

INDIANA UNIVERSITY SOUTH BEND
COUNSELING & HUMAN SERVICES DEPARTMENT
CLINICAL MENTAL HEALTH
FIELD SUPERVISOR HANDBOOK



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INTRODUCTION

The Practicum/Internship is a capstone experience for Clinical mental health students. This experience provides opportunities for application and integration of knowledge and skills. Your involvement with the Practicum/Internship program provides an important service to the profession and the counseling intern. The Field Supervisor's Handbook is designed to serve as a guide for you as a counseling intern supervisor.

The objectives of the Practicum/Internship experience reflect the training standards as set forth by the Indiana Professional Licensing Board and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The counseling intern's progress should be based on the satisfactory completion of the listed objectives. Before certification all candidates must demonstrate knowledge and skill at the initial level as described within the Indiana Counselor Standards for Licensing.

The CHS clinical mental health program is a full-time three-year cohort program. During their second year, the Clinical mental health practicum students complete a 200 hour practicum. As part of this practicum, the supervisors conduct the following activities with students: (1) individual counseling, (2) individual assessment, (3) group counseling, and (4) large group guidance presentations. However, the primary practicum training areas are individual and group counseling. Also, the student is expected to start getting familiar with all aspects of the site Clinical mental health program.

During the third year, the Clinical mental health students complete a 600-hour internship. As part of the internship, supervisors oversee the students' activities in (1) individual and group counseling, (2) marriage and family counseling, (3) children, adolescents and adults and other site specific areas in Clinical mental health. It is expected the internship will provide experience in all areas of the lifespan.

COUNSELOR EDUCATION PROGRAM

The Counselor Education Program at Indiana University South Bend is committed to the selection, training, supervision, and professional success of counseling students, in keeping with the high standards established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

At its May 2019 commencement, Indiana University South Bend (IUSB) awarded Masters of Science Degrees in Education -Counseling & Human Services- to members of its 41st graduating class. Throughout the past four decades, IUSB's Counseling & Human Services (CHS) Program has prepared professional counselors who have contributed significantly to the communities of North Central Indiana, Southwestern Michigan, and beyond. The respect and admiration earned by our alumni in their professional endeavors demonstrate the CHS Program's sustained commitment to excellence in fulfilling its educational mission.

Indiana University South Bend is fully accredited by the North Central Association for Colleges and Schools. Our School of Education and the Counseling & Human Services Program are both fully accredited by the National Council for Accreditation of Teacher Education and by the Indiana State Department of Education. Our CHS program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

CHS MISSION STATEMENT

The mission of the IUSB CHS Program is to prepare knowledgeable, ethical, and multi-culturally competent school counselors and clinical mental health counselors.

Faculty members embody a wide diversity of experience and provide students with a rigorous exploration of theoretical perspectives and evidence-based practices in an environment that promotes personal growth and reflection. Graduates exemplify the learning, skills training, and dispositions that reflect both career readiness and the highest standards of the counseling profession.

OVERVIEW OF CHS PROGRAM

The Indiana University South Bend Counselor Education Program reflects current knowledge of effective counseling practices within a rapidly changing society. Students acquire knowledge and skills in counseling theories and techniques, human development, Clinical mental health systems, career development, family dynamics, and community resources. Students gain an awareness of social changes and the impact of these changes on students and clients. Special emphases are placed on ethical and legal issues, social justice advocacy, grant writing, the treatment of substance abuse and addiction, suicide prevention and intervention, understanding and prevention of violence and abuse, and other contemporary social problems.

A cooperative relationship between a counselor education program and the internship site allows for sharing of ideas and resources. The supervision of the counseling intern is one of the opportunities for these institutions to work together.

APPRECIATION

Dear _____:

We would like to take this time to thank you for your commitment and dedication to the collaborative training and supervision of our student/intern. Without you, we would not be able to provide our students the experiences that are required for them to become competent clinical mental health counselors.

We want to welcome you as part of the CHS Program. We will provide you with as much support as possible in order for you to perform your supervisory responsibilities.

We are fully aware of the time commitment of supervising students/interns, so please do not hesitate to reach out to us for any resources.

Sincerely,

Dr. Yvonne Larrier, PhD, LPC, NCC, NCSC
Associate Professor & Department Chair
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PROGRAM OBJECTIVES

The objectives of the CHS Program are to:

1. Provide a fertile learning and professional development environment for intellectually talented and interpersonally responsive students that represent a diverse and pluralistic society;
2. Provide curricular experiences reflecting CACREP preparation standards for students who are expected practice professionally in an increasingly multicultural society characterized by rapid social and economic change;
3. Develop effective clinicians with the skills and abilities to work within a wide range of settings;
4. Provide quality integrated didactic and clinical instruction;
5. Acquaint students with the technology available through the School of Education for research, training, professional development, and the delivery of services;
6. Provide a technologically sophisticated facility for the practice of counseling, assessment, and supervisory skills.
7. Identify, evaluate, and select sites which will provide quality field experiences;
8. Include faculty, current and former students, and personnel in cooperating agencies in a regular evaluation of the program, including a review of program curricular objectives;
9. Provide students with knowledge and conviction in ethical standards and practice; and
10. Provide a unique program experience through such features as cohort groups, support groups, close clinical supervision, and professional and networking functions.

The CHS Program faculty works with each student throughout their program of study to achieve the following educational goals:

1. Professional Identity – Students will develop a professional identity.
2. Social and Cultural Diversity – Students will acquire the skills and dispositions to be effective counselors in a multicultural society.
3. Human Growth and Development – Students will utilize the principles of human growth and development in their counseling activities.
4. Career Development – Students will acquire the skills to provide career development counseling.
5. Helping Relationships – Students will acquire the skills for a therapeutic helping relationship.
6. Group Work – Students will acquire group work skills.
7. Assessment – Students will acquire individual and group assessment skills.
8. Research and Program Development – Students will acquire research and evaluation skills.

Clinical Mental Health Counseling 2016 CACREP Standards

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a) history and development of clinical mental health counseling
- b) theories and models related to clinical mental health counseling
- c) principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d) neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e) psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling

- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

The Counseling Practicum Course

The practicum course (G524: Practicum in Counseling) is the first field experience required for CHS students, and is the initial opportunity for students to synthesize theoretical information from their coursework and apply it directly with clients. This course takes place under the training and supervision of department faculty as well as the clinical supervision of site supervisors. Clinical mental health students will see clients in a variety of settings and agencies. Students are responsible for locating their own practicum sites but may solicit suggestions and guidance from CHS field coordinator and faculty.

Classes meet weekly for 2.5 hours of group supervision. Students may also have one hour of individual or triadic supervision each week at a time arranged by the instructor and the student(s).

CHS faculty require supervisees to be exposed to diverse and varied experiences as much as it is possible. Ideally, students will work with different faculty supervisors. It is also preferable and encouraged that students work in different placements for each field experience, whenever possible. This is less of a concern if the placement offers a wide range of diversity in clients, counseling issues, and services. Be aware some placements require a year- long commitment, such as the IUSB Counseling Center.

Practicum Sites: Students are to locate their own practicum sites, working closely with CHS Field Placement Coordinator. Once located, be sure to get approval from the individual who is at the highest level of authority and responsibility at your setting.

It is also desirable to have a back-up site available: For various reasons, a student may find their site cannot fulfill their commitment, or the student may have difficulty obtaining the hours necessary to meet course and CACREP requirements. Therefore, an additional site may be required.

Class Sessions (small group supervision): During group supervision, students benefit from faculty and peer supervision and feedback. Students are also expected to discuss other relevant issues that arise in their practicum setting. Reviewing tapes of counseling sessions, role playing, presenting client conceptualizations, learning and sharing information about community resources, discussing how to work effectively with diverse cultures, sharing and practicing counseling techniques, and evaluating relevant legal and ethical issues are examples of seminar activities.

Faculty Expectation for Practicum:

1. Students will turn in all weekly reports, including logs for review. This allows for relevant and effective feedback.
2. Students are to attend all scheduled classes and supervisory sessions. Participation is imperative as this is the primary method for gaining knowledge, skills and insight as a counselor.
3. All agreements between agencies, contracts, students and IUSB **must be turned in** to your IUSB supervisor **before** counseling sessions could begin.

4. Proof of liability insurance must **be turned in** to your IUSB supervisor **before** counseling sessions could begin.

Insurance: Students commonly acquire their liability insurance through their membership in the American Counseling Association (<http://www.counseling.org>) or Check their websites for more information.

Forms and procedures that elaborate on the practicum experience and outline the specific requirements of G524 are included in the Appendix.

Practicum Course Descriptions

G524: Practicum in Counseling (3 cr.)

Prerequisites: CHS Faculty Approval. Intensive supervision of the Practicum counseling practice with clients in approved field sites in schools or community agencies. Additional fee required.

Purpose of the Practicum

The Practicum provides an opportunity for students to apply clinical counseling skills, under close supervision, in a real life work environment. As a part of the practicum the student will be expected to:

1. Practice skills learned in previous course work;
2. Receive feedback from instructor and peers on his/her level of effectiveness in a helping relationship;
3. Share clinical counseling experiences with others in a supportive setting;
4. Learn what problems others are encountering and what solutions could be considered;
5. Share techniques that are promising;
6. Work with a variety of clients and presenting problems;
7. Experience those characteristics that are unique to different settings; e.g., schools, businesses and agencies;
8. Relate theory to practice;
9. Begin the formulation of an applied theory of counseling;
10. Research areas of professional interest;
11. Work in an ethical and professional manner; and
12. Work toward professional certification/licensure requirements.

In addition to providing actual counseling experiences for the student, it is anticipated that the practicum will help meet the needs of community businesses, schools and agencies by providing well-trained students who can perform a variety of human service duties.

Practicum Requirements

(The guidelines for minimum hours have been developed in accordance with CACREP standards for your clinical practicum experience.)

1. 200 CLOCK HOURS at your practicum site. This averages out to about one day full-time per week, but may be acquired in smaller increments.

2. 40 DIRECT SERVICE HOURS. This is a requirement of the state and CACREP. Direct hours are considered face-to-face interaction with client(s), or other personnel in a counseling or consultation role. These hours are commonly acquired through individual and group counseling, but some hours may also be accumulated through staffings, conferences with student/client/parent/case worker, etc. as well as classroom counseling instruction. Assessments of clients or students would also be considered direct service hours. Practicum students may acquire more than 40 hours of direct service time, but 40 hours is the minimum. Any additional direct hours can then be added to the total of 200 clock hours, thus reducing the number of indirect hours needed.

a. Each student will present a predetermined number of taped counseling sessions. These tapes may be reviewed in individual or group supervision.

b. ALL TAPED SESSIONS MUST BE ERASED, RECORDED OVER, OR DESTROYED AFTER THEY HAVE BEEN USED IN SUPERVISION.

3. INDIRECT SERVICE HOURS. These are hours spent on site, but not directly working with clients, students or other personnel. Paperwork, case notes and record keeping are examples of indirect service hours. Observations, such as observing a session also count as indirect hours. Any training acquired at the site fall under indirect hours (e.g., orientation, child abuse training) and scoring assessments and writing reports also qualify as indirect service hours.

4. CACREP requires that site supervisors have:

a. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses

b. a minimum of two(2) years of pertinent professional experience in the program area in which the student is completing clinical instruction

5. CASE STUDY PRESENTATIONS. Students will formally present a predetermined number of recorded sessions to their group supervision class. Students will prepare a client conceptualization report for each presentation, and distribute the report prior to the review of the tape. Directions for writing the client conceptualization will be provided in your syllabus.

6. Each practicum student will keep a log of practicum activities that will be turned in weekly for review. Logs will be reviewed by the university supervisor during group/individual supervision. You may use the log provided in the manual, or create your own with your university supervisor's approval.

10. ANY OTHER ASSIGNMENTS required by your Practicum Syllabus, deemed appropriate by your instructor.

11. All written agreements, such as contracts between agencies/schools, students and insurance must be turned in to your IUSB faculty supervisor before counseling sessions can begin. You may participate in orientation activities but you may not provide counseling to anyone until all forms have the required signatures.

12. Note that all practicum students MUST carry liability insurance. You can obtain this insurance through ACA. Proof of insurance must be verified BEFORE you may begin any counseling activities with students.

13. LOGS, EVALUATIONS, AND FINAL HOURS are due the last class of the semester. Unreturned field supervision evaluations will result in an "I" grade for that semester.

14. The instructor reserves the right to modify and add assignments throughout the practicum as part of the group or individual supervision sessions. The instructor also reserves the right to assign remediation work as per ACES ethical guidelines.

Clinical mental health Internship Requirements

Course Requirements

In order to meet CACREP and Indiana licensure requirements, the following is required of each intern:

1. Interns will accumulate a minimum of 300 clock hours of internship experience at the internship site during each semester (for a total of 600 hours for the internship year).
2. A minimum of 120 hours will be spent each semester in direct service to clients.

Direct service defined as:

- a. Individual, group, couple, and family counseling sessions
- b. Psychoeducational workshops facilitated or co-facilitated by the intern
- c. Career fairs or similar activities facilitated by the intern
- d. Testing procedures which require the intern to be present and administer/co-administer a standardized test
- e. Program implementation
- f. Community education
- g. Parent or family consultations (including parent-teacher conferences)

3. A minimum of 180 indirect service hours.
 - a. Interns will participate in a variety of professional activities other than direct service, and use a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, and research. The intern will pay special attention to diversity issues in all of these activities and will identify resources for working with diverse client populations.
4. **Site Supervisor Supervision:** A minimum of one hour per week will be spent in individual supervision with the field supervisor.
5. **Faculty Supervisor Supervision:** Individual supervision with the instructor may be required at the request of university supervisor. Interns may request additional individual supervision and will be provided based on instructor availability. Individual supervision meetings will be scheduled for the midterm and final evaluations and scheduled during class time. *A tape is expected at midterm and final, in addition to a case presentation form.* Individual midterm and final meetings with faculty supervisor will be scheduled for one hour.
6. On average, a minimum of 1.5 hours will be spent in group supervision per week with the university supervisor and interns need to be able to document 25 hours of group supervision, at a minimum, for the semester.

7. **Mid Semester and Final Reviews:** The intern will obtain from the site supervisor a mid-semester review of their performance. The university supervisor, Department Chair, or Clinical Coordinator will give you or your supervisor a link (or hard copy) to complete the mid-term and final evaluations. The intern is responsible for arranging a meeting with the site supervisor for the purposes of getting feedback on the review. The mid-term and final reviews with the site supervisor can be discussed during the supervision meeting that week.
8. **Group Supervision Case Presentations:** Each semester interns will produce, review, and present in class at least 3 audio/video tapes of individual or group counseling sessions (may be asked to provide more). These tapes will be reviewed in class. Do not hand in tapes to the instructor for review outside of class unless you schedule an individual supervision appointment. The purpose of these reviews will be to facilitate discussion, evaluation, and improvement of the intern's individual, couple/family, and group counseling skills. *Transcripts of sessions are only needed if audio/video quality is low. Please make sure the recording can be heard in class presentations.*
9. **Agency Agreement:** Each intern is required to submit an agency agreement between the intern and the agency where the internship is to be conducted. Please refer to the "contract form" found in the practicum manual. **YOU ARE NOT TO SEE ANY CLIENTS AT YOUR AGENCY UNTIL THIS AGREEMENT IS COMPLETED. ANY HOURS ACCRUED PRIOR TO THE COMPLETION OF THIS AGREEMENT WILL NOT COUNT TOWARDS YOUR SEMESTER TOTALS.**
10. **Supervision Contract:** Each intern is required to submit an internship contract signed by the university instructor, intern, and field supervisor. Please refer to the "contract form" found in the practicum manual. During the second internship semester this contract should contain more detail and goals for "deeper" skills training. **YOU ARE NOT TO SEE ANY CLIENTS AT YOUR AGENCY UNTIL THIS CONTRACT IS COMPLETED. ANY HOURS ACCRUED PRIOR TO THE COMPLETION OF THIS CONTRACT WILL NOT COUNT TOWARDS YOUR SEMESTER TOTALS.** You should also specify in your contract how you will manage your case load during university semester breaks. This is between you and your site supervisor.
11. **Evaluations:** Students are required to evaluate their university and field supervisors, and their internship site using the forms or link provided by instructor or Department Chair. These are due at the end of the course.
12. **Weekly Logs:** Each week you will create a log documenting your hours for the week. You should document both direct and indirect service hours. You should keep a running total of your hours. At the end of each log report should be your hours for the week, and total hours for the semester. **Your field supervisor should initial this log before you hand it in at the end of the semester with all hours logged.** Your instructor may ask for your log at any point in the semester so be sure to keep your logs up to date. You do not

need to hand in your logs prior to the end of the semester unless requested. Your final log is due at the end of the semester with a completed CHS Documentation Form

13. **Attendance:** Attendance is a requirement of the course. Due to the interactive nature of this course and weather-related accommodations for distance commuter students, after two absences your grade will be lowered by half of a letter grade (e.g., A to A-, A- to B+) for each successive absence. Too many absences will impact the number of supervision hours necessary for licensure. Beyond this there are no excused or unexcused absences. You are allowed two- use them wisely.
14. **Liability Insurance:** Each intern is expected to have professional liability coverage for their practicum/internship. This can be purchased through the American Counseling Association and other professional organizations. You should hand in a copy of your liability insurance policy cover sheet. **You will not be permitted to see clients until you provide proof of liability insurance.**
15. **Reflective Journal:** Over the course of the semester, interns are required to write a weekly reflective journal entry that discusses 1) progress towards professional goals, 2) progress towards personal goals and self-understanding, and 3) reflection on a significant counseling challenge/break through with a client or in your site (e.g., trying a new skill, needing and asking for more out of supervision, reflections on evaluations, etc.). The journal will be submitted three times during the semester for comment. It needs to be typed and submitted in class/printed. See class schedule for due dates.

Positive Psychology Online Discussion: For this online class day you will view the following view on Positive Psychology: <https://www.youtube.com/watch?v=4C513ywEBho> and read the Seligman, Parks, and Steen (2004) article *3 pages*. For this discussion you will describe your reactions to the video and article, discuss ways you do or could incorporate ideas from positive psychology in your work with clients. Connect concepts in the reading and video to a client case. Interns will write their initial post and reply to at least one peer. This information is posted on Canvas.

Professional Development Activity (PDA) and Online Discussion

Students in the program are viewed as Professional Counselors in Training. As such, students are continuously challenged to expand their self-awareness, reflect upon their professional identity, and immerse themselves in the on-goings of the field. This is particularly important in that the field of counseling is itself considerably young compared to others and thus is continually growing, expanding, and evolving. So as to facilitate such immersion in the field, students are required to attend one (1) professional development activities such as professional conferences, lecture on a population of interest, or another activity that interests the student and related to professional development. However, students are encouraged to research other opportunities outside of the university so as to find a development activity that coincides with their professional interests. Students must obtain written verification of their attendance to upload, as an attachment, to Canvas Discussion. Students are expected to conduct

themselves with the utmost professionalism.

In addition to attending the PDS activity, each student will write a paper/summary on their *reaction to the experiences, knowledge gained, and how the knowledge is useful to professional development* for attended activities/events. This paper/summary should not exceed two pages. This summary/paper will be copy/pasted to Canvas Discussion and each student will reply to at least one peer, reflecting on new learning or understanding, engaging in questions and discussions, or adding additional information or insight to the topic. Connect your write up and activity to help in a client issue you are experiencing.

Each intern will present 3 tapes in this course for Group Supervision (in class) and provide 1 tape for the Mid Term Individual Supervision and 1 tape for the Final Individual Evaluation (total of at least 5 tapes for the course). You may be asked to provide additional tapes.

16. 30 hours of Group Supervision are offered in this course. You MUST have 25 for the semester. Missing your allowed 2 absences, you will have 25 hours of Group Supervision. It is your responsibility to track your group, individual, and site supervision hours.

17. There are at least two hours of individual supervision offered in this course (mid-term and final evaluations).

Responsibilities of the On-Site Supervisor

The On-Site Supervisor will:

1. Provide the internship student with ample experiences in counseling services appropriate to the school and the IUSB Counseling and Human Services Program.
2. Provide training and supervision needed for interns to carry out the policies and procedures of the agency serving as a site for the field experience; and to meet with the intern at least once a week for supervision.
3. Provide adequate facilities for the intern to carry out counseling responsibilities, including:
 - a) Individual counseling;
 - b) Small group counseling (6 – 8 participants);
 - c) Staff meetings; and
 - d) Other relevant agency functions
4. Share in the evaluation of the intern's professional growth.

Functions of an On-Site Supervisor

The On-Site Supervisor performs the following functions:

1. **Leadership** - facilitating the professional growth of an intern by having the intern do the work, organizational, and required tasks of a community or school counselor.
2. **Motivation** - the process that propels an intern to perform the roles of a counselor that satisfy highly individual needs for respect, achievement, and a sense of personal worth among the clients.
3. **Performance Feedback** - relaying performance measurements back to the intern, which are defined in the criterion outlined in the supervisory plan.
4. **Problem-solving** - problem solving is the process of lessening or eliminating the gap between expectations and what exists in reality.
5. **Decision-making** - decision making is required if more than one course of action for problem solving is available. Decisions have to be made constantly within the site and counselors are required to make decisions based upon their ethical code(s) (i.e. ACA Ethical Code).
6. **Performance Appraisal** - the process of establishing the extent to which the supervisee meets the objectives outlined in the intern's contract.
7. **Scheduling** - the process of assigning tasks to the intern.

8. **Time Management** - the process of fitting the program requirements into a manageable schedule for both supervisor and intern.
9. **Planning** - the process of picturing in advance how a supervisory objective will be obtained in order to minimize problems and assist the intern in reaching goals and objectives.
10. **Field Supervision** - Training, educating and mentoring with effective methods and interventions.

Characteristics of an Effective Supervisor

Effective Supervisors:

- Enjoy teaching others
- Have patience when others cannot understand
- Give indirect suggestions/guidance
- Plan effectively
- Have a positive attitude when expected to answer questions and explain actions
- Discuss school issues in a constructive way
- Tolerate others making mistakes
- Give and receive criticism
- Enjoy decision making
- Work with others in a team approach
- Manage paperwork effectively

Supervision Involves:

- Assuming more responsibility for managing the work of others
- Assuming the increased responsibilities that are inherent in the supervision of others
- Being responsible for decision making about another person's abilities, skills, practice
- A greater commitment to the education of future Clinical mental health practitioners
- Assuming responsibility for the supervisee's clients

Techniques in Supervision

A variety of training techniques are available to the supervisor. These techniques are not too different from those used to teach students or to counsel clients and are probably already in the supervisor's repertoire. The following is a brief review of those techniques:

DIDACTICS: Some direct instruction may be helpful (or even necessary) for the supervisees to achieve success in the field placement. Although Indiana University South Bend attempts to prepare student counselors adequately before placing them in the field, the training is broad and cannot prepare each student for every eventuality. It may be necessary for the supervisor to spend some time with direct teaching of specific subskills. In this endeavor, the supervisor may require the supervisees to read relevant material or attend relevant workshops.

MODELING AND DEMONSTRATION: The counseling student has read extensively in the field of counseling, attended classes, passed tests and engaged in counseling during practicum. However, nothing is quite as instructive as watching a seasoned professional in action. It is especially helpful for intern students to observe their supervisors in action and it is usual for them to spend some of their time shadowing the supervisor. One demonstration may be worth thousands of words in a textbook.

ENCOURAGEMENT: Anxiety is the companion of the fledgling counselor and can serve either as a motivator for change or it can overwhelm and arrest development. The supervisor is in a position to help the student accept their learner status, meet the challenge of new learning opportunities, and gain confidence in their emerging skills. This encouragement comes through expression of optimism and confidence in the counselor, accurate interpretation of errors, and acknowledgment of successes. Periodic review of student-counselor progress is very helpful in the encouragement process. Supervisees constantly ask themselves "How am I doing?" The supervisor can do much to answer the question and in the process encourage the student counselor to develop further.

CONSULTATION: Although supervisees may need concrete direction during the early stages of their development, their need for directives diminishes as they gain in skill and confidence. The supervisee's requests come to sound less like "Tell me what to do" and begin to sound more like "Help me solve this problem." This shift is a sure sign of professional growth and is best met through a consultative rather than a directive approach. In consultation, the student counselor accepts responsibility for arriving at a problem's solution and uses supervision more as a brainstorming and feedback mechanism. In honor of the student counselor's attempts at independence, the wise supervisor avoids solving problems and rescuing the supervisee. Instead, the supervisor may respond to the supervisee's requests for help by offering suggestions or playing "devil's advocate" to tentative solutions generated by the supervisee. This is done while tacitly acknowledging that it is the supervisee who will choose and implement the problem's solution.

ONGOING EVALUATION: Perhaps no other single procedure generates more anxiety for the student counselor than the supervisor's evaluation of their performance. This makes the evaluation a powerful technique for change. I U S B asks site supervisors to evaluate student counselor performance at the end of each quarter, but does not limit the number to these three. Of course, most student counselors make satisfactory to excellent progress and completion of the evaluation may be used as a vehicle to acknowledge competent performance. For more routine evaluation, the University provides a Self-Assessment of Counseling Skills form which contains the essential components of the supervisee's performance to be addressed, along with the Tape Rating Form, which includes a section to identify specific strengths and weaknesses and to make comments.

For some student counselors, there may be a greater need for formal evaluation. If that is the case, the prudent site supervisor seeks consultation from the university supervisor. Should the student counselor evidence serious deficiencies, they should be noted as early in the supervision process as they become evident and noted in writing. The written evaluation should include specific guidelines for corrective action.

DEVELOPMENTAL THEORY AND SUPERVISION

"Begin with the end in mind" is part of the advice given by Stephen Covey in his book *Seven Steps of Highly Successful People* (1989), New York: Simon & Schuster. It may be helpful to envision the outcome of the supervision process at the beginning in order to achieve some perspective of the changes that will inevitably occur during the course of the Practicum/Internship. Student counselors usually begin their field experience with uncertain skills and apprehension concerning their new relationship with the supervisor. Hopefully, they complete their field experience with refined skills, enhanced professional self-confidence and an appreciation of the supervision relationship. There is a sequential process that student counselors and supervisors go through as they move toward successful completion of the supervision experience. Loretta Bradley (*Counselor Supervision, 1989*) has summarized this process as a stage sequence:

STAGE ONE: EXCITEMENT AND ANTICIPATORY ANXIETY: At the beginning of the supervision process, the student counselor usually experiences a combination of excitement and anxiety. During this brief stage the supervisor has the opportunity to clarify expectations for performance, convey empathy for the student counselor's anxieties and convey optimism and enthusiasm for the supervision process.

STAGE TWO - DEPENDENCY AND IDENTIFICATION: As the student begins to perform the role of the counselor he or she usually has feelings of insecurity and self-doubt. The student counselor may attempt control those feelings through dependence on the counselor, asking many "How do I?" questions. Since the neophyte has not yet established an identity as a counselor, he or she may emulate the supervisor. This can be thought of as "borrowing" the supervisor's professional identity. This state of dependency usually diminishes as the student counselor experiences some initial successes and feels a greater sense of professional worth.

STAGE THREE: ACTIVITY AND CONTINUED DEPENDENCE: This stage is characterized by fluctuations in student counselor's confidence and performance. They have not yet developed a sense of their own limits, and may alternately overestimate and underestimate their own capabilities. They may attempt to operate independently, and then seek help from the supervisor in

times of crises. To the supervisor, their performance may be seen as variable, even unpredictable. The supervisor can be of greatest assistance to the supervisee at this stage by conveying acceptance while modeling stability and predictability.

STAGE FOUR: EXUBERANCE AND TAKING CHARGE: By now, the supervisee has gained a better understanding of his or her own skills and limitations and is more effectively integrating classroom learning with experience. The student counselor is now beginning to form a professional identity. At this stage, the supervisor needs to spend less time being nurturing and supportive, allowing the student counselor greater responsibility.

STAGE FIVE: IDENTITY AND INDEPENDENCE: As the student counselor continues to refine skills and increases in self-confidence, their need for supervision lessens. At times they may even devalue the supervisor's role in an attempt to assert their independence. This stage may be likened to a “professional adolescence” where the supervisee's developmental task is to seek autonomy. As with the parents of adolescents, the supervisor may need to negotiate with the supervisee on issues of limits while remaining non-defensive. Here, supervisors walk a “thin line, balancing their own responsibility for the supervisee's performance against the supervisee's needs for independence.” At this stage of the supervision process, the wise supervisor shifts away from the role of director and assumes more the role of consultant. The supervisor may feel concomitant loss of esteem and control. Although painful, this is a necessary stage in the developmental process.

STAGE SIX: This is the concluding stage of the supervision process. The student counselor is about ready to enter into the professional world and will soon be on more equal footing with the supervisor. This is a good point in the process to review the growth and changes made by the supervisee over the course of the field experience. Congratulations are appropriate, both for the student counselor and the supervisor.

The supervisor can assist the intern in a general way to think about present and future situations by asking some of the following questions.

1. What do you like about the student and/or group?
2. What was the major focus of the session(s)?
3. What worries you about the student and/or group?
4. Theoretically, what was the basis of what you have presented about the student and/or group?
5. On what basis did you decide to use the techniques you did in the session with the student and/or group?
6. In selecting the technique, what needed to come before and what should occur after the technique?
7. What were you experiencing during the situation with the student and/or group?

8. What did you do after meeting with the student and/or group?
9. What do you plan to do next with the student and/or group?
10. What did you learn about yourself and Clinical mental health during the session(s) with the student and/or group?

NOTE: School counselors are required to report any incidents of child abuse, neglect, or even suspicion be it possible emotional, physical or sexual or any combination of child abuse. It is the role of the school counselor intern and on-site supervisor to consult together to make the determination as to the need of the report. It is important for the school intern to know the procedures for reporting child abuse in the school.

Evaluation of the Practice of Clinical mental health

A. Evaluation of Learning:

Evaluation in this context is used to define the relationship between the university supervisor, the on- site supervisor and the intern, evaluating the intern's practice to enhance learning and effectiveness in practice. It is important to recognize the need for evaluation may cause defensiveness of the supervisor, intern, or both.

The best ways to avoid defensiveness in supervision is to:

1. Openly admit that defensiveness may occur without much provocation;
2. Agree to discuss any points of defensiveness and explore ways of eliminating it; and
3. Remove at the onset any potential methods that could lead to defensiveness - e.g. comparisons among interns.

Important Steps for the Clinical mental health Intern Supervisor

1. As the intern may likely have limited experience applying theory, concepts and techniques, the supervisor should do an assessment of the intern's knowledge, experience, and abilities. This could be accomplished by reviewing the "additional readings" materials provided in this handbook. This process would allow the supervisor to offer guidance and input into the policy and procedures of the school corporation in dealing with students' issues and problems, referral processes, reporting procedures, and/or other critical information the intern would need.
2. Emphasis should be on evaluating the intern's practice as well as the evaluation of the supervision process. Therefore, the supervisor will need to periodically observe the intern performing the significant roles of a clinical mental health counselor, including, but not limited to:
 - Individual counseling
 - Small group counseling
 - psychoeducational workshops
 - Faculty consultations

3. The supervisor will need to develop an educational plan based on the expectations of the university, school, and intern. These expectations need to be clearly defined and promoted through the regular meetings and supervision discussions. When particular areas of concern are identified, a step-by-step means of addressing the areas needs to be developed, discussed and implemented. Notification to the university supervisor should occur at this time by the field supervisor.
4. The supervisor should refrain from criticizing the intern's educational program or experience.
5. The supervisor should avoid comparing the supervisee's performance to that of other interns or other staff.
6. The supervisor should monitor the workload of the intern.
7. The supervisor should take advantage of all opportunities to share knowledge and skills with the intern.
8. The supervisor should strive to be a model of a culturally competent and informed clinical mental health counselor.

Ethical Considerations

In supervision, the following ethics should be standard practice for Clinical mental health professionals:

1. Interns have a right to a confidential environment in which they can explore with their supervisors personal and ethical concerns that arise while working in the school setting.
2. Supervisors have an obligation to ensure student welfare by monitoring the ethical practices of those they supervise.
3. It is critical that supervisors openly discuss ethical dilemmas with the university supervisor and colleagues before violations occur, offering specific guidelines where appropriate.
4. The limits of confidentiality in a supervisor relationship should be discussed overtly early in the relationship. A supervisor must provide a forum for the exploration of professional ethical dilemmas with the intern.
5. If an ethical problem arises, the supervisor must immediately seek to resolve it, weighing the best interests of all concerned. If a situation involving a possible breach of ethics is resolved ethically, and if to the best of the supervisor's knowledge no damage has been done, it is probably not necessary to go further with the concern.

Practicum and Internship Course Forms

All students in field experiences must complete and turn in the required forms throughout their experiences. All forms can be found in the Appendix section of the Clinical mental health Manual, as well as on the CHS website under Clinical mental health. Students need to print the forms and complete them, or hand them to the appropriate individual to complete. Once completed, the forms need to be turned in to their university supervisor. Students are also required to keep a log of the direct and indirect clock hours acquired during their field experiences. See Appendix for an example of the log form. An electronic version can be found online via the CHS website with all other internship forms. Copies of the log must be submitted weekly for university and site supervisor's signatures. We strongly encourage students to keep copies of their logs for future use (e.g. licensure and certification applications).

Practicum Forms

Date Forms Are Due	Form	Completed By	Turn Form In To:
Weekly Throughout the Semester	Weekly Time Log Appendix	Practicum Student	University Supervisor
2 nd Week of Semester	Internship and Practicum Agreement Appendix	Practicum Student	University Supervisor
Mid-Semester (8 weeks in)	Clinical mental health Intern Evaluation Appendix	Site Host/Supervisor	University Supervisor
End-of-Semester	Internship and Practicum Site Evaluation Appendix	Practicum Student	University Supervisor
	University Supervisor Evaluation Form Appendix	Practicum Student	University Supervisor
	Practicum On-Site Supervisor Evaluation Form (Appendix)	Practicum Student	University Supervisor
	Documentation Form (Summary) Appendix	Practicum Student	University Supervisor
	Clinical mental health Intern Evaluation Appendix	Site Host/Supervisor	University Supervisor

Internship Forms

Date Forms Are Due	Form	Completed By	Turn Form In To:
Weekly Throughout the Semester	Clinical mental health Internship Weekly Time Log Appendix	Intern	University Supervisor
2 nd Week of Semester	Internship and Practicum Agreement Appendix	Intern, Site Supervisor, and University Supervisor	University Supervisor
	Internship Goals, etc Appendix	Intern, Site Supervisor, and University Supervisor	University Supervisor
	Proof of Professional Liability Insurance	Intern	University Supervisor
Mid Semester (8 weeks in)	Clinical mental health Intern Evaluation Appendix	Site Supervisor	University Supervisor
End-of-Semester	Documentation Form Appendix	Intern	University Supervisor
	Internship and Practicum University Supervisor Evaluation Appendix	Intern	University Supervisor
	Internship and Practicum Site Evaluation Appendix	Intern	University Supervisor

Practicum/Internship Site Registration Form

Directions: This form must be completed and submitted to the Practicum/Internship Coordinator before *your practicum or internship begins*. Approval of your placement site by the P/I Coordinator is required for you to begin your field placement class. In addition, the P/I Coordinator will a) document your acquisition of malpractice insurance (dates covered should include both semesters for internships), b) receive your copy of the signed agency/university agreement, and c) review/approve your first draft of your personal contract. The Coordinator will also supervise and document the time you spend in setting up your clinical site and any preliminary orientation activities. This time will count toward your total practicum/internship hours. The Coordinator will give your university instructor a copy of the completed form before the first night of class.

Section I - Personal Information:

Name: _____ Phone (one best please) _____

Address: _____ Email: _____

(Check one) _____ Practicum _____ Advanced Practicum _____ Internship

Semester/year _____ (check one) _____ Community Counseling _____ Clinical mental health

Section II - Site Information:

Name of Agency/School: _____

Address: _____

If agency, description of Services: _____

What will you be doing?

Site supervisor:

_____ Degree _____ Credential _____

Phone: _____

(Note: Your site supervisor must provide a minimum of one hour of individual supervision per week.)

Approved _____ Not Approved _____

Concerns:

Section III – Documentation (completed by Coordinator)

- _____ 1. Proof of malpractice insurance (a copy is attached)
- _____ 2. University and site agreement completed (a copy is attached)
- _____ 3. Preliminary/rough draft contract completed

4. Time spent in preliminary/orientation activities: _____

(This number should be added to your first weekly activity report in “other” section.)

*5. Tapes and/or hours to be made-up from previous semester(s) _____

Practicum/Internship Agreement
CLINICAL AFFILIATION AGREEMENT BETWEEN
Indiana University
AND

This Agreement is by and between The Trustees of Indiana University ("University") and _____ (Facility") located in _____ (City, State).

WITNESSETH

Whereas, it is to the mutual benefit of the parties to provide clinical experience for students enrolled in certain programs of the University, the parties have agreed to the terms and provisions set forth below:

1. Purpose and Consideration:

The purpose of this Agreement shall be to provide clinical experience to students enrolled in the University's **Counseling & Human Services Program**. Consideration for this Agreement shall consist of the mutual promises contained herein, the parties agreeing that monetary compensation shall neither be expected nor received by either party.

2. Terms and Conditions: Pursuant to the above-stated purpose, the parties agree as follows:

A. **Term and Termination:**

TERM: The Term of this Agreement shall be for a period of **four years**, beginning on _____.

TERMINATION: Notwithstanding any other method of termination set forth elsewhere in the Agreement, this Agreement shall terminate:

- a. by mutual consent of both parties; or
- b. by either party upon ninety (90) days written notice to the other party.

In the case of early termination, any students currently participating in a clinical experience at Facility will be allowed to complete their experience.

- B. **Revisions:** This Agreement is subject to changes and revision as necessary and by agreement of the parties; provided, however, that any such change or revision must be agreed to in writing by both parties in order to be binding.
- C. **Placement of Students:** The University shall notify the Facility at least sixty (60) days prior to the beginning of each clinical experience of the number of students it desires to place at the Facility. The Facility shall have the right to accept or reject that number based on the current level of staffing in the appropriate discipline.
- D. **Discipline:** While enrolled in a clinical experience at the Facility, students will be subject to all applicable policies of the Facility, including the dress code. The Facility may immediately remove from the premises any student who poses an immediate threat or danger to patients, staff, visitors of the premises or the public; in all other cases, students shall be dismissed from participation in the clinical experience only after the appropriate disciplinary policies and procedures of the University have been followed.
- E. **University-Specific Responsibilities:** The following duties shall be the specific responsibilities of the University:

1. Identify students for placement at the Facility.
2. Maintain liaison with Facility for supervision of students at Facility for clinical experience.
3. Establish a procedure for notifying the Facility if a student is unable for any reason to report for clinical training.
4. Establish professional liability and other insurance coverage as follows:
 - a. During the term of this Agreement, University agrees to provide evidence of adequate general liability insurance covering the acts or omissions of its faculty, employees and instructors during their participation in the Program. University agrees to provide notification to Facility if a lapse or change in insurance coverage occurs during the contract period.
 - b. If the student(s) are working in one of the health care provider professions listed in I.C. 34-18-2-14, as amended and as it may be amended from time to time, the University shall carry for each qualified student Professional Liability Insurance covering all liability incurred by each student that arises out of and during the course of each such student's activities under the terms of this Agreement, with limits of not less than those prescribed for health care providers like the student as set forth in I.C. 34-18-4-1, as amended and as it may be amended from time to time.
 - c. If the student(s) do not qualify for coverage by the University under 4(b) above, the University shall cause each such student to obtain and maintain in force Professional Liability Insurance covering all liability incurred by each student that arises out of and during the course of each such student's activities under the terms of this Agreement, with limits of not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate.
5. Inform students that they are not to submit for publication any material relating to the clinical education experience without prior written approval from the University and the Facility.
6. Distribute to students the Facility's pertinent policies and procedure, if such materials are provided by the Facility.
7. To instruct students that they are responsible:
 - a. To follow policies and procedures of the Facility throughout the affiliation.
 - b. To provide written evaluation of the Facility to both Facility and the University upon request.
 - c. To provide health records upon request by the Facility. Typical requests include proof of Immunization tests, including MMR, PPD and Hepatitis Band/or Hepatitis declination form.
 - d. To provide documentation to the Facility of personal health insurance in effect during the term of assignment.
 - e. To provide documentation of appropriate liability insurance as provided in Paragraph E.4(c).
 - f. To obtain, if required by the Facility, a criminal background check that meets the Facility's requirements and to provide a copy of the results of the background check to the University and the Facility.

F. Facility-Specific Responsibilities: The following duties shall be the specific responsibilities of the Facility:

1. The Facility will designate a staff member who is acceptable to the University as the Facility's Clinical Education Coordinator to:
 - a. Provide for student orientation to the Facility;
 - b. Designate a staff member to be responsible for coordinating the clinical experience and providing a planned and supervised program;
 - c. Maintain a sufficient level of staff support to provide supervision of students and to carry out normal service functions without having students perform in lieu of staff. Notify the University if staffing falls below this level while students are present on scheduled affiliation.
3. Provide for the students a patient caseload that is appropriate to his/her needs and level of experience and proficiency and that is of sufficient size and variety to ensure the best educational experience possible.
4. Notify the University in writing of any changes within the Facility which would alter significantly the specified clinical education experiences for the students.
5. Retain complete responsibility for patient care, providing adequate supervision of students at all times.
6. Maintain a sufficient level of staff employees to carry out regular duties. Students will neither be expected nor permitted to perform services in lieu of staff employees.
7. Provide emergency medical treatment to students if needed for illness or injuries suffered during clinical experience. Such treatment shall be at the expense of the student treated.
8. Maintain all applicable accreditation requirements and certify such compliance to the University or other entity as requested by the University. The Facility shall also permit authorities responsible for accreditation of the University's curriculum to inspect the Facility's clinical facilities and services as necessary.

G. Mutual Responsibilities: The parties shall cooperate to fulfill the following mutual responsibilities:

1. Each party shall comply with all federal, state, and municipal laws, rules and regulations which are applicable to the performance of this Agreement.
2. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Facility or the University.
3. The parties expressly acknowledge and agree that students are not the agents or employees of either the University or the Facility for any purpose, including but not limited to purposes of providing general liability coverage pursuant to Paragraph 11.E.4.a. of this Agreement.
4. The parties agree to comply with Title VI and IX of the Federal Education Amendments of 1972, and Section 504 of the Federal Rehabilitation Act of 1973, Executive Order 11,246 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students, because of race, religion, ethnic or national origin, gender, sexual orientation, marital status, age, disability, or veteran status.
5. No party shall use or mention in any publicity, advertising, promotional materials or news release the name or service mark(s) of the other party without the prior written consent of that party.

IN WITNESSES WHEREOF, the parties have by their duly authorized representative set forth their signature:

UNIVERSITY:
THE TRUSTEES OF INDIANA UNIVERSITY

FACILITY: _____

BY: _____
Signature

BY: _____
(Signature)

_____ Joseph M. Scodro _____

BY: _____
(Printed Name)

Deputy General Counsel _____
(Title)

(Title)

(Date)

(Date)

University Program Director

By: _____
(Signature)

(Printed Name)

(Title)

(Date)

Practicum/Internship Group Supervision Format

Clinical Mental Health Counseling

During class meetings we will follow the format below. This will keep us on task and allow us to maximize our time together. Each student will report during each of these stages

1. Questions and Crisis
2. Update on field sites and group support
 - a. Culture and environment
 - b. On-site colleagues
 - c. On-site duties
 - d. Case load reports
 - e. Personal experiences
3. Updates on previously discussed cases (no new paperwork needed). This is just a report on what has happened since the case was presented. You may discuss this case again during the next phase of class
4. New and continuing client issues (complete a client profile sheet for each client you plan to discuss). Tapes will generally be played during this time.

** We may deviate from this structure as needed. This will be determined by the presenting intern, group members and the supervisor.*

Case Presentation Format

For the Formal Case Presentations, the following format will be followed.

1. Brief introduction of the case, significant issues and highlights, and discussing the questions brought to supervision by the presenting student.
2. Review tape
3. Feedback
 - a. Generally, it is planned that each case presentation will last from start to finish approximately 30-50 minutes.

We will use a reflection team process and approach to group supervision. This will be discussed in more detail in class.

Guidelines for Group Supervision

1. Always remember that feedback is intended to help the receiver *improve* his or her counseling skills.
2. Communicate respectfully.
3. Use “I” messages. (ex. I thought about how you might improve your presentation delivery when you...). Own your thoughts, beliefs, and ideas and remember that they might not be shared by others.
4. Respect individual differences in interpersonal and counseling style.
5. Be open and honest with feedback; we cannot learn from each other if we are not honest.
6. When providing feedback always do so in a thoughtful manner and use explicit examples to back up what you are saying.
7. Remember that each of us needs to hear about our strengths and areas for improvement.
8. _____
9. _____

G524/G550 Case Presentation Information

Date of presentation: _____

Client first name or pseudonym: _____

Has this case been discussed in supervision before? Yes No

Why are you bringing this case to supervision?

History of Problem & Suicidal Ideation:

Current Symptoms & Theoretical Orientation:

Family, Social, and Cultural Factors:

Treatment Goals:

Treatment Interventions Employed to Date:

Diagnostic Impressions (DSM-5) and Rationale:

Questions:

- 1.
- 2.
- 3.

<i>Date</i>	<i>Activity</i>	<i>Indirect Hours</i>	<i>Direct Hours</i>	<i>Field Supervisor Approval</i>	<i>IUSB Supervisor Approval</i>
	EXAMPLE FORM				
	Remember, also track your Group, Individual, Live, and Site Supervision				
TOTAL HOURS FOR THE WEEK					

Please note the student-intern's areas of strength, which you have observed:

Please note the student-intern's areas needing improvement, which you have observed:

Please comment on the student-intern's general performance during his or her practicum/internship experience:

Evaluators's Name

/

Evaluator's Position

Date

Evaluator's Contact Information:

Evaluation of Clinical mental health Practicum/Internship Site

(To be completed by the student intern)

Internship Site: _____ Date: _____
On-site Supervisor: _____ Telephone: _____
E-mail Address: _____ District: _____

Please rate the following questions about your site and experiences with the following scale:

(1) **Very satisfactory** (2) **Moderately satisfactory** (3) **Moderately unsatisfactory** (4) **Very unsatisfactory**

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Ethical standard upheld
4. _____ Diversity in client presenting problems
5. _____ Support and protection of your rights
6. _____ Respect for student's rights
7. _____ Relevance of experience to career goals
8. _____ Exposure to and communication of school goals
9. _____ Exposure to and communication of school procedures
10. _____ Exposure to professional roles and functions within the school
11. _____ Exposure to information about community resources

Rate all applicable experiences that you had at your site:

- _____ Individual counseling
- _____ Academic advising
- _____ Group counseling
- _____ Classroom guidance presentations
- _____ Career counseling
- _____ Consultation services
- _____ Collaborative team approach
- _____ Parent conferences
- _____ Parent education
- _____ Referral services
- _____ Testing interpretation
- _____ Other _____
- _____ Overall evaluation of the site

Please comment on the quality of your on-site supervision experience (*your on-site supervisor*)

Please comment on you feeling of the overall quality of your Clinical mental health internship site

What recommendations would you give to other students interested in this internship site?

Practicum/Contract Format

DIRECTIONS: Using these guidelines, prepare **three copies** of a typewritten personal contract describing the objectives and activities to which you are committing yourself during the practicum. Submit a rough draft to your University Supervisor for review before making your final draft. A separate contract should be developed for each of your practicum/advanced practicum site.

Name _____

Semester _____

1. GOALS AND OBJECTIVES:

- A. State your overall goal for the Practicum/Advanced Practicum
- B. Provide specific objectives that you hope to accomplish (e.g., learning to use silence effectively, learning to administer and interpret a given test).

2. PRACTICUM/INTERNSHIP

Name of School/Agency: _____

Address: _____

Telephone: _____

Contact Person: _____

Degree and License of and years of experience of on-site supervisor:

2* On-site supervisor is invited to attend the CHS Annual Conference free of charge in appreciation of supervision services. _____
supervisor initials acknowledging invitation

2** On-site supervisor has received from student the following forms: (Please initial each form.) On-site supervisor evaluation form: _____
Responsibilities of onsite supervisor: _____ On-site evaluation form:

3. Describe your specific duties and responsibilities and the projected time involved each week in these activities (estimate preparation and contact time).

4. Specify how supervision will be handled.

5. Include additional plans (workshops you plan to attend, extra reading that you plan to do, and other possible experiences related to the Practicum/Advanced Practicum).

6. State how you plan to evaluate progress toward accomplishment of your objectives.

Student's signature _____ **Date** _____

On-site supervisor's signature _____ **Date** _____

University supervisor's signature _____ **Date** _____

(THIS IS JUST A SUGGESTED FORMAT, NOT THE CONTRACT ITSELF)

Example of A Client Release Form

Directions: This form is to be used with clients 18 years of age or older if no consent form is utilized by your site.

My signature below indicates that I understand that the counseling service is designed to help me help myself as I make vocational plans, educational plans, and various other adjustments. I further understand that the counseling service will be rendered by graduate students under competent supervision, that portions of sessions may be recorded and observed for educational purposes, and that all relationships with the counselors and supervisors will be kept confidential.

Name _____
(printed) _____

Signature _____

Local Address _____

Phone _____

Date _____

Example of a Parent Release Form

Directions: This form is to be used with clients under 18 years of age if no consent form is utilized by your agency.

My son/daughter, _____ has my permission to participate in counseling sessions to be conducted in conjunction with the counselor education program at Indiana University South Bend. I understand that:

1. The counselor will be a graduate student working under the direct supervision of a qualified university professor.
2. Discussion of the sessions may be made available upon request, to both the counselee and the parents. The information may include interests, problems, study habits, and other helpful information. The student will be informed of this provision to disclose general information.
3. All, or part of, the sessions may be temporarily recorded on a video recording device but, at no time, will the individual's identity be disclosed to anyone but the interviewing counselor and supervisor.
4. Precaution will be taken to avoid personal embarrassment to my son/daughter or to us, the parents.

Date _____ Signed (Parent) _____

Date _____ Signed (Counselor) _____

Name _____ Semester _____

Counseling & Human Services Department
Clinical mental health Field Supervisor Handbook (2019)
Compiled by Dr. Yvonne Larrier, LPC, NCC, NCSC, EAS-C
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