

Auburn University

Counselor Education

Doctoral Program

Professional Experiences

Handbook

Recent Revisions: 9-2021, 2-2022, 4-2022, 6-2022

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COUNSELOR EDUCATION DOCTORAL PROGRAM PROFESSIONAL EXPERIENCES HANDBOOK

The Counselor Education Doctoral program requires four practicums and internship. These experiences are meant to enhance competency and skill development. Practicums are in the areas of teaching, counseling, supervision, and research. The doctoral internship focuses on expanding students' professional and educational training experiences to further develop knowledge and skills in the areas of teaching, supervision, counseling, research and scholarship, and leadership and advocacy.

These are all digitally delivered courses that include the use of digitally delivered instructional, supervisory, documentation, and evaluation tools. This includes utilizing technology and digitally delivered including Canvas, Box, Zoom, and Tevera as well as both in-person and online education instructional formats.

Course Delivery Formats				
COUN 8910 Supervision Practicum	Individual Supervision	Group Supervision	Supervision provided by Doctoral Supervisors	
COUN 8910 Research Practicum	Synchronous online	Synchronous online/In-Person		
COUN 8910 Adv. Counseling Practicum	Synchronous online	Synchronous online/In-Person	Students may also receive supplemental On-site Supervision	
COUN 8910 Teaching Practicum	Synchronous online	Synchronous online/In-Person		
COUN 8920 Internship	<u>University Supervision</u> for Teaching/Research/Leadership & Advocacy: Synchronous online	Synchronous online/In-Person	Counseling Supervision by approved/qualified Supervisor: In-person or synchronous online (following CED program compliance policies)	Supervision – Supervision: AU CED Faculty or approved/qualified Supervisor. In-person or synchronous online (following CED program compliance policies)

As designated Group Supervision is offered in two different formats

NAVIGATING THE DIGITALLY DELIVERED PROGRAM

All platforms used in the Counselor Education programs meet ethical and legal requirements (HIPAA, FERPA, ACA, 2014) as required by Auburn University. In addition, all technology utilizes a 2-factor authentication process that requires the individual to use their log in credentials and a secondary device to verify their identity.

Students and Faculty are provided support services for the use of technology through Auburn University:

Biggio Center: <https://wp.auburn.edu/biggio/>

The College of Education Learning Resource Center: <http://www.education.auburn.edu/LRC>

The Auburn University Office of Informational Technology: <https://www.auburn.edu/oit/sg/>

Canvas

Canvas learning management system that is used in all digitally delivered classes to manage and house course content, material, and assignments. Students will utilize Canvas for information on all course materials, syllabus, assignments, and grades.

Box

Box is an online storage system that provides a secure means of storing course materials, recordings, and other documents. Students will utilize Box to upload class recordings, upload recordings and documentation for practicum and internship, and to store any other documents pertaining to the counseling program. When storing work samples students are required to secure all materials and work samples cannot contain identifiable data and can only be shared with approved University supervisors.

Tevera

Tevera is a secure online assessment software system used for program assessment. Each semester, students will be informed on which assignments need to be uploaded. Tevera is also used to track practicum and internship hours, complete supervisor evaluations and other practicum/internship site documentation. Students' costs for Tevera including providing students with unlimited access to this software for use of professional services such as tracking licensure hours. Tevera is only used for assessment purposes and tracking clinical practice hours, it is not used to house work-samples associated with these experiences.

Zoom

Zoom is a web-based conferencing system that allows faculty and students to interact in real-time within an online space. Students will utilize zoom for class meetings, recording class role/plays or activities, advising meetings, supervision, and any other interactions that are necessary. Auburn University provides a HIPAA compliant zoom platform for professional and clinical meetings requiring this protection. <https://wp.auburn.edu/biggio/teaching-technology/helpguide/zoom/hipaa-zoom/>

Qualtrics:

Qualtrics is a web survey tool that is used for assessment purposes in the program. This is used to complete the annual student review Process. CED Doctoral students will also use Qualtrics for Internship planning and application(s).

PROFESSIONAL ISSUES

ETHICAL STANDARDS

Students engaged in all professional experiences, including Practicums and Internship, are required to follow the Counselor Education Doctoral Program, Auburn University, Practicum and Internship Site, and professional standards and practices. This includes following guidelines and standards related to HIPAA and FERPA compliance, and adhering to the *American Counseling Association Ethical Standards* (2014): <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

PROFESSIONAL LIABILITY INSURANCE

All College of Education students at Auburn University are covered under the Department of Education's Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance, they may

request a Certificate of Verification of Insurance form the [Department of Risk Management and Safety](#), 334-844-4870.

As required by CACREP, 3.A. (2016), students are required to be covered by both the university liability insurance coverage and *by individual professional counseling liability insurance policies while enrolled in practicum and internship.*

Students can purchase this insurance through several organizations including professional organizations (HSPO, AMHCA, ASCA). At the present time, student membership in the American Counseling Association **does not** include liability insurance for doctoral students.

WORK SAMPLES AND DEMONSTRATIONS

Specific practicums and the doctoral internship require work samples and documentation. Work samples may include recorded sessions or demonstrations. All documentation required in practicums and internship is specified in the course syllabi. In all instances, **students should follow ACA Ethical Standards (2014) and related HIPAA and FERPA policies.** Students are required to provide documentation and work samples within the timeframe specified in course syllabi (a minimum of 48 hrs. prior to supervision or evaluation meetings).

The Counselor Education Doctoral Program specifies the following in reference to policies regarding recording and documentation during Practicums and Doctoral Internship:

RECORDING

In practicums that require work samples (e.g., Counseling, Supervision) students are required to use the appropriate consent documents to record all sessions. The consent documents may include site specific documents. If those are not provided, students will be provided consent documents as part of courses materials. During Teaching Practicum, the Instructor (Doctoral Student) should review class policies related to recording the class session. If the class does not have a policy related to recording sessions, the Instructor must notify students (digital or live delivery) that the session is being recorded and the purpose of the recording, following Auburn University guidelines regarding recording of class sessions. These policies also apply to Internship components that include the taping of demonstrations and work samples.

METHODS OF RECORDING

In reference to recording methods, please refer to **site specific policies and procedures** related to recording and retaining recordings (HIPPA, ACA 2016, FERPA). In addition, course syllabi provide specific requirements related to the type and nature of recordings in Practicums and Internship. Students can only use approved encrypted devices, provided by the **COE Learning Resource Center**, to record work samples and recordings must be deleted no later than the end of class sessions unless requested by instructor and/or supervisor.

Auburn University Counselor Education Program also provides students with the facilities to record, including the Counseling Labs (1220, 1219, 1218). Supervision sessions conducted at Auburn University by Doctoral Supervisors must be recorded in the individual rooms provided in the Counseling Labs. **Teaching demonstrations can be recorded in classrooms that have smart technology or using other formats or technology to record the demonstration.** Students can use Panopto or Zoom to record class demonstrations.

Auburn provides **HIPAA** Compliant Zoom for students in clinical practice areas that require the use of recorded work samples. Work samples and documentation must not contain identifiable information. Samples and documentation can be stored in secured BOX folders with access provided only to the doctoral student and approved University supervisors. This includes all practicum and internship experiences. When documenting and evaluating supervisee work or academic teaching experiences (COUN 8910 Teaching Practicum) Doctoral students also need to adhere to **FERPA** policies pertaining to student records.

DOCUMENTATION

As noted, all documentation and recording needs to follow ethical standards and include the consent of the client and/or supervisee. Storage of demonstrations, work samples, and documentation should also follow site policies, course syllabi, and program requirements.

Once counseling sessions are recorded, they are immediately uploaded to a secure password protected BOX folder (AU) and deleted from the recording device. Supervisors will upload sessions to a secure password protected BOX folder immediately after the session and cannot store sessions on the computers in the Counseling Labs. **You will be required to select the Link Settings in Box that include the option of a password protected file.** You are only permitted to share with your Supervisor.

Teaching demonstrations are also to be stored in a secured BOX folder. All required documentation follows confidentiality policies and practices (ACA, 2014, site specific) and can only be retained in a secured password protected BOX folder. As a reminder, you are required to notify students that the session is being recorded.

Auburn University Counselor Education policies require that all counseling and supervision work samples and corresponding documentation (*not site-specific documentation except approved consent documents that address recording*) must be destroyed and erased at the conclusion of the semester. The only exception is when a University Supervisor requests or requires the documentation; in this case the University Supervisor will retain the documentation and/or work sample in a separate secured BOX folder.

DOCUMENTATION, EVALUATION, AND APPLICATIONS

All documents provided in this handbook are also provided electronically (e.g., CANVAS, BOX, and Tevera, AU website) through course instruction and program orientation. This includes materials provided as part of the orientation in COUN 8510 Contemporary Issues, and as part of enrollment in all sections of COUN 8910 Practicum (Teaching, Advanced Counseling, Supervision, and Research) and COUN 8920 Internship.

COUN 8910 PRACTICUMS

Students complete supervised practicums in teaching, counseling, supervision, and research. The following areas address the components, requirements, and descriptions of these professional practice courses. Also refer to the [CED Practicum Section](#) contained in this handbook.

All Practicums in the Counselor Education Doctoral Program are 3 credit hours. These are variable credit hour courses (1-3). ***In registering for the course, check your registration and if you are not registered for 3 hrs. contact the SERC office to have this changed to 3 credit hours.***

TEACHING PRACTICUM

Teaching practicum provides students with supervised teaching experiences. Students engage in a range of class instructional activities including lecturing, creation and implementation of class experiential and discussion activities, students and course level evaluation, syllabi development, and development of course materials and resources.

Course Description and Teaching Practicum Placements

Students can register for COUN 8910 Teaching Practicum after successful completion of COUN 8550 Counselor Education Pedagogy. Only Master's level Counselor Education courses (this includes ERMA 7200 which meets program CACREP requirements) are eligible for this practicum.

CED Doctoral students can complete Teaching Practicum in the Summer of their first year or the Fall of their second year.

Students are required to submit to the **CED Program Coordinator** **their request for Teaching Practicum placements at least one semester prior to placements.**

- **Requests can be submitted via email no later than the 8th week of the prior semester.** If completed in the Fall, it is *recommended* that the request be submitted the Spring prior.
- It is recommended that students submit at least 3 courses for placement options.
- Students should specify any scheduling issues related to specific days or times.
- The CED Program Coordinator will work with counselor education program faculty to finalize these placements.
- Curriculum course sequences (Master's Programs Course Sequences: [Clinical Rehabilitation Counseling](#), [Clinical Mental Health Counseling](#), [School Counseling](#)) are provided to help with this process.

Students will enroll in COUN 8910 Teaching Practicum in the semester they are completing the course requirements (Summer first year or Fall second year). Doctoral students will be supervised and evaluated by the instructor of COUN 8910.

Students will also work with the instructor of the course to which they are assigned for their Teaching Practicum. In consultation with the Instructor they will work on scheduling teaching demonstrations (minimum of 2) and engagement in other class activities and COUN 8910 requirements.

Students wishing to have additional teaching experiences after completing COUN 8910 can work with individual faculty to establish these opportunities.

Teaching Practicum Requirements

Students will be evaluated by their **Supervisor** at the mid-term and final points in the semester. This will require two teaching demonstration modules as specified in the COUN 8910 Teaching Practicum syllabus. This will include a live or taped teaching demonstration.

As a component of the Counselor Education program assessment, students will work with the Course Instructor of COUN 8910 Teaching Practicum to submit the following materials in the electronic online portal for assessment (e.g., Tevera, Canvas):

- Teaching Demonstration Modules
- Completed Midterm and Final Evaluation by Supervisor (Final is submitted for the assessment plan
-

Evaluation and Practicum Documents

- COUN 8910 Teaching Practicum Midterm and Final Evaluation

ADVANCED COUNSELING PRACTICUM

This practicum provides students with an opportunity to engage in supervised advanced clinical counseling practice.

Course Description and Advanced Counseling Practicum Placements

The following description of COUN 8910 Advanced Counseling Practicum is aligned with the following CACREP 2016 specifications for **Counselor Education and Supervision Doctoral Programs under Doctoral Level Practicum (6.C.1-6.C.6)**

1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services.
2. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with a specialized expertise to advance the student's knowledge and skills.
3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty: student ratio. Individual supervision can be provided in a synchronous online format (Zoom) or in individual face to face on-campus formats.
5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty: student ratio. When Group Supervision is provided in digital delivery format (Zoom) it is only provided in a synchronous format.
6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.*

7. As outlined in the **CED Doctoral Program Handbook** - Doctoral students are required to follow all professional legal and ethical standards (ACA 2014), program and University policies including those pertaining to FERPA and HIPAA.

**Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while enrolled in a counseling or supervision internship. Students are also required to purchase their own professional liability insurance and document this as part of course enrollment.*

Students will be required to apply for placement by completing the **COUN 8910 Advanced Counseling Practicum Application for Placement Form**. This form will be sent out by the CED Practicum/Internship Coordinator the semester prior to the course. Students will have two weeks to submit their applications.

The application includes approved placements. Students are permitted to identify additional placements. All placements must meet CACREP 2016 guidelines for clinical placement sites and supervision. They must also be approved by the CED Program Coordinator and the CED Program/Internship Coordinator.

Advanced Counseling Practicum Requirements

Students will provide the CED Practicum/Internship Coordinator and the Instructor of COUN 8910 Advanced Counseling Practicum with a signed [Site Information](#) and [Memorandum of Agreement Forms](#). This will be submitted in the online assessment portal (e.g., Tevera).

Students will be required to have one hour of individual supervision per week and a minimum of 2 hrs. of group supervision per week during the semester.

In instances where the placement site does not have a supervisor who meets the CACREP 2016 and program requirements, the individual supervisor will be provided by the AU counselor education program faculty.

Supervision of Advanced Practicum requires live/taped observation and other forms of work samples. All submitted and required work samples must be submitted through the identified and secured portals (e.g. BOX). *All work samples also must be submitted by the required dates to allow for review and evaluation.*

Evaluation and Practicum Documents

- COUN 8910 Advanced Counseling Practicum Placement Application
- COUN 8910 Site Information and Memorandum of Agreement Form
- COUN 8910 Counseling Log – submitted in Tevera
- COUN 8910 Counseling Practicum Midterm and Final Evaluation – Final submitted in Tevera

Supporting and Additional Materials

These forms are provided to students through CANVAS during the course enrollment:

- Adult Consent Form
- Adult Intake Form
- Child/Adolescent Consent Form
- Individual Treatment Plan
- Progress Note

SUPERVISION PRACTICUM

Supervision practicum provides students with the opportunity to develop their skills by engaging in supervised experiences with master's level counseling practicum students. This includes providing individual and group supervision and receiving group and individual/triadic supervision.

Course Description and Supervision Practicum Placements

Students participate in COUN 8910 Supervision Practicum the semester after successfully completing COUN 8540 Counseling Supervision: Theories and Practice. Supervision Practicum can only be conducted at Auburn University.

Supervision Practicum Requirements

During the COUN 8910 Supervision Practicum, supervision assignments and coordination will be completed by the **CED Program Coordinator** and the **Practicum and Internship Coordinator**.

Doctoral students will provide one hour of individual supervision per week to each of their assigned supervisees.

Doctoral students will be engaged in group supervision to master's level counselor trainees enrolled in COUN 7910.

Doctoral students will be provided one hour of **individual or triadic supervision** per week by a qualified counselor education program faculty member who has a doctoral degree in counseling or related field, completed course work in supervision, and has provided supervision to master's level counselors in training.

Doctoral student supervisors will be provided **group supervision** by a qualified counselor education program faculty member who has a doctoral degree in counseling or related field, completed course work in supervision, and has provided supervision to master's level counselors in training.

Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while enrolled in a counseling or supervision internship. **Students are also required to purchase their own professional liability insurance.**

Evaluation and Practicum Documents

- COUN 8910 Supervision Practicum Midterm and Final Evaluation – Final submitted in Tevera
- COUN 8910 Supervision Log

Supporting and Additional Materials

These forms are provided to students through CANVAS during the course enrollment:

- COUN 8910 Supervision Session Summary Form

RESEARCH PRACTICUM

Research practicum provides students with the opportunity to expand their research skills in the areas of research writing, development of research proposals, professional scholarship and publication, and other activities to enhance applied research competencies.

Course Description and Research Practicum Requirements

Students can enroll in Research Practicum after completing COUN 8300 Research Design. It is recommended that students will have completed or are concurrently enrolled in courses meeting the ERMA research sequence.

Students will complete assessment of their research practicum through completion of two research modules, demonstrating their ability to engage in data-based (qualitative, quantitative, or mixed-methods) research and the development of a research proposal/manuscript.

Evaluation of the research practicum includes assessment of final research module in the online electronic assessment portal (e.g., Tevera, Canvas).

Evaluation and Practicum Documents

- COUN 8910 Research Practicum Midterm and Final Evaluation – Final submitted in Tevera.

CED DOCTORAL INTERNSHIP GUIDE

COURSE DESCRIPTION: COUN 8920 CED DOCTORAL INTERNSHIP

The internship is designed to provide Counselor Education Doctoral students with experiences and training to enhance their skills and competencies in the areas of teaching, research, supervision, counseling, and leadership/advocacy. Internships are viewed as the culminating activity in degree programs, and ordinarily follow the completion of coursework and supervised practicums (Teaching, Supervision, Research, and Counseling).

Students are required to complete professional practice experiences in a minimum of three of the following 5 areas: **Teaching, Research, Leadership and Advocacy, Counseling, and Supervision**. This includes required experiences in Teaching and Supervision.

Registering for COUN 8920 Internship

- Students cannot begin internship until they have completed **the majority of their coursework** (excluding dissertation hours). This includes **completing all practicums and prerequisites for practicums**.
- Students are required to complete a total of **9 credit hours of COUN 8920 Internship**.
- The 9 credit hours are to be spread out over three consecutive semesters (Summer, Fall, and Spring).
- As a variable credit hour course students will be able to only register for 1 credit hour. It is the student's responsibility to contact the SERC Department to adjust their hours as needed.
- Students are responsible for tracking their credit hours during these 3 semesters to make sure they have completed all hours and requirements.

The Counselor Education Doctoral Program Internship is aligned with the following CACREP 2016 standards:

1. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership, and advocacy).

2. Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while enrolled in a counseling or supervision internship. Students are also required to purchase their own professional liability insurance through an organization (e.g., ACA, HPSO, ASCA, AMHCA).
3. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. This may include synchronous supervision (Zoom) or in-person supervision.
4. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program core faculty member. Group supervision may be provided in-person on campus or through synchronous online group supervision (Zoom).
5. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in internship.*
6. As outlined in the **CED Doctoral Program Handbook** - Doctoral students are required to follow all professional legal and ethical standards (ACA 2014), program and University policies including those pertaining to FERPA and HIPAA.

**Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while enrolled in a counseling or supervision internship. Students are also required to purchase their own professional liability insurance and document this as part of course enrollment.*

INTERNSHIP REQUIREMENTS

To be eligible for internship, a student must have completed all academic coursework except for their final 6 credit hours. Dissertation hours are not included in this requirement.

A student must be in good academic standing. Students on remediation may not be considered for internship if it is determined by their Academic Committee that completion of remediation is necessary prior to the start of internship.

Students should be aware that failure to perform at an appropriate level (see the *Counselor Education Evaluation, Remediation, and Retention Policy* in the *Counselor Education Program Handbook*) at any point in the internship process may result in them being dismissed from internship or delayed in completing their internship until these issues are resolved.

Students may be dismissed from internship if a supervisor determines that their performance or behavior is inappropriate or unprofessional. Students who are dismissed from internship sites will be reviewed by their Academic Committee. Student remediation or dismissal from the program may result from such review.

A student who does not meet all course requirements may be given an IN or U for the course that semester. A student must receive an S in the preceding semester to move onto the next semester of internship.

Students need to be prepared to provide any documentation required for placement at specific internship sites (e.g., transcripts, background checks). In addition, students should be prepared to complete all required training for specific sites prior to starting their internship activities at that site.

INTERNSHIP PLANNING GENERAL GUIDELINES

Internship consists of a minimum of 600 clock hours that include the following requirements:

Students will be required to submit to the CED Program Coordinator an **Internship Application** for all three semesters of internship. A link to this (Qualtrics survey) application will be provided by the CED Program Coordinator on a semester basis prior to the start of internship.

- Students are required to *consult with their major professor in the development of the semester internship plans*. This planning will take into consideration the student's previous experiences and professional goals.
- **Students will be required to submit an application for all three semesters of internship.**
- The application will require that the student has confirmed and received approval for supervision of all components.
- Students will follow the guidelines in this document for placements at Auburn University and approval of external placements.
- The application must be received by the 12th week of classes prior to starting the Internship.
- Please refer to the Planning materials in this document to assist with this process.

A minimum of 100 hours will be completed in supervision practice. Students must complete their initial supervision experience at Auburn University (Fall Semester). Supervision experiences cannot be conducted during the summer semester of internship.

A minimum of 60 hours will be completed in teaching. This will only include master's level courses in counselor education. The initial teaching experience must be at Auburn University. After this initial requirement is met, students can teach at other approved sites.

Students can allocate their additional hours (440) across any of the 5 areas, however no more than 200 hours can be allocated to any one specific area.

Students will be provided Group Supervision on a regular basis throughout the semester, conducted by a counselor education program faculty member (Instructor of COUN 8920 Internship).

Students will submit all evaluations, logs and required documentation of meeting internship requirements to the Group Supervisor at both midterm and final evaluation. All documentation and work samples follows ethical and legal requirements (including FERPA and HIPAA).

Counseling and Supervision: Students will be required to have an average of **one hour per week** of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.

- Students will be required to submit all required work samples and documentation to their Supervisors (per policies outlined in this handbook).
- Supervisors will be required to complete midterm and final evaluations for supervisees.

Teaching, Leadership/Advocacy, and Research: The Group Supervisor will be responsible for individual or triadic supervision on a regular basis and evaluation of these components of the internship.

- Students will be required to provide documentation, demonstrations and other evidence required to evaluate performance in these areas.
- Teaching will also require that students submit all completed evaluations by their supervisors to the Group Supervisor.

INTERNSHIP COMPONENTS

Each of the five areas of internship are described below including general information, supervisor qualification, and guidelines for providing documentation of activities. Students participating in counseling and supervision activities will need to designate direct and indirect hours.

Refer to the [Internship Planning Guide](#) for a checklist of all requirement and examples of documenting hours.

COUNSELING

Counseling components will include the provision of direct and indirect counseling activities including group and individual counseling.

Supervision and Placements

Students will be required to identify placements for counseling activities.

The **CED Program Coordinator** and the **Practicum and Internship Coordinator** will have to approve all placements for counseling activities. This approval will be linked to the **Internship Application Form** and process.

- Once a site has been approved by the Coordinators, the student will provide the CED Program Director and the Instructor of COUN 8920 Internship with a signed [Site Information and Memorandum of Agreement Form](#). This will be submitted in the online assessment portal (e.g. Tevera).
- Students will be required to have an average of **one hour per week** of individual and/or triadic supervision, provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.

Counseling activities can include group and individual counseling. Hours will also include weekly individual supervision. Refer to the **COUN 8920 Internship Checklist and Planning Guide** for examples of documenting these areas.

Internship Direct Hours: Face-to-face individual and group counseling activities are direct hours.

- Calculating Hours: *Hours are calculated per hour engaged in direct provision of services.*

Internship Indirect Hours: May include individual supervision, preparation for counseling sessions, administrative activities, program development, and other approved support activities.

- Calculating Hours: *Hours are calculated per hour engaged in activities: 0.5 hours of preparation is allowable for every direct hour.*

Documentation and Evaluation of Counseling Activities

Per requirements of the individual supervisor, students will need to provide work samples that allow for the evaluation of counseling activities.

- **COUN 8920 Counseling/Supervision Internship Log:** Signed by approved supervisors and submitted at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.
- **COUN 8920 Internship Evaluation Form:** Students will be required to submit to the Group Supervisor midterm and final evaluations signed and approved by the individual supervisor. Final assessments will be submitted in online assessment portals (e.g. Canvas, Tevera).

SUPERVISION

Supervision will include the provision of direct and indirect hours. Students are required to complete a minimum of **100 hrs.** of supervision during the Internship. The initial supervision experience will be completed at Auburn University (Fall Semester).

Supervision and Placements

Supervision will be required to have an average of **one hour per week** of individual and/or triadic supervision, provided by a counselor education program faculty member or an individual with a doctoral degree in counselor education.

Auburn University will assign an approved individual supervisor for the initial supervision experience (Fall Semester) and make final supervisee/supervisor assignments.

Students wishing to complete additional experiences will need to have approval of the site and site supervisor by the **CED Program Coordinator** as part of the **Internship Application** process.

- Students will provide the CED Program Director and the Instructor of COUN 8920 Internship with a signed [Site Information and Memorandum of Agreement Form](#). This will be submitted in the online assessment portal (e.g. Tevera).

Description and Hours

Supervision activities can include group and individual supervision. Hours will also include weekly individual supervision. Refer to the COUN 8920 Internship Checklist and Planning Guide for examples of documenting these areas.

Internship Direct Hours: Face-to-face individual and group supervision activities are direct hours.

- Calculating Hours: *Hours are calculated per hour engaged in direct provision of services.*

Internship Indirect Hours: May include the intern's supervision of their supervision activities, preparation for supervision sessions, development of supervisory materials and resources, and reviewing recorded counseling sessions for supervision session.

- Calculating Hours: *Hours are calculated per hour engaged in activities (typically 1.5 hours of preparation is allowable for every direct hour with one supervisee when tapes are reviewed and 0.5 hours when tapes are not reviewed.)*

Documentation and Evaluation of Supervision Activities

Per requirements of the individual supervisor, students will need to provide work samples that allow for the evaluation of supervision activities (e.g., supervision notes, recorded sessions, supervisee evaluations).

- **COUN 8920 Counseling/Supervision Internship Log:** Signed by approved supervisors and submitted at midterm and final evaluation. The final document will be submitted in online (Tevera) assessment portals and approved by the Group Supervisor.
- **COUN 8920 Internship Evaluation Form:** Students will be required to submit to the Group Supervisor midterm and final evaluations signed and approved by the individual supervisor. Final assessments will be submitted in online assessment portals (e.g., Canvas, Tevera).

TEACHING

Students must complete a minimum of **60 hrs.** in Teaching during the Internship. The initial teaching experience(s) must be completed at Auburn University. Additional teaching experiences can be completed at other institutions with approval by the Counselor Education Program Coordinator.

Supervision and Placements

Students completing their teaching experiences at Auburn University must submit to the CED Program Coordinator their preferences for courses and semester sections of courses. Students can refer to the [Master's Programs Course Sequence](#) for information on course scheduling.

- Requests should be emailed to the CED Coordinator at least one semester prior to placement (for Fall placements it is recommended that they be provided in the Spring prior).
- Students should provide at least 3-4 course options and identify any scheduling conflicts. The Coordinator will work with program faculty on placements.
- **Non-AU Teaching Placements:** Students must complete their initial experience at Auburn University.
 - Students completing additional teaching experiences at other Universities (in CACREP accredited MS counselor education programs) must include as part of their Internship Application the site and the Site Supervisor.
 - The supervisor must be a counselor education program faculty member at that institution and hold a doctoral degree in counselor education.
 - Students will be required to provide the CED Program Coordinator and Instructor of Internship with an approved Site Information and Memorandum of Agreement Form. This will be submitted in the online assessment portal (e.g. Tevera).

- Supervision for teaching experiences will include the observation of teaching and evaluation of teaching demonstrations (e.g., course and lecture materials, ppt presentations, development of assessment and course materials, engaging in evaluation, development of activities).
- Supervision of Teaching experiences at Auburn University will be the responsibility of the Group Supervisor of the COUN 8920 Internship (Instructor) in conjunction with faculty that may be providing supervision of teaching experiences.

Description and Hours

Internship activities in Teaching may include teaching instruction and co-instruction. It also includes the development of course materials, lecture materials, activities, engagement in evaluation or other course/lecture development activities.

Other activities may include meeting with faculty for additional supervision of teaching and participating in educational sessions to expand and enhance teaching competence (e.g., workshops, presentations, and training sessions).

Calculating Hours: *Hours engaged in teaching and direct instruction are calculated based on actual hours of direct instruction. Hours in development for teaching are calculated per hour engaged in activities; 1.5 hours of course preparation is allowable for every hour of direct instruction.*

Documentation and Evaluation of Teaching Activities

Per requirements of the individual supervisor, students will need to provide work samples that allow for evaluation of teaching activities (e.g. teaching demonstrations, lesson plans, students evaluations, developed materials, engagement in evaluation).

- **COUN 8920 Research/Lead. & Adv., Teaching Internship Log:** Signed by approved supervisors and submitted at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.
- **COUN 8920 Internship Evaluation Form:** These will be completed by the appropriate supervisor.
- Students will be required to submit to the Group Supervisor midterm and final evaluations signed and approved by the individual supervisor at other institutions. Final assessments will be submitted and approved in the online assessment portals (e.g. Canvas, Tevera).

RESEARCH

Research activities for this component of internship cannot include time corresponding to the dissertation process and dissertation research. Students already receive credit for these activities through COUN 8990 Dissertation.

Supervision

Internship experiences in Research are evaluated by the Group Supervisor (instructor). Students will be required to document their engagement in research activities and outcomes linked to these activities.

Description and Hours

Research and scholarship activities may include participation in research projects, grant work, presenting at

professional conferences, preparing and submitting scholarly manuscript(s), attending professional training sessions related to research skills or knowledge development, and other related research engagement activities.

Students' hours in research *require demonstration of actual outcomes* related to identified activities.

Calculating Hours: *Hours are calculated per hour engaged in activities. Students should not project hours in their plans that they will not have the ability to demonstrate completion (or progress) of by the end of the semester.*

Documentation and Evaluation of Research Activities

Students will need to provide the Group Supervisor with documentation of meeting the outlines hours in their plans.

- **COUN 8920 Research/Lead. & Adv., Teaching Internship Log:** Approved by the Group Supervisor at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.
- **COUN 8920 Internship Evaluation Form:** Approved by the Group Supervisor at midterm and final evaluation. The final document will be submitted in online assessment portals (e.g., Canvas, Tevera) and approved by the Group Supervisor.

LEADERSHIP AND ADVOCACY

Supervision

Internship experiences in Leadership and Advocacy are evaluated by the Group Supervisor (Instructor). Students will be required to document their engagement in leadership and advocacy activities and outcomes linked to these activities.

Description and Hours

Leadership and Advocacy activities may include serving in a leadership, membership, and /or mentoring role within a counseling organization, engagement in advocacy activities on behalf of clients or the counseling profession, and involvement in professional development activities that promote the intern's development as a leader or advocate.

Student's hours in Leadership and Advocacy *require documentation of actual outcomes* related to identified activities.

Calculating Hours: *Hours are calculated per hour engages in activities. Students should not project hours in their plans that they will not have the ability to demonstrate completion (or progress) in by the end of the semester.*

Documentation and Evaluation of Research Activities

Students will need to provide the Group Supervisor with documentation of meeting the outlines hours in their plans.

- **COUN 8920 Research/Lead. & Adv., Teaching Internship Log:** Approved by the Group Supervisor

at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.

- **COUN 8920 Internship Evaluation Form:** Approved by the Group Supervisor at midterm and final evaluation. The final document will be submitted in online assessment portals (e.g., Canvas, Tevera) and approved by the Group Supervisor.

APPENDICES

CED DOCTORAL PRACTICUM PLANNING GUIDE

The following checklist is meant to help you plan for the Advanced Counseling, Supervision, Teaching and Research Practicums.

Advanced Counseling Practicum

- The Practicum/Internship Coordinator will send out the Advanced Counseling Practicum Application Qualtrics form in the Fall Semester.
- Students requesting new placements will have to provide information about the site and site supervisor (meeting requirements specified in this handbook) to the CED Program Coordinator and the Practicum/Internship Coordinator for approval.
- Students will be required to get their Site Information and Memorandum of Agreement Form approved. This will be provided to the Practicum/Internship Coordinator and the Instructor of COUN 8910 Advanced Practicum to be loaded to Tevera.
- If a site requires specific training or preparatory actions prior to engaging in internship activities, such requirements should be completed prior to the start of the semester.

Teaching Practicum

- Students can submit via email their teaching (course) preferences the semester prior to starting Teaching Practicum. However, it is recommended that for Fall placements you submit in the Spring prior. This is to be submitted to the CED Program Coordinator.
- Students requesting new placements will have to provide information about the site and site supervisor (meeting requirements specified in this handbook) to the CED Program Coordinator and the Practicum/Internship Coordinator for approval.
- Students will be required to get their Site Information and Memorandum of Agreement Form approved. This will be provided to the Practicum/Internship Coordinator and the Instructor of COUN 8910 Advanced Practicum to be loaded to Tevera.
- If a site requires specific training or preparatory actions prior to engaging in internship activities, such requirements should be completed prior to the start of the semester.

Supervision Practicum

- The Supervision Practicum will be completed at Auburn University.
- The CED Program Coordinator and the Practicum/Internship Coordinator will work on Supervision Placements for Supervision Practicum.
- Students are typically assigned 4 MS students to supervise. Triadic supervision is not permitted for these individual sessions. Students will also be engaged in Group Supervision of COUN 7910 Practicum.
- Students will also be provided Group Supervision (2 hrs. per week, COUN 8910) and Individual supervision (1 hr. per week).

MS PROGRAMS COURSE SEQUENCES

(Please note that these are tentative and may change based on program requirements; please confirm with posted course schedules.)

COURSE SEQUENCE FOR SCHOOL COUNSELING STUDENTS

YEAR 1 FALL:	YEAR 1 SPRING:	YEAR 1 SUMMER:
COUN 7320/7326: Counseling Theory COUN 7250/7256: Advanced Assessment and Diagnosis COUN 7400/7406: Orientation to the Profession of Counseling ERMA 7200/7206: Basic Methods in Education Research	COUN 7420/7426: Orientation to School Counseling COUN 7330/7336: Counseling Diverse Populations COUN 7340/7346: Group Counseling COUN 7350/7356: Introduction to Counseling Practice	COUN 7200/7206: Introduction to Measurement and Assessment COUN 7230/7236: Career Development and Vocational Appraisal COUN 7310/7316: Counseling Applications of Lifespan Development
YEAR 2 FALL:	YEAR 2 SPRING:	
COUN 7450/7456: Foundations of School Counseling COUN 7910/7916: School Counseling Practicum COUN 7500/7506: Crisis Intervention in Counseling COUN 7240/7246: Counseling Children and Adolescents	COUN 7920/7926: School Counseling Internship COUN 7460/7466: Leadership and Advocacy for School Counselors	

COURSE SEQUENCE FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS

<p style="text-align: center;">YEAR 1 FALL:</p> <p>COUN 7320/7326: Counseling Theory</p> <p>COUN 7250/7256: Advanced Assessment and Diagnosis</p> <p>COUN 7400/7406: Orientation to the Profession of Counseling</p> <p>ERMA 7200/7206: Basic Methods in Education Research</p>	<p style="text-align: center;">YEAR 1 SPRING:</p> <p>COUN 7410: Orientation to Clinical Mental Health Counseling</p> <p>COUN 7330/7336: Counseling Diverse Populations</p> <p>COUN 7340: Group Counseling</p> <p>COUN 7350: Introduction to Counseling Practice</p>	<p style="text-align: center;">YEAR 1 SUMMER:</p> <p>COUN 7200: Introduction to Measurement and Assessment</p> <p>COUN 7230: Career Development and Vocational Appraisal</p> <p>COUN 7310/7316: Counseling Applications of Lifespan Development</p> <p>COUN 7510: Advanced Clinical Mental Health Interventions</p>
<p style="text-align: center;">YEAR 2 FALL:</p> <p>COUN 7370: Foundations of Substance Abuse Counseling</p> <p>COUN 7910: Clinical Mental Health Counseling Practicum</p> <p>COUN 7500/7506: Crisis Intervention in Counseling</p> <p>COUN 7240/7246: Counseling Children and Adolescents</p>	<p style="text-align: center;">YEAR 2 SPRING:</p> <p>COUN 7920: Internship</p> <p>COUN 7360: Advanced Counseling Practice</p>	<p style="text-align: center;">YEAR 2 SUMMER:</p> <p>Alternative Option: COUN 7920: Internship</p>

COURSE SEQUENCE FOR CLINICAL REHABILITATION COUNSELING STUDENTS

<p style="text-align: center;">YEAR 1 FALL:</p> <p>COUN 7320/7326: Counseling Theory</p> <p>COUN 7520/7526: Introduction to Rehabilitation and Case Management in Rehabilitation Counseling</p> <p>COUN 7400/7406: Orientation to the Profession of Counseling</p> <p>COUN 7010/7016: Medical, Vocational & Psychosocial Aspects of Disability</p>	<p style="text-align: center;">YEAR 1 SPRING:</p> <p>COUN 7130/7136: Vocational Evaluation</p> <p>COUN 7330/7336: Counseling Diverse Populations</p> <p>COUN 7340/7246: Group Counseling</p> <p>COUN 7350/7356: Introduction to Counseling Practice</p>	<p style="text-align: center;">YEAR 1 SUMMER:</p> <p>COUN 7110/7116: Occupational, Career, and Placement Services</p> <p>COUN 7930/7936: Advanced Theories in Counseling Practice</p> <p>COUN 7250/7256: Advanced Assessment and Diagnosis in Counseling</p>
<p style="text-align: center;">YEAR 2 FALL:</p> <p>COUN 7910: Clinical Rehabilitation Counseling Practicum</p> <p>COUN 7500/7506: Crisis Intervention in Counseling</p> <p>ERMA 7200/7206: Basic Methods in Educational Research</p>	<p style="text-align: center;">YEAR 2 SPRING:</p> <p>COUN 7920: Internship</p> <p>COUN 7950/7956: Emerging Adulthood & Transition in Rehabilitation</p>	<p style="text-align: center;">YEAR 2 SUMMER:</p> <p>COUN 7310/7316: Counseling Applications of Lifespan Development</p> <p>COUN 7370/7376: Foundations of Substance Use Counseling</p>

PRACTICUM PLANNING AND DOCUMENTATION

Teaching Observation and Evaluation
COUN 8910 Teaching Practicum

Instructor/Supervisee:
 Course:
 Observation/Date:

Supervisor:
 Sem/Year:

Lesson Preparation			
Lesson Planning	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Lesson Plan demonstrates identification of key learning goals			
Lesson Plan includes instructional methods appropriate for course and learning goals			
Lesson planning has integrated current research			
Lesson planning reflects integration of diversity and methods to address differences in learning styles			
Lesson plan reflects content appropriate for course and lecture/session			
Teaching Demonstration			
Content Knowledge	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Demonstrates content knowledge			
States goals and provides overview of lesson			
Material is contextualized to future work settings			
Current research is used to support points			
Links are developed to previous lessons or content			
Teaching Methods	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Multiple instructional methods are used			
Technological competence is evident			
Demonstrations are effective and appropriate examples are provided			
Provides context and instructions to class activities and links to class goals			
Time is managed effectively			
Integrates teaching methods to engage students in discussion and application			
Demonstrates knowledge and skills of effective teaching			
Teaching Rapport and Communication Skills	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Positive attitude and respect is conveyed			
Student participation is encouraged and reinforced			
Enthusiasm and engagement are demonstrated			
Student questions are encouraged and responded to appropriately			

Works to build appropriate transitions in class lecture, discussions, and activities			
Use of voice tone and facial expression to maintain interest and pace lesson			
Addressing Student Learning and Classroom Dynamics	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Individual differences in learning are accommodated			
Establishes an environment supportive of student engagement and discussion			
Integrates content reflective of diversity and professional ethics as appropriate			
Demonstrates respect for students and differing perspectives			
Erroneous ideas are constructively challenged			
Teaching Assessment and Evaluation	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Explains assignment(s) in relation to course and lesson goals			
Activities are clearly explained including goals, procedures and expected outcomes			
Assignments include instructions that are clear and address grading process			
Assignments/activities require critical thinking			
Evaluation of assignments reflects use of constructive feedback			

Additional Comments:

INFORMATION SHEET
COUN 8910 Doctoral Practicum
Advanced Counseling Practicum

IMPORTANT: Please complete this form and submit to your University Group Supervisor.

Name of Student:

Date of Enrollment:

E-mail:

Site Supervisor:

Site Supervisor E-mail:

Site:

Site Address:

Site Telephone:

University (Individual/Triadic) Supervisor:

University Group Supervisor:

MEMORANDUM OF AGREEMENT

To: Site Supervisors of Counselor Education Practicum Students
From: University Supervisor
Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our advanced practicum student. This is an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. If you have any questions or need to discuss a practicum student's performance or development before the formal midterm evaluation period, please contact the student's university supervisor at barnema@auburn.edu.

The University is expected to:

1. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio, video tapes, session summaries) and two hours of group supervision.
2. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to students their professional responsibilities to clients and the site.
5. All doctoral students enrolled in COUN 8910 Advanced Practicum *are required to have professional liability insurance* in addition to what is provided by the University.

The Site is expected to:

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. Students can have a total of 8-10 hours on-site per week.
2. When the site does not provide the opportunity for students to develop work samples the site may be asked to provide observation or evaluation of the student's counseling practice.
3. Assist the student in obtaining consent agreements to audio record counseling sessions for use in individual and group supervision. *When sending forms home with minors, it is helpful for the supervisor to include information about why their child has been invited to participate in counseling sessions.*
4. Make provisions for orientating the practicum student to the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.
5. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
6. The site will notify the University Group Supervisor of any problems which may influence the student's

successful completion of the placement.

7. Assist in the evaluation of the practicum student's clinical counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and finals.
8. If the student is providing tele-mental health services, the site must assure that the student will be properly supervised by a counselor with a graduate degree in counseling or a related profession and with a state counseling license.

The student is expected to:

1. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.

Site Supervisor

University Group Supervisor

Practicum Student

**COUN 8910: Advanced Counseling Practicum
Counselor Education Doctoral Program
Midterm and Final Evaluation**

Practicum Student's Name: _____

Date of Evaluation: _____ **Midterm:** _____ **or Final:** _____

Please check who is completing this evaluation:

_____ **University Supervisor, Name:** _____

_____ **Site Supervisor, Name:** _____

_____ **Student (Self-Evaluation)**

Competency	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Demonstrates counseling skills related to initiating the counseling process, respect and building rapport				
Able to demonstrate holistic conceptualization skills				
Effective individual counseling skills including session and goal planning				
Effective group counseling skills including session and goal planning				
Applies appropriate counseling skills related to empathy, immediacy, reflection of feelings, and reflection of meaning				
Effectively develops short-term and long-term goals in the counseling process				
Demonstrates congruence of thoughts, emotions, and actions in the counseling process				
Integrates and applies evidence-based counseling skills, interventions, and techniques				

Articulates counseling goals and involves the client/student/consumer in goal setting				
Ability to utilize assessment techniques and/or information in making clinical decisions.				
Demonstrates the integration of counseling theory into counseling practice				
Identifies a personal theory or integrated theory of counseling and can demonstrate application				
Demonstrates cultural sensitivity in the application of evidence-based practices with diverse populations.				
Engages in counseling practice that is reflective of cultural competence and the ability to assess personal bias				
Demonstrates counseling practice that is reflective of the principles of advocacy and social justice				
Demonstrates professional ethical and legal decision making in clinical practice.				
Engages effectively in the supervision process, including self-assessment and use of feedback				
Demonstrates self-reflection and ability to assess own skills and outcomes in the counseling process				
Meets requirements related to documentation for both counseling and supervision				
Demonstrates strong professional skills including meeting site requirements and policies				
Respectful of all site staff, counselors, and administrative professionals				

Supervision Session Summary

Supervisor:

Supervisee:

Date of Session:

Session #:

Check all Topics Discussed:

Counseling Practice

- ☐ Establishing a Counseling Relationship
- ☐ Counseling Skills
- ☐ Site Issues
- ☐ Documentation at Site
- ☐ Documentation for Supervision
- ☐ Self-Assessment of Counseling Skills
- ☐ Intake or Planning

Counseling Intervention

- ☐ Practicum Course
- ☐ Case Conceptualization
- ☐ Treatment/Session Planning
- ☐ Establishing Goals & Objectives for Counseling
- ☐ Crisis Intervention
- ☐ Assessment Process and Tools
- ☐ Diversity/Social Justice/Advocacy

Supervision and Practice

- ☐ Preparing for Supervision
- ☐ Supervision Documentation
- ☐ Supervision Evaluation Issues
- ☐ Establishing and Maintaining Boundaries
- ☐ Ethical Issues
- ☐ Countertransference Issues

Other areas discussed:

Session Documentation:

Consider in your documentation

- strengths related to your supervisee's counseling skills
- challenges identified and discussed related to your supervisee's counseling skills
- counseling skills that will be the focus of development in supervision this week
- counseling conceptualization skills that will be the focus of this week

Session Notes and Summary:

1. Describe the primary focus of issues addressed in this supervision session:
2. What specific supervisory methods or strategies did you use to address these issues or areas (consider strategies, models of supervision)?
3. Identify any specific challenges or concerns you had as the supervisor:
4. Identify any strengths or areas you want to highlight in your supervisory process:
5. What are your primary goals for your next supervisory session?
6. Identify specific questions or concerns you wish to discuss in your supervision:

Supervision Methods Used *(Check All That Apply):*

- ☐ Live Supervision
- ☐ Process Recording
- ☐ Role Play
- ☐ Supervisee Case Presentation

Others:

COUN 8910 – Supervision
Midterm and Final Supervisor Evaluation

Doctoral Student Supervisor Name: _____ **Date:** _____

Supervisor Completing Form:

Individual Supervisor: _____ **Evaluation:** Midterm Final
 Group Supervisor: _____ **Evaluation:** Midterm Final

The following evaluation focuses on an assessment of the Supervisor related to the expectations for COUN 8910 Supervision Practicum. This includes the CED program's *Key Performance Indicators* and program outcomes.

It is expected that upon completion of the COUN 8910 Supervision Practicum the supervisor **will demonstrate** (Meets Expectations or Exceeds Expectations) in all of the following areas of *Supervisor Skill, Supervisory Relationship Skills, and Professional Supervisory Behavior*.

Supervisor Skill Area	Exceeds Expectations	Meets Expectations	Does not Meet Expectations	Comments
Demonstrates empathy and congruence				
Attends to both non-verbal and verbal communication				
Actively engages supervisee(s) in the supervisory process				
Demonstrates immediacy and encouragement in addressing supervisee issues and growth				
Effective use of focusing and appropriate confrontation				
Ability to manage time and structure supervision sessions				
Assists assist supervisee in the development of counseling skills				
Addresses developmental needs and individual goals of the supervisee				
Assists supervisee in development of conceptualization skills to help identify client/student/consumer goals, issues, and concerns				
Demonstrates integration of multicultural competencies in supervisory practice				
Demonstrates application of a model of supervision (or integrative approach) into practice				
Integrates supervisory techniques and processes appropriate for supervisee needs and goals				
Effectively uses evaluation and outcome assessment as part of the supervisory process				
Demonstrates ability to assist the supervisee in developing a theoretical framework for counseling practice				
Supervisory Relationship				
Provides the supervisee an environment that is supportive, safe and establishes clear expectations for supervision.				
Engages in developing a working alliance in the supervisory relationship				

Articulates and models expectations for the supervisory process (being on time, submitting materials on time)				
Provides constructive and timely feedback				
Encourages supervisees to infuse diversity and advocacy considerations into their work with clients.				
Demonstrates ability to address parallel process issues and supervisee concerns within the supervision process				
Applies multicultural theories, components, and skills in supervision, including those related to the supervisory relationship				
Demonstrates awareness of the power differential in supervision and addresses this in a supportive manner in the process				
Works actively to include and solicit the supervisee's perspective, while working to not assert their own beliefs and thoughts.				

Supervisor Professional Behavior	Exceeds Expectations	Meets Expectations	Does not Meet Expectations	Comments
Provides informed consent information as it relates to the supervisory (initial session) and counseling processes				
Awareness of and maintaining appropriate professional boundaries in the supervisory process and relationship				
Provides and clarifies appropriate parameters and requirements for supervision.				
Demonstrates knowledge of relevant professional standards (e.g., ACA Code of Ethics, ACES)				
Demonstrates supervisory practice that reflects ethical and legal standards				
Maintains appropriate professional boundaries in the supervisory relationship, including avoiding multiple and dual roles/relationships.				
Demonstrates being prepared for sessions with supervisees including meeting all requirements for reviewing documentation and supervisee work-samples (e.g., tapes, transcripts)				
Responsible for completing all required documentation and evaluations for supervision				
Supervision Process for Supervisors	Exceeds Expectations	Meets Expectations	Does not Meet Expectations	Comments
Demonstrates preparing for personal supervision sessions				
Submits all required documentation, evaluations and other requested materials within the time frame established in course requirements (48 hrs. prior to supervision)				
Actively engages in their own supervision including self-reflection, and assessment of areas of growth and strengths				
Demonstrates ability to identify personal goals and outcomes for their supervision				

Demonstrates ability to effectively use and apply feedback				
Utilizes appropriate self-care practices				
Follows all University, program and course requirements related to the supervision course and supervision process				

Auburn University
COUN 8910 Research Practicum CED
 Empirical Research Study Implementation & Manuscript Submission

Student: _____ Date: _____

In this course students will develop and implement an empirical research study. Manuscripts will be developed and submitted for publication.

These activities cover KPI 6.B.3 *Demonstrates knowledge and skills necessary to engage in research and scholarship.*

Please use the following scale to rate the Student in the areas of Research and Scholarship.

Does not Meet Expectations - 0 Fails to demonstrate sufficient knowledge or skill in the area.	Meets Expectations - 1 Demonstrates sufficient knowledge or skill in the area.	Exceeds Expectations - 2 Demonstrates advanced knowledge or skill in the area.
1. Student was able to collaborate on the development of research project/proposal	0 1 2	N/O
2. Student demonstrated ability to develop an appropriate research design.	0 1 2	N/O
3. Student was able to effectively obtain IRB approval.	0 1 2	N/O
4. Student was able to effectively implement research procedures.	0 1 2	N/O
5. Student was able to effectively recruit participants.	0 1 2	N/O
6. Student was able to effectively engage in data collection procedures.	0 1 2	N/O
7. Student was able to effectively execute methodological procedures.	0 1 2	N/O
8. Student demonstrated ability to integrate and use feedback.	0 1 2	N/O
9. Student demonstrated effective skills related to disseminating research (i.e., submit for publication, presentation).	0 1 2	N/O
10. Student demonstrated appropriate professional, legal, and Ethical research behaviors.	0 1 2	N/O

Please identify strengths of the Student related to Research and Scholarship:

Please identify any areas of improvement related to Research and Scholarship:

INTERNSHIP PLANNING AND DOCUMENTATION

CED DOCTORAL INTERNSHIP PLANNING GUIDE

Meet with your major professor to develop your internship plan at least one semester prior to when you anticipate beginning your internship.

- Your internship plan will consist of activities in at least three of the five core areas (counseling, teaching, supervision, research and scholarship, and leadership and advocacy).
- You will be required to have at least 100 hrs. in Supervision and 60 hrs. in Teaching
- A minimum of 600 hours is required for internship completion. Students may not count more than 200 hours in any single area.
- Follow all specified dates related to placements and applications.

CED 8920 Internship Plan: You will receive during the semester(s) prior to your internship semester(s) a link to the Qualtrics application/plan (*for the following semester*). You will be required to provide all information needed as part of the process, you will also be asked to review and get approval from your Committee Chair. **See placement and required information below:**

Placements and Application Requirements: Completed in Qualtrics

- Teaching: The CED Coordinator will on a semester-by-semester basis notify CED Doctoral students of courses eligible for teaching internship experiences. ***Your initial teaching experience is to be completed at Auburn University.*** Additional experiences maybe at approved at other institutions. You will be required to submit a Memo of Agreement as part of your application for external teaching experiences.
- Supervision: Supervision cannot be completed during the Summer semester. Initial experience is recommended at Auburn University – Fall Semester. Your application will need to include a Memo of Agreement and Supervisor Contact (for approval of Supervisor qualifications and to provide supervisors with requirements at Auburn and access to resources related to digitally delivery) if the experience is not at AU.
- Counseling: Your application will need to include a Memo of Agreement and Supervisor Contact (for approval of Site and Supervisor qualifications and to provide supervisors with requirements at Auburn and access to resources related to digitally delivery). If a site requires specific training or preparatory actions prior to engaging in internship activities, such requirements should be completed prior to the start of the semester.

Group Supervision

- On the first day of the semester, provide your University Group Supervisor with a copy of your approved Internship Application.
- **On the first day of the semester: Upload all approved Site Memos of Agreement** and your approved **Internship Plan** for the Semester in TEVERA.

Internship Documentation

All Internship Components – First Week of the Semester		
Document	Box	Tevera
Memo of Agreement (signed) – Counseling	Yes	Yes
Memo of Agreement (signed) - Supervision	Yes	Yes
Memo of Agreement (signed) – Teaching (teaching not completed at AU)	Yes	Yes
*Internship Plan	Yes	Yes

Counseling		
Document	Box	Tevera
Supervisor Evaluation	Midterm/Final - signed by Site Supervisor	Final - signed by Site Supervisor
Counseling Log	Midterm/Final - signed by Site Supervisor	Final - signed by Site Supervisor (upload)

Supervision		
Document	Box	Tevera
Supervisor Evaluation	Midterm/Final - signed by Site Supervisor	Final - signed by Site Supervisor
Supervision Log	Midterm/Final - signed by Site Supervisor	Final - signed by Site Supervisor (upload)

Leadership & Advocacy/Teaching/Research		
Document	Box	Tevera
Documentation	Uploaded throughout the semester to correspond to log	
Group Supervisor Evaluation	Midterm/Final - signed by Group Supervisor	Completed in Tevera by Group Instructor
Leadership & Advocacy/Teaching/Research Log	Midterm/Final - signed by Group Supervisor	Final - signed by Group Supervisor (upload)

***Note:** The Internship Plan is submitted in Qualtrics the semester prior to starting Internship. Students can download a copy or outline the components for submission to the Group Supervisor.

**Counselor Education Internship
Documentation of Activities Examples**

TEACHING

Description	Activities
7330 - Counseling Diverse Populations	4 lectures - 3 hrs. = 12 hrs. Course preparation: 1.5 hrs. x 12 = 18 hrs. Evaluation: 5 hrs. Development of assessment: 2 hrs. Supervision meetings: 10 hrs.
COUN 7840 - Counseling Theories at *** University (Online course)	10 lectures – 3 hrs. = 30 hrs. Course preparation: 2 hrs. x 30 = 45 hrs. Developing course syllabus = 3 hrs. Teaching Observation and Supervision meeting: 2 hrs.

RESEARCH AND SCHOLARSHIP

Description	Activities
Participation in a professional presentation at ACA (lead on session)	10 hrs. of session preparation 1 hrs. of session presentation
Participation in focus group research study	10 hrs. for the development of literature rationale and focus group questions 2 hrs. to conduct focus group 10 hrs. to analyze focus group data in collaboration with supervisor
Development and submission of manuscript on training school counseling interns	7 hrs. to revise my section and assist with the submission.

LEADERSHIP AND ADVOCACY

Description	Activities
Developing a module for the CMHC Masters students on how to engage in Advocacy	1.5 hrs. of direct training time 5.5 hrs. prep
Serving as Treasurer of Alabama ACES	2 hrs. per month in meetings
Student Representative on a CED Advisory Committee	2 hrs. of meeting time and 2 hrs. of time in follow-up meeting to analyze findings

COUNSELING

Description	Direct Hours	Indirect Hours
Provision of counseling services at *** Mental Health	2 Individual clients per week for 15 weeks = 30 hrs. 1 Group per week for 15 weeks – 1.5 hrs. per session = 22.5 hrs.	1 hrs. of individual supervision per week for 15 weeks = 15 hrs. Group/Individual Preparation/documentation per week 1.5 hrs. for 15 weeks = 22.5 hrs.

SUPERVISION

Activities	Direct Hours	Indirect Hours
Supervision of 2 Masters students in COUN 7910	2 hrs. of individual supervision for 15 weeks = 30 hrs.	1 hr. individual supervision per week = 15 hrs. 1.5 hrs. of supervisory prep (tape reviews) X 2 (supervisees) for 15* weeks = 45 hours
Participation in Group Supervision of COUN 7910	3 Group supervision sessions (2 hrs. per session) – Co-Supervising = 6 hrs.	2 hrs. of supervisory prep X 3 group supervision sessions = 6 hrs. Meeting with instructor of Group Practicum session= 2 hrs.

INTERNSHIP EVALUATIONS & LOGS

**Auburn University
CED Doctoral Program Internship Evaluation
Counseling**

Doctoral Intern: _____ Date: _____ Midterm _____ Final _____
 Supervisor: _____ Supervisor email: _____
 Internship Site: _____

Counseling Experiences: Please identify all the counseling experiences or activities the Intern participated in while under supervision:

____ Individual Counseling ____ Group Counseling ____ Psycho-education
 ____ Intake Interviewing ____ Assessment ____ Advocacy/Outreach
 Other: _____

Please use the following scale to rate the Doctoral Intern in the area of Counseling. N/O means Not Observed.

Does not Meet Expectations - 0	Meets Expectations - 1	Exceeds Expectations - 2
Fails to demonstrate sufficient knowledge or skill in the area.	Demonstrates sufficient knowledge or skill in the area.	Demonstrates advanced knowledge or skill in the area.

- | | |
|---|-----------|
| 1. Intern was able to develop rapport effectively with clients/students. | 0 1 2 N/O |
| 2. Intern demonstrated respect for clients'/students' diversity. | 0 1 2 N/O |
| 3. Intern was able to effectively use assessments for the purpose of information gathering and evaluating progress. | 0 1 2 N/O |
| 4. Intern was able to effectively integrate a theoretical model or framework into their counseling practice. | 0 1 2 N/O |
| 5. Intern demonstrated effective use of counseling skills and interventions. | 0 1 2 N/O |
| 6. Intern demonstrated knowledge of treatment planning and counseling evaluation skills. | 0 1 2 N/O |
| 7. Intern demonstrated effective record keeping and documentation skills. | 0 1 2 N/O |
| 8. Intern was able to effectively engage in supervision. | 0 1 2 N/O |
| 9. Intern demonstrated appropriate professional and ethical behavior. | 0 1 2 N/O |
| 10. Intern demonstrated ability to collaborate with colleagues and other professionals. | 0 1 2 N/O |

Please identify strengths of the Intern related to Counseling:

Please identify any areas of improvement related to Counseling:

**Auburn University
CED Doctoral Program Internship Evaluation
Supervision**

Doctoral Intern: _____ Date: _____ Midterm _____ Final _____
 Supervisor: _____ Supervisor email: _____
 Internship Site: _____

Supervision Experiences: Please identify all the supervision experiences or activities the Intern participated in while under your supervision:

____ Provided Individual Supervision ____ Provided Triadic Supervision
 ____ Provided Group Supervision for Practicum Course ____ Provided Group Supervision for Internship Course
 ____ Provided Training to Supervisees

Please use the following scale to rate the Doctoral Intern in the area of Supervision. N/O means Not Observed.

Does not Meet Expectations - 0 Fails to demonstrate sufficient knowledge or skill in the area.	Meets Expectations - 1 Demonstrates sufficient knowledge or skill in the area.	Exceeds Expectations - 2 Demonstrates advanced knowledge or skill in the area.
1. Intern was able to develop rapport effectively with supervisee(s).		0 1 2 N/O
2. Intern demonstrated respect for diversity of supervisees.		0 1 2 N/O
3. Intern was able to effectively assess supervisee(s) developmental needs in supervision.		0 1 2 N/O
4. Intern was able to effectively integrate a theoretical model or framework into their practice.		0 1 2 N/O
5. Intern demonstrated effective use of supervision skills and interventions.		0 1 2 N/O
6. Intern demonstrated ability to use multiple supervisory techniques and Skills to address supervisee(s) developmental needs.		0 1 2 N/O
7. Intern demonstrated skills related to providing constructive and useful Feedback for the supervisee(s).		0 1 2 N/O
8. Intern demonstrated effective record keeping and documentation including formal evaluations of supervisee(s).		0 1 2 N/O
9. Intern demonstrated appropriate professional and ethical behavior.		0 1 2 N/O

Please identify strengths of the Intern related to Supervision:

Please identify any areas of improvement related to Supervision:

**Auburn University
CED Doctoral Program Internship Evaluation
Teaching**

Doctoral Intern: _____ Date: _____ Midterm _____ Final _____
 Supervisor: _____ Supervisor email: _____
 Internship Site: _____

Teaching Experiences: Please identify all the supervision experiences or activities the Intern participated in while under supervision:

___ Classroom Teaching ___ Development of Course Materials ___ Experiential Activities
 ___ Supervised Evaluation of Student Work ___ Curriculum Revision/Development
 ___ Teaching Evaluation ___ Course/Curriculum Evaluation ___ Distance Learning

Please use the following scale to rate the Doctoral Intern in the area of Teaching. N/O means Not Observed.

Does not Meet Expectations - 0	Meets Expectations - 1	Exceeds Expectations - 2
Fails to demonstrate sufficient knowledge or skill in the area.	Demonstrates sufficient knowledge or skill in the area.	Demonstrates advanced knowledge or skill in the area.

- | | |
|--|-----------|
| 1. Intern was able to develop rapport with the students in the class. | 0 1 2 N/O |
| 2. Intern was able to effectively respond to students' questions in a class. | 0 1 2 N/O |
| 3. Intern was able to encourage and facilitate student participation. | 0 1 2 N/O |
| 4. Intern demonstrated respect for students' diversity. | 0 1 2 N/O |
| 5. Intern demonstrated knowledge of the course content. | 0 1 2 N/O |
| 6. Intern was able to modify lectured and course assignments to address Individual differences in learning styles. | 0 1 2 N/O |
| 7. Intern was able to develop course lectures that integrated course and curriculum objectives. | 0 1 2 N/O |
| 8. Intern was effective in teaching course concepts and skills. | 0 1 2 N/O |
| 9. Intern demonstrated an awareness and ability to use multiple teaching methods including the use of technology. | 0 1 2 N/O |
| 10. Intern demonstrated practices that were legal and ethical. | 0 1 2 N/O |

Please identify strengths of the Intern related to Teaching:

Please identify any areas of improvement related to Teaching:

**Auburn University Counselor Education Doctoral Program
COUN 8920 Internship
Counseling and Supervision Log**

Doctoral Student:

Semester and Year:

Group Supervisor:

Supervision Site Supervisor:

Counseling Site Supervisor:

Site:

Students are asked to follow the guidelines and procedures for their Internship Counseling and Supervision Log as outlined in the CED Professional Experiences Handbook. This includes recording both indirect and direct hours for counseling and supervision and description of activities.

Week	Counseling Hours	Description of Counseling Hours	Counseling Site Supervisor Initials	Supervision Hours	Description of Supervision Hours	Supervision Site Supervisor Initials
1	D: I:			D: I:		
2	D: I:			D: I:		
3	D: I:			D: I:		
4	D: I:			D: I:		
5	D: I:			D: I:		
6	D: I:			D: I:		
7	D: I:			D: I:		
8	D: I:			D: I:		
9	D: I:			D: I:		
10	D: I:			D: I:		
11	D: I:			D: I:		
12	D: I:			D: I:		
13	D: I:			D: I:		
14	D: I:			D: I:		
15	D: I:			D: I:		
Totals						

CED INTERNSHIP ACTIVITY LOG

Please describe the activities that you are engaging in during internship. This includes identifying the project (description) and how you participated and/or the activities connected to the project. This includes time corresponding to the activity. Please add additional lines as needed. This will be uploaded and provided to the Group Supervisor *with your documentation for these activities*. The final approved log will also be uploaded to Tevera.

LEADERSHIP AND ADVOCACY

Description	Activities and Time
Total Time:	
Leadership and Advocacy Total hrs. Midterm:	Approval:
Leadership and Advocacy Total hrs. Final:	Approval:

RESEARCH

Description	Activities and Time
Total Time:	
Research Total hrs. Midterm:	Approval:
Research Total hrs. Final:	Approval:

TEACHING

Description	Activities and Time
Total Time:	
Teaching Total hrs. Midterm:	Approval:
Teaching Total hrs. Final:	Approval:

**INTERNSHIP SITE INFORMATION AND
MEMORANDUMS OF AGREEMENT
COUNSELING, SUPERVISION, & TEACHING**

INFORMATION SHEET
COUN 8920 Internship
Counseling, Supervision and Teaching

IMPORTANT: Please complete this form and submit to your University Group Supervisor.

Name of Student:

Internship Area (Counseling, Supervision, Teaching):

Date of Enrollment:

E-mail:

Site Supervisor:

Site Supervisor E-mail:

Site:

Site Address:

Site Telephone:

University (Individual/Triadic) Supervisor:

University Group Supervisor:

MEMORANDUM OF AGREEMENT

To: Site Supervisors of Counselor Education Internship Students - Supervision
From: University Supervisor
Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our internship student. This is an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and internship supervisors who are providing supervision to master's level counselors-in-training. If you have any questions or need to discuss an internship student's performance or development before the formal midterm evaluation period, please contact the student's university supervisor at barnema@auburn.edu.

The University is expected to:

1. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio, session summaries) and regular group supervision.
2. The internship student will provide the Site Supervisor with a copy of the internship syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to students their professional responsibilities to supervisees and the site.
5. All doctoral students enrolled in COUN 8920 Internship *are required to have professional liability insurance* in addition to what is provided by the University.

The Site is expected to:

1. Provide supervision experiences for the internship student in accordance with department requirements that includes a minimum of 3 student contact hours per week.
2. When the site does not provide the opportunity for students to develop work samples the site may be asked to provide observation or evaluation of the student's supervision practice.
3. Make provisions for orienting the internship student to the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning students/supervisees to the internship student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student supervisor should be aware.
4. Provide office space for the internship student to provide supervision services. Minimally, a private space will be provided to the student for supervision.
5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
6. Assist in the evaluation of the internship student's supervision performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both

mid-term and finals.

The student is expected to:

1. Conduct all sessions with supervisees in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.

Site Supervisor

University Group Supervisor

Internship Student

MEMORANDUM OF AGREEMENT

To: Site Supervisors of Counselor Education Internship Students - Counseling
From: University Supervisor
Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our internship student. This is an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and internship supervisors who are providing supervision to clients as part of a supervised field experience in counseling. If you have any questions or need to discuss an internship student's performance or development before the formal midterm evaluation period, please contact the student's university supervisor at barnema@auburn.edu.

The University is expected to:

1. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio, session summaries) and regular group supervision.
2. The internship student will provide the Site Supervisor with a copy of the internship syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to students their professional responsibilities to supervisees and the site.
5. All doctoral students enrolled in COUN 8920 Internship *are required to have professional liability insurance* in addition to what is provided by the University.

The Site is expected to:

1. Provide clinical counseling experiences for the internship student in accordance with department requirements that includes a minimum of 4 to 5 client contact hours per week.
2. When the site does not provide the opportunity for students to develop work samples the site may be asked to provide observation or evaluation of the student's counseling practice.
3. Make provisions for orienting the internship student to the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the counselor should be aware.
4. Provide office space for the internship student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
6. Assist in the evaluation of the internship student's clinical counseling performance relative to the

objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and finals.

7. If the student is providing tele-mental health services, the site must assure that the student will be properly supervised by a counselor with a graduate degree in counseling or a related profession and with a state counseling license.

The student is expected to:

1. Conduct all sessions with client in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.

Site Supervisor

University Group Supervisor

Internship Student

MEMORANDUM OF AGREEMENT

To: Site Supervisors of Counselor Education Internship Students - Teaching
From: University Supervisor
Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our internship student. This is an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and internship supervisors who is engaging in master's level teaching experiences at your institution. If you have any questions or need to discuss an internship student's performance or development before the formal midterm evaluation period, please contact the student's university supervisor.

The University is expected to:

1. Provide weekly individual and group supervision on a regular basis throughout the semester.
2. Emphasize to students their professional responsibilities to students and the site.
3. All doctoral students enrolled in COUN 8920 Internship *are required to have professional liability insurance* in addition to what is provided by the University.

The Site is expected to:

1. Provide teaching experiences for the internship student in accordance with department requirements.
2. When the site does not provide the opportunity for students to tape their lectures the site may be asked to provide observation or evaluation of the student's teaching practice.
3. The site supervisor/contact person will work with intern to identify the course(s) options for their internship placement. They will also orient them to course and teaching expectations, materials (e.g., syllabus), and University policies related to teaching and student instruction.
4. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
5. Assist in the evaluation of the internship student's teaching performance relative to the objectives of the experience, as needed.

The student is expected to:

1. The internship student will provide the site a copy of the internship syllabus, course evaluation materials, and their proposed internship plan for this component.
2. The intern will be required to tape their teaching demonstrations and provide to their University Supervisor for evaluation.
3. Conduct all teaching experiences in a fully informed, ethical, and professional manner.

4. Establish and maintain a consistent schedule throughout the term of enrollment.
5. Meet all requirements specified in the syllabus.
6. Meet all commitments related to instructional activities as agreed upon by the Site Supervisor, University Supervisor, and as specified in the Internship Plan.
7. Attend all supervision meetings (group and individual/triadic).
8. Notify all supervisors, in advance when possible, of absences.

Site Supervisor

University Group Supervisor

Internship Student