overwhelm the client so that he/she become scared of the taping, but to inform them that the taping is not necessarily to listen to what he/she presents in counseling, but to ensure that you - as intern and counselor-in-training - are providing the best services to the client, and continuing to develop and learn.

EXAMPLE FOR SCHOOL SETTINGS
Consent to Audio/Video-Tape

I, (parent/guardian's name printed), give my consent for my son/daughter's counseling sessions to be audio/video-taped for supervisory and educational purposes. I understand the tapes may be reviewed in individual and/or small peer group supervision sessions. The policies of the audio/video-taping procedure, supervision, and confidentiality have been explained to me. The audio/video-tapes will be erased upon our completion of counseling (*or put in here the length of time agreed upon by your University supervisor*).

Parent/Guardian Signature Date _____

Counselor Name

Student's Name

EXAMPLE FOR SCHOOL SETTINGS
Phone Consent to Audio/Video-Tape

(Parent/guardian's name printed) was contacted on (date) by (counselor's name) to be informed that his/her son or daughter has sought out counseling. The parent/guardian has given permission to see his/her son/daughter in counseling as well as to audio/video-tape these counseling sessions. The parent/guardian has been informed that these tapes are used for supervisory and educational purposes and may be reviewed in individual and/or small peer group supervision sessions. The policies of the audio/video-taping procedure, supervision, and confidentiality have been explained and the parent/guardian has informed me that they understand. The audio/video-tapes will be erased upon our completion of counseling (*or put in here the length of time agreed upon by your University supervisor*).

Counselor Signature _____
Date

Counselor Name

Witness to phone conversation

Student's Name

***It is important that you practice how you will present this information and form to clients. In order to practice, consider role-playing with your University supervisor to gain feedback on how you are presenting, if you are excluding important information, if you are including too much information, or if you would overwhelm your client with the information you are providing or with your presentation style.*

Internship Grading

There are two grades given for internship, “S” (Satisfactory) or “U” (Unsatisfactory). A grade of “S” indicates completion of all site and university requirements at an acceptable level. A grade of “U” will be awarded when site or university requirements have not been accomplished in an acceptable manner. Students in the second semester of internship are expected to demonstrate higher level skills than those in the first semester. No grades are assigned until all paperwork/forms have been completed and submitted. The final grade is determined by the University Supervisor.

Additional Counseling Internship Information.

Paid Internships

Community Counseling/Couples and Family Counseling/Gerontological Counseling and Doctoral Internship students may have a paid internship, although typically few paid experiences have been available. There are several important restrictions regarding paid internships.

- ❖ Students may not use current paid employment as their internship experience
- ❖ The internship experience should be different from previous or current paid (or unpaid) work experience
- ❖ Special exceptions may be made for students admitted to a post-master’s certificate. Any exceptions must be approved by the student’s faculty advisor and the internship coordinator.

School Counseling Master’s students may receive a paid position under a provisional license from the North Carolina Department of Public Instruction with the current internship placement, **only after** the following conditions have been met:

- ❖ Written approval from the University supervisor and School Counseling program coordinator (or other appropriate program administrator);
- ❖ Letters of support from the school site supervisor and school administrator; and
- ❖ Written guarantees of continued university and on-site supervision in the paid school counseling position by the internship student.

During paid internship, the student **MUST** remain enrolled in the internship course. Notification of the transition into a paid school internship position under provisional license must be forwarded to the School Counseling Track Coordinator (currently Dr. Amy Milsom) with the written program approval, letters of support from the school site supervisor and school administrator, and written guarantees of continued supervision. At the end of the internship, all completed student internship forms still need to be turned in to the student’s University supervisor.

Applying for Licensure

When applying for licensure, 750 hours of practicum and internship will count pre-degree for the NC LPC (students must check other states and other licensure requirements that are applicable when applying for licensure). This typically includes hours from Advanced Practicum and two internship experiences. However, additional internship experiences can be used if appropriate, for a maximum of 750 hours.

Based on the information that is required below, and the various people that may be assisting you in completing various forms for your licensure application, it is imperative that you keep detailed records and fill out each internship form as completely as possible.

Please remember when submitting your Advanced Practicum and internship supervision paperwork to use the exact dates of the semester, not sure generic “August 2008” or “December 2008” timeframes. The use of generic timeframes have typically resulted in paperwork getting denied due to a lack of appropriate levels of supervision during that timeframe.

Specific information for master’s and doctoral students applying for licensure.

Master’s students

One or more of your Advanced Practicum and internship experience may have been supervised by a CED doctoral student who may not have yet been licensed when he/she supervised you. **This is not a problem** if you follow these suggestions:

- Make sure the doctoral student attaches a letter to the supervision verification form from the NC LPC board. This letter should include:
 - The supervisor was a doctoral student at the time of the supervision;
 - The supervisor was under the supervision of that supervision;
 - And the doctoral student was employed by and paid by the Department of Counseling and Educational Development for his/her work as your supervisor
- You may also ask the Department Chair or the Internship Coordinator to fill this form out for you, particularly if the doctoral student has graduated and is no longer at UNCG.
- Your documented supervision hours by your site host CAN COUNT as supervision hours toward licensure IF the site host supervisor had an appropriate license (e.g., LPC, LMFT, etc.) when he/she was supervising you. If the site host did not have an appropriate license (e.g., had only school counselor license), a CED faculty member (probably the Department Chair) can document these hours on the appropriate form and these hours will be accepted.

Doctoral students

When applying for licensure, make clear that your CED 780A and CED 780B hours were **post-master’s** supervised experiences. You may want to state this in a letter you attach to the application, and ask a CED faculty member (supervisor or chair of your committee, or Department chair) to sign on that letter also, verifying this information.

The hours you accrue in CED 780B+ (i.e., supervising (under supervision) master’s level interns **does count** toward your post-master’s hours for licensure. This experience does

fall under the regulations, but **must be clarified with specific wording**. Write a letter indicating **all** of the following:

- These hours were accrued while you were a fully admitted doctoral student in the counseling program at UNCG; thus, they were post-master's hours.
- These hours were under the supervision of a CED faculty member of adjunct who was an LPC (if another approved license, specify this license).
- Indicate that you were **employed by and paid by** the Department for this work as a supervisor. ***This is very important to state*** for several reasons. One, supervision hours and counseling hours supervised by the non-licensed person does NOT count for the supervisee unless that supervisor was employed by and paid by the counseling program. So, if you fill out a form later for one of your supervisees, the Board will turn down those supervision and counseling hours **unless** you have filed this letter with your own licensure application AND attach a copy of that letter to the supervision verification form you will fill out for the supervisee/master's intern. If you were already an LPC when you did the supervision of a master's intern, there is no problem - you are clear to complete the form on your own without the explanation, because the Board will have the records of your LPC license.

Keep in mind that documentation with your site supervisor is similar, but depends on whether your site supervisor was licensed - see the bullet in the master's student section.

Counseling Supervision

Counseling supervision involves a two-semester sequence. CED 781A is a three-hour course; all doctoral students are required to complete this course. Students study theories and models of supervision and learn a variety of skills and interventions in this first semester. Students apply this knowledge by supervising the work of master's level practicum students (e.g., CED 679 Advanced Practicum). Supervision sessions are held in the Counseling and Consulting Clinic and **must** be audio- and/or video-taped. Tapes are reviewed by the course instructor; self- and peer-reviews also are conducted. In addition, there may be live observation and live supervision of the sessions.

In the optional second semester of CED 781B, students provide individual and group supervision of master's level interns. Students review counseling tapes, consult with site supervisors about the intern's progress, make sure interns are adhering to the taping policy, and make sure all required forms are submitted; they also have major input into the intern's grade.

To enroll in CED 781A, students must have successfully completed CED 780A. And in order to enroll in CED 781B, students must have successfully completed CED 781A. Students in CED 781B conduct their supervision sessions in the Counseling and Consulting Clinic according to the stipulations outlined above, and are supervised by a University faculty member. After successfully completing CED 781B, students may enroll in Counseling Supervision (CED 781C and 781D) for additional semesters (at the discretion of the Department Chair), and **must** enroll any semester they are supervising an intern.

In order to enroll, a doctoral student must consult with the Department Chair to get approval.

One of two grades are given for Counseling Supervision. An "S" (Satisfactory) or "U" (Unsatisfactory). A grade of "S" indicates a completion of all Department requirements at an acceptable level. A grade of "U" will be awarded when Department requirements have not been accomplished in an acceptable manner. No grades are assigned until all paperwork and forms have been completed and submitted. The University Supervisor is the person who determines the supervisor's final grade for the semester.

The above information in the Counseling Supervision section is a synopsis of the fieldwork and internship process. Please read the above section, Counseling Internship, for more details.

All appropriate paperwork must be completed and submitted prior to receiving a grade in any Counseling Supervision Internship. See table below for forms required:

Forms Due During Each Semester Enrolled in Supervision Internship

Date Forms Are Due	Form	Completed By	Turn Form In To:
Mid-Semester	<i>University Supervisor's Evaluation of Doctoral Student in Supervision Internship</i>	University Supervisor	Kelly Wester Internship Coordinator
End of Semester	<i>University Supervisor's Evaluation of Doctoral Student in Supervision Internship</i>	University Supervisor	Kelly Wester Internship Coordinator
	<i>Supervision Internship Summary Form</i>	Supervision Intern	Kelly Wester Internship Coordinator
	<i>Evaluation of Supervision Internship University Supervisor</i>	Supervision Intern	Kelly Wester Internship Coordinator
	<i>Supervision Internship Hours Log Form</i>	Supervision Intern	Kelly Wester Internship Coordinator

University Teaching

The university teaching experience (CED 757: Practicum in College and University Teaching in Counseling) is an opportunity for doctoral students in the counselor education program to gain the skills for teaching at the college and university levels and to receive close mentoring and supervision of their classroom skills.

Successful completion of a one-hour introductory course (currently, CED 688, typically held at the end of first academic year in the doctoral program) is required before a student can be designated as a Graduate Teaching Assistant and enroll in CED 757. In addition, students must complete a day-long workshop conducted by the Graduate School (typically held the Friday before Fall semester classes begin).

Doctoral students who are selected to serve as Graduate Teaching Assistants are required to enroll in CED 757 at the beginning of their teaching experience and are required to maintain continuous enrollment in this course as long as they serve as Graduate Teaching Assistants at UNCG.

The course content of CED 757 varies somewhat from semester to semester due to the background, interests, and abilities of the doctoral students enrolled. Course content may include classroom observations of teaching, videotaping and critiquing of doctoral students while teaching their classes, guest presentations by university professors who have received recognition for their excellence in teaching, discussion of articles about teaching and critical incidents in teaching that are distributed, read, and debated; examination of issues related to teaching philosophy, style and methods; development of classroom and course management strategies; and mini-lectures from the CED 757 professor or guest speakers.

A critical feature of CED 757 is the mentoring process involved in the course. Each doctoral student has the opportunity to meet individually with the CED 757 professor to discuss typical challenges faced by beginning faculty. The professor also serves as a mediator and ombudsman for Graduate Teaching Assistants in responding to difficult situations with their students. Students have the opportunity to develop a teaching portfolio, and both to learn about and experience the process of peer and faculty review of their teaching.

Three graduate credit hours are given for each semester the teaching associate is enrolled in CED 757. These grades are given as "S" (Satisfactory) or "U" (Unsatisfactory). Credit hours for this course, while appearing on the official transcript, do not count towards graduation.

Liability Insurance

All students **MUST** have personal professional liability insurance in force **before** beginning **any** practicum, internship, or supervision experience, and must keep coverage current throughout their program of study. Documentation of liability insurance should be kept current. It is required for the student to turn in a copy of their policy confirmation to the Departmental secretary designee as it is renewed.

Liability insurance is available at student rates from the American Counseling Association (ACA). Information about liability insurance and student membership in ACA can be found online at the ACA website: www.counseling.org or at the ACA Insurance Trust website: <http://www.acait.com/>.

DEPARTMENT OF COUNSELING AND EDUCATIONAL DEVELOPMENT INFORMATION FOR INTERNSHIP COUNSELING SUPERVISORS

The role of the counseling supervisor is to provide a setting in which professional development occurs for the student intern by providing constructive feedback on a student intern's professional behavior, personal characteristics, and counseling skills. Keep in mind that, sometimes, internship is the last chance that students receive informative and enlightening feedback about their counseling abilities and impact on clients before they enter the professional world of counseling.

University supervisors are to have, at minimum, the degree that the student intern is seeking (e.g., master's students must be supervised by someone with at least a master's degree; doctoral students must be supervised by a supervisor with a doctoral degree). If the University supervisor is a doctoral student, the doctoral student also must be supervised by a full-time or adjunct faculty member in the department.

Counseling supervision (CED 781) also follows the same 7-7-7 policy as internship. Thus, the doctoral student will be required to meet with their faculty supervisor a *minimum* of 7 times in group supervision and 7 times in individual supervision during each semester. In addition, doctoral student supervisors are required to turn in a *minimum* of 7 audio- or video-tapes of supervision sessions with their supervisees. Faculty supervisors can request additional tapes, as well as additional supervision sessions.

Supervision sessions must occur in the Nicholas A. Vacc Counseling and Consulting Clinic, and must be videotaped. Videotapes can be acquired at the Clinic's front desk.

Grading

Student interns typically receive one of two grades for the counseling internship: "S" (Satisfactory) or "U" (Unsatisfactory). Grades of "IP" (Incomplete) are not to be given to counseling interns except under extenuating circumstances. The University Supervisor is who determines the intern's final grade for the semester. An explanation of the grading is listed below:

S: A grade of Satisfactory is given to a counseling intern who meets the following requirements:

- Has completed all of the requirements for the selected internship
 - Has completed 300 hours of internship, with a minimum of 120 hours being direct face-to-face contact clock hours
 - Has shown the appropriate level of skill for the specific internship (e.g., master's level versus doctoral level; internship A, B, C, or D).

- For example, an intern completing CED 680B should have a higher level of skill than an intern completing CED 680A. However, an intern completing CED 680A should have a grasp on basic helping skills, be self-aware about their impact on clients, be able to remain objective in a counseling sessions, engage in treatment planning, set counseling goals, implement interventions in a counseling session, have an understanding and ability to implement counseling theories, and begin the basics of case conceptualization.
- Show professionalism as a future counselor
 - Arrive to meetings, sessions, and supervision on time, take feedback from supervision and other feedback well, implement feedback provided in future behavior and counseling sessions, work well with site staff, follow staff policies, etc.

U: A grade of Unsatisfactory is given to a counseling intern who does not meet the requirements above. Specifically

- The student does not complete the 300 hours of internship, or does not have 120 hours of direct clock service
 - If the student has (1) not been flexible enough in his or her schedule to obtain these hours at the site, (2) has been resistant to seeing particular clients or having clients assigned to them, or (3) similar behavior/attitude by which the intern holds responsibility for not completing the minimum number of hours.
Note: If the 300 hours were not reached by the end of the semester, but it is due to (1) lack of clients seeking services at the site or (2) the site not providing enough hours to the intern, then U should not be assigned (see IP section).
- The student does not have or show appropriate skill level or professionalism for the internship in which they are enrolled (i.e., A, B, C, or D).

IP: Rarely should an incomplete be assigned for internship. The **only** time that an IP should be assigned is if the internship site was unable to provide the student intern with 300 hours of internship experience (including 120 hours of direct face-to-face contact with clients). There are *very* few other reasons an IP should be provided as the grade to the internship experience. If a supervisor has questions, he/she should talk to (1) the faculty supervisor (if a doctoral student) and/or (2) the internship coordinator. IP should NOT be given if the student is lacking in skill level appropriate for the specific internship he/she is enrolled in - this would be considered an U. **Only the University supervisor should contact the faculty supervisor or internship coordinator about the possibility of an IP, the counseling student intern *should not* contact the faculty supervisor or internship coordinator to inquire about receiving an IP instead of an U.**

If the counseling supervisor (in conjunction with the faculty supervisor, if a doctoral student) determines that the student intern should receive an IP, please ensure that the internship coordinator is notified immediately!

IF the internship counseling supervisor is recognizing that the student is experiencing difficulties in the internship (e.g., not behaving professionally, not counseling at the

expected skill level, or other problematic behaviors occurring) the supervisor should take the following steps to inform the intern of the problematic behaviors (especially if the problems or concerns may result in a U or IP):

1. Inform the student intern during a supervision session by providing him/her the information about what is being done incorrectly, poorly, or not up to expected skill level. In addition the supervisor should inform the intern about what they *should* be doing or the skills they *should* have at this point in time, and steps the intern might take to achieve the expected level/behavior. ***This should occur as soon as the supervisor notices or realizes the particular limitations or weakness - as supervision is about providing informative and constructive feedback in order for the intern to learn and develop professionally.***
2. If little to no improvement has occurred after the counseling supervisor has worked with the intern through supervision, *or* if the intern has made progress but it does not appear that the intern may reach the desired level of skill or professionalism by the end of the semester, the counseling supervisor should initiate an Internship Contract.

Internship Contract

Internship contracts can be implemented for a variety of reasons, including lack of professionalism, not exhibiting appropriate level of counseling skills in client sessions, not utilizing supervision appropriately or accepting feedback, or not completing the appropriate number of internship hours (including direct contact) throughout the semester.

Internship contracts should be written in a manner that tells the student intern (1) what he/she is currently deficient in (e.g., hours, skills, ethical behavior), *and* (2) provide what the intern needs to exhibit or behaviorally do in order to receive an “S” in internship by the end of the session. Contracts should be provided by mid-semester in order to allow the student intern an appropriate amount of time to understand what needs to be done, and the appropriate amount of time to achieve the desired goals. A model of a contract is provided below. However, please adjust the contract to the needs of each particular student.

For doctoral student supervisors, please consult with your faculty supervisor prior to implementing an internship contract with a student intern.

Signatures on the contract

Internship contracts should be signed by

- (1) the immediate University counseling supervisor
- (2) a faculty supervisor if the immediate supervisor is a doctoral student
- (3) the student intern.

Depending upon the reasons for the internship contract, a contract may also be signed by the site supervisor.

Who should receive copies of the contract

- Internship coordinator
- Student file
- Faculty supervisor (if the immediate University supervisor is a doctoral student)

- The site supervisor *MAY* receive a copy - depending upon the purpose of the contract

**Contract for Completion of CED XXXX Counseling Internship
Department of Counseling and Educational Development
The University of North Carolina at Greensboro
Fall 2005**

Paragraph 1: *time frame (e.g., semester or amount of time lapsed), counseling intern name, supervisor's name, date.*

Paragraph 2: *What has been observed during the course of the semester in the internship – through supervision, listening/watching tapes of counseling sessions, or what has been heard from the site supervisor. Please indicate specific behaviors or examples in this section.*

Paragraph 3: *What specifically needs to change or occur for the student to receive a “S” at the end of the semester.*

Paragraph 4: *The length of time or specific date by which the items in paragraph 3 need to be completed.*

Paragraph 5: *What, if anything, the University supervisor will do (e.g., work in conjunction with the site supervisor) and what will happen if the intern does not complete the requirements in paragraph 3 (e.g., the intern will receive a “U” at the end of the semester; the intern will be required to complete additional hours the following semester).*

I have read and understand the stipulations set forth in this contract.

Student intern signature Date

University supervisor signature Date

Faculty supervisor (if necessary) Date

cc: Dr. Kelly Wester, internship coordinator, student file

EXAMPLE 1 OF INTERNSHIP CONTRACT

**Contract for Completion of CED XXXX Counseling Internship
Department of Counseling and Educational Development
The University of North Carolina at Greensboro
Fall 2005**

This is a contract made on October 2, 2008 between the Samantha Smith, counseling intern, and Margery Cornwallis, University supervisor regarding the successful completion of CED 680B.

Throughout the course of the Fall 2008 semester, the counseling supervisor has listened to audio-tapes of Ms. Smith's counseling sessions and has several concerns. These concerns include the appropriate level of counseling and developmental skill, along with some ethical concerns. Specifically, I have noticed that Ms. Smith has not used appropriate self-disclosure in counseling sessions with clients and tends to be rigid within a counseling session (i.e., not being able to veer from a previously planned agenda to match the needs of the client's current situation). It has also been noticed that Ms. Smith does not always engage in professional behavior within a counseling session. Specifically she tends to engage in more of a friendship role with clients than a professional counselor role.

In order to successfully pass CED 680B this semester, Ms. Smith must demonstrate the following behaviors and skills:

- Use appropriate self-disclosure in a client counseling session. Ms. Smith should not disclose information about herself within the counseling session unless (a) it is about her as a professional counselor, including her theoretical orientation, skill level, and her status as a counselor-in-training, or (b) it benefits the client and the client's movement toward his or her therapeutic goals.
- Be flexible within a counseling session based on the needs of her clients, including the questioning and counseling techniques used. Specifically, she should show the ability to follow the client in a session if a new goal or presenting concern comes to the surface.
- Engage in professional behavior by presenting herself in a counseling role and not in a friendship role. This includes not "chatting" with a client while in a counseling session about people that the Ms. Smith and a client both know, or activities that are occurring around the community. All conversation and communication with a client should revolve on the client's presenting concerns and personal growth.

In order to successfully pass CED 680B, and receive a grade of "S" this semester, Ms. Smith must demonstrate the above listed behaviors and skills by December 1, 2008. If the above listed behaviors and skills are not demonstrated by this time, a grade of "U" will be assigned at the end of the semester.

I have read and understand the stipulations set forth in this contract.

_____ Student intern signature	_____ Date
_____ University supervisor signature	_____ Date
_____ Faculty supervisor (if necessary)	_____ Date

cc: Dr. Kelly Wester, internship coordinator, student file

**Contract for Completion of CED XXXX Counseling Internship
Department of Counseling and Educational Development
The University of North Carolina at Greensboro
Spring 2004**

This is a contract made on March 12, 2007 between Mark Davis, counseling intern, and Karen Maxwell, University supervisor, regarding the successful completion of CED 680A.

Throughout the Spring 2007 semester, Mark Davis has been interning at the XYZ internship site. Through listening to audio-tapes of counseling sessions and visiting the internship site and meeting with the site supervisor, it has been concluded that Mr. Davis is exhibiting the appropriate level of counseling skills and professional behavior for a first semester intern. However, after reviewing the number of internship hours during the mid-semester review, it has come to this University supervisor's attention that Mark may have difficulty successfully completing CED 680A this semester.

In order to successfully complete CED 680A internship at XYZ internship site in the Spring 2007 semester, Mr. Davis needs to reach a *minimum* of 300 internship hours, with 120 of these hours being direct face-to-face clinical work with clients. Currently, on March 12, 2007, Mark has completed a total of 100 hours with 25 hours being direct face-to-face contact. In order to successfully complete CED 680A by the end of the semester (May 12, 2007), Mark will need to increase his internship hours at XYZ internship site, and complete 95 direct contact hours within the next 7 weeks of the spring semester.

As was discussed between this internship supervisor, the site supervisor, and the intern at the site visit in February 2007, Mr. Davis will be increasing in direct contact hours that he is the primary counselor each week for the remainder of this semester so that he can achieve the minimum required direct contact hours. This will be the responsibility Mr. Davis to take the initiative, as well as the site to provide the direct contact hours with clients. The site supervisor has indicated that the flow of clients within the XYZ site has decreased throughout this semester, which has resulted in Mr. Davis not receiving as many direct contact hours as he needs.

This contract has been discussed between the University supervisor and the internship student. Thus the student understands the requirements and responsibilities for successfully completing this internship experience. This contract has also been discussed with the site supervisor. This University supervisor will be in bi-weekly contact with the site supervisor to check on the number of clients available to the student intern. If the XYZ site is unable to provide the needed direct contact hours, Mark Davis will receive an IP at the end of the semester and will need to complete the CED 680A internship in the Fall 2007 semester. However, if the site is able to provide the needed clients for Mark Davis to complete the direct contact hours by the end of the Spring 2007 semester, but Mark does not reach 300 internship hours, with 120 being direct contact hours, Mark will receive a U at the end of the Spring 2007 semester.

I have read and understand the stipulations set forth in this contract.

_____	_____	_____	_____
Student intern signature	Date	University supervisor signature	Date
_____	_____	_____	_____
Faculty supervisor (if necessary)	Date	Site Supervisor	Date

cc: Dr. Kelly Wester, internship coordinator, student file, site supervisor, faculty supervisor

DEPARTMENT OF COUNSELING AND EDUCATIONAL DEVELOPMENT PROFESSIONAL ETHICAL STANDARDS

All field experience students are required to be familiar with and conduct themselves according to the ethical standards of the American Counseling Association (see the Student Information Booklet or Blue Book, pages 71-90), Association for Counselor Education and Supervisors (Counseling Supervision standards), American Association for University Professors, and any other professional association applicable to the student's environmental emphasis. Failure to do so may result in disciplinary action and possibly removed from the counselor education program. The guidelines for counseling supervisors are provided for doctoral supervisors, **as well as** master's interns so that they can have knowledge of what to expect from their university and site supervisor.

As mentioned above, ACA ethical guidelines for counselors can be found in the Student Information Bluebook or at the website listed below. Counseling Supervision guidelines and the American Association for University Professors are listed below. Students can also access updated ethical codes at the following websites:

American Counseling Association Ethical Guidelines for Counselors, Supervisors, and Researchers: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Association for Counselor Education and Supervisors Ethical Guidelines for Supervisors: <http://www.acesonline.net/ethicalguidelines.htm>

American Association for University Professors: <http://www.aaup.org>

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 persons who are 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 (AACD, 1988) 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 which 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 which 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's 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 their procedures for doing so.

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

Definition 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 work 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 sessions 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 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, training and supervision of counselors with the full knowledge of the client, 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 the 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 on-going 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 conclusions 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 a form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relations 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 for 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; due process and appeal into the establishment of policies and procedures of their institution, 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 the 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 behaviors. 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 students 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 should 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 counselor, the university supervisor, and the field supervisor the policies should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.
- 3.13 Supervision 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 student/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 supervisor 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 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.

AMERICAN ASSOCIATION FOR UNIVERSITY PROFESSORS

- I. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes special responsibilities. The primary responsibility is to the subject: to seek and state the truth. To this end, energies must be devoted to developing and improving scholarly competence. And the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge must be accepted. The professor practices intellectual honesty. Subsidiary interests may be followed, but those interests must never seriously hamper or compromise freedom of inquiry.
- II. As a teacher, the professor encourages the free pursuit of learning in students. The best scholarly standards of discipline are held before them. The student is respected as an individual; the professor adheres to the proper role as intellectual guide and counselor. Every reasonable effort is made to foster honest academic conduct and to assure that the evaluation of students reflects their true merit. The confidential nature of the relationship between professor and student is respected. Exploitation of students for private advantage is avoided, and student assistance is freely acknowledged. The student's academic freedom is protected.
- III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. The free inquiry of associates is respected and defended. In the exchange of criticism and ideas, due respect is shown for the opinions of others. The professor acknowledges academic debts and strives to be objective in professional judgment of colleagues. A share of responsibility for the governance of the institution is accepted.
- IV. As a member of the institution, the professor seeks above all to be an effective teacher and scholar. The stated regulations of the institution are observed, provided they do not contravene academic freedom, but the professor maintains the right to criticize and seek revision. The amount and character of work done outside the institution is determined with due regard to one's paramount responsibilities within it. The professor recognizes the effect of interruption or termination of service on the program of the institution, and due notice is given of any such intention.
- V. As a member of the community, the professor has the rights and obligations of any citizen. The urgency of those obligations are measured in light of responsibilities to the subject, to students, to the profession, and to the institution. When speaking or acting as a private person, the professor avoids creating the impression that the speech or action is done for the college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.