Clinical Mental Health Counseling
Field Experience Handbook

Supervised Field Experiences in
Clinical Mental Health

Fort Valley State University
1005 State University
Fort Valley, Georgia 31030
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Introduction

What is Counseling?

*Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals

ACA Delegates March 2010

Clinical Mental Health Counseling

*Clinical Mental Health counselors are professionals who possess the knowledge, skills, abilities, and training to provide a wide array of clinical mental health services. These persons, with integrity, support the dignity and value of each person in society. They make every reasonable effort to protect human welfare, abiding by and supporting the highest professional standards in the profession of counseling.*

Program Mission

In keeping with the Core Mission Statement for the University System of Georgia and the mission of Fort Valley State University, the Clinical Mental Health Counseling program strives to further the traditions of excellence in the social sciences by producing quality graduates in the profession of counseling.

Objectives

*Graduates of the program will be able to*

- Demonstrate relevant knowledge of professional counselors to effectively conduct individual and group counseling sessions.
- Integrate appropriate counseling skills and techniques to be effective professional counselors.
- Work with various professionals, legal systems, and organizations to advocate on behalf of their clients.
- Synthesize knowledge, skills, and professional dispositions to be effective professional counselors to effectively work in a pluralistic and multicultural society of diverse persons of varying emotional, physical, and behavioral health issues.

Purpose of Field Experiences

Field experiences are required end of program activities that all students must complete prior to graduation. Field experiences are not optional. During field experiences, students will utilize knowledge, skills, and abilities acquired during program enrollment to promote mental health wellness. The field experiences is your opportunity to practice all that has been taught to you.
During this time, you will be involved in a variety of experiences, including counseling with “real” clients.

As well, it is expected that you will participate in non-clinical activities such as professional development, intake, consulting, interviewing, and assessments. Summarily, you are expected to be exposed to the activities of professional counseling. You may spend a day with billing, understanding how it works, what information is needed and follow-through. You may spend a day learning about client scheduling and how to handle no shows. Additionally, you are required to learn about the applications of technology in professional counseling.

Field experiences serve to give you practical experience beyond the classroom. These experiences cannot occur until you have acquired the necessary knowledge, demonstrated certain skills and dispositions, and have gained clearance from your advisor.

**Supervised Practicum**

Prerequisites courses for the Supervised Practicum

- Counseling Theories and Process
- Seminar in Professional Orientation and Ethics
- Graduate Orientation Course- Clinical Mental Health
- Clinical Diagnosis and Treatment Planning
- Clinical Mental Health Counseling
- Group Counseling and Process

**Students must have and maintain a 3.0 GPA in order to enroll in any field experience.**

These courses cannot be taken concurrently. When you enter supervised practicum, you should be ready to demonstrate the knowledge you have acquired from these courses. You cannot take Internship I or Internship II while enrolled in supervised practicum. These courses are sequential courses and are foundational for each other.

You must successfully complete supervised practicum before you will be allowed to sign-up for Internship I and Internship II. This means you must complete a full semester of supervised practicum; all required direct and indirect hours, required assignments, and submit all paperwork.

**Preparation for the Supervised Practicum Experience**

1. Application – Students must complete and submit the application. This application must be submitted along with your transcript supporting your fulfillment of the prerequisites.
2. Students must identify and secure a placement site before the start of the semester they plan to enroll in supervised practicum. If you do not have a site by the prior week of supervised practicum, it is likely you will be unenrolled in supervised practicum.
To assist students in selecting sites for this experience, a list of the types of settings approved for this experience follows herewith: (They must provide comprehensive mental health services.)

- Community Mental Health Centers - public or private
- Community Counseling Centers - public or private
- Youth Services Agencies
- Hospital Out-Patient Clinics
- Drug and Alcohol Treatment Facilities
- Family Services Agencies
- Residential Treatment Programs
- Correctional Facilities
- Human Services Centers/Programs

*Other sites considered appropriate may be approved.*

**Preparation for the Supervised Practicum Experiences (cont.)**

3. Secure site agreement and submit to the Coordinator of Practicum Experiences.
4. Secure site supervisor agreement and submit to the Coordinator of Practicum Experiences.

**Requirements of the Placement Site**

- a. The placement site must have enough clients for you to provide counseling and to acquire direct time with real clients.
- b. The placement site must have suitable space that allows for you to conduct private and confidential individual and group counseling sessions.
- c. The placement site must agree to allowing you to conduct counseling sessions on your own. While we understand co-counseling time to allow opportunity to observe your skills, it is important that you are allowed the opportunity to conduct sessions. Live supervision is allowed to provide you support during the sessions.
- d. The placement site must be available for visits by the university faculty supervisor.
- e. The placement site must be able to provide you with 100 hours of total time which includes 40 hours of direct clinical time. This would include any group counseling as well.

**Requirements of the Site Supervisor**

- a. The site supervisor must be a licensed professional counselor, licensed social worker, licensed marriage and family therapist, or a licensed clinical psychologist. The site supervisor cannot be a licensed associate professional counselor or a certified rehabilitation counselor.
- b. The site supervisor must have been licensed for no less than two years.
- c. The site supervisor must hold a Certified Professional Counselor Supervisor or Approved Clinical Supervisor certification or document counseling supervision course work.
- d. Site supervisors must agree to complete supervision training with FVSU’s CMHC department.
- e. Site supervisors must agree to sign the site supervisor agreement.
f. Site supervisors must be willing to provide regular weekly supervision and assist the student intern in the completion of placement activities, i.e. professional development, self-care activities, and other professional counseling activities.

g. Site supervisors must be willing to be available for phone or face-to-face conference with course faculty two times per month to discuss student progress and concerns.

Paperwork Submission for Practicum site Agreement

1. Submit to the Coordinator of Practicum experiences
   a. Site agreements
   b. Site supervisor agreements

Additional Items Needed:

Prior to starting your placement:

1. Liability Insurance – All students enrolled in field experiences must purchase liability insurance. You can obtain this insurance for free by becoming a member of one of the following professional counseling organizations:

   American Counseling Association
   American Mental Health Counseling Association.

   Memberships in at least one of these professional organizations is required during the field experience.

2. Site Supervisor Agreement Form- Must be submitted to the faculty supervisor no later than the first day of class which signifies the start of the practicum experience. Please refer to appendix form titled “Field Experience Agreement Form”.

3. Ethical Guidelines- Students must sign and submit all pages of the ethical guidelines. Do not submit the signature page by itself. Additional information can be located on page 18 and in the appendix.

4. Professional Development and Evaluation- Students are encouraged to engage in ongoing professional development activities related to the establishment of proficiencies in clinical mental health counseling and the development of professional counselor identities during the practicum experience. Evaluation of proficiencies in counseling skills and performance are documented for the duration of the field experience. Such evaluation is documented via site supervisor contacts, the “Site Supervisor Form,” “Counseling Session Rubric,” and “Video and Live Supervision of Clinical Skills” form.
5. Site Supervisor Mandatory Training Agreement- Site supervisor trainings will be available to practicum supervisors during the semesters that field experiences are offered.

6. Student Agreement Form- Students enrolling in any field experience are required to continue at their sites for the duration of the course/semester. No student can stop their placement prior to the end of class. Please refer to appendixes form titled, “Student Agreement” form.

Requirements of the Supervised Practicum Experiences

1. Students must attend a full semester at their placement site.
2. Students must accumulate 100 hours of which 40 will be direct client hours.
   a. **60 hours of practicum time** should be spent learning more about the profession of counseling through involvement in the site and site personnel.
   b. Some hours may come from group supervision class. Students are required to attend all group supervision classes during the semester. This is your supervision time with the faculty supervisor. This course is not optional. Students who attend less than 60% of class will receive an IP.
   c. Students must receive a total of 5 group counseling hours. This may include psychoeducational counseling time as well.
   d. Students must obtain the development of clinical counseling skills.
3. Students must receive live supervision or be allowed to video tape their sessions for supervision purposes. It is understood that some sites may not allow for videotaping, therefore live supervision must be conducted and documented.
4. Students must maintain:
   a. Session notes of individual counseling.
   b. Session notes of group counseling.
   c. Weekly documentation of direct hours and indirect hours.
      i. The weekly log sheet located in the appendix provides for various activities of the field experience.
      ii. Must read the guidelines regarding the weekly logs.
5. Students must develop, implement, and evaluate a professional development plan. One goal of the professional development plan is identifying a theory (theoretical approach) to counseling.
6. Students must develop, implement, and evaluate a self-care plan. This plan must have a basis in contemporary literature of self-care for counselors.

*Terminating the Practicum Experience*

1. Students must establish a mutual termination plan with the placement site. Not showing up is not an alternative. Termination of services to a client must adhere to the ethical

2. The termination plan should start at least three weeks prior to the actual termination date.
   a. Students should develop evaluation surveys for their clients to complete. These should be age appropriate and be approved by the site supervisor.
   b. Students should review the treatment plans of the client with the client.

3. The student should provide the site supervisor the placement evaluation form at least two weeks prior to their last day. This will assist you in getting all documents in to your faculty supervisor.

Required Paperwork

1. No liability insurance or site agreements should be submitted at this time.
2. Student should submit in a sealed envelope the site supervisor’s evaluation of the student. This evaluation should have been reviewed by you.
3. Students should submit their evaluation of their placement and site supervisor(s).
4. File maintenance – with all required content.
5. Assignments are required part of this experience.

Site supervisor’s signature must be on evaluations, hours, hours verification form, agreements.

An “In Progress” (IP) will be given to students who have not submitted all required items or completed the required hours. If you have not completed the required hours, you will likely have to complete another semester. You cannot start Internship I without completing practicum. If you receive an IP, you will not have to enroll in the same course, but you will be required to attend the course. Group supervision is an ongoing activity that must run concurrently with your hours. You must secure a suitable placement to complete your remaining hours. Unfortunately, this may delay graduation from the program.

Internship I and II

Internship I: Prerequisites
   a. All prerequisites for practicum must be fulfilled
   b. Successful completion of practicum and its components.

   c. Courses prerequisites:
      Evaluation and Testing
      Substance Abuse Counseling

Internship II: Prerequisites
   a. Successful completion of Internship I and its components.

These courses cannot be taken concurrently. When you enter Internship, you should be ready to demonstrate the knowledge you have acquired from these courses. You cannot take Internship I or Internship II while enrolled in supervised practicum. You must complete the previous course
requirements before moving forward. You cannot enroll in Internship II without completing the other field experiences. These courses are sequential courses and are foundational for each other.

You must successfully complete supervised practicum before you will be allowed to sign-up for Internship I and Internship II. This means you must complete a full semester of supervised practicum; all required direct and indirect hours, required assignments, and must have submitted all paperwork.
For Internship, the placement is for the full semester as well. You are allowed to use one placement for the duration of your field experiences.

Preparation for Field Experiences in Internship I and II

1. Application – Students must complete and submit the application. This application must be submitted along with your transcript supporting your fulfillment of the prerequisites.
2. Students must identify and secure a placement site before the start of the semester they plan to enroll in Internship. If you do not have a site by the prior week of Internship, you might be unenrolled from the course.
3. Secure site agreement and submit to the Instructor.
4. Secure site supervisor agreement and submit to the Instructor.
These need to be submitted by the first week of class to prove you have a site.

Requirements of the Placement Site

a. The placement site must have enough clients for you to provide counseling and acquire direct time with real clients.
b. The placement site must have suitable space that allows for you to conduct private and confidential individual and group counseling sessions.
c. The placement site must agree to allowing you to conduct counseling sessions on your own. While we understand co-counseling time to allow opportunity to observe your skills, it is important that you are allowed the opportunity to conduct sessions. Live supervision is allowed to provide you support during the sessions.
d. The placement site must be available for visits by the university faculty supervisor.
e. The placement site must be able to provide you with 300 hours of total time which includes 120 hours of direct clinical time. This would include any group counseling as well. Students must complete a combination of each. It should not be solely individual.
f. If the site cannot provide the requirements, you will need to seek an alternative site or an additional site. For example, if the site cannot provide group counseling experiences.

Requirements of the Site Supervisor

h. The site supervisor must be a licensed professional counselor, licensed social worker, licensed marriage and family therapist, or a licensed clinical psychologist. The site
The site supervisor must have been licensed for no less than two years.
j. The site supervisor must hold a Certified Professional Counselor Supervisor certification or the Approved Clinical Supervisor designation or document that they have counseling supervision course work.
k. Site supervisors must agree to complete supervision training with FVSU CMHC’s department.
l. Site supervisors must agree to sign the site supervisor agreement
m. Site supervisors must be willing to provide regular weekly supervision and assist the student intern in complete placement activities, i.e. professional development, self-care activities, and other professional counseling activities.

Paperwork Submission for Field Experience: Internship I/ II

2. Submit to the Coordinator of Internship experiences
   a. Site agreements
   b. Site supervisor agreements

Additional items needed

Prior to starting your placement:

1. Liability Insurance – All students enrolled in field experiences must purchase liability insurance. You can obtain this insurance for free by becoming a member of one of the following professional counseling organizations:

   American Counseling Association
   American Mental Health Counseling Association.

   Memberships in at least one of these professional organizations is required during the field experience.

2. Site Supervisor Agreement Form- Must be submitted to the faculty supervisor no later than the first day of class which signifies the start of the internship experience. Please refer to appendix form titled “Field Experience Agreement Form”.

3. Professional Development and Evaluation- Students are encouraged to engage in ongoing professional development activities related to the establishment of proficiencies in clinical mental health counseling and the development of professional counselor identities during the internship experience. Evaluation of proficiencies in counseling skills and performance are documented for the duration of the field experience. Such evaluation is documented via site supervisor contacts, the “Site Supervisor Form,” “Counseling Session Rubric,” and “Video and Live Supervision of Clinical Skills” form.
4. Ethical Guidelines- Students must sign and submit all pages of the ethical guidelines. Do not submit the signature page by itself. Additional information can be located on page 18 and in the appendix.

5. Site Supervisor Mandatory Training Agreement- Site supervisor trainings will be available to internship supervisors during the fall and spring semesters.

6. Student agreement form- Students enrolling in any field experience are required to continue at their sites for the duration of the course/semester. No student can stop their placement prior to the end of class. Please refer to appendix form titled, “Student Agreement” form.

Requirements During the Internship I/II – The Internship to meet standards, consists of 600 clock hours with 240 direct clock hours leading to the development of clinical skills. The following applies to each Internship I and II.

1. Students must attend a full semester at their placement site.

2. Students must accumulate 300 hours of which 120 will be direct client hours.
   a. 180 hours should be spent learning more about the profession of counseling through involvement in the site and site personnel.
   b. **Students should not attend just when clients are available. This is work experience.**
   c. You must receive and record weekly supervision with your site supervisor.
   d. Some hours may come from group supervision class. Students are required to attend all group supervision class during the semester. This is your supervision time with the faculty supervisor. **This course is not optional.** Students who attend less than 60% of class will receive a letter grade drop of one letter grade.
   e. Students must receive a total of at least 10 group counseling hours. This may include psychoeducational counseling time as well.
   f. Students must obtain the development of clinical counseling skills.

3. Students must receive live supervision or be allowed to video tape their sessions for supervision purposes. It is understood that some sites may not allow for videotaping, therefore live supervision must be conducted and documented.

4. Students must maintain:
   a. Sessions notes of individual counseling.
   b. Session notes of group counseling.
   c. Maintain weekly documentation of direct hours and indirect hours.
i. The weekly log sheet located in the appendix provides for various activities of the field experience.

ii. Must read the guidelines regarding the weekly logs.

5. Students must develop, implement, and evaluate a professional development plan. One goal of the professional development plan is identifying a theory (theoretical approach) to counseling. Do not submit these plans without evaluation. The plan must include the development of a personal theory of counseling.

6. Students must develop, implement, and evaluate a self-care plan. This plan must have a basis in contemporary literature on self-care for counselors.

Terminating the Internship Experience

1. Students must establish a mutual termination plan with the placement site. Not showing up is not an alternative. Termination of services to a client must adhere to the ethical guidelines of American Counseling Association, American Mental Health Counseling Association, and the National Board for Certified Counselors.

2. The termination plan should start at least three weeks prior to the actual termination date. Students should develop evaluation surveys for their clients to complete. These should be age appropriate and be approved by the site supervisor. Students should review the treatment plans of the client with the client and supervisor.

3. The student should provide the site supervisor the placement evaluation form at least two weeks prior to their last day. This will assist you in getting all documents into your faculty supervisor.

Required Paperwork

1. No liability insurance or site agreements should be submitted at this time.
2. Student should submit in a sealed envelope the site supervisor’s evaluation of the student. This evaluation should have been reviewed by you.
3. Students should submit their evaluation of their placement and site supervisor(s).
4. File maintenance – with all required content.
5. Assignments are a required part of this experience.

*Site supervisors’ signatures must be on evaluations, hours, hours verification forms, and agreements.*

An “In Progress” (IP) will be given to students who have not submitted all required items or completed the required hours. If you have not completed the required hours, you will likely have to complete another semester. You cannot start Internship II without completing Internship I. If you receive an IP, you will not have to enroll in the same course, but you will be required to attend the course. Group supervision is an ongoing activity that must run concurrently with your
hours. You must secure a suitable placement to complete your remaining hours. Unfortunately, this may result in you being at the school for an additional semester than your intent.

**Responsibility of the Intern to the Agency**

The first requirement of the student who interns in an agency is to recognize that he/she is a working, observing, and learning guest in the facility. There are serious implications related to the intern’s status in the facility. First, it is important that the student intern recognize and apply the appropriate etiquette for his/her status. Punctuality in reporting for work and appropriateness of dress are primary components of a successful experience.

Second, as this may be a new and/or different experience for the intern, it is recognized that, on occasion, he/she will have questions and concerns to which a response is needed. When such questions/concerns arise in the workplace, the intern should take those to his/her site supervisor. The student intern must always keep in mind that work assignments are given by the site supervisor, unless the latter informs him or her that a designated person will be responsible for assigning the intern certain tasks. The student intern who follows what is stated here should have a satisfying and meaningful experience.

In addition to the basics stated above, the student intern is expected to have an opportunity to engage in the following activities within the facility where placed.

~ Follow the rules and regulations of the agency in which this experience takes place;

~ Observe experienced counselors/therapists as they work with clients/patients, and the families of those clients/patients;

~ Participate in, and do, intake interviewing;

~ Write up psychological assessments and reports;

~ Engage in treatment planning;

~ Serve as co-counselor and/or therapist as determined by the site supervisor; At some point the student must have their own clientele. This helps them develop clinical skills.

~ The decision of the site supervisor to have the student intern serve as primary counselor/therapist is recognized, but it should come only after extended observation and time spent as co-counselor/therapist.
Attend and participate in staffing and training sessions;

Write up cases according to agency and/or site supervisor’s requirements;

Bring cases for presentation to supervision; site and classroom

Video/audio tape at least two case sessions to be presented for campus supervision each academic term.

Pervading each of the activities identified above is the serious matter of confidentiality. In every instance of directly working with clients, and/or accessing materials related to clients, confidentiality is required. Any report of failure to adhere to that standard, places a student intern’s continuation within a facility in serious jeopardy.

**Responsibility of the Site (Agency) Supervisor**

The agency field supervisor plays a very essential role in the student’s field experience. He/she is not only the educational guide for the student but also is the role model representing the profession of mental health counseling. The site (agency) supervisor is a primary influence on the student in adopting professional values, learning appropriate skills, and acquiring relevant knowledge of the professional mental health counselor’s work situation. Therefore, it is important that the agency supervisor be a person who is experienced in counseling, has knowledge of the agency’s daily functions and is familiar with the surrounding community. The site supervisors should hold the LPC license for the state of Georgia. The site supervisor should at least have a master’s degree in a counseling related field of study and 3 years of professional counseling experience in the mental health field. Preference should be given to the qualities of: experience in the field, willingness to perform the agency supervisor role, knowledge, integrity, resourcefulness, creativity, flexibility, and overall professional competence.

Moreover, the intern’s agency supervisor should be a person who is willing to work cooperatively with the university in the task of training professional mental health counselors. There must be a desire to work as a member of an educational team that seeks to direct the student to the most productive activities that will result in the student realizing the fullest potential which he/she is capable of during the field training
period. Persons who consent to serve as site supervisors are those to whom student interns look for their specific assignments within the agency or facility. If there are others in the agency/facility whose expertise corresponds to the learning-practicing expectations identified for student interns, site supervisors should make such arrangements as may be necessary for interns to work with those professional staff members.

Additionally, it is expected that upon the student intern’s arrival at the internship site, the site supervisor will introduce him/her to the agency administrator, professional workers, paraprofessional workers, clerical, and other workers. An orientation to the physical plant of the facility should also be provided to the intern. The space which the student intern will use during the field experience should be identified by the site supervisor.

Typically, mental health agencies have procedure and policy manuals which they provide to employees. If such is available, it is expected that those procedures and policies, (especially those that may have an impact upon the intern’s functioning within the agency) will be shared with the intern. In the event that no such print materials are readily available, the site supervisor is expected to delineate the policies and procedures of the agency to the intern. It should be kept in mind by the site supervisor that the intern is free to raise questions of clarification about policies and procedures of the agency; in every instance, the intern is required to comply with agency policies and procedures. (Anything less is totally unacceptable and places the intern in serious jeopardy of removal from the agency.)

With respect to clinical and other skills-enhancing experiences that interns are expected to have, the following is a listing of site supervisor’s responsibilities:

~ Assure that the student intern engages in individual, group, and family counseling/therapy sessions as an observer, co-counselor/therapist and as primary counselor/therapist;

~ Assure that the student intern is exposed to and participates in intake procedures, developing/writing psychological assessments and treatment plans;

~ Provide opportunities for interns to sit in on staffing and training seminars;
~ Assure that interns be involved in direct clinical work, i.e., counseling with, individuals, groups, and families;

~ Provide opportunities for interns to be involved in record keeping and other activities of the agency. (conferences, seminars, etc.);

~ Assure that interns will be exposed to a variety of cases with different racial/ethnic groups who may require different treatment approaches and techniques;

~ Include within the intern’s experiences instruction and practice in interdisciplinary/interagency cooperation and consultations, including the making and receiving of referrals;

~ Provide person-to-person direct supervision on a weekly basis, focusing upon the raw data from the intern’s clinical work, written reports, treatment procedures, including goals, actions to be taken by the client/patient, evaluations, and the application of ethical principles;

~ Consult with the faculty supervisor of internship as need arises;

~ Provide the faculty supervisor with agency materials which describe the delivery service system, including policies, goals, and philosophy;

~ Review the student’s work with him/her and the faculty supervisor at appropriate intervals during the internship;

~ Inform the student of what steps he/she must take to improve upon in areas of weakness and maintain growth in areas of strength;

~ Maintain a record of the student’s time used doing agency business and related learning experiences engaged in;

~ Provide a summative evaluation of the intern’s work at the end of each academic term.

**Responsibility of the CMHC Program Coordinator to the Student and Agency**

The program coordinator is responsible for coordinating the internship field learning experience. The agency administrator and the faculty supervisor will identify an employee of the agency who will serve as the intern’s agency field supervisor. The program coordinator will act as the liaison in the cooperative supervision of the student’s field experience while he/she is placed at the agency.

The department will assume the following responsibilities to the agency and the agency supervisor:

1. Inform the agency administrator and the agency site supervisor of the Clinical Mental Health Counseling Program’s philosophy, goals, policies, and procedures;

2. Consult with the agency administrator and site supervisor on all matters pertaining to
student’s placement at the agency for training;

3. Inform the agency of the student’s preparation and readiness for field experience in the setting;

4. Exercise appropriate actions in consultation with the agency administrator and agency site supervisor to address problems or needs arising from the student’s placement at the agency;

5. Assist the site supervisor in carrying out his/her education responsibilities to the student;

6. Provide materials to the agency administrator and site supervisor that will enable them to understand the nature and function of the Mental Health Counselor Education Program;

7. Establish conferences or meetings as needed with the agency administrator and/or agency site supervisor to address the problems, concerns, and needs of the parties involved. Provide opportunities for the site supervisors to enhance their skills.

8. The faculty supervisor/instructor will grade the student’s performance at the conclusion of each field experience period. The site supervisor’s evaluation will serve as a factor in the grade.

**Faculty Supervisor’s Responsibilities to the Agency, Site Supervisor, and Student**

The faculty internship supervisor has the responsibility of coordinating activities that facilitate the integration of classroom and field learning-teaching experiences. He/she assists the agency site supervisor and the student in whatever manner deemed appropriate to make the field instruction arrangement the most fruitful venture possible.

*Whenever the term faculty internship supervisor is used it refers to the instructor for the internship class*

The coordinating-supportive role which he/she performs involves the following responsibilities:

1. Maintain an open line of communication with the site supervisor to carry out the liaison role;

2. Clarify the Clinical Mental Health Counselor Education Program’s policies for the agency site supervisor;

3. Assist the site supervisor by advising the student of how he/she can take full advantage of field instruction;
4. Provide support to the site supervisor by helping the student integrate field and classroom experiences;

5. Maintain, cooperative relationship with the agency and site supervisor by keeping him/her informed of developments in other facets of the mental health program;

6. Be knowledgeable of the function and goals of the agency to which the student is assigned;

7. Discuss the evaluation of the student’s performance in field placement with the site supervisor and the student;

8. Assign a letter grade evaluation of the student’s performance in field placement, taking in serious consideration the site supervisor’s evaluation of the student’s performance;

9. Conduct supervision sessions with the student at appropriate times to maximize accomplishment of the internship and didactic learning objectives.
ETHICAL GUIDELINES

All those taking part in field experience opportunities are expected to adhere to certain guidelines for ethical, responsible conduct. This is necessary for the benefit and protection of the interns themselves, as well as for the clients, placement agencies, instructor, supervisor, and the university. Certain basic guidelines are described below but these are not exhaustive. Interns are also expected to learn and adhere to the broader ethical guidelines dictated by their relevant profession (e.g., ACA, NBCC, AMHCA, etc.), as well as the guidelines specific to their placement agency. If, at any time, interns have questions about ethics or responsible conduct, they should contact their instructor or the placement supervisor. At a minimum, interns agree to adhere to the following principles:

1. **Confidentiality.** The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which clients may be dangerous to themselves or others, and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.

2. **Recognition of Qualifications and Limitations.** Interns must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon interns that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors and faculty instructor.

3. **Identification as Interns.** Interns will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Interns who will be at a placement for a limited time will inform clients of their limitation at the outset of therapy and will consider it in their work with clients.

4. **Record Keeping.** Interns will accurately and reliably maintain written and other records as required by their placement agency.

5. **Dual Relationships.** Interns will refrain from clinical work with persons with whom the intern is already involved in other types of relationships. Such dual relationships may inhibit the effectiveness of the intern’s clinical work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, coworkers, friends, and others should not be seen as clients.

6. **Prohibition Regarding Sexual Conduct or Harassment.** Under no circumstances shall interns become involved in sexual or romantic relationships of any sort with clients.
of their placement agency. Interns will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

7. **Self-Awareness and Monitoring.** Interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, interns should inform their placement supervisor and faculty supervisor/instructor.

8. **Ethics Discussion with Supervisor.** Each intern must discuss the ethical standards of their placement with their supervisors before performing any clinical work or patient contact. Space is provided at the bottom of this form to indicate that such discussions have taken place and the intern has been informed of ethical expectations.
Application for Field Experience

I, __________________________, having completed instruction the required course work prior to making application to participate in field experience.

Practicum ________
  Counseling Theories and Process
  Group Counseling and Process
  Seminar in Professional Orientation and Ethical Practice
  Clinical Mental Health Counseling
  Psychopathology

Internship I _______
  Successful completion of Practicum
  Diagnosis and Treatment Planning
  Substance Abuse and Addictions Counseling

Internship II _______
  Successful completion of Internship I

In addition, I attest that I have a GPA of 3.0 or higher.

I understand that I am responsible for securing a suitable placement site prior to the start of the academic semester. I must present all placement materials and site agreements as well. The following items are required prior to the start of my placement:
  Liability Insurance
  Membership in a Professional Counseling profession approved by the program
    American Counseling Association
    American Mental Health Counseling Association
    Licensed Professional Counselor Association of Georgia

Consistent with the requirements set forth in the Mental Health Counselor Field Experience Manual, I herewith attest that I have thoroughly read the materials enclosed therein.

Received: ___________________________ Signed: ___________________________
  Placement Coordinator                          Student’s Signature

Date Received: _______ Date Submitted: ___________________________

This signed application must be submitted prior to registering in a field experience course.
FIELD EXPERIENCE AGREEMENT FORM

I, _______________ have been given an opportunity to read and discuss the Intern requirements and expectations of the Mental Health Counseling Program at Fort Valley State University and have provided _______________ with the same as it relates to Faculty Supervisor Name of Agency.

We are in agreement for _______________ to serve as an intern at this agency Name of Intern Name of Agency for the _______________.

Academic Term

The faculty of the Fort Valley State University will assume responsibility, in coordination with the staff of this agency, for the assignment of students. While working in aforementioned agency, students will observe the policies, rules, and regulations established by the agency.

Agency staff will retain full responsibility for clients and will maintain administrative and professional supervision of student(s) insofar as their presence affects the operation of the facility and/or direct and indirect client contact.

Students will receive orientation of the facility. Staff members and supervisors will evaluate the student’s performance in mutual consideration and according to the guidelines outlined in the Field Experience Manual.

Nothing in this agreement is intended to be contrary to State or Federal laws. In the event of conflict between terms of agreement and applicable State or Federal law, the State or Federal law will supersede the terms of this agreement.

It is further agreed that Fort Valley State University shall not be obligated to financially compensate the contracting agency nor the field instructor for services rendered in this contract. Moreover, the contracting agency shall not be obligated to financially compensate the student placed with the agency for the work done during his/her field placement unless the agency elects to do so.
The faculty internship supervisor for this class will be ____________________________
who can be contacted at __________________. Should problems arise during the field
experience, the field site supervisor should contact the faculty internship supervisor.

Date ______________
Agency Site Supervisor, Qualifications (master’s degree), LPC#

Date ______________
Faculty Supervisor, LPC

Date ______________
Student (print)
As a student enrolled in a field experience course in the clinical mental health counseling program are expected to adhere to the guidelines of the program. The field experience (practicum and internship) are aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards.

This agreement is being executed to ensure that field experience students understand the expectations and responsibilities of being in the field experience.

Responsibilities
1. Students ensure that they have completed all required coursework.
2. Students are responsible for securing their on-field experience site by the identified deadlines.
3. Students should clear the placement site with the field experience faculty or coordinator prior to the start of the semester.
4. Students must complete all assigned tasks related to the field experience.
5. Students should track their direct and indirect hours and discuss any shortages with the field experience faculty and site supervisor.
6. Develop and maintain a regular schedule in collaboration with the placement site.
7. Adhere to the ethical standards of the various governing professional organizations.
8. Maintain liability insurance for the duration of the field experience.
9. Maintain professional membership in one professional organization.

Expectations
1. Attend all group supervision 1 ½
2. Meet weekly with site supervisor to discuss goals, concerns, and progress.
3. Respect the privacy and confidentiality of clients and peers.
4. Maintain all documentation i.e. session notes, placement hours.
5. Complete a field experience placement evaluation.
6. Remain on the placement site for the duration of the semester.
7. Submit all required assignments, assessments, and presentations per syllabus/instructor.

______________________________________________________________________
Student Signature                                         Date

______________________________________________________________________
Site Supervisor Signature                                   Date

______________________________________________________________________
Faculty Signature                                            Date
Field Experience Contact Information/ Schedule

Date: ______________________                 Academic Term:
Intern Name: ______________________       Student ID:

**Intern Address:**

Street:

City & State: ______________________  Zip Code:

Intern Home Phone:

Field Placement Site:

Street:

City & State: ______________________  Zip Code: _

Field Placement phone:

Agency Site Supervisor Name:

Supervisor Phone:

Description of Placement:


**Intern’s Schedule:**

Day Hours
Sun____  Mon____  Tues____  Wed____  Thurs____  Fri____  Sat

26
INTERNSHIP GOALS AND LEARNING ACTIVITIES:
In the space below please list your learning goals for the field experience and the activities you and your supervisor agree upon to help you achieve those goals. Leave space under evaluation to record an evaluation at the end of the internship.

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Learning Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop a personal theory of counseling.</td>
<td>Student will need to identify 3 learning goals for this activity, to include using the theory with at least two clients.</td>
<td></td>
</tr>
<tr>
<td>This learning goal will be present for all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ___________________________ Date: __________________

Agency Site Supervisor Signature: ___________________________ Date: __________

Faculty Supervisor’s Signature ___________________________ Date: __________

Academic Term: ______________________ Field Experience type ____________________
## Examples of Learning Goals and Activities

<table>
<thead>
<tr>
<th><strong>Learning Goals</strong></th>
<th><strong>Learning Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Become familiar with the DSM-5 and understand the process of making a diagnosis.</td>
<td>Complete practice cases to develop diagnosis and then discuss with supervisor.</td>
</tr>
<tr>
<td>2. Model behavior meeting the professional and ethical standards of the counseling profession.</td>
<td>Apply theoretical knowledge of ethical and legal principles to professional service delivery in the counseling field.</td>
</tr>
<tr>
<td>3. Develop skills in the intake and/or interview process and procedures, individual assessment, treatment planning and documentation.</td>
<td>Observe and perform intakes/interviews and observe and participate in treatment planning and documentation.</td>
</tr>
<tr>
<td>4. Develop awareness of my strengths and weaknesses as a counselor.</td>
<td>Test my aptitude and interest in the counseling field by engaging in service delivery in individual and group counseling.</td>
</tr>
<tr>
<td>5. Develop a resource collection for helping individuals who are coping with mental health issues, educational difficulties, or other life stresses.</td>
<td>Consult with other professionals in the field and research types of services available to assist individuals.</td>
</tr>
<tr>
<td>6. Learn techniques for individual, group and family assessments and interventions.</td>
<td>Observe clinicians and gradually increase participation in these processes, discussing development with supervisor.</td>
</tr>
<tr>
<td>7. Gain insight and understanding of substance related disorders and the effects on individuals and others.</td>
<td>Attend, observe and participate in groups specific to these disorders, and discuss with experienced peers and supervisor.</td>
</tr>
<tr>
<td>8. Develop the ability to thoroughly complete diagnostics and assessments to determine the appropriate level of care.</td>
<td>Complete practice intakes and assessments and revisit testing and evaluation course materials to gain confidence in assessment.</td>
</tr>
<tr>
<td>9. Apply in-class learning to the clinical/ field and administrative components of service delivery in the field experience.</td>
<td>Integrate academic and “real world” practice to the interpretation of behavior and relationship building to aid the individual.</td>
</tr>
<tr>
<td>10. Develop knowledge of policies and regulations that impact schools and agencies, including HIPPA and FERPA and individuals’ rights to privacy and confidentiality.</td>
<td>Observe, research and practice applicable policies for protecting individual’s rights to privacy and confidentiality, as well as other policies that impact service delivery.</td>
</tr>
</tbody>
</table>
Students are required to maintain a weekly log of all activities related to the field experience. Please use military time when documenting your times.

*Military time: 0500 = 5:00am 17:00 = 5:00pm military times after 12:00pm just add 12 to the time. For example, 1:00pm will be 1300.

To document the amount of hours spent at particular activities you are required to use the following format. No exceptions. If your time is not correctly formatted the paperwork will be returned and no grade posted until the correct paperwork is submitted.

*15 minutes = .25; 30 minutes = .50; 45 minutes = .75; and 1 hour = 1.0

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th># amount of time</th>
<th>Description of activity</th>
<th>Type of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/15/19</td>
<td>14:00-</td>
<td>.75</td>
<td>Conducted a psychoeducational group with 15 years olds experiencing anxiety.</td>
<td>grp</td>
</tr>
<tr>
<td></td>
<td>1430</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/22</td>
<td>0800-</td>
<td>2.00</td>
<td>Attended team meeting and discussions.</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/222</td>
<td>1300-</td>
<td>1.75</td>
<td>Met with site supervisor for supervision</td>
<td>Ssup</td>
</tr>
<tr>
<td></td>
<td>1445</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the bottom of the log you will see the columns for totals. You are responsible for maintaining a running total for your hours.

Total group hours _____ .75 _____ Total individual hours _____ 0 _____

These totals should be carried to the next page of hours. Do not leave hours untotaled. for your instructor to total. This is part of your grade.

See the appendix for a full form for your hours.
Field Experience Weekly Activity Log
Weekly Log of Field Experiences – Practicum ____ Internship I ______ Internship II ______

<table>
<thead>
<tr>
<th>Group counseling= GRP</th>
<th>Individual counseling= IC</th>
<th>Consultation= Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development= PD</td>
<td>Class Supervision= GSup</td>
<td>Site Supervision= Supsite</td>
</tr>
<tr>
<td>Session Notes= Indirect</td>
<td>File maintenance= Indirect</td>
<td>Research for client = RC</td>
</tr>
<tr>
<td>Intake = Intk</td>
<td>Treatment planning= TP</td>
<td>Phone Calls = PC</td>
</tr>
<tr>
<td>Use of Technology =Tech</td>
<td>Assessment= Assess</td>
<td>Miscellaneous =Misc.</td>
</tr>
</tbody>
</table>

This form should be completed according to the previous instructions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Description of Activity</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Group hours ___________ Total Individual hours ___________

Student Signature ________________________________ Date ______________

Site Supervisor Signature __________________________ Date ______________
ETHICAL GUIDELINES

All those taking part in field experience opportunities are expected to adhere to certain guidelines for ethical, responsible conduct. This is necessary for the benefit and protection of the interns themselves, as well as for the clients, placement agencies, instructor, supervisor, and the university. Certain basic guidelines are described below but these are not exhaustive. Interns are also expected to learn and adhere to the broader ethical guidelines dictated by their relevant profession (e.g., ACA, NBCC, AMHCA, etc.), as well as the guidelines specific to their placement agency. If, at any time, interns have questions about ethics or responsible conduct, they should contact their instructor or the placement supervisor. At a minimum, interns agree to adhere to the following principles:

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Student Signature __________________________ Date ____________

Site Supervisor Signature __________________________ Date ____________

Instructor Signature __________________________ Date ____________
STUDENT EVALUATION OF FIELD EXPERIENCE SITE

This form is to be completed twice during your field experience by your site supervisor regarding their observations of you. They should do in discussion with you. This is multiple page form.

Mid Term ______    End of Semester _________

FIELD EXPERIENCE EVALUATION: SITE SUPERVISOR FORM

Intern Name:

Date of Evaluation: _____/_____/____

Agency Site Supervisor:

Internship Site:

Instructions:
This form is designed to help site supervisors provide feedback about the performance of interns. We know you are probably busy, but the form usually takes just five or ten minutes to complete and your answers and comments will be much appreciated. This form will become part of the intern’s record for this course and may be considered in assigning grades for the internship. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial comments:
FIELD EXPERIENCE EVALUATION: SITE SUPERVISOR FORM

Answer Code for Evaluation Items

NA  Not Applicable or not enough information to form a judgment

1. Far Below Expectations - needs much improvement, a concern
2. Below Expectations - needs some improvement to meet standards
3. Acceptable - meets standards at average level for interns
4. Above Expectations - performs above average level for interns
4. Far Above Expectations - a definite strength, performs well beyond average levels for interns

Basic Work Requirements

___ Arrives on time consistently
___ Uses time effectively
___ Informs supervisor and makes arrangements for absences
___ Reliably completes requested or assigned tasks on time
___ Completes required total number of hours or days on site
___ Is responsive to norms about clothing, language, etc., on site

Comments: _________________________________
__________________________________________________________________________________

Suggested areas for further study _________________________________
__________________________________________________________________________________

II. Ethical Awareness and Conduct

___ Knowledge of general ethical guidelines
___ Knowledge of ethical guidelines of internship placement
___ Demonstrates awareness and sensitivity to ethical issues
___ Personal behavior is consistent with ethical guidelines
___ Consults with others about ethical issues if necessary

Comments:  ________________________________________________________________________
__________________________________________________________________________________

Suggested areas for further study ________________________________________________________________________

III. Knowledge and Learning

Knowledge of client population

___ Knowledge level of client population at beginning of internship
___ Knowledge level of client population at end of internship

Knowledge of Treatment Approaches

___ Knowledge of treatment approach at beginning of internship, including writing treatment plans
___ Knowledge of treatment approach at end of internship, including writing treatment plans
INTERN EVALUATION: SITE SUPERVISOR FORM

Answer Code for Questions

NA. Not Applicable or not enough information to form a judgment
5. Far Below Expectations - needs much improvement, a concern
6. Below Expectations - needs some improvement to meet standards
3. Acceptable - meets standards at average level for interns
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Far Above Expectations - a definite strength, performs well beyond average levels for interns

III. Knowledge and Learning (cont.)
Knowledge of Treatment Setting
___ Knowledge of treatment setting at beginning of internship
___ Knowledge of treatment setting at end of internship

Learning
___ Receptive to learning when new information is offered
___ Actively seeks new information from staff or supervisor
___ Ability to learn and understand new information
___ Understanding of concepts, theories and information
___ Ability to apply new information in clinical setting
Comments: ____________________________________________________________
____________________________________________________________________
Suggested areas for further study ________________________________________
____________________________________________________________________

IV. Response to Supervision
___ Actively seeks supervision when necessary
___ Receptive to feedback and suggestions from supervisor
___ Understands information communicated in supervision
___ Successfully implements suggestions from supervisor
___ Aware of areas that need improvement
___ Willingness to explore personal strengths and weaknesses

Comments: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________
Suggested areas for further study ________________________________________
____________________________________________________________________
FIELD EXPERIENCE EVALUATION: SITE SUPERVISOR FORM

Answer Code for Questions

NA. Not Applicable or not enough information to form a judgment
7. Far Below Expectations - needs much improvement, a concern
8. Below Expectations - needs some improvement to meet standards
3. Acceptable - meets standards at average level for interns
4. Above Expectations - performs above average level for interns
Far Above Expectations - a definite strength, performs well beyond average levels for interns

Interactions with Clients

___ Appears comfortable interacting with clients
___ Initiates interactions with clients
___ Communicates effectively with clients
___ Builds rapport and respect with clients
___ Is sensitive and responsive to client’s needs
___ Is sensitive to cultural differences
___ Is sensitive to issues of gender differences
Comments: ____________________________________________________________
________________________________________________________________________
Suggested areas for further study ____________________________________________
________________________________________________________________________

VI. Interactions with Coworkers

___ Appears comfortable interacting with other staff members
___ Initiates interactions with staff
___ Communicates effectively with staff
___ Effectively conveys information and expresses own opinions
___ Effectively receives information and opinions from others
Comments: ____________________________________________________________
________________________________________________________________________
Suggested areas for further study ____________________________________________
________________________________________________________________________

VII. Work Products

___ Reliably and accurately keeps records
___ Written or verbal reports are accurate and factually correct
___ Written or verbal reports are presented in professional manner
___ Reports are clinically or administratively useful
Comments: ___________________________________________________________________
FIELD EXPERIENCE EVALUATION: SITE SUPERVISOR FORM

Suggested areas for further study ____________________________________________________________
____________________________________________________________________________________

Overall, what would you identify as this student’s strong points:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What would you identify as areas in which this student should improve?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Would you recommend this student for employment at his or her present level? Please explain:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Would you recommend this student for continued graduate studies? Please explain:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Agency Supervisor’s Signature: ________________________ Date: ________________________

Thank you for your time in supervising this student and in completing this evaluation. Please place in a
sealed envelope and return the student. Please sign the back of the envelope across the flap.
FORT VALLEY STATE UNIVERSITY
Graduate Studies/College of Education and Professional Studies

Field Experience Verification

Name of Student ___________________________ ID# ___________________________

This form should be completed after each academic term and placed in the student’s permanent folder. Field experience as part of the degree requirements in Mental Health Counseling requires the completion of a minimum of 700 hours in the practice of mental health counseling under supervision.

The field experience of the above-named student was completed at

Name of Site

from ________ to ________ for a total of ________ hours.

Mo/Yr Mo/Yr

Description of Field Experience

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Print Name of Agency Site Supervisor ______________ Signature ______________ Date ________

Licensee ______________ Licensee Number ______________ State Issued ______________ Date ________

Expiration Date

Print Name of Faculty Supervisor ______________ Signature ______________ Date ________

Licensee ______________ Licensee Number ______________ State Issued ______________ Date ________

Expiration Date
## Counseling Session Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Target 4</th>
<th>Meets Target 3</th>
<th>Novice 2</th>
<th>Needs Improve 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Statement</strong></td>
<td>Creates statements that establishes intent, purpose, and session focus.</td>
<td>Consistent openings, relaxed, uses suggested statements.</td>
<td>Remembers or is reminded. Can implement / integrate into session.</td>
<td>Unsure, uses reminders, not present with client.</td>
</tr>
<tr>
<td><strong>Relationship Building</strong></td>
<td>Uses 8/10 relationship building skills with ease, demonstrates flow, understands purpose. Engages client sufficiently at the therapeutic level.</td>
<td>Uses 5/10 skills with ease and purpose. Periodically flows. Can engage client at therapeutic level.</td>
<td>Engaging with client. Demonstrates ability to use skills. Periodic struggles.</td>
<td>Omits skills, relies on self-knowledge, moves to work stage too soon (premature problem solving.)</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>Minimal to no use of questions; Shapes into statements</td>
<td>Minimal use/ can shape into statements.</td>
<td>Struggles to omit questions, falls back as comfort.</td>
<td>Over use of questions/ Struggles to form statements.</td>
</tr>
<tr>
<td><strong>Working Stage</strong></td>
<td>Integrates work stage skills appropriately. Integrates with relationship building.</td>
<td>Can utilize work stage skills. Needs work on integrating with relationship.</td>
<td>Some struggle with integrating skills and proper use.</td>
<td>Does not know skills and/or struggles to use. Often absent in sessions.</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Evidence of integrating feedback. Makes adjustments during sessions. Integrates in next session.</td>
<td>Feedback is integrated. Evidence of struggle during session, but ability to use. Can transfer from session to session.</td>
<td>Uses feedback and motivated to integrate in next session. Evidence of some struggles. Consistently makes attempts.</td>
<td>Resistant, struggles to integrate. Absent ability to transfer from session to session.</td>
</tr>
<tr>
<td><strong>Skills / Techniques</strong></td>
<td>Recognizes the skills / techniques for each level. Demonstrates intentionality and purpose. Demonstrates knowledge of proper use.</td>
<td>Recognizes most skills at each level and when to use. Can demonstrate use and appropriate use.</td>
<td>Rudimentary level of recognition of skills but not at the level of intentionality and purpose.</td>
<td>Struggles with recall of skills, omits skills, and relies on self-knowledge. Does not integrate into sessions.</td>
</tr>
<tr>
<td><strong>Self-awareness</strong></td>
<td>Can identify possible personalization issues in self and others and make adjustments, aware of self-behaviors that may hinder the session; good boundaries.</td>
<td>Can identify personalization skills in self and others. Can articulate. Self-aware of behaviors that impact the session.</td>
<td>Struggle with self-identifying with client. “I understand”. Some boundary issues.</td>
<td>Poses self unto client; struggles with boundaries; Lots of I statements; Struggles with personalization issues.</td>
</tr>
<tr>
<td><strong>Conceptualization</strong></td>
<td>Can identify clients issue, identifies themes and patterns; Can focus on issue. Recognizes the issues consistently.</td>
<td>Demonstrates ability to Identify client issues, can identify themes and patterns not always consistent. But recognizes the importance.</td>
<td>Demonstrates patients; basic identification, struggles with themes and patterns; shows potential.</td>
<td>Premature problem solving; takes issue client arrives with; advice giving.</td>
</tr>
</tbody>
</table>

**Feedback and points ___________**:  
**Student _________________________**  
**Evaluator ___________________________________ Date _________________**
## Video and Live supervision of Clinical Skills

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Posture</strong></td>
<td>Genuine UPR Congruent</td>
<td>Genuine UPR Some congruence</td>
<td>Lacks genuineness or care for clients, Incongruent statements</td>
</tr>
<tr>
<td><strong>Active Listening</strong></td>
<td>9 or more Evidence Reflection, feeling statement, paraphrase, check-in, clarification, verbal and non-verbal matching, encouragers, makes things concrete.</td>
<td>6 or more Reflection, feeling statement, paraphrase, check-in, clarification, verbal and non-verbal matching, encouragers, makes things concrete.</td>
<td>Less than 5 Reflection, feeling statement, paraphrase, check-in, clarification, verbal and non-verbal matching, encouragers, makes things concrete.</td>
</tr>
<tr>
<td><strong>Confrontation</strong></td>
<td>2 or more Appropriate use of confrontation, points out inconsistencies, challenges, appropriately, non-argumentative, figures out next step, handles client silence or challenges well.</td>
<td>Less than 2 Appropriate use of confrontation, points out inconsistencies, uses microskills, presence of some struggles, able to figure out next step.</td>
<td>One or more Consistently avoids obvious inconsistencies of the client, disingenuous. Allows client to control the session, Argumentative.</td>
</tr>
<tr>
<td><strong>Conceptualization</strong></td>
<td>Recognized and identified the main issue, focused the session, able to funnel stories into themes.</td>
<td>Recognizes the main issue, may struggle to identify themes with clients, does demonstrate ability to conceptualize some issues.</td>
<td>Unable to identify client issues, premature problem solving, focuses too much on presenting issue, does not explore alternatives, excessive struggle with client issues. Appears lost.</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>Uses pacing as a skill, intentional use, displays ability to control tempo of session, helps client to focus, reflective to client to assist in focus.</td>
<td>Using pacing, not always intentional, can control tempo during most sessions, apparent attempts to control session tempo.</td>
<td>Misses opportunities, client runs over interventions, inability to modify client speech (too fast), lacks intentionality, appears to not understand skill.</td>
</tr>
<tr>
<td><strong>Personalization</strong></td>
<td>Recognition of presence of possible conflicts, minimizes disclosures, maintains focus on client, avoids collusion with client, engages client during client displays of emotions (sad; anger)</td>
<td>Manages self-disclosures, avoids self-focus, evidence of ability to engage client in emotions, some avoidance, able to return to client, helps client focus.</td>
<td>Appears to get stuck in own head, takes over session with own issues, advise giving occurs to frequently, fails to recognize own “stuff”, appears to collude with client.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>During/Ending, recognizes difference between summary/ paraphrase, consistently uses process skills, content is used to manage or give evidence.</td>
<td>During or Ending, can recognize difference between summary and paraphrase, uses process skills more than focus on content.</td>
<td>Struggles with summarizing, may forget to do so, confuses with paraphrase. Summary consists more of content versus process.</td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td>5 or more Techniques / interventions Appropriate and intentional, implements well, presence of set-up, closure, appropriate selection</td>
<td>3 or more Techniques / interventions Appropriate and intentional, implements well, presence of set-up, closure, appropriate selection</td>
<td>1 or more evidenced Improper selection of technique or intervention, timing, lacks proper set-up or closure, poorly implemented, evidence of lacks knowledge, implemented when session should be closing.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Does all: session time, Summary/ appointment</td>
<td>Does at least two: session time, summary, appt.</td>
<td>Missing two or more: session time, summary, appt.</td>
</tr>
</tbody>
</table>

**Objectives Assessed:**
1. Ability to use techniques and interventions for prevention and treatment of a broad range of health issues.
2. Recognizes a systems approach for conceptualizing clients.
### Counseling Session Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Target 4</th>
<th>Meets Target 3</th>
<th>Novice 2</th>
<th>Needs Improve 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Statement</strong></td>
<td>Creates statements that establishes intent, purpose, and session focus.</td>
<td>Consistent openings, relaxed, uses suggested statements.</td>
<td>Remembers or is reminded. Can implement / integrate into session.</td>
<td>Unsure, uses reminders, not present with client.</td>
</tr>
<tr>
<td><strong>Relationship Building</strong></td>
<td>Uses 8/10 relationship building skills with ease, demonstrates flow, understands purpose. Engages client sufficiently at the therapeutic level.</td>
<td>Uses 5/10 skills with ease and purpose. Periodically flows. Can engage client at therapeutic level.</td>
<td>Engaging with client. Demonstrates ability to use skills. Periodic struggles.</td>
<td>Omits skills, relies on self-knowledge, moves to work stage too soon (premature problem solving.)</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>Minimal to no use of questions; Shapes into statements.</td>
<td>Minimal use/ can shape into statements.</td>
<td>Struggles to omit questions, falls back as comfort.</td>
<td>Over use of questions/ Struggles to form statements.</td>
</tr>
<tr>
<td><strong>Working Stage</strong></td>
<td>Integrates work stage skills appropriately. Integrates with relationship building.</td>
<td>Can utilize work stage skills. Needs work on integrating with relationship.</td>
<td>Some struggle with integrating skills and proper use.</td>
<td>Does not know skills and/or struggles to use. Often absent in sessions.</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Evidence of integrating feedback. Makes adjustments during sessions. Integrates in next session.</td>
<td>Feedback is integrated. Evidence of struggle during session, but ability to use. Can transfer from session to session.</td>
<td>Uses feedback and motivated to integrate in next session. Evidence of some struggles. Consistently makes attempts.</td>
<td>Resistant, struggles to integrate. Absent ability to transfer from session to session.</td>
</tr>
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<td><strong>Skills / Techniques</strong></td>
<td>Recognizes the skills / techniques for each level. Demonstrates intentionality and purpose. Demonstrates knowledge of proper use.</td>
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</tbody>
</table>

**Objectives assessed:**
1. Implements essential interviewing, counseling, and case conceptualization skills
2. Recognizes cultural factors relevant to clinical mental health counseling
Consent to Be Observed or Recorded

I, _____________________________________ give ________________________________
Graduate Intern/Practicum student in Fort Valley State University’s Clinical Mental Health
Counseling program (herein referred to as “counselor”) permission to audio/video record our
counseling sessions, and/or have visual records and observations of me as it pertains to therapy.
The contents of the recordings may be reviewed with a Clinical Supervisor and/or supervision
group and are considered confidential.

I agree that the primary use of these recordings and observations is to increase the effectiveness
of the counselor by provision of instruction and feedback. I am also in agreement that the
materials abstracted from these recordings may be used and published for the purpose of
treatment, education, and/or research in the interest of the advancement of counselor education
and training programs.

Furthermore, I understand that my name shall not be used in connection with the recording of
these materials. I agree that the material from these recordings cannot and will not be used for
any purpose other than those specified above. Recording and/or utilization of materials under the
terms of this signed contract shall not be subject to legal action.

I understand that my counselor is a graduate student in training to become a counselor, is not yet
licensed and is under the supervision of a qualified supervisor.

______________________________  ______________________________
Practicum/Internship Student Signature  Date

______________________________  ______________________________
Client/Guardian Signature               Date

______________________________  ______________________________
Site Supervisor Signature                                       Date
# Site Supervisor Contact Tracking Sheet

Student ________________________________  Semester ________________

Site ____________________________  Site Supervisor _______________________

Check one of the following:  Practicum □  Internship I □  Internship II □

<table>
<thead>
<tr>
<th>Date</th>
<th>Type*</th>
<th>Time</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

*P-Phone Contact  E-Email  IP-In person  VS-Video Session
Student Evaluation of Site

Placement Site _____________________________________________
Address _____________________________________________
Placement Contact _____________________________________________
Phone Number _____________________________________________

Please rate the above site on the following items as to your experience in field experience based on administrative, site and site supervisor. Use the Likert scale below to do.

1- Strongly Disagree  2 Disagree  3 Neutral  4 Agree  5 Strongly Agree

<table>
<thead>
<tr>
<th>Administrative- Program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This experience provided me a realistic experience of becoming a professional counselor.</td>
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<td>2. I have a better understanding of professional counseling.</td>
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<td>3. I had regular meetings with my site supervisor.</td>
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<td>4. My supervisor was available to answer questions.</td>
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<td>5. It was clear to me as to what was expected of me during my field placement.</td>
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<tr>
<td>6. I was provided proper training and learning experiences.</td>
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<tr>
<td>7. I was provided the necessary administrative and professional tools to perform my duties.</td>
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<thead>
<tr>
<th>Clinical</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There was a place to conduct private and confidential counseling sessions.</td>
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<tr>
<td>2. I was trained on proper intake procedures, i.e consent, HIPAA, etc</td>
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<tr>
<td>3. I had the opportunity to develop professional counseling skills.</td>
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<tr>
<td>4. I was able to further development my clinical skills at this site.</td>
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<tr>
<td>5. I gained confidence in the using of my clinical skills and interventions.</td>
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</tr>
<tr>
<td>6. I gained knowledge and skills in the use of technology in counseling.</td>
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<tr>
<td>7. I gained confidence in theory implementation:</td>
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<tr>
<td>List the theory:</td>
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<tr>
<td>8. I feel more confident in application of diagnosing skills.</td>
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</table>

<table>
<thead>
<tr>
<th>Site Supervisor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site supervisor appeared to be knowledgeable and helpful.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Site supervisor was accessible to guidance and questions.</td>
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<tr>
<td>3. Site supervisor met regularly with me and assisted in work with clients.</td>
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<tr>
<td>4. Site supervisor provided ample direction for the development of my clinical skills.</td>
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<tr>
<td>5. I rate this site supervisor a score of:</td>
<td></td>
<td></td>
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</tbody>
</table>

Based on my experiences:

___ I would recommend this site for: ___ I would not recommend this site:
___ Practicum ___ Internship

Student Name ________________________  Field Experience ____________________
This agreement is being established between FVSU – Clinical Mental Health Counseling program faculty representative, the agency site supervisor at _____________________________________ and the FVSU student intern __________________________.

The Site Supervisor have the following roles and responsibilities:

1. Provide on average weekly supervision of one hour to the student interns.
2. Ensure that the student intern is provided the opportunity to work with clients in the development of their clinical skills, to include but not limited to microcounseling skills, conceptualization skills, and personal theory development.
3. Understands the level of development of student interns and possess expectations congruent to the student intern development. These are counselors in training and should be handled as such.
4. Ensure that the student is able to provide group counseling sessions as a co-leader or individual
5. Provide the students with additional learning experiences related to the practice of mental health.
6. Provide the students opportunities to explore the use of technology in mental health.
7. Provide the student with a private and confidential space to work with clients.
8. Identify and provide appropriate clientele suitable to the level of student intern development.
9. Will maintain the responsibility of all clients.
10. Understands the inappropriateness of students involved in legal matters, such as court testimony.
11. Attend supervision training if necessary.
12. Address and concerns with the field experience instructor / or field experience coordinator.
13. Conduct video/ or live supervision sessions with the student.
14. Complete and submit required student intern evaluations.
15. Verify student clock hours of _________ to include _________ and individual _________ group hours.
16. Shall possess the following credentials and experience:
   Holds the one of the following: LPC, LCSW, LMFT or Licensed Psychologist
   Certified Professional Counselor Supervisor or Approved Clinical Supervisor
   Has two years or more experience as a licensed practitioner.

The Student shall have the following roles and responsibilities:

1. Construct and maintain a regular agreed upon schedule with the site.
2. Receive and implement any feedback provide during supervision.
3. Maintain weekly logs of field experience activities and submit these for signature of site supervisor.
4. Provide 24-hour notice of any absences.
5. Be available for all scheduled client and supervision sessions.
6. Attend group supervision sessions as scheduled.
7. Participate in professional development activities as part of the field experience.
8. Obtain the required individual and group counseling hours as prescribed by the program.
9. Complete and submit required / requested site evaluations.
10. Obtain the required clock hours of _________ to include _________ individual and _________ group hours.

The faculty supervisor representing FVSU shall have the following roles and responsibilities:

1. Accessible to the site supervisor and student to answer questions, provide consultations, and
provide guidance.
2. Make contact with the site supervisor with contact information and support.
3. Maintain regular communication with site supervisor with regards to student intern.
4. Ensure the site is appropriate and meets the program requirements.
5. Ensure the site supervisor meets the program requirements.
6. Ensure the readiness and appropriateness of student placements.
7. Provide student weekly group supervision.
8. Provide accurate feedback to the student intern in a timely manner.

After reviewing the above roles and responsibilities, the following individuals enter into this agreement for supervision purposes.

___________________________________  _________________________
Site Supervisor          Date

____________________________________  __________________________
Student Intern           Date

____________________________________  ___________________________
Faculty Supervisor       Date