

EASTERN KENTUCKY UNIVERSITY
College of Education and Applied Human
Sciences



COUNSELOR EDUCATION PROGRAM
Practicum and Internship
Site Supervisor Handbook

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Table of Contents

<i>The Department of Clinical Therapeutic Programs’ Leadership, Administration, and Faculty</i>	3
<i>Introduction and Purpose</i>	5
<i>Institution, Department, and Program Vision and Mission Statements</i>	5
<i>Overview of Practicum and Internship for both Clinical Mental Health and School Counseling</i>	6
<i>Accreditation: The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)</i>	7
<i>Pre-Practicum and Pre-Internship Requirements and Processes</i>	8
<i>The Practicum and Internship Application</i>	8
<i>Site Supervisor Qualifications</i>	8
<i>Memorandum of Agreement (MOA) or Affiliation Agreement</i>	9
<i>Supervision Agreement (i.e., the Practicum/Internship Agreement)</i>	9
<i>Site Supervisor Orientation and Training</i>	9
<i>Student Site Orientation</i>	9
<i>Site-Specific Requirements of Students</i>	9
<i>Practicum/Internship Practice and Supervision Processes and Policies</i>	11
<i>Ethical Guidelines and Practice</i>	11
<i>General Supervision Practices and Requirements</i>	11
<i>Student Scheduling and Site Attendance</i>	12
<i>Required Student Hours</i>	12
<i>Screening and Assigning Clients for Students and Permission Forms</i>	13
<i>Types of Counseling Services Required of Students</i>	14
<i>Student Telehealth Practice</i>	14
<i>Reporting Client Abuse or Neglect</i>	15
<i>Professional Boundaries for Students</i>	15
<i>Student Evaluation and Feedback</i>	15
<i>Termination and Transition Planning</i>	16
<i>Site Supervisor Concerns</i>	16
<i>Student Fatigue and Burnout</i>	16
<i>The Faculty Supervisor</i>	16
<i>Tevera</i>	1
7	
<i>Review of General Expectations for Students and Supervisors</i>	18
<i>Who to Contact When Needed</i>	19
<i>Appendix A (PCPE)</i>	20
<i>Appendix B (Tevera Directions)</i>	22
<i>Appendix C (Site Supervisor Helpful Tips)</i>	29

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Note: The program may at times use adjunct faculty as faculty supervisors for practicum and internship sections. Adjunct faculty supervisors are instructed to make initial and maintain ongoing contact with their students' site supervisors, but please contact a member of the program's Clinical Coordinators group if you need assistance in connecting with your student's adjunct faculty supervisor.

Introduction and Purpose

The Counselor Education program at Eastern Kentucky University (EKU) offers 60-credit, CACREP-accredited degrees in Clinical Mental Health and School Counseling. The purpose of this handbook is to provide practicum and internship site supervisors and representatives with information about the program and, more specifically, its requirements, expectations, policies, and processes related to its clinical coursework (i.e., practicum and internship) for both degrees. Although there may be some differences between clinical and school sites in terms of what they offer, how they operate, etc. and how this translates to students' experiences, the general expectations, policies, and processes are the same for both degrees and therefore apply to all students and site supervisors.

Institution, Department, and Program Vision and Mission Statements

EKU will be excellent in all that we choose to do. ECU is the School of Opportunity where everyone belongs. World-class faculty and staff create opportunities for personal growth through exceptional experiences, to ensure students realize their fullest potential and achieve excellence. ECU graduates shape the success and vitality of their professions and communities.

EKU's College of Education and Applied Human Sciences (i.e., The College) will pursue excellence in teaching, learning, scholarship, and service to the University and our stakeholders and will foster the pursuit of excellence among our students. As ECU is the School of Opportunity where everyone belongs, The College's faculty and staff meet students where they are to help them achieve their goals and dreams. Student success is ensured through innovative knowledge-building and personalized support to help students develop proficiency and confidence as practitioners and leaders in their fields. The College's graduates are lifelong learners invested in their own development and the wellbeing of all with whom they work and live.

The Department of Clinical Therapeutic Programs' vision is to graduate professionals who create a society in which individuals with communication and mental health needs are supported to participate in life. As educators, clinicians, mentors, and scholars, the Department empowers future professionals and leaders to enhance the quality of lives of individuals with communication, swallowing, counseling, and/or mental health needs and their caregivers, families, and communities through service, teaching, research, and advocacy.

The Counselor Education program's mission is to prepare effective professional counselors who will lead productive, responsible, and enriched lives.

Overview of Practicum and Internship for both Clinical Mental Health and School Counseling

The **Practicum (COU 880)** course is the initial clinical experience and is a prerequisite for internship. This 3-credit hour class requires a minimum of 100 hours of practice at a clinical mental health counseling or school site and biweekly attendance for faculty-facilitated group supervision that occurs during the COU 880 class sessions. Of the 100 hours, forty (40) hours are to be in direct face-to-face counseling service and the remaining sixty (60) hours are to be in counseling related tasks outside of face-to-face counseling service. As practicum is the initial clinical experience, it is encouraged that students see and work with less complex clients/students and work under greater supervision.

The **Internship (COU 881)** course is the final and most comprehensive clinical experience in the Clinical Mental Health and School Counseling programs. The intent of the internship is to provide the student with continued but deeper and more expansive supervised training at a site outside the university environment that is congruent to their specialty (i.e., clinical or school counseling) within the program. Students complete a minimum of 600 hours of practice at a clinical mental health counseling or school site and biweekly attendance for faculty-facilitated group supervision that occurs during the COU 881 class sessions. Of the 600 hours, two hundred and forty (240) hours are to be in direct face-to-face counseling service and the remaining three hundred and sixty (360) hours are to be in counseling related tasks outside of face-to-face counseling service. As students progress from practicum to internship, site supervisors gradually begin to assign more complex cases and offer the students increasing responsibility. Based on their degree requirements, some students may be able to complete their internship and the 600 hours in one semester whereas others are required to do so in at least two semesters. All students may complete internship and the 600 hours in up to three semesters. Site supervisors and their students should discuss the student's plan in whether they need or would like to complete their internship in one, two, or three semesters.

Students are required to keep track of their practicum and internship hours using the Weekly Time Report and Summary Time Report logs. These can be accessed and are to be completed through Tevera.

To ensure that the student's individualized career goals are met in the practicum and internship experiences, arrangements are negotiated between the student, the on-site supervisor, the practicum/internship site, the Coordinator of Clinical Experiences, and the student's faculty supervisor within ECU's program.

Accreditation: The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

EKU's Counselor Education program has been accredited by CACREP since 2001. CACREP, the leader in the monitoring of Counselor Education programs for decades, sets and enforces those professional standards deemed necessary to adequately prepare professional counselors to serve the public effectively and safely. These standards address the structure of the institution/program, its faculty, and the curriculum and practices delivered to/enforced with its students. More specifically to practicum and internship, CACREP establishes standards for such things as what students need to complete as part of their clinical experiences, requirements for supervisors, and what the program provides or how it assists supervisors. CACREP accreditation has also been increasingly used as the standard by which professionals are able to be credentialed for practice by their state or other governing entity. Students and graduates of ECU's Clinical Mental Health Counseling degree track will meet Kentucky's state requirements for initial licensure immediately upon degree conferral. Students and graduates of ECU's School Counseling degree track will have a much easier time pursuing clinical licensure in their futures – should they decide to – having graduated from a CACREP-accredited program. More information about CACREP and its standards may be found [here](#).

Pre-Practicum and Pre-Internship Requirements and Processes

The Practicum and Internship Application

The semester prior to the start of the practicum or internship experience, eligible students will contact potential sites and site supervisors to then identify a site that is capable of supporting the student and a site supervisor who would like to move forward with providing them a clinical experience and related supervision. It is up to the potential sites and site supervisors to determine the need for and conduct interviews with students to ensure goodness of fitness and their ability to provide the students with what they need for their clinical experience before moving forward with the application process.

Students and site supervisors utilize the web-based platform, Tevera, to submit all required application materials. These materials include a site information form and site supervisor information form, both of which are completed by the site supervisor. The information collected using the forms provides valuable information to ECU's Counselor Education program, which includes - but is not limited to - a description of the site, number of clinicians, type of supervision provided, credentials of the site supervisor, contact information, etc.

Site Supervisor Qualifications

The requirements for Clinical Mental Health Counseling site supervisors are:

- A currently practicing clinical counselor with a Master's degree in counseling or a related field (e.g., psychology, social work, etc.)
- Active/current state licensure (e.g., LPCC, LPCA [under supervision], LCSW, LMFT, or other relevant licenses to clinically practice)
- 2+ years post-Master's degree experience in clinical counseling practice.
- Relevant training in counseling supervision (e.g., Specialized training or workshops, professional conference sessions, KY LPC Board training, CTP site supervisor training, etc.)
- Knowledge of ECU's expectations, requirements, and evaluation procedures for students

The requirements for School Counseling site supervisors are:

- A currently practicing school counselor with a Master's degree
- Active/current school counselor certification
- 2+ years of post-Master's degree experience in school counseling
- Relevant training in counseling supervision (e.g., specialized training or workshops, professional conference sessions, etc.)
- Knowledge of ECU's expectations, requirements, and evaluation procedures for students

Memorandum of Agreement (MOA) or Affiliation Agreement

Prior to a student beginning at their practicum or internship site, an MOA or Affiliation Agreement must be executed between the site and ECU. The Coordinator of Clinical Experiences will contact the site and site supervisor to begin the process of executing this. Once the agreement is signed by all parties, a copy will be provided to the site. A student cannot enroll in their practicum or internship course and begin attending their site until this agreement has been completed.

Supervision Agreement (i.e., the Practicum/Internship Agreement)

This is a required document that must be collaboratively completed by the site supervisor and their student. It is a required assignment that the student must submit by the Friday of the first week of the semester. This document is found on Tevera and outlines the expectations, purpose, goals, context, and content of supervision; the rights and responsibilities of both parties; crisis procedures; etc. When site supervisors and students complete this document together, it helps to provide clear expectations for the supervision experience and ensure it be a more successful one.

Site Supervisor Orientation and Training

An orientation and training by ECU's program is provided multiple times throughout the year for site supervisors. This training will provide an overview of both supervision and the specific requirements and processes of the program. All site supervisors are asked to attend at least one training per year to stay up to date on any changes and/or new requirements of the program's practicum and internship courses. The training typically lasts one hour and is held via Zoom. After students have completed the practicum or internship application process, site supervisors will be contacted by the Coordinator of Clinical Experiences on how to register for and attend the training.

Student Site Orientation

To ensure that students feel comfortable and are therefore more successful at their sites, site supervisors are asked to provide a site orientation prior to the start of the semester or during the first few days of the clinical experience once the semester begins. The orientation can include - but is not limited to - showing students how to use basic office equipment (e.g., phone, copy machine, etc.), introducing students to fellow colleagues and support staff, providing a tour of the building, etc.

Site-Specific Requirements of Students

If sites require the use of specific programs, systems, etc. (e.g., Zoom or another program for teletherapy, electronic record keeping, company email, etc.) by students to meet their clinical responsibilities, then it is the responsibility of the sites to provide access to these professional tools to students free of charge.

In regard to **clinical documentation**, it is also the site's and site supervisor's responsibility to allow access for their students to the site's electronic health record (EHR) system so that students can document their work and client treatment. Site supervisors should consult their sites and IT specialists or those who oversee their EHR on how best to provide their students access to the platform. ***It is unethical for a site or site supervisor to bill insurance for a student's services even if the site supervisor or another licensed clinician is present to observe the session.***

If sites require students to have completed site-specific or more specialized clinical training before they are able to see clients, then this should be completed prior to the start of the semester or as soon as possible once the semester begins. Delaying this could delay students' ability to begin seeing clients and therefore accruing hours, which could inhibit them from accruing the minimum hours needed for the semester and jeopardize their ability to pass their course.

Practicum/Internship Practice and Supervision Processes and Policies

Ethical Guidelines and Practice

All students, site supervisors, and faculty supervisors must adhere to the guidelines established by both ECU and the site as well as to the standards for practice and supervision found in the *2014 American Counseling Association (ACA) Code of Ethics*: <https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf>

General Supervision Practices and Requirements

Weekly, one-hour, one-on-one or triadic supervision meetings between the student and their site supervisor or with another student are imperative to student success during the clinical experience. It is during this time that the student and site supervisor should discuss the student's progress, strengths, areas of improvement, ongoing needs, etc. If an emergency necessitates the cancellation of the weekly supervision meeting, then the site supervisor is asked to reschedule it within the same week to make up the time with the student. Although not ideal, weekly supervision can be broken into segments throughout the week that total at least one hour.

Site supervisors are expected to be physically at the site while their students are present and providing counseling to clients and to be accessible to them should any crisis or need arise. Another, temporary supervisor may be identified and connected with the student if the designated site supervisor must be absent from the site for a relatively brief period of time. However, if a supervisor will be absent from the site for more than two weeks, then the alternative supervisor must be approved by ECU's program.

Live supervision (i.e., supervisor joining in session to observe the student's practice with a client) of students is required, but sessions recordings are optional and at the discretion of the site supervisor.

When supervision is under the direction of both an administrative supervisor and a clinical supervisor, the ECU program must be informed of this. In this situation, both supervisors should complete the Professional Counseling Performance Evaluation (PCPE) in consultation with one another.

Student Scheduling and Site Attendance

The practicum/internship schedule runs concurrently with the respective ECU semester schedule. Students may only see clients within the scheduled semester dates beginning with the first day of the semester and ending with the last day of the semester. Students are not permitted to regularly be at the site, seeing clients, etc. any day outside of this window. Students also may not participate in practicum/internship experiences during the university's breaks between semesters. However, students may meet with the site supervisor prior to the start of the semester to complete the Practicum/Internship Agreement and/or to have an orientation to the site. Meeting prior to the start of the semester to complete these tasks is optional but advisable to ensure students are not delayed in starting to accrue their hours.

In terms of how often or when students should attend or be present at their site, it is up to the site supervisor and student to determine this based on the needs of the site and the student's availability. In general or on average, students should plan to attend or be present at their site for the equivalent of one full day per week for practicum and two to three full days per week for internship [if they plan to complete internship in at least two semesters]. Students can attend partial days during the week if they want or need so long as this is discussed and agreed upon with their site supervisor. Students may need to adjust their hours and presence at their sites at times during the semester to accrue their needed hours by the semester's end. Site supervisors and their students should regularly monitor students' completed hours and engage in ongoing discussion regarding how students can and will complete their needed hours by the semester's end.

Required Student Hours

Students and site supervisors should work together to establish during the practicum or internship application process and prior to the start of the semester if the required hours can be obtained at the site within the span of the semester given the anticipated caseload. Once the semester begins, students document hours on the Tevera Time Track and are required to submit weekly hour logs to the site supervisor for approval and signature. The students and site supervisors should discuss the progress being made to obtain the required hours during their weekly supervision meetings. If at any point during the semester there are concerns about the student's hours not being met, then both the student and site supervisor should contact the faculty supervisor to discuss and plan further. Delays in students obtaining their required hours, especially in practicum, could lead to their inability to meet hour requirements by the semester's end and having to repeat the course.

The required practicum and internship hours are again as follows:

- **Practicum**

During practicum, students must obtain a minimum of *100 hours* with a required minimum of *40 direct hours* and a minimum of *60 indirect hours*.

● Internship

Internship requires a minimum of *600 hours* obtained across one to three semesters [depending on the student's degree requirement]. At a minimum, *240 direct hours* and *360 indirect hours* are required.

Direct hours are comprised of the “supervised use of counseling, consultation or related professional skills with actual clients (can be individuals, couples, families or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change” (CACREP, 2024, FAQ 23). Direct hours include the following: Counseling [individual, couples, families or groups], completion of assessments, psycho-educational activities, and family consultation/collaboration (i.e., contact with a client's parent/guardian to support the client and their treatment progress).

Indirect hours typically consist of actions or tasks outside of direct hours and include the following: Observing others providing counseling services, documentation or record keeping, administrative duties, clinical/administrative supervision, attending site training or meetings, the completion of COU 880 and 881 assignments, research or preparation for client sessions or treatment, and consultation with colleagues or supervisors.

Students may observe clinical practice by clinicians other than their site supervisor so long as both the student and the other clinician are clear and comfortable with this. If this is a more regular practice, then the site supervisor should consult this clinician to add to their supervision with and evaluation of the student. The other clinician should not become the primary supervisor unless the program is notified of this intention and collects the needed information to approve this change.

If students co-lead counseling sessions with either their site supervisor or another clinician, then the student should discuss with them after the session approximately how much of the hour they directly contributed to the session and log those minutes as direct hours and the rest of the minutes, during which the student observed, as indirect hours.

Screening and Assigning Clients for Students and Permission Forms

Site supervisors are asked to screen and assign clients based on the educational level/clinical experience of the students and obtain informed consent from the clients prior to the start of the clinical experience. This will ensure that the students may begin seeing clients as early as possible within the practicum/internship experience. The ECU *Informed Consent Statement* is available on Tevera. It is required that each client seen by an ECU student will sign the form. **This form is NOT to be housed on Tevera** but is to be kept on site in accordance with the site's confidentiality/record policies and procedures.

If it is the preference of the site supervisor to have the student record sessions, then the *ECU Permission to Record* form must be signed by the clients participating in the recordings. **This form too is NOT to be housed on Tevera** but is to be kept on site in accordance with the site's confidentiality/record policies and procedures.

If the site already has informed consent and/or permission documents tailored for use by students or counselors in training and would prefer to use these instead of those issued by ECU's program, then they may do so. It would be ideal and best practice to have both sets of documents signed.

Types of Counseling Services Required of Students

The practicum/internship experience should not consist solely of one type of counseling. Students having a variety of individual, couples, family, and group counseling allows for a more well-rounded experience and better professional development and preparation. Students and site supervisors should discuss students' preferences for practice, especially in alignment with future practice aspirations, in deciding which experiences are desired or most beneficial to them. **At a minimum, students should have experiences with both individual and group counseling. A minimum of 10 hours of group counseling is required during internship, but no group counseling hours are required during practicum.** If students will be providing group counseling during the practicum experience, then it is the responsibility of the student, site supervisor, and faculty supervisor to ensure that the student has completed the required group counseling course (COU 820). If a site is unable to provide a combination of both, specifically during internship, then please discuss further with the Program Coordinator and the Coordinator of Clinical Experiences.

Student Telehealth Practice

With telehealth becoming more prominent in the field of counseling, ECU's program recognizes its necessity and value in the clinical setting. However, to give students a solid practice foundation based on in-person contact and a variety of treatment experiences, **telehealth should not be the sole form of counseling during the clinical experience. Telehealth should be limited during clinical training.** Students should have the opportunity to practice in-person therapy to help develop critical counseling skills and techniques. If students are conducting telehealth/virtual sessions, then they are required to do so at the practicum/internship site and not from another location, especially their home.

ECU's program has developed additional training to prepare students for telehealth practice in the clinical setting. Students complete telehealth training prior to their start of practicum. This is a requirement of all students, and the training must be completed by the Friday of the first week of practicum or internship. If students will be using telehealth in the practicum or internship setting, then site supervisors are asked to confirm with the faculty supervisor that the student has completed the required training prior to seeing clients via telehealth.

Reporting Client Abuse or Neglect

The program's policy is that it is **the responsibility of the student to directly and immediately consult with their site supervisor about suspected client abuse or neglect. It is the student's responsibility to make the report directly to the appropriate authorities.** Site supervisors and students should discuss the site's more specific protocol

with this before or at the start of the clinical experience as this will vary between sites. Since this may be the first time the student is having to make such a report, the site supervisor is asked to support the student and mentor them during this process to ensure all steps are followed correctly.

Professional Boundaries for Students

To maintain appropriate professional boundaries, **students should not provide their personal phone numbers or any other personal contact information to clients and should not be asked or encouraged to do so** under any circumstances by either the site or their site supervisor.

Student Evaluation and Feedback

Site supervisors are encouraged to keep a set of personal supervision notes and copies of progress reports and evaluations on their student for future liability issues. Please share these reviews with the student regularly and in writing. If a remediation plan is necessary, then the site supervisor should contact and consult with the faculty supervisor prior to implementation. It may be necessary to hold a meeting between the student, site supervisor, and faculty supervisor to discuss concerns and plans for improvement, and an additional representative of the program, such as the Program Coordinator or Coordinator of Clinical Experiences, may attend based on the circumstances.

Site supervisors will complete two formal evaluations on their student during the semester - one at the semester's midterm and another at its end. This evaluation is again the Professional Counseling Performance Evaluation (PCPE), a copy of which can be found in Appendix A, and it is completed through Tevera. When completing the PCPE for practicum students, site supervisors are asked to consider grading through the lens of practicum level skills as it is the student's initial clinical practical experience. The scoring scale for the PCPE is 0, *Does not demonstrate this skill* to 3, *Demonstrates this skill consistently*. There is also the option to score an item with N if a site supervisor was unable to observe a particular skill or it otherwise does not apply to the student's work and/or supervisory relationship with the site supervisor. Site supervisors are asked to score items with N instead of 0 if they did not have an opportunity to observe and therefore fairly assess a skill. If a site supervisor intends to score a student with a 0 or 1 on any item(s), then they should contact and consult the faculty supervisor to then plan how the student can and will improve in the needed area(s).

Termination and Transition Planning

As the practicum or internship experience nears its end and if the student will not be returning to the site for additional clinical experiences the next semester, then the site supervisor and student should work together to develop a transition plan for each impacted client to ensure continuity of care. This should also be taken into consideration when assigning clients to a student's caseload.

Site Supervisor Concerns

If at any point during the clinical experience the site supervisor has concerns regarding their student (e.g., poor performance or lack of skill development; illegal, unethical, or otherwise unprofessional behavior, etc.), then they should immediately contact and consult the faculty supervisor. They should also document their concerns and responses in writing within their personal supervision notes.

Student Fatigue and Burnout

Students are not immune to professional fatigue or burnout because of their “newness” to the profession or eagerness and energy to practice. In fact, they are arguably more susceptible to these because of their lack of experience, awareness, and practice. At times, students spread themselves too thin in an effort to complete their degree as quickly as possible. Site supervisors should discuss with their students early on about stress, fatigue, and burnout and what the student’s plan(s) is/are to maintain self-care and wellness during the clinical experience. Site supervisors should also monitor and intervene if their students begin to demonstrate evidence of fatigue or burnout to prevent student or client harm. If a site supervisor is particularly concerned about a student in this area or needs assistance in intervening or supporting a student around this area, then they should contact and consult the faculty supervisor.

The Faculty Supervisor

The faculty supervisor plays a vital role during the practicum or internship experience and is available to support both the student and site supervisor. The faculty supervisor facilitates group supervision during the regularly scheduled COU 880 and COU 881 class meetings. It is the responsibility of the faculty supervisor to inform students regarding all requirements via the Practicum and Internship Handbook and the course syllabus, especially if they require unique assignments for their course section. In addition, the faculty supervisor will maintain periodic contact with the site supervisor to discuss the student’s progress and should be immediately contacted by the site supervisor and/or student if concerns of any sort arise. The faculty supervisor will maintain appropriate records for the Registrar and grading.

Tevera

Tevera is a web-based platform specifically designed for use by Counselor Education programs to organize, track, and monitor their students, especially within their clinical experiences. The program therefore uses it to organize, collect, and maintain all required student documents for practicum and internship. During the application process for students, site supervisors will first be introduced to Tevera by receiving a site supervisor information form and possibly a site information form for them to complete. The site supervisor information form is required to be completed and must be updated each semester of supervision, even if a student is planning to return to the site the following semester. Site

supervisors will periodically receive emails throughout the semester prompting them to complete required documents.

Prior to a site supervisor's first time supervising their student, a link will be sent to set up a Tevera account. This account is free to site supervisors. If a site supervisor has a Tevera account with another university, then they will still need an ECU account. During the practicum or internship course, site supervisors will primarily use Tevera to review and sign the weekly time reports and to complete the midterm and final PCPEs.

After the creation of the Tevera account, it is suggested that site supervisors visit the "Learning Space" page for several short videos and informational guides to review prior to using Tevera to help acclimate them to it. It is recommended that the site supervisor first contact the Coordinator of Clinical Experiences regarding any Tevera issues. However, there is also a "Help" feature if additional information is needed.

Site supervisors will receive email notification each time a required task has been sent to them that needs their attention. When logged in to Tevera, notifications will also show in the top right corner of the screen by both the envelope and bell icons. By clicking these icons, site supervisors can easily manage required tasks.

Screenshots of Tevera and some of the above mentioned features are found in Appendix B.

Review of General Expectations for Students and Supervisors

The following are the general or expectations for all students, site supervisors, and faculty supervisors:

Students should:

- Clearly and regularly communicate with their supervisors regarding their performance expectations and needs for either practicum/internship or their wellbeing.
- Demonstrate professionalism at all times in their appearance and behavior at the site.
- Complete all clinical and administrative requirements of the practicum or internship course, including meeting course hours requirements, completing clinical documentation, and completing practicum or internship paperwork and especially at the direction of one or both supervisors.

Site supervisors should:

- Clearly and regularly communicate with their students regarding performance expectations and needs.
- Provide needed clinical experiences, including assigning clients to their caseloads and ensuring they have all relevant education and tools needed for them.
- Be the primary support for students, including monitoring their performance and wellness and intervening when needed.
- Be accessible to students, especially when students are present at the site.
- Monitor and ensure all student paperwork is completed, submitted, and signed as needed and on time.
- Complete weekly supervision, provide regular verbal and/or written feedback, and complete midterm and final evaluations.

Faculty supervisors should:

- Make students aware of the requirements to successfully complete practicum or internship.
- Make initial and maintain ongoing contact with site supervisors regarding student performance, progress, and needs.
- Facilitate bi-weekly group supervision.
- Offer appropriate intervention and support to students and/or site supervisors, especially if conflict arises or there is concern for the student performance or wellbeing.
- Ensure students have met all requirements of practicum or internship, especially in documenting their hours and completing evaluations, and submit course final grades to the Registrar.

Who to Contact When Needed

Coordinator of Clinical Experiences

- Questions about a student's practicum/internship application, paperwork prior to a student beginning at the site, general program clinical processes or questions related to Tevera.

Faculty Supervisor

- Questions about a student's clinical preparedness, completed or remaining requirements for the practicum/internship experience, etc.
- Concerns about a student's behavior, performance, skill development, etc., if unsuccessfully addressed with the student.

Student

- Concerns about a student's behavior, performance, skill development, etc. should first be addressed with the student. However, if unsuccessful or not possible, contact the faculty supervisor.

Appendix A

Professional Counseling Performance Evaluation

Student Name: _____ Course Number: _____
 Faculty: _____ Semester & Year: _____

This form is used to assess a practitioner's counseling skills and dispositions during a semester.

Ratings: N – Not applicable/No opportunity to observe; 0 – Does not demonstrate this skill; 1 – Demonstrates this skill minimally; 2 – Demonstrates this skill variably; 3 – Demonstrates this skill consistently

Skill/Disposition	Skill/Disposition Description	Rating	Comments
Professional Skills & Dispositions			
Multicultural Competency	Demonstrates awareness, appreciation, & respect of cultural differences (e.g., ethnicity, spirituality, sexual orientation, SES, etc.). Engages in broaching when appropriate.		
Attendance & Participation	Attends all class meetings & supervision sessions in their entirety, is prompt, & is engaged in the learning process.		
Appearance & Grooming	Practitioner is dressed professionally and groomed appropriately for class and sessions.		
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, & AAMFT. Demonstrates consistent ethical behavior & judgment.		
Personal & Professional Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.		
Emotional Stability	Demonstrates emotional stability and self-control in relationships with supervisors, peers, & clients.		
Confidence	Demonstrates appropriate levels of self-assurance and trust in own ability.		
Record Keeping and Class Assignments	Completes all required records (e.g., session notes, Tx plan, etc.), client documentation, and assignments in a timely & comprehensive fashion.		
Adherence to Site Policies	Demonstrates adherence to all classroom, clinic, and site policies & procedures.		
Adaptability and Flexibility	Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.		
Consultation and Professional Development	Takes initiative to seek consultation, supervision, outside resources, and professional development opportunities to get personal learning needs met and improve counseling skills..		
Openness to Feedback	Responds non-defensively & changes behavior in accordance with supervisory feedback.		
Motivation	Demonstrates enthusiasm for professional and personal growth & development.		
Basic Counseling Skills & Dispositions			
Therapeutic Relationship Building	Demonstrates ability to create a therapeutic alliance (e.g., safety, connection, trust, respect) with client in such a way that therapeutic work can take place in accordance with their developmental level		
Empathy	Warmly communicates an accurate understanding of client's perception of their world.		
Unconditional Positive Regard	Communicates positive regard to client and that regard is not dependent on client behavior or feelings.		
Non-Verbal Skills	Demonstrates effective use of nonverbal skills (e.g., open posture, head nods, leaning forward)		
Invitational Skills	Demonstrates appropriate use of minimal encouragers and door openers (e.g., "Tell me more about..."), which invite clients to open up further.		
Reflecting Content/ Paraphrasing	Demonstrates appropriate use of paraphrasing what the client has verbally communicated. Avoids parroting.		
Reflecting Feeling	Demonstrates reflection of feeling when client has expressed a feeling verbally or nonverbally. Avoids under or overshooting.		
Reflecting Meaning	Demonstrates reflection of clients' values, core beliefs, and the deeper meaning of what clients communicate. Avoids jumping to conclusions.		
Immediacy	Demonstrates ability to be present with clients, process here-and-now experiences in the counseling room, and use		

	immediacy to point out client patterns and dispositions in the moment.		
Summarization	Demonstrates ability to focus and summarize client content, feelings, behaviors, and meaning at appropriate times during the session (e.g., beginning, middle, and end of session).		
Recognition of Client Resources	Identifies and acknowledges individual client strengths (e.g., resilience, determination) and external client resources (e.g., social support system, medication, hobbies) to support client success.		
Challenging Skills	Demonstrates ability to challenge clients by identifying inconsistencies & discrepancies in the client's words or actions in a supportive manner.		
Redirection	Redirects client as needed to focus on clinical goal. Discusses reasons for redirecting or interrupting clients in relation to the clinical goal.		
Questions	Demonstrates appropriate use of open-ended and close-ended questions, with an emphasis on open-ended questions.		
Emphasizing Process Over Content	Demonstrates ability to focus on patterns and processes rather than overemphasizing content.		
Advanced Counseling Skills & Dispositions			
Structuring Session	Demonstrates ability to initiate, plan, conduct, and terminate a session. Maintains time limits for session.		
Goal Setting	Collaborates with client to establish realistic and measurable goals that address the presenting problem. Facilitates movement toward goals.		
Treatment Planning	Demonstrates ability to construct & adhere to a comprehensive & appropriate treatment plan.		
Application of Theory	Demonstrates understanding and appropriate application of a counseling theory.		
Interventions	Utilizes appropriate and timely interventions that allow clients to express themselves verbally and nonverbally, and that facilitate movement toward goal.		
Intentionality	Able to articulate rationale for therapeutic interventions and goals based on counseling theory.		
Trauma-Informed Care	Demonstrates awareness of traumatic experiences and responses to trauma. Responds sensitively to client disclosures. Avoids victim-blaming. Utilizes trauma-informed care, such as regulation strategies, to support client wellness.		
Case Conceptualization	Presents & summarizes client history & demonstrates an appreciation of the multiple influences on a client's level of functioning. Incorporates counseling theory and systems framework.		
Suicide/Risk Assessment	Assesses client for suicidal ideation, child or elder abuse and neglect, intimate partner violence, or other risk factors when client has indicated potential risk.		
Assessment	Demonstrates ability to appropriately administer, score, & interpret clinical assessments.		
Follow Up	Communicates with clients when they miss an appointment, follows up with clients following risk assessments, and follows through on agreements made in session.		
Referrals	Identifies and provides resources and referrals to support client success during counseling and at termination.		

Comments:

Student Signature

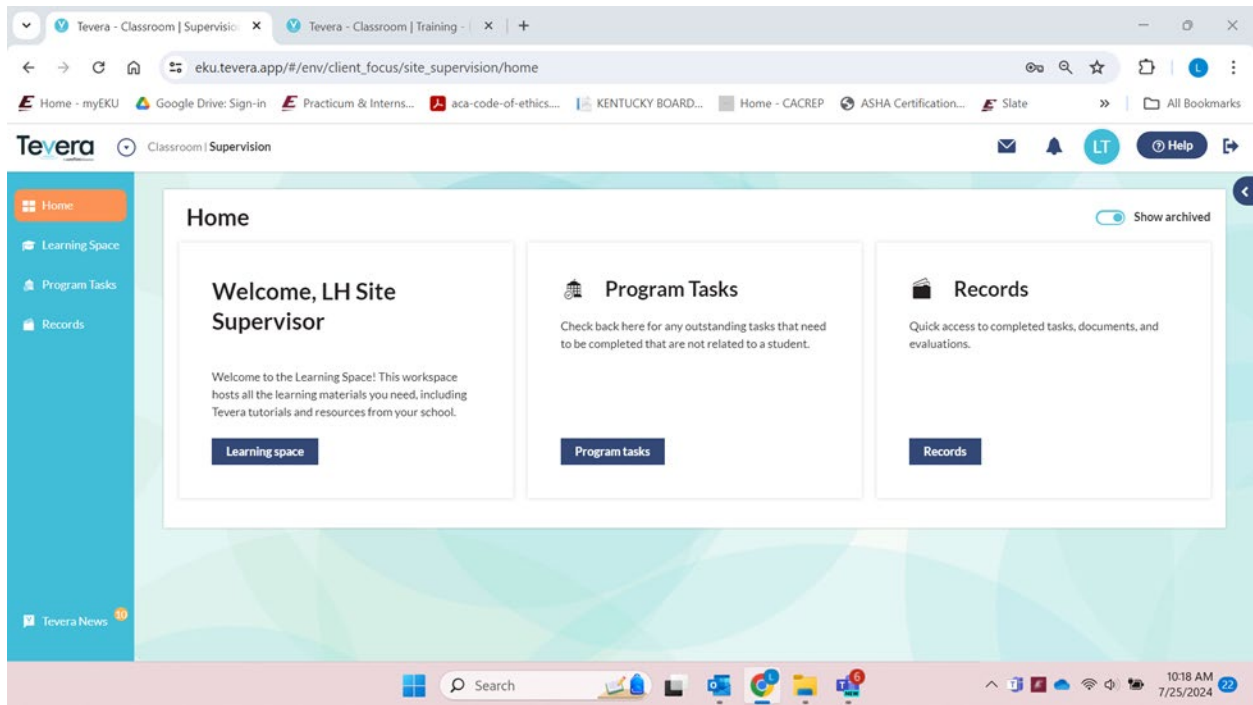
Date

Faculty Signature

Date

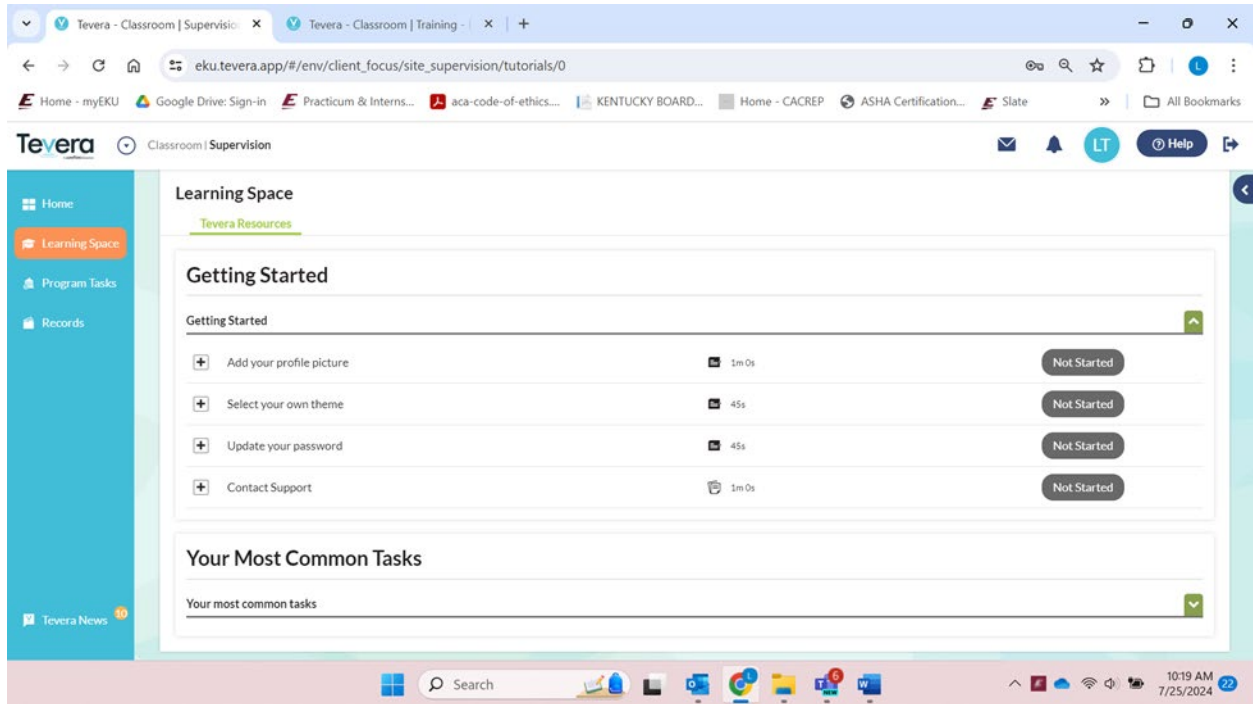
APPENDIX B

Tevera Landing Page (Site Supervisor Version)



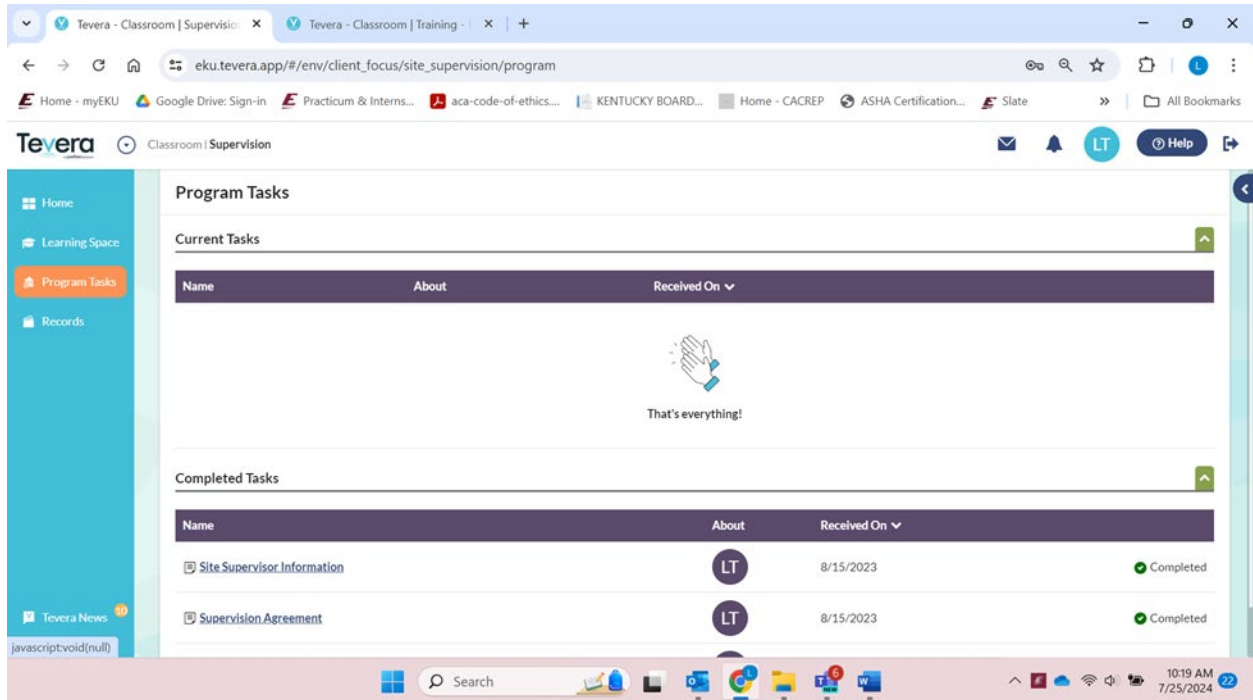
- Top Right Corner:** Envelope (inbox) – click to send and receive emails through Tevera
Bell – Notification of tasks to be completed.
HELP – To receive technical assistance from the Tevera helpdesk.
- Learning Space:** Provides short videos and directions for a variety of Tevera functions.
- Program Tasks:** Click to review outstanding task NOT related to a specific student.
- Records:** Click to review all completed task, documents and evaluations
- Show Archived:** When looking for a task, document, evaluation, etc. that has been completed previously or for a former student, be certain to have this function turned on.

Learning Space



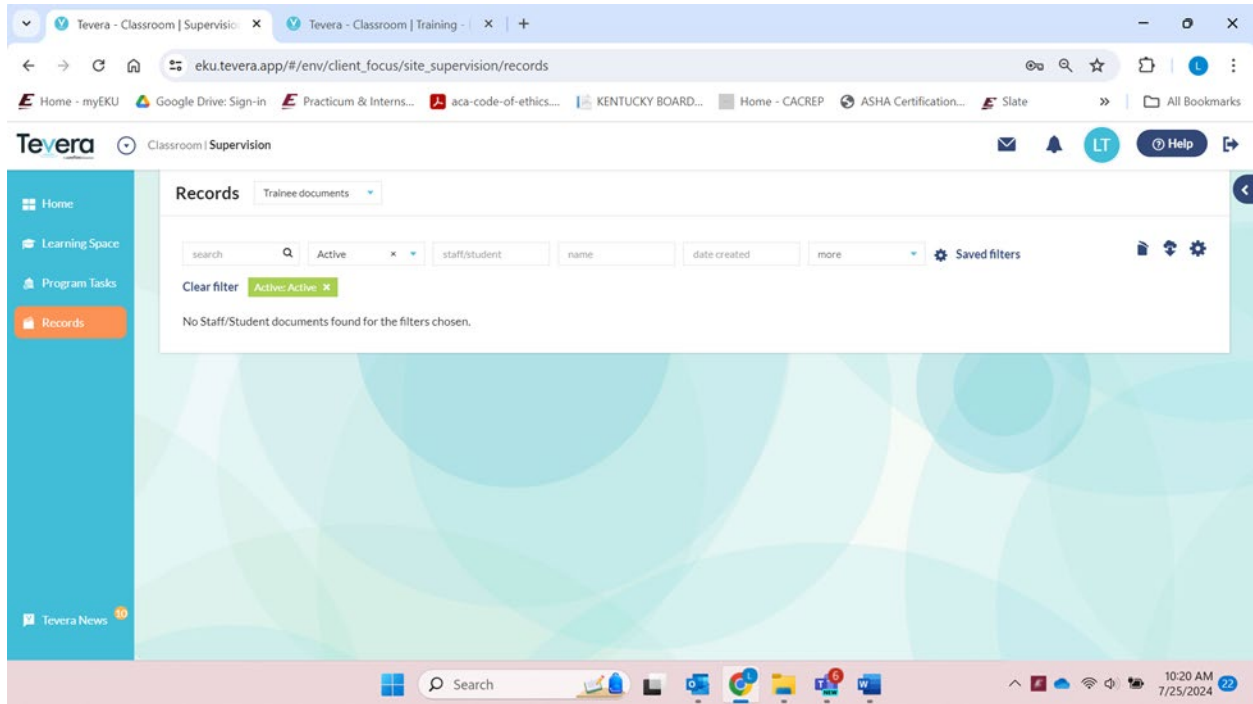
Click the **Learning Space** button to find brief video tutorials and/or written directions on a variety of Tevera functions you may use throughout your time as a site supervisor.

Program Tasks



Here you will find **Program Tasks** (not related to a specific student) you may be asked to complete.

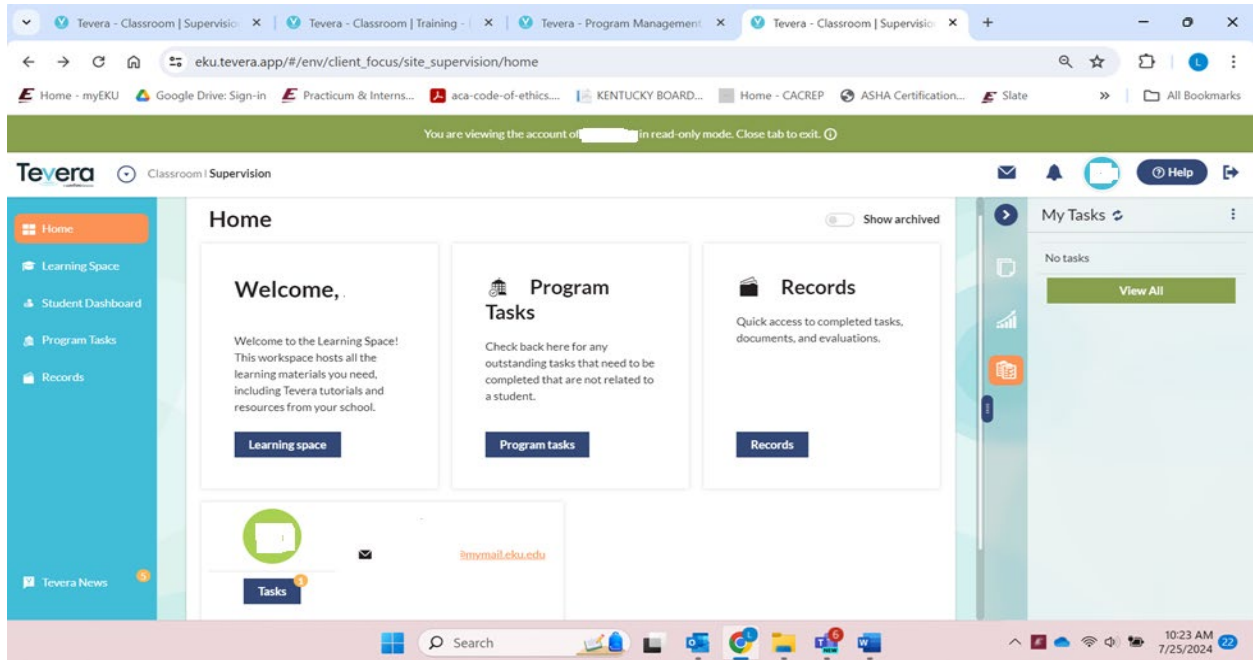
Records



Click the **Records** button to find the following documents pertaining to your student(s) and/or site. You can view the start date for each.

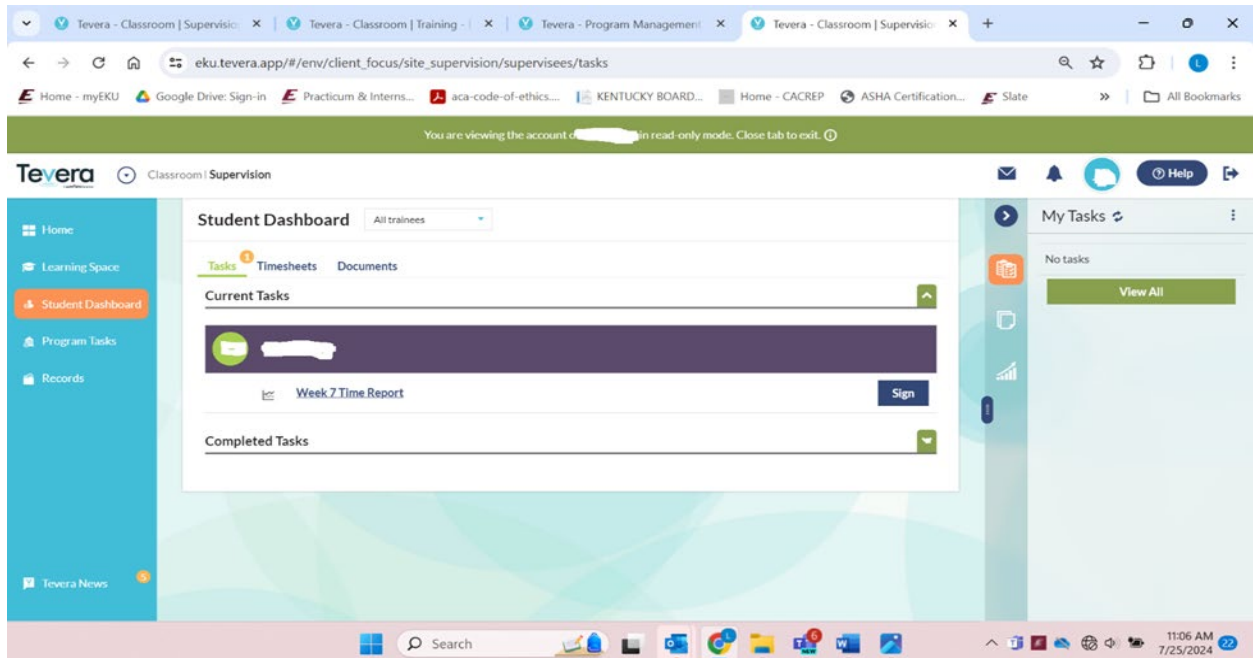
- Trainee documents
- Other staff/student documents
- Site documents
- Program documents
- Time Records

Tasks – To Be Completed on Behalf of Student

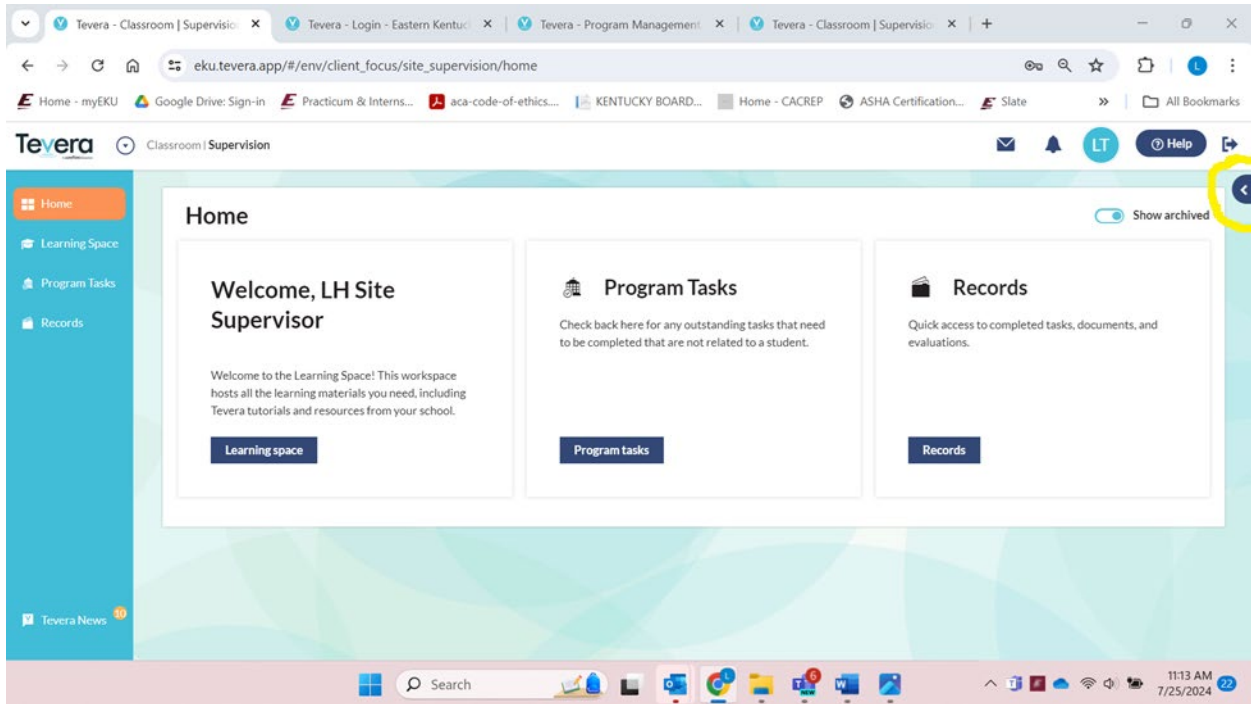


When a site supervisor needs to complete a task for a student, a notification will show on the home screen (see bottom left side of screen). On this example, there is 1 task to be completed.

Site Supervisors may also access the **Student Dashboard** to see current task(s) that need to be completed by the site supervisor.



Trainee Track Progress



To quickly review a student’s progress toward meeting the minimum requirement of practicum or internship hours, click the blue button/white arrow at the top right of the page (highlighted with yellow).

The screenshot displays the Tevera Classroom | Supervision interface. The main content area is titled "Home" and features three cards: "Welcome, LH Site Supervisor", "Program Tasks", and "Records". The right sidebar shows "Trainee Track Progress" for "EKU-COU - Internship", with progress bars for Direct Hours (294.5/240), Indirect Hours (259.25/300), and Total Hours (463.75/600).

Click the blue button/white arrow and click the progress button (2nd button down, shown in orange). You will then select the student's name in the first drop down box and then their track (practicum or internship) in the second box. Once accessed, you will see how many direct hours have been met/unmet, how many indirect hours have been met/unmet and the total number of hours. Hours will be shown in red if hours remain unmet and green if the requirement has been satisfied.

Appendix C

EKU Counselor Education Practicum & Internship Helpful Tips for SITE SUPERVISORS (Required Documentation using Tevera)



1. Beginning of P/I

Complete all necessary forms, including the Supervision Contract Agreement



2. During the P/I

Sign your student's WEEKLY Clinical Hours



3. Midterm

Complete the Midterm PCPE. You will receive an email notification asking you to complete this requirement.



4. End of the Semester

1. Complete the Final PCPE. You will receive an email notification asking you to complete this requirement.
2. Confirm all hours and sign any remaining WEEKLY Clinical Hours Log(s)
3. Confirm the final direct/indirect hours and sign the Activity and Summary Log
4. Final grade is dependent upon the submission of all required documents and PCPE evaluations, including the midterm.



5. Resources

Practicum/Internship Website:
<https://coecounseling.eku.edu/practicum-internship-pi-masters-students>
Tevera: <https://eku.tevera.app/#/login>
LeAnna Hensley, Coordinator of Clinical Experiences
leanna.hensley@eku.edu 859-622-2115 coooffice@eku.edu



