PRACTICUM AND CLINICAL FIELD HANDBOOK

For Site Supervisors and Faculty

Department of Counselor Education
California University of Pennsylvania
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Fall 2014
Welcome to the Practicum and Clinical Field Experiences of the Counselor Education & Services Program

This handbook has been prepared to assist supervisors in the delivery of information directly related to the practicum (CED 711) and clinical field (CED 712 & 713) courses within the Department of Counselor Education. It has been designed to give the agency and school supervisors, and the faculty supervisor a better understanding of their roles and expectations.

Comments about this handbook are encouraged so that this handbook can become more valuable to site supervisors and supporting schools and agencies. Please send your comments to:

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Note: Departmental faculty reserves the right to change any of the terms of the handbook in any section at any time.

Practicum and Clinical field Handbook revised Summer 2014
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To: Site Supervisors

From: Faculty of the Department of Counselor Education

The Department of Counselor Education would like to take this opportunity to thank you for taking the time and dedication to supervise students from California University of PA. Your commitment to the profession is evident by the guidance you give to the students. The students’ clinical experiences are essential in their growth as a counselor. Without your willingness to supervise, they would not be able to receive this vital experience.

Cal U’s Department of Counselor Education is CACREP accredited and responsible for meeting their requirements to assure a quality education in the competencies of counselors. Our curriculum is also aligned with PA Department of Education (PDE) and NCATE. We continue to review and revise the program. Many of our changes have been a result of dialogue with site supervisors in the field.

We hope this manual will help you when supervising our students. Again, thank you for working with us to continue to educate and graduate quality counselors.
Mission Statement

The mission of the Department of Counselor Education is to prepare students, primarily from Southwestern Pennsylvania, with appropriate academic preparation and personal growth opportunities to serve as professional Master’s degree level counselors in their chosen specialty area. Graduate students are expected to develop a high level of self-awareness, a strong knowledge base, and competent counseling skills in order to practice ethically and professionally within a diverse society. Consistent with these expectations is the emphasis placed upon student growth in exhibiting the dimensions of warmth, empathy, unconditional positive regard, genuineness, and congruence, as well as the values of civility, integrity and responsibility. Faculty are expected to facilitate students’ development and model appropriate professional behavior.

Accreditation and Certification

Both the Clinical Mental Health and School Counseling Programs are accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). Through the University, the Middle States Association of Colleges and Post-Secondary Schools accredits the Department of Counselor Education. Courses offered by the Department have been approved by both the National Board for Certified Counselors and by the Pennsylvania Department of Education (Act 48) for continuing education credits. The National Council for the Accreditation of Teacher Education (NCATE) accredits the School Counseling programs (Elementary and Secondary School Guidance). The Counselor Education Department is authorized by the Commonwealth of Pennsylvania Department of Education to offer certification programs in Elementary and Secondary School Guidance.

Purpose of Clinical Experiences

The purpose of the clinical field experiences is to help Counseling graduate students develop effective counseling skills that will serve them well in working with a variety of clients. In addition, students will learn to present cases to peers and to offer constructive criticism and ideas in a “treatment team” or “case conference” format. Class sessions will involve experiential exercises; discussions of theories, techniques, common problems, ideas, and analyses of case presentations. Specific counseling issues as addressed in recent professional literature will be reviewed.

Clinical Objectives

The practica and clinical fields provide for the development of counseling skills under supervision. The student’s practicum and/or clinical field include all of the following:

- Direct service with clients, including experience in individual counseling and group work;
- Supervision which occurs regularly over a minimum of one academic term by a program faculty member;
• Supervision which occurs weekly over a minimum of one academic term by an on-site supervisor; and
• Evaluation of the student’s performance throughout the practicum/clinical field including a formal evaluation at the end of the practicum/clinical field.

Students will continue to gain further understanding of:
• Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
• Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling;
• Professional roles, functions, and relationships with other human service providers;
• Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
• Individual, couple, family, group, and Clinical Mental Health strategies for working with diverse populations and ethnic groups;
• Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
• Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
• Essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship;
• An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status.
• The knowledge of prevention and crisis intervention strategies.

School Counselors will also gain further understanding of:

• Ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).
• The knowledge of the school setting, environment, and pre-K-12 curriculum.
• Use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.
• Individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all.
Additionally, students will:

- Increase self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- Begin to develop a personal model of counseling; and will
- Integrate ethical and legal considerations into their counseling practice.

**Counselors-in-training**

The basic knowledge and core skills required are substantially the same for both Clinical Mental Health and school counselors. The programs differ in some coursework requirements appropriate to the student's specialty. The primary focus of all programs in the Department is to develop Clinical Mental Health and school counselors in the following areas:

- Social and Cultural Diversity
- Professional Identity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group work
- Assessment
- Research and Program Evaluation

**Supervisor Qualifications**

**Clinical Mental Health Agency**-A site supervisor must have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, and a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical experience.

**School Counseling**- Site supervisor must have two years experience as a school counselor, minimum of a master’s degree in counseling or a related profession with equivalent qualifications and current school certification.

**Expectations of Site Supervisors**

It is expected that site supervisors have basic knowledge of the program’s expectations, requirements, and evaluation procedures for students. It is also expected that the on-site supervisor will provide the following services and supervision:

- An orientation to the agency and definition of specific intern duties.
- Written evaluations (mid-semester and end-of-semester) of the intern’s performance (Forms provided).
- At least one hour each week of one-to-one supervision.

**Expectations of University Supervisors**

University supervisors are expected to:
- Assist in planning in the practicum or clinical field when needed.
- Advise students regarding the types of agencies available for placement, various client groups served and the responsibilities of the students in the practicum or clinical field experience;
- Advise students as to the requirements involved in the practicum and/or clinical field (seminars, reports, evaluations); and
- Maintain periodic contacts with the agency supervisor and the student to discuss the student’s progress. In instances of logistical problems, either telephone contacts or written correspondence will be used.

University supervisors will contact the site where the practicum or clinical field student is placed at least once a semester. This contact will focus on the progress and areas in need of improvement of the student.

**Requirements for Practicum Students**

Practicum students should be at the school/agency for a minimum of 150 hours (with 50 hours being in direct student/client services). The practicum experience at the school/agency is required to last the entire semester. The practicum site must allow you to audio or videotape your counseling sessions with students or clients. This is required for each three-credit practicum course taken. Additional requirements include:

- Attend weekly practicum group supervision for 1½ hours with faculty supervisor.
- Each student will be required to meet weekly with a faculty supervisor for one hour of individual or triadic supervision.
- Keep a weekly log of activity in the agency or school.
- All students are required to turn in the following paperwork: evidence of liability insurance, site agreement form, supervisor’s evaluation of performance, evaluation of practicum site, log of practicum hours, site development form, site supervisor resume, and practicum summary form. Other forms may be required, as necessary.
- You will be required to prepare a minimum of 5 audiotapes (5 in-class presentations) for presentation. The format for the presentation will be provided in class.
- Complete an evaluation of the practicum student’s experience in the agency/school to be submitted to the University supervisor at the end of the practicum.
- Any additional syllabus requirements.

**Requirements for Clinical Field Students**

Clinical field is a 6 credit, 600 hour experience and can be completed in one semester or over two semesters for 300 hours each. Forty percent or 240 hours MUST be direct hours working with clients in counseling. The clinical field experience at the school/agency is expected to last the entire semester. The clinical field site must allow you to audio or videotape your counseling sessions with students or clients. This is required for each clinical field course taken. Additional requirements include:

- Attend weekly group supervision sessions for 1 ½ hours (CED 712 & 713).
• Keep a daily or weekly log of activity in the agency or school. This is a tabulation of how each hour is spent in the clinical field. The log is to be handed in to the faculty supervisor regularly and at the end of the semester.
• Students seeking dual certification need to keep separate logs for elementary and secondary hours. A minimum is 300 hours must be completed in each area of certification.
• All students are required to turn in the following paperwork: evidence of liability insurance, site agreement form, supervisor’s evaluation of performance, evaluation of practicum site, log of practicum hours, site development form, site supervisor resume, and field experience summary form. Other forms may be required, as necessary.
• Complete an evaluation of the intern’s experience in the agency to be submitted to the clinical field instructor at the end of the clinical field.
• Any additional syllabus requirements.

**Direct Hours**

Direct hours are the interaction with clients. This includes face to face individual counseling and group counseling. Classroom guidance lessons, human development skills, and consultation. Consultation with other counselors, parents, and teachers regarding interventions for client success may also direct hours (as approved by supervisors). Please see your faculty supervisor for clarification on direct hours. What is NOT direct hours: phone contacts and consultation, workshop presentation or training, casual conversation with clients or potential clients, and observing counseling.

**Liability Insurance & Clearances**

All students are required to have proof of current liability insurance; School counseling students are required to turn in Pennsylvania Child Abuse History Clearance, Criminal Record Check, and Act 114 fingerprinting. These are on located in the student’s file at Cal U. If the site requires a copy, the student is responsible for delivering the copies.

**CED statement on clearance requirements**

State law and in particular field education (practicum/clinical field) sites may require some or all of the following: 1) criminal background check 2) child abuse clearance 3) FBI background checks 4) health related clearances 5) drug testing and other such clearances. Certain types of criminal convictions and/or health related issues may affect the student’s ability to complete the master's degree and/or certification program. In addition, a number of employers, statewide licensing boards, state and national certifying organizations, etc. have policies regarding criminal histories which may limit employment and licensing options. Therefore, the Department of Counselor Education strongly recommends that all Counselor Education students request clearances proactively prior to, or early, in their program.

Clinical Mental Health Counseling MS program/Post-master's Counselor Education program

The student is responsible for supplying clearances to practicum/clinical field sites, as required by the site. In addition, while not required, the California University of PA Department of Counselor Education recommends clearances to be turned in to the field coordinator before
beginning practicum. Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.

**School Counseling MEd program/School Counseling Certification-Only program**

Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) are required to be turned in to the field coordinator before beginning practicum. Clearances must be kept current during the field experiences. Forms may be obtained online, from the State Police or from the College of Education office in Keystone Education Center

**Assessing Guidance Lesson Effectiveness**

School counselors strive to practice in a competent and ethical manner. Crucial to those efforts is assessing their effectiveness as counselors in the many roles and functions they engage in on a regular basis.

An important function of school counselors is delivering developmentally pertinent psychoeducational, social and career information to students through teaching guidance lessons in small group settings and classrooms. The goals, objectives and techniques of guidance lesson planning, provision and evaluation are taught in CED 700, *Foundations of School Counseling*, and later reinforced in CED 785, *Research Methods in Counseling*.

School counseling students in field experience settings employ the following process to evaluate their teaching effectiveness and resultant student learning:

1. Administer a brief pre-test that measures student understanding of the key content of the guidance lesson.
2. Teach the guidance lesson.
3. Administer a post-test that measures student-learning resulting from the guidance lesson.
4. Review the data collected with their site supervisor, and identify the strengths and weaknesses of the guidance lesson and ways to improve the student counselor’s effectiveness. This information can be included in the ASCA model needs assessment and evaluation of the program.

Guidance lesson pre/post-tests are also included in the student’s electronic portfolio and assessed by the Counselor Education faculty during the portfolio review process.

**Supervision and Feedback**

During the clinical experiences the supervisor is expected to give the student extensive supervision and feedback. The student as a person greatly influences their effectiveness as a counselor. Therefore, there will be times when the supervision and feedback will address personal qualities as well as use of counseling skills. To take full advantage of supervision, it is critical that the supervisor and student prepare for the supervision session. The following sections provide information about these important areas: scheduling your time, receiving feedback, giving feedback, and preparing for supervision.
**Scheduling your Time:** Extensive supervision is required for Practicum and Clinical Field. Please schedule regular weekly meetings.

**Giving Feedback and Supervision:** The Clinical experience is an important time for the student to grow as a counselor. Supervision is for the supervisor to give feedback on the student’s work and skills. This is an important opportunity for you to demonstrate the ability to give honest concrete and specific feedback in a tactful sensitive manner. It is often tempting to give non-specific feedback such as, “You were wonderful with her” or “I thought you were a little off base.” However, such vague statements do not provide useful information to the others in training with you.

**Preparing For Supervision:** Being prepared for supervision sessions, will enable you and the student to take maximum advantage of this component of this clinical experience. Minimum preparation by the student includes:

- **Paperwork**
  Completing all required paperwork *before supervision*.

- **Supervision Questions**
  Writing down specific questions you have for the supervisor.

**Code of Ethics and Standards of Practice**

The Counselor Education Department expect and require supervisors, faculty and students to adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice. The counselors-in-training, are required to meet the professional obligations regarding ethical practice. Therefore, without exception, students are expected to meet the minimum responsibilities outlined below:

- Obtain a copy of the ACA Code of Ethics and Standards of Practice (can be obtained at the ACA website: [www.counseling.org](http://www.counseling.org)) and become familiar with the contents of this document.

- Abide by the ethical behavior and standards of practice endorsed by ACA.

- Bring your general, non-emergency ethical questions to supervision.

- Immediately consult with site supervisor and/or faculty supervisor when emergency or ethical dilemmas arise (i.e., suicide, homicide, child/elder abuse, etc.). The student may also consult your faculty supervisor.

- Become familiar with and abide by policies and procedures established by the Practicum or Clinical field site.

- Abide by the laws of the state in which the student conducts their Practicum or Clinical field.

Students also are required to become familiar with and abide by the policies and procedures established by the agency/institution in which they are conducting their Practicum and/or
Clinical field course requirements. Please give students any policies and procedures handbooks they will need to be successful at their site. *Failure to adhere to appropriate professional codes of ethics, standards of practice, and state laws governing the professional behavior and activities of counselors may result in disciplinary action and/or dismissal from the Department of Counselor Education.*

**Recommendations**

**Pre-field experience**

A pre meeting or interview is recommended prior to the field experience. The student is responsible for providing the supervisor with field requirements and personal expectations. The supervisor is responsible for discussing her/his supervision style and expectations of the student during this experience. Clear expectations from the student and supervisor before the beginning of field usually results in a better experience.

**During field**

A minimum of one hour per week of supervision is required during the experience. This is a time you can review the work of the student and discuss their challenges and successes. This is the first time many of the students are working in a counseling relationship. It is important to keep informed of their skill development, organization, paper work, and how

**Closing the field experience**

It is important to bring closure to the supervisor-supervisee relationship. The final evaluation is a good tool to review during one of the final supervision session. It is recommended to discuss the growth of the supervisee and the supervision relationship over the semester. The supervisor should give suggestions for how the supervisee can be successful in the field.

**Forms**

Forms required during the clinical experience are located in the appendices. The site supervisors are expected to review the midterm and final evaluations with the students prior to turning them into the faculty supervisor.

**Site Visits and Contacts**

Faculty supervisors and or the field coordinator will contact the supervisors at least once by phone or during a site visit each semester to discuss the progress of the student. The site supervisor may request an additional visit or phone consultation as needed. The student is responsible for supplying their site supervisor with the contact information of their faculty supervisor. If there is a concern or problem with the student, please contact the faculty supervisor or field coordinator as soon as possible so we can work together to resolve the issue.

**Workshops, Act 48, and Continuing Education**
Workshops will be offered to site supervisors one or two times an academic year. The workshops will be relevant topics to the counseling field. ACT 48 and NCC credits will be available for the workshops.

**Taping requirement**
All students are required to tape at their sites. Tapes are a CACREP requirement and helps in the evaluation of counseling skills. During tape review, the focus is on the counselor not the client. All tapes are required to be destroyed at the end of the semester. All clients agreeing to tape must sign a permission form. Tapes will be reviewed by the faculty supervisors. The site supervisors may review tapes with the students for skill development. Practicum requires more tapes and students are expected to have tapes weekly.

**Questions:**
What if there is:

**A change in site supervisor during the experience?**
Check with your site to see if there is another person there with the appropriate qualifications to supervise you. Notify your faculty supervisor and field coordinator immediately to discuss your options. A change in site may be necessary.

**A request to begin field experience prior to start of the semester?**
It is essential that a student is in supervision and completes the field experience during the semester. There are times a site requires a student to begin prior to the semester. A student may not begin at a site unless it is approved in writing by the field coordinator or department chair. A student must e-mail the field coordinator the request on the dates and number of hours requested prior to the semester. Only INDIRECT hours will be approved.

**A student does not get in all the direct or total hours required during the semester?**
If a student does not complete all the hours before the end of the semester (direct and indirect), the student will receive an incomplete for the semester and continue at the site and under supervision from the faculty supervisor until hours are complete.

**A problem with the work of the student?**
If a student does not meet the standards of the site or the field experience, the site supervisor needs to contact the faculty supervisor and/or field coordinator ASAP to resolve the issue. There may be a meeting scheduled with the faculty supervisor, site supervisor and the student to develop a plan for remediation. If the issue cannot be resolved, the student may be removed from the site and need to repeat the field experience.

**A need for the student to dismissed from their site?**
If a student does not make the appropriate changes to meet the requirements of the site, the site supervisor, faculty supervisor, and field coordinator may determine a need for the student to be dismissed from the site. Depending on the circumstances, the student may receive an “I” incomplete or “F” fail for the course and repeat it at a different site.
Practicum Forms

Appendix A:
Site Development Form
SITE DEVELOPMENT FORM

Agency/School: __________________________________________________________

Address: ______________________________________________________________

Contact Person: ___________________________ Phone: ________________________

E-Mail: _________________________________________________________________

School (check all that apply)
_____ Elementary    _____ Middle    _____ High School

Clinical Mental Health Agency Services Available to Practicum Student: (Check all that apply)
_____ Inpatient    _____ Outpatient    _____ Family Therapy    _____ Marital Therapy
_____ Individual Therapy    _____ Group Therapy    _____ After Care
_____ Occupational Therapy    _____ Addictions Counseling    _____ Other______________

Primary Clientele Profile: (Check all that apply)
Sex:   _____ Male    _____ Female
Ethnicity:   _____ African American    _____ Hispanic    _____ Caucasian
   _____ Asian American    _____ American Indian    _____ Other
Age:   _____ Child    _____ Teen    _____ Young Adult    _____ Adult    _____ Senior
Disabilities:   _____ Physical    _____ Developmental    _____ Emotional

Administrative Experience Available: (Check all that apply)
_____ Intake Interviewing    _____ Testing    _____ Interviewing    _____ Report Writing
_____ Record Keeping    _____ Treatment Plan Development    _____ Consultation    _____ Case
Summary Development    _____ Staff Meetings
_____ Referral Opportunities    _____ Other___________________________

Continuing Education Opportunities:
_____ Professional Seminars    _____ In-service Meetings    _____ Research Possibilities
_____ Other___________________________

Special Considerations:
Is stipend money available?   Yes   No
Are there opportunities available for evening/weekend hours?   Yes   No
Has the agency had other practicum/clinical field students?   Yes   No
How many practicum students are on sight during a semester?   ____
Is there any possibility of audio taping of clients?   Yes   No
Additional comments about your site or expectations of practicum/clinical field students:

________________________________________________________________________
________________________________________________________________________

Please attach RESUME of site supervisor(s)
Practicum Forms

Appendix B: Practicum/Clinical field
Placement Agreement Form
California University of Pennsylvania  
Department of Counselor Education  
Telephone: (724) 938-4123  
Practicum I or Clinical field (CED 711, 712, 713)  
Placement Agreement  

_____Clinical Mental Health Agency  
_____School Counseling  

A. The Department of Counselor Education and Services at California University of Pennsylvania and ____________________________ agree that  
___________________________________________ will serve as a Practicum/Clinical field student  
for the period ____________________ to _____________________.

Site Address:  
_____________________________________________   Zip Code:  

Phone Number: _____________________________ e-mail_____________________

B. **Supervision Requirements:** Both parties agree that _____________________________ will serve as practicum/clinical field instructor and _____________________________ will serve as on-site supervisor. A site supervisor must have:

- A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
- A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
- Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

It is also expected that the on-site supervisor will provide the following services and supervision:

- Provide an orientation to the school/agency and definition of specific practicum duties.
- Written evaluations (mid-semester and end-of-semester) of the student’s performance (Forms provided).
- Review and sign student logs of the field experience.
- At least one hour each week set aside for one-to-one supervision, with periodic reviews of work sample.
- Provide a resume and complete a site development form

B. **Student Requirements:**

- Attend weekly supervision sessions
- Be at the school/agency on the agreed days and times. A total of 150 hours (with 50 hours being in direct client services) is required for each three-credit practicum. 300 or 600 hours (40% in direct services) are required for clinical field.
• Each student will be required to meet weekly outside of class with a faculty supervisor for one hour.
• Keep up to date logs of activity in the agency. The log is to be handed in to the practicum instructor as required and at the end of the semester.
• All students are required to turn in the following paperwork: evidence of liability insurance, site agreement form, supervisor’s evaluation of performance, evaluation of practicum site, log of practicum hours, and practicum summary form. Other forms may be required, as necessary.
• **Audio Taping of direct care sessions is required for supervision.**
• Complete an evaluation of the intern’s experience in the agency to be submitted to the practicum instructor at midterm and the end of the practicum/clinical field.
• Complete all requirements on the syllabus.
• Individual and Group Counseling are required.

C. **University Supervision Requirements:**

• Assist in planning in the practicum/clinical field when needed.
• Advise students as to the requirements involved in the practicum (seminars, reports, evaluations)
• Maintain periodic contacts with the agency supervisor and the student to discuss the student’s progress.
• University supervisors will contact the site where the practicum student is placed at least once a semester. This contact will focus on the progress and areas in need of improvement of the student. The practicum site supervisor and the intern should be present.

D. ____________________________ understands that a grade will be earned on the basis of:

• Attendance and satisfactory participation in practicum/clinical field class.
• Successful counseling performance done at the practicum/clinical field site.
• Approved documentation of counseling, such as: video tapes, audio tapes, case reports, journal, work, logs, and workbook sheet.

The following signatures verify agreement to the above stated conditions:

**SITE**  
School/Agency Supervisor  
Date

California University of Pennsylvania

Faculty Member  
Date

Student  
Date
Practicum Forms

Appendix C: Practicum Log Form
California University of PA
School Of Education
Department of Counseling Education

Practicum Log

Name of Student: ___________________________  Semester/ Year: _______

Name of Site: ___________________________________  Log#: _______

Activity Summary:

Direct Services:  Individual Counseling:  ______ hours

  Group Counseling:  ______ hours

Indirect (all other activity):  ______ hours

Supervision:  ______ hours

Multicultural/diverse learning

Reflections:

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<th>Counseling Hours</th>
<th>This Entry</th>
<th>Previous Log</th>
<th>Cumulative Hours</th>
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<td>Total hours</td>
<td>______</td>
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</table>

Date of Log Entry _________________

Student Signature __________________________

Site Supervisor Signature __________________________


Practicum/ Clinical field Forms

Appendix D: Site Supervisor’s Evaluation of Supervisee’s Performance Form

School Counseling and Clinical Mental Health Agency

Midterm
California University of Pennsylvania
Department of Counselor Education
Practicum and Field Experience
Site Supervisor’s Evaluation of Student Counselor’s Performance

MIDTERM

This form is to be used to check performance in counseling practicum or internship.

Name of Student ____________________________
Date of Evaluation __________________________
Name of Supervisor __________________________
Agency or school ____________________________
Phone Number _______________________________

Please rate each item using the following scale:
1- Far below expectation, needs close supervision, a concern
2- Below expectations
3- Acceptable, meets standards for interns
4- Above expectations for the average intern
5- Exceeds expectations, works well beyond average level for interns

Professional Behavior:
1. ___ Arrives on time and completes hours and days on site.
2. ___ Appropriate dress and behavior
3. ___ Completes paperwork, case notes, and assigned tasks on time.
4. ___ Communicates written information clearly and effectively.
5. ___ Communicates orally clearly and effectively.
6. ___ Demonstrates respectful behavior toward peers and clients.

Ethical Awareness:
7. ___ Demonstrates knowledge and awareness of ethical and legal standards.
8. ___ Personal behavior consistent with ethical guidelines.
9. ___ Consults with supervisor about ethical issues as needed.

Skill Development:
10. ___ Listens to verbal and nonverbal communication.
11. ___ Assists clients in goal setting.
12. ___ Communicates empathy, acceptance, and genuineness with clients.
13. ___ Understands resistance to assist clients.
14. ___ Uses silence as an effective intervention technique.
15. ___ Uses basic skills as paraphrasing, reflections, questions, and summaries effectively.
16. ___ Identifies client themes and patterns,
17. ___ Uses client cultural background in assessment, diagnosis, and treatment.
18. ___ Works effectively with clients who are culturally different. (ex. race, ethnicity, gender, religion, etc.)
19. ___ Sets and maintains personal boundaries.
20. ___ Understands differences between self and client.
Please rate each item using the following scale:
1- Far below expectation, needs close supervision, a concern
2- Below expectations
3- Acceptable, meets standards for interns
4- Above expectations for the average intern
5- Exceeds expectations, works well beyond average level for interns

Interaction with clients/students:
21. ___ Initiates interaction with clients.
22. ___ Builds rapport and respect with clients.
23. ___ Sensitive to client’s needs.
24. ___ Sensitive to gender and cultural differences; ex. race, ethnicity, gender, religion, etc.
25. ___ Understands and addresses transference and countertransference.

Supervision:
26. ___ Initiates supervision when necessary.
27. ___ Prepared at supervision sessions.
28. ___ Shows interest in learning.
29. ___ Receptive to encouragement, feedback and constructive criticism from supervisor.
30. ___ Willingness to explore personal strengths and weaknesses.

Strengths:

Challenges:

Additional Comments:

Signature of site supervisor _______________________________ date: ____________

Signature of intern _______________________________ date: ____________
Practicum/ Clinical field Forms

Appendix E: Site Supervisor’s Evaluation of Supervisee’s Performance Form

Clinical Mental Health Agency

Final
This form is to be used to evaluate performance in counseling practicum or clinical field. This form must be completed at the end of the semester. This form is appropriate for individual or group counseling.

Name of Student  ________________________________
Date of Supervision /Semester  ________________________________
Name of Supervisor  ________________________________
Agency  ________________________________
Phone Number  ________________________________

Directions: The supervisor is to circle a number which best evaluates the student counselor on each performance at that point in time.

A) General Supervision Comments:

1. Demonstrates a personal commitment in developing professional competencies.  1  2  3  4  5  N/A
2. Accepts and uses constructive feedback and criticism to enhance self development and counseling skills.  1  2  3  4  5  N/A
3. Engages in open, comfortable, and clear communication with peers and supervisors.  1  2  3  4  5  N/A
4. Recognizes own competencies and skills and shares these with peers and supervisors.  1  2  3  4  5  N/A
5. Recognizes own deficiencies and actively works to overcome them with peers and supervisors.  1  2  3  4  5  N/A
6. Completes case reports and charts punctually and conscientiously.  1  2  3  4  5  N/A
7. Keeps appointments on time.  1  2  3  4  5  N/A
8. Seems to be relaxed and comfortable in the interview.  1  2  3  4  5  N/A
9. Communicates interest in and acceptance of the client.  1  2  3  4  5  N/A
<table>
<thead>
<tr>
<th></th>
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<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>N/A</th>
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<tbody>
<tr>
<td>10. Communicates orally clearly and effectively</td>
<td></td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>11. Able to build appropriate relationships With coworkers, etc.</td>
<td></td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>12. Recognizes and resists manipulation by the client.</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>13. Dresses appropriately for the work setting</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Uses silence effectively in the interview.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Is aware of own feelings in the counseling interview.</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>16. Facilitates realistic goal-setting with the client.</td>
<td></td>
<td>1</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Encourages appropriate action-step planning with the client.</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>18. Employs judgment in the timing and use of different techniques and strategies.</td>
<td></td>
<td>1</td>
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</tr>
<tr>
<td>19. understands counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>20. Understands counseling supervision models, practices, and processes</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>21. Understands the effects of crises, disasters, and other trauma-causing events on persons of all ages.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</td>
<td></td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>23. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</td>
<td></td>
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</table>
24. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

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<th>Poor</th>
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<th>N/A</th>
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25. Applies effective strategies to promote client understanding of and access to a variety of Clinical Mental Health resources.

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<th>Good</th>
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26. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

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27. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

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28. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

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29. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

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30. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

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</table>

31. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling (CACREP Clinical B.2).

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**Educational Attainment:**

32. Is able to professionally identify with the counseling profession.

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</table>

33. Demonstrates an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society.

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<tbody>
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</table>

29
34. Shows the ability to incorporate the nature and needs of individuals at all developmental levels into the counseling process.

35. Has a working knowledge of career development and related life factors.

36. Demonstrates knowledge of counseling and consultation processes.

37. Knows both the theoretical and experiential understandings of group purpose, development, dynamics, and other group approaches.

38. Understands individual and group approaches to assessment and evaluation.

39. Has an understanding of research methods, statistical analysis, needs assessment, and program evaluation as it relates to the counseling process.

40. Demonstrates ongoing development of counseling skills.

Additional comments and/or suggestions: ______________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Date_________ Signature of Supervisor ____________________

Student Counselor comments and/or suggestions: ________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date_________ Signature of Student Counselor ____________________
Practicum/ Clinical field Forms

Appendix F: Site Supervisor’s Evaluation of Supervisee’s Performance Form
School Counseling

Final
Department of Counselor Education
California University of PA
School Counseling

FINAL

This form is to be used to evaluate performance in counseling practicum or clinical field. This form must be completed at the end of the semester. This form is appropriate for individual or group counseling.

Name of Student _____________________________
Date of Supervision /Semester _____________________________
Name of Supervisor _____________________________
Agency _____________________________
Phone Number _____________________________

Directions: The supervisor is to circle a number which best evaluates the student counselor on each performance at that point in time.

A) General Supervision Comments:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>N/A</th>
</tr>
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<tbody>
<tr>
<td>1. Demonstrates a personal commitment in developing professional competencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Accepts and uses constructive feedback and criticism to enhance self development and counseling skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Engages in open, comfortable, and clear communication with peers and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Recognizes own competencies and skills and shares these with peers and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Recognizes own deficiencies and actively works to overcome them with peers and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Completes case reports and charts punctually and conscientiously.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Keeps appointments on time.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>8. Seems to be relaxed and comfortable in the interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Communicates interest in and acceptance of the client.</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>Poor</td>
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<tr>
<td>10. Communicates orally clearly and effectively</td>
<td>1</td>
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</tr>
<tr>
<td>11. Able to build appropriate relationships With coworkers, etc.</td>
<td>1</td>
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<td>12. Recognizes and resists manipulation by the client.</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Dresses appropriately for the work setting</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>14. Uses silence effectively in the interview.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>15. Is aware of own feelings in the counseling interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Facilitates realistic goal-setting with the client.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>17. Encourages appropriate action-step planning with the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Employs judgment in the timing and use of different techniques and strategies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>19. understands counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Understands counseling supervision models, practices, and processes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Understands the effects of crises, disasters, and other trauma-causing events on persons of all ages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>23. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</td>
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<tr>
<td>24. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>25. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
<td></td>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>26. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</td>
<td></td>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>27. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</td>
<td></td>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>29. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</td>
<td></td>
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</tr>
<tr>
<td>30. Selects and implements appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.</td>
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<td>3</td>
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<tr>
<td>31. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</td>
<td></td>
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<tr>
<td>32. Makes appropriate referrals to school and/or Clinical Mental Health resources.</td>
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<tr>
<td>33. Assesses barriers that impede students’ academic, career, and personal/social development.</td>
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<tr>
<td>34. Conducts programs designed to enhance student academic development.</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Number</td>
<td>Description</td>
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<tr>
<td>35.</td>
<td>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36.</td>
<td>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37.</td>
<td>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38.</td>
<td>Locates resources in the community that can be used in the school to improve student achievement and success.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39.</td>
<td>Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40.</td>
<td>Uses peer helping strategies in the school counseling program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41.</td>
<td>Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42.</td>
<td>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Educational Attainment:**

43. Is able to professionally identify with the counseling profession.                                                                                                                               | 1    | 2       | 3    | 4   | 5   | N/A |
44. Demonstrates an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society.                                                                      | 1    | 2       | 3    | 4   | 5   | N/A |
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<th>Average</th>
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<tbody>
<tr>
<td>45. Shows the ability to incorporate the nature and needs of individuals at all developmental levels into the counseling process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46. Has a working knowledge of career development and related life factors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>47. Demonstrates knowledge of counseling and consultation processes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48. Knows both the theoretical and experiential understandings of group purpose, development, dynamics, and other group approaches.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>49. Understands individual and group approaches to assessment and evaluation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50. Has an understanding of research methods, statistical analysis, needs assessment, and program evaluation as it relates to the counseling process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>51. Demonstrates ongoing development of counseling skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional comments and/or suggestions: ______________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Date __________________ Signature of Supervisor ________________________________

Student Counselor comments and/or suggestions: ______________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date __________________ Signature of Student Counselor ________________________________

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Practicum Forms

Appendix G: Student Practicum/ Clinical Field Site Evaluation Form
STUDENT PRACTICUM/ CLINICAL FIELD
SITE EVALUATION FORM

Name:____________________________ Date:________________

Agency:________________________ Campus:________________________

Would you be willing to be contacted regarding this practicum/ clinical field experience? _____

If so, please provide either a telephone number or e-mail address. ________________

Respond to each of the following questions by giving a rating based on the following scale:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Not at all</td>
<td>A little</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Very much</td>
</tr>
</tbody>
</table>

1. Practicum Experience:
   a. Were you involved in professional activities? _____
   b. Were your counseling experiences appropriate for your skill level? _____

2. Client Treatment Standards:
   a. Is the agency responsive to client needs? _____
   b. Is the agency sensitive to multi-cultural diversity? _____

3. Supervision:
   a. Did you meet with your supervisor weekly? _____
   b. Did your supervisor display good supervision skills? _____
   c. Was your supervisor appropriately confrontational? _____
   d. Were your mistakes welcomed as a learning experience? _____
   e. Were practical skills taught? _____
   f. During supervisory sessions, were the sessions free of distractions and interruptions? _____
   g. Was your supervisor open to feedback and different points of view? _____

4. Training Component:
   a. Were you oriented to the agency's policies and procedures? _____
   b. Were you provided with enrichment in the form of books, videos, and special training skills? _____
   c. Did you attend in-service training programs? _____

5. Would you recommend this site as a future practicum site? _____

Comments: _________________________________________________________________
___________________________________________________________________________
_____________________________________________________________________________

_______________________________________________________________
Appendix H: Parental Permission to Audio/Video Tape (Minor) Form
Parental Permission to Audiotape/Videotape

Department of Counselor Education Graduate Program
California University of Pennsylvania

Parent/Legal Guardian's Name: ________________________________
Address: ________________________________________________
________________________________________________________________________
Phone: __________________________________________________________________

The Counselor Education & Services Department at California University of Pennsylvania conducts a Counseling Practicum/Clinical field course each semester at the University. This course is an advanced course in counseling required of all Degree Candidates in the Counseling Program. Students are required to audio and/or video tape counseling sessions as part of their course and degree requirements at their school or agency.

Student's Name: ___________________________ would like to work with your son/daughter, a student at ___________________________ School/Agency.

The counseling sessions conducted with your child will be audio and/or video taped and will be reviewed by the Student’s Supervisor (Name) ______________, and Faculty Supervisor (Name) ________________. Brief segments without any identifying information may be presented in the practicum/clinical field course. All audio and/or video tapes made will be destroyed at the completion semester. The taping is for purpose of supervision of the practicum/clinical field student.

This consent may be revoked by notifying ________________ and will be considered revoked no earlier than the date of request. This consent will expire automatically after 120 days from the date on which it is signed, or upon fulfillment of the above purposes. If you have any questions regarding this form, please call _________________________ at ________________.

We hope you will take the opportunity to have your child become involved in the Counseling Program. If you approve of having your child participate, please sign the form where indicated. Thank you for your cooperation.

Parent/Legal Guardian's Signature: _____________________ Site Address:_________

Counselor Signature: _______________________________ _______________________

Counselor Trainee Signature: ____________________________________________

Date: __________________
Optional Forms

Appendix I: Permission to Audio/Video Tape Form
Client Permission to Audio or Video Tape
Department of Counselor Education Graduate Program
California University of Pennsylvania

I ______________________________ agree to be counseled at site by a practicum/intern student in the Counselor Education Program at California University of Pennsylvania and who has completed advanced coursework in counseling/therapy. I further understand that I will participate in counseling interviews that may be audio taped or video taped and that these tapes may be viewed by students participating in my practicum/clinical field class for this semester. Brief segments without any identifying information may be presented in the practicum/clinical field course. All audio and/or video tapes made will be erased at the completion of your involvement in counseling.

I understand that the counselor will be supervised by a faculty supervisor____________ and a site supervisor ______________.The purpose of the tape is for supervision.

All audio and/or video tapes made will be erased and destroyed at the completion of the semester.

This consent may be revoked by notifying ______________ and will be considered revoked no earlier than the date of request. This consent will expire automatically after 120 days from the date on which it is signed, or upon fulfillment of the above purposes. If you have any questions regarding this form, please call __________________________ at ____________.

We hope you will take the opportunity to have you become involved in the Counseling Program. If you approve of participating, please sign the form where indicated.

Thank you for your cooperation.

Client’s Signature: ______________________________ Site Address: ________
Counselor Signature: ______________________________
Counselor Trainee Signature: ______________________________
Date: ______________________________
Clinical field Forms

Appendix J: Clinical Field Log Sheet Form
Name of Student: ____________________________  Semester/ Year: ____________

Name of Site: ______________________________________  Log#: ____________

Activity Summary:

Direct Services:  Individual Counseling:  ______ hours

Group Counseling:  ______ hours

Indirect (all other activity):  ______ hours

Supervision:  ______ hours

Multicultural/diverse learning

Reflections:

<table>
<thead>
<tr>
<th>Counseling Hours</th>
<th>This Entry</th>
<th>Previous Log</th>
<th>Cumulative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern Supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of Log Entry ________________

Student Signature ____________________________________________

Site Supervisor Signature _____________________________________
Practicum/ Clinical field Forms

Appendix K: Site Summary form
California University of PA
Practicum/Clinical field Site Summary Form

The Site Summary Form is to be signed by your Site and Faculty Supervisors.

Practicum______ Clinical field______ Semester/Year _____________

Name of Student: __________________________ Date____________________

Address: __________________________________________ Zip:___________

Home Phone: (__)____________________ Work Phone : (__)____________

Name of Site:_____________________________________________________

Address: _________________________________________________________

Site Phone: _______________________________________________________

Hours completed:
______ Direct Hours _______ Indirect Hours _______ Supervision Hours

TOTAL HOURS: _______

Summary of practicum/clinical field experience and self evaluation:

Student Signature: ______________________________________ Date: _____________

Signature of Field Site Supervisor:__________________________ Date:____________

Print/Type Site Supervisor Name: ______________________________________

Faculty Supervisor: __________________________________________ Date:____________
Clinical field Forms

Appendix L: Field Experience Competencies Form
Student Counselor Field Experience Competencies Form

The Cal U Department of Counselor Education continually seeks to upgrade our curriculum to ensure that we consistently graduate new counselors of the highest quality. The Field Experience that you supervise is one of the most important aspects of a student counselor’s training and you play a very important role in this process.

About a month prior to the end of the semester, you will receive via email the Student Counselor Field Experience Competencies Form. The survey measures specific aspects of our clinical field student’s performance at your site. This rating form helps to fulfill a requirement of PDE that we thoroughly assess field experience competencies.

Within a week of receiving this survey our student will approach you and request that you schedule a meeting with them to review your responses. To facilitate the discussion, the student will have previously conducted a self-rating using the same survey. In order to minimize your work, we have instructed our student to return both forms to us following your meeting.

Both the student’s and your survey will be included in the student’s electronic portfolio and reviewed by the Counselor Education faculty prior to the student’s graduation.
This form is to be used to evaluate the field experience competencies of the school counselor trainee that you are supervising this semester. Please complete this form at the end of the semester.

Name of Student ____________________________________________

Date of Supervision /Semester _____________________________________

Name of Supervisor ____________________________________________

School _______________________________________________________

Phone Number ________________________________________________

Directions: The supervisor is to circle a number (1=Poor to 5=Excellent) which best evaluates the student counselor on each competency.

Assessment and Evaluation

1. Demonstrates the appropriate use of data in forming decisions, utilizing resources, setting targets and interpreting results aimed at continuous improvement in curriculum, personnel and/or programs.

   1  2  3  4  5  Did Not Observe

2. Accesses and interprets data from available technologies and resources to address long-term and strategic planning needs of the school in areas of personnel, fiscal operations, facilities, technology and/or other school district initiatives.

   1  2  3  4  5  Did Not Observe

3. Examines data from local, state and national sources to monitor and enhance student achievement.

   1  2  3  4  5  Did Not Observe

4. Determines the type of data that is communicated to each group of stakeholders, how data is presented and the implications of information dissemination.
1 2 3 4 5 Did Not Observe

**Curriculum and Instruction**

5. Demonstrates clear connections between theory and practice in curricular and instructional leadership.

1 2 3 4 5 Did Not Observe

6. Participates in the process of development, assessment and/or refinement of standards-based curriculum.

1 2 3 4 5 Did Not Observe

7. Demonstrates knowledge, skills and dispositions related to one’s leadership responsibility to support curricular and instructional excellence.

1 2 3 4 5 Did Not Observe

8. Articulates a vision for student success and a positive school climate that supports equal access to curricular and instructional excellence.

1 2 3 4 5 Did Not Observe

**Professional Development**

9. Fosters relationships with stakeholders and acts with integrity, fairness and in an ethical manner as stated in the “PA Code of Professional Practice and Conduct for Educators.”

1 2 3 4 5 Did Not Observe

10. Evaluates the effectiveness of his/her actions and interactions with all stakeholders via verbal and non-verbal communication.

1 2 3 4 5 Did Not Observe

11. Actively seeks current information to support their on-going short- and long-term professional development goals.

1 2 3 4 5 Did Not Observe

50
12. Maintains a current level of knowledge of school district, state and federal regulations, policies and professional practices.

1 2 3 4 5 Did Not Observe

**Statutory and Regulatory Compliance**

13. Reports on examples of field-based federal, state and local legislation, regulations, mandates, policies, and procedures that impact school district operations at macro and micro levels.

1 2 3 4 5 Did Not Observe

14. Determines specific roles and responsibilities for adherence/compliance with federal, state and local legislation, regulations, mandates, policies and procedures.

1 2 3 4 5 Did Not Observe

15. Assists with the completion of all compliance documentation.

1 2 3 4 5 Did Not Observe

16. Reports on how the school district disseminates information on regulatory changes to appropriate stakeholders

1 2 3 4 5 Did Not Observe

17. Identifies example(s) of compliance problems and assists with alternative actions to resolve targeted compliance issues.

1 2 3 4 5 Did Not Observe

**Organizational Leadership**

18. Describes the working relationships within the school district’s organizational-chart including external partnerships.

1 2 3 4 5 Did Not Observe

19. Demonstrates knowledge of functional relationships in the organizational chart to systemic functions.
20. Identifies the role of their certification area within the organization to include responsibilities, relationships, constraints, opportunities and resources.

21. Identifies a problem within the scope of their certification area and creates a visionary action plan, consistent with the organization and sensitive to the change process; including resolution of conflicts, communication, collaboration, needs assessment and advocacy.

Diverse Learners

22. Reports on current policies and practices designed to support children, caregivers and families from diverse backgrounds.

23. Analyzes current efforts to support diverse learners and how the broader community views learning differences.

24. Fosters communication with families of English language learners (ELL) to ensure that learners and their families have access to communication in the native language.

25. Identifies the use of strategies and resources for students with diverse needs including, but not limited to, gifted, ELL and students with disabilities.

26. Advises and supports educators in modifications to the learning environment that are evidence-based practices that do not compromise curricular intent and rigor.
27. Demonstrates positive and appropriate interactions with all stakeholders in the school environment and community at large.

1 2 3 4 5 Did Not Observe

28. Participates with educators and social agencies working with diverse learners to create learning opportunities.

1 2 3 4 5 Did Not Observe

Additional comments and/or suggestions:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Date________________ Signature of Supervisor ________________________________

Student School Counselor comments and/or suggestions:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date________________ Signature of Student Counselor ________________________________

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Standards for Counseling Supervisors

SUPERVISION INTEREST NETWORK, ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

The Standards for Counseling Supervisors consist of 11 core areas of knowledge, competencies, and personal traits that characterize effective supervisors.

STANDARDS FOR COUNSELING SUPERVISORS
(As adopted by the AACD Governing Council, July 13-16, 1989)

The Standards include a description of eleven core areas of personal traits, knowledge and competencies that are characteristic of effective supervisors. The level of preparation and experience of the counselor, the particular work setting of the supervisor and counselor and client variables will influence the relative emphasis of each competency in practice. These core areas and their related competencies have been consistently identified in supervision research and, in addition, have been judged to have face validity as determined by supervisor practitioners, based on both select and widespread peer review.

1. Professional counseling supervisors are effective counselors whose knowledge and competencies have been acquired through training, education, and supervised employment experience.

The counseling supervisor:
1.1 demonstrates knowledge of various counseling theories, practices, and their related methods;
1.2 demonstrates knowledge of his/her personal philosophical, theoretical and methodological approach to counseling;
1.3 demonstrates knowledge of his/her assumptions about human behavior; and
1.4 demonstrates skill in the application of counseling theory and methods (individual, group, or marital and family and specialized areas such as substance abuse, career, life rehabilitation) that are appropriate for the supervisory setting.

2. Professional counseling supervisors demonstrate personal traits and characteristics that are consistent with the role.

The counseling supervisor:
2.1 is committed to updating his/her own counseling and supervisory skills;
2.2 is sensitive to individual differences;
2.3 recognizes his/her own limits through self-evaluation and feedback from others;
2.4 is encouraging, optimistic and motivational;
2.5 possesses a sense of humor;
2.6 is comfortable with the authority inherent in the role of supervisor;
2.7 demonstrates a commitment to the role of supervisor;
2.8 can identify his/her own strengths and weaknesses as a supervisor; and
2.9 can describe his/her own pattern in interpersonal relationships.

3. Professional counseling supervisors are knowledgeable regarding ethical, legal and regulatory aspects of the profession, and are skilled in applying this knowledge.

The counseling supervisor:
3.1 communicates to the counselor a knowledge of professional codes of ethics (e.g., AACD, APA);
3.2 demonstrates and enforces ethical and professional standards;
3.3 communicates to the counselor an understanding of legal and regulatory documents and their impact on the profession (e.g., certification, licensure, duty to warn, parent's rights, children's records, third party payments, etc.);
3.4 provides current information regarding professional standards (NCC, CCMHC, CRC, CS, LEC, certification, etc.);
3.5 can communicate a knowledge of counselor rights and appeal procedures specific to the work setting and
3.6 communicates to the counselor a knowledge of ethical considerations that pertain to the supervisory process, including dual relationships, dual process, evaluation, informed consent, confidentiality, and vicarious liability.

4. Professional counseling supervisors demonstrate conceptual knowledge of the personal and professional nature of the supervisory relationship and are skilled in applying this knowledge.

The counseling supervisor:
4.1 demonstrates knowledge of individual differences with respect to gender, race, ethnicity, culture and age and understands the importance of these characteristics in supervisory relationships;
4.2 is sensitive to the counselor's personal and professional needs;
4.3 expects counselors to own the consequences of their actions;
4.4 is sensitive to the evaluative nature of supervision and effectively responds to the counselor's anxiety relative to performance evaluation;
4.5 conducts self-evaluations, as appropriate, as a means of modeling professional growth;
4.6 provides facilitative conditions (empathy, conciseness, respect, congruence, genuineness, and immediacy);
Best Practices in Clinical Supervision

Adopted by the ACES Executive Council

April 22, 2011

Preamble

The Association for Counselor Education and Supervision (ACES) is composed of individuals engaged in the professional preparation of counselors and those responsible for the ongoing supervision of post-degree counselors. ACES is a founding division of the American Counseling Association (ACA). The ultimate mission of ACES, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings of society.

ACES leadership believes that counseling supervisors in all settings carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. In some settings (e.g., schools), counseling supervisors also may have responsibility for program supervision. Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services, whereas clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly with clients. Program supervision is generally defined as having a systems focus with program improvement and counselors' professional development as its purpose.

As a division of ACA, ACES members are expected to adhere to the ACA Code of Ethics, which offers guidance regarding the practice of counseling supervision. Counseling supervisors, however, may encounter situations that are not adequately addressed by the Code of Ethics. Results of a 2002 survey of ACES members conducted by the ACES Ethics Interest Network strongly indicated that members wanted more specific guidance for their everyday supervisory practice than can be included appropriately in a code of ethics. The ACES Best Practices in Clinical Supervision Taskforce was formed to create a document that could offer more specific suggestions for supervisors.

The broad charge for the Task Force was to formulate a relevant and useful set of best practice guidelines for clinical supervisors, regardless of work setting. The Best Practices in Clinical Supervision guidelines were constructed in the following manner. The scope of the guidelines was determined by a consensus of Task Force members. Members were responsible for researching and drafting specific sections of the guidelines. In drafting each section, Task Force members began by conducting a comprehensive review of qualitative and quantitative
research findings to serve as the foundation of the guidelines. There are, however, many aspects of supervision that have not been investigated or investigated adequately. For these areas, Task Force members integrated the best available research combined with guidance provided through codes of ethics and other relevant documents (e.g., accreditation standards) adopted by professional organizations, as well as policies, procedures, and interventions that were most commonly espoused as best practices or best judgment across applicable professional literature. Task Force members then reviewed every section in the document several times and provided extensive feedback and edits. This Best Practices document, then, reflects both an extensive review of the research, expert consensus in the professional literature, and consensus of Task Force members.

In addition, the Task Force held open meetings at the ACES conference in October 2009 and at the Southern ACES conference in October 2010 to discuss the most recent drafts of the guidelines for best practices. Feedback from those discussions has been incorporated into this final draft. In addition, Task Force members also elicited comments from supervisors who work in different settings, including community agencies and schools. After receiving comments, they revised the best practices guidelines as appropriate and now present the document to the ACES Executive Council for endorsement.

It is important to note that these are best practices rather than minimal acceptable practices. The best practices guidelines are intended to support supervisors in their work. They are intended to be relevant and practical, and are offered to augment the judgment of supervisors as they strive to do the following: (a) offer ethical and legal protection of the rights of supervisors, supervisees, and clients; and (b) meet the professional development needs of supervisees while protecting client welfare. The guidelines also provide a framework for those seeking to develop supervisor training programs. Importantly, the guidelines are meant to supplement, not replace, the ACA Code of Ethics. In fact, ACES is not in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be lodged with ACA in accordance with its procedures for doing so. Finally, this is meant to be a living document and as such will require review and revision approximately every 8-10 years.

Supervision Best Practices Guidelines

1. Initiating Supervision
   a. The supervisor engages in sound informed consent practices in the initial supervision session.
      i. The supervisor verbally describes and provides the supervisee with a written contract (or syllabus) that outlines expectations of the supervisor and supervisee; criteria for evaluation; consequences of underperformance; tasks, functions, and goals of supervision; and ethical and legal considerations (e.g., confidentiality in counseling and supervision sessions).
      ii. As appropriate, the specifics in the contract (or syllabus) are negotiated to meet the needs of the particular supervisee.
      iii. In academic settings, the supervisor employs written contracts specifying and differentiating the responsibilities of university and site supervisors.
iv. The supervisor provides the supervisee with a professional disclosure statement regarding his/her academic background in both counseling and supervision, experience as a counselor and supervisor, and supervision style. Limits of confidentiality also are explicitly delineated.

v. If the supervisor is a supervisor-in-training, that status is made clear in the professional disclosure document and the name and contact information of the supervisor-in-training’s supervisor is included.

vi. The supervisor emphasizes that these documents (e.g., contract/syllabus, professional disclosure statement) will be discussed throughout supervision as needed.

vii. The supervisor clearly delineates his/her responsibility and authority to ensure client safety and effective treatment.

b. The supervisor explicitly states clear parameters for conducting supervision.

i. The supervisor and supervisee agree on time, place, and duration of supervision sessions.

ii. The supervisor and supervisee discuss how the supervisee will prepare for each supervision session relevant to the supervision format (e.g., individual, triadic, group).

iii. The supervisor clearly delineates supervisor and supervisee responsibilities regarding the preparation for and conduct of supervision.

iv. The supervisor and supervisee agree on cancellation and rescheduling procedures for supervision sessions.

v. The supervisor and supervisee agree on payment for supervision (as appropriate and permitted by state law).

vi. The supervisor provides the supervisee with his/her emergency contact information, parameters for contacting the supervisor in emergency situations, and specific instructions for emergency protocols.

vii. The supervisor provides necessary forms and other documents to be completed by the supervisor, supervisees, and others as appropriate to the particular supervisee, setting, and/or credentialing body.

c. The supervisor facilitates a discussion about the supervision process to foster the supervisory working alliance.

i. The supervisor establishes the beginning of a supervisory working alliance that is collaborative and egalitarian to assist in lessening supervisee anxiety about the supervision process.

ii. The supervisor describes his/her role as supervisor, including teacher, counselor, consultant, mentor, and evaluator.

iii. The supervisor describes the structure, process, and content of all relevant formats of supervision sessions (e.g., individual, triadic, peer, group supervision).

iv. The supervisor and supervisee discuss the supervisee’s past experiences with supervision as well as preferred supervision styles and supervision interventions.

v. The supervisor initiates a conversation about multicultural considerations and how they may affect both counseling and supervision relationships, indicating that such multicultural considerations will be an expected part of supervision conversations.
2. Goal-Setting
   a. To the extent possible, the supervisor co-develops specific goals for supervision with the supervisee.
      i. The supervisor and supervisee renegotiate the supervisory contract and supervisee’s goals as needed over the course of supervision.
      ii. The supervisor helps the supervisee develop goals that are realistic, measurable, and attainable within the context of the particular academic, field placement, or post-degree practice setting.

   b. The supervisor emphasizes goals that directly benefit the therapeutic alliance between the supervisee and client and the effectiveness of services provided.
      i. The supervisor helps the supervisee create goals that include the core areas of counselor competence (e.g., relationship building, cultural competencies, professionalism) and/or addresses the traditional foci of supervision (e.g., counseling performance skills, cognitive counseling skills and case conceptualization, diagnosis and treatment planning, self-awareness, and professional behaviors).
      ii. The supervisor helps the supervisee develop goals that are based on the supervisee’s area(s) of need and learning priorities, feedback from previous supervisors, the supervisee’s developmental level, and the academic, field placement, or post-degree practice setting.
      iii. The supervisor ensures that the supervisee chooses goals that fit within the supervisor’s areas of competence.

   c. The supervisor is intentional about addressing and evaluating goals in each supervision session.
      i. The supervisor conducts his/her own initial and ongoing assessment of the supervisee’s skills and, in conjunction with the supervisee’s stated goals, creates a prioritized list of skills and issues to address in supervision.
      ii. The supervisor gives attention to one or more of the agreed upon goal(s) during each supervision session.
      iii. The supervisor identifies or creates opportunities for the supervisee to display progress on goals.
      iv. The supervisor and supervisee review progress toward the stated goals on a regular basis.
      v. The agreed upon goals become one basis for evaluating the supervisee’s progress and development.

3. Giving Feedback
   a. The supervisor provides regular and ongoing feedback.
      i. The supervisor provides a manageable amount of feedback in each session, typically addressing no more than three skills or issues.
      ii. The supervisor provides a balance of challenging and supportive feedback appropriate to the counselor’s developmental level, experience, and client needs.
      iii. The supervisor provides feedback as close to the counseling session being reviewed as possible.
      iv. The supervisor helps the supervisee process feedback.
      v. The supervisor’s feedback is based on direct observation of the client and the
counseling session (e.g., live observation, audio or video recording) as well as the supervisee’s self-report and analysis of the session.

b. The supervisor provides direct feedback as needed.
   i. The supervisor focuses on supervisee behaviors that can be changed.
   ii. The supervisor provides constructive feedback that is specific, concrete, and descriptive.
   iii. As appropriate, the supervisor offers alternatives for supervisee’s behaviors that need to be changed, or provides directives as needed to ensure client needs are met.

c. The supervisor pays attention to the multiple sources of feedback available to the supervisee.
   i. The supervisor helps the supervisee gather performance feedback from multiple sources (e.g., clients, peers, supervisors) using both informal methods (e.g., observation of clients’ non-verbal responses) and formal methods (e.g., standardized assessments completed by clients on a regular basis).
   ii. The supervisor is aware that he/she is constantly providing feedback through his/her in-session behavior, including verbal and nonverbal behaviors, as well as by what he/she does and does not address.

4. Conducting Supervision
   a. The supervisor adheres to appropriate professional standards (e.g., accreditation, certification, and licensure regulations) in establishing the frequency and modality of supervision sessions.
      i. The supervisor meets with the supervisee on a regular basis as required by the appropriate standards (e.g., weekly individual, triadic, and/or group supervision sessions).
      ii. The supervisor conducts supervision sessions in a professional setting.
      iii. The supervisor meets face-to-face with the supervisee(s) for individual, triadic, and/or group supervision.
      iv. The supervisor uses technology that clearly approximates face-to-face synchronous contact, as permitted by relevant standards. (See also point f. below.)
      v. The supervisor adheres to appropriate standards in ways that meet the needs of the supervisee.
   b. The supervisor provides a safe, supportive, and structured supervision climate.
      i. The supervisor plans for supervision so that sessions (individual, triadic, and group) are structured, purposeful, and goal-oriented.
      ii. The supervisor gives attention to both the personal and professional learning curves of the supervisee.
      iii. The supervisor modifies his/her style of and approach to supervision (both within a session and across sessions) based on his/her assessment of client welfare, supervisee characteristics, supervisee’s immediate needs, supervisee’s developmental level, supervisee’s supervision goals, environmental demands, as well as the supervision context.
   c. The supervisor uses a variety of supervisory interventions.
      i. The supervisor uses methods of direct observation (e.g., recordings of counseling sessions, live observation, live supervision).
ii. The supervisor uses interventions that address a range of supervision foci, including counseling performance skills, cognitive counseling skills, case conceptualization, self-awareness, and professional behaviors.

iii. The supervisor selects interventions intentionally, based on an assessment of the supervisee’s developmental level, confidence, self-efficacy, and learning style; the clinical and supervision contexts; and the needs of the client.

iv. The supervisor chooses interventions that will help the supervisee work toward his/her learning goals.

d. The supervisor chooses a group supervision format for multiple reasons; time efficiency is not a primary rationale.

i. The supervisor is intentional about structure and goals, with particular attention to what is developmentally appropriate, when conducting group supervision.

ii. The supervisor differentiates between group, individual, and triadic supervision, understands their complimentary nature, and shares this information with supervisees.

iii. The supervisor assists group members in establishing ground rules for the conduct of the supervision group.

iv. The supervisor uses group facilitations skills designed to enhance the working of the group.

v. The group supervisor fosters meaningful and productive feedback among the supervisees.

vi. The group supervisor does not allow dominance by one or more members in the group.

vii. The supervisor encourages and allows increasing autonomy, leadership, and responsibility among group members over time and in line with supervisees’ developmental levels (i.e., helps the group move from supervision in a group to supervision by the group).

viii. The supervisor assists supervisees in generalizing learning from the group supervision experience and applying (transferring) what they learned to their own work with clients.

e. The supervisor chooses a triadic supervision format for multiple reasons; time efficiency is not a primary rationale.

i. The supervisor is intentional about structure and goals, with particular attention to what is developmentally appropriate, when conducting triadic supervision.

ii. The supervisor differentiates between triadic, individual, and group supervision, understands their complimentary nature, and shares this information with supervisees.

iii. The supervisor conducts triadic supervision so that the needs of both supervisees are addressed in each session.

iv. The supervisor facilitates peer feedback effectively and maintains involvement of both supervisees during the session.

v. The supervisor guides peer feedback in ways that help the supervisees learn how to give balanced and constructive feedback.

vi. The supervisor facilitates peer feedback in ways that help supervisees accept feedback they may perceive as challenging.
vii. The supervisor conducts triadic supervision in ways that deal with supervisees’ sensitive issues appropriately.

viii. The supervisor seeks to make effective supervisee matches (e.g., skill level, personality) that enhance the work of both supervisees.

ix. When triadic supervision involves one peer’s review of the other peer’s counseling session before the supervision session, the supervisor provides a structure or format for the review that facilitates balanced and constructive feedback (e.g., What did the peer do well? What could the peer have done differently? What did you learn from reviewing your peer’s counseling session?).

f. The supervisor employs technology in ways that enhance the supervisory process and the development of the supervisee.

i. In using technology for distance supervision, the supervisor clearly approximates face-to-face synchronous contact (e.g., formats that allow supervisors and supervisees to attend to non-verbal as well as verbal behavior).

ii. The supervisor ensures that client and supervisee confidentiality are protected when using technology in supervision (e.g., takes precautions such as password protection and encryption) that are compliant with HIPPA guidelines.

iii. The supervisor ensures that any technology employed in supervision is in compliance with ethical guidelines and regulations promulgated by accreditation, certification, and licensure bodies.

iv. The supervisor is competent in the use of the technology employed in supervision.

g. In both academic and post-degree supervision, the supervisor actively evaluates the course of supervision on an ongoing basis.

i. The supervisor regularly employs methods (appropriate to the supervision context) of gathering data on the effectiveness of supervision, in terms of both supervisee and client outcomes.

ii. For academic settings, the university supervisor ensures that there is mutual agreement among the university supervisor, site supervisor, and supervisee about the expectations of each person involved in the supervision.

iii. For field-based practicum and internship students, the supervisor provides a procedure by which the supervisee can provide feedback about the site that does not result in negative consequences for the supervisee.

5. The Supervisory Relationship

a. The supervisor operates with an awareness that the supervisory relationship is key to the effectiveness of supervision as well as the growth and development of the supervisee.

i. The supervisor operates within the supervisory relationship with emotional intelligence, maturity, flexibility, humility, and transparency.

ii. Within appropriate professional boundaries, the supervisor is accessible to the supervisee.

iii. The supervisor continually seeks to enhance his/her self-awareness around supervisor traits/characteristics/factors that influence the supervisory relationship (e.g., cultural sensitivity, attachment style), based on current literature.
b. The supervisor intentionally engages with the supervisee to facilitate development of a productive supervisory relationship and working alliance.
i. The supervisor gives deliberate attention to creating a safe environment that fosters mutual trust.
ii. The supervisor views supervisee resistance as a normal response to challenge, growth, and change.
iii. The supervisor deals with supervisee resistance in productive ways, using culturally appropriate strategies to guide, challenge, and encourage supervisees.
iv. The supervisor seeks to lessen supervisee anxiety that is detrimental to supervision while recognizing that some anxiety is inevitable, normal, and positively related to supervisee growth. At the same time, the supervisor does not take responsibility for supervisee anxiety that is based in the supervisee’s personality (e.g., perfectionism), but helps the supervisee take ownership of that anxiety and find ways to manage it productively in counseling and supervision sessions.
v. The supervisor encourages the supervisee to work outside her/his comfort zone by taking clinically appropriate risks and expanding his/her counseling approaches.
vi. The supervisor encourages the supervisee to be aware of her/his comfort level regarding working with clients from various populations, to challenge perceived limitations, and expand his/her comfort zone.
vii. The supervisor recognizes that some level of conflict is inevitable in the supervisory relationship and helps the supervisee understand this as well; the supervisor deals with conflict in productive ways.
viii. The supervisor attends to strains, gaps, and/or ruptures to the working alliance and/or conflicts in the supervisor relationship in ways that create an opportunity for learning and growth for both the supervisor and supervisee. Importantly, the supervisor takes responsibility for his/her own contribution to the rupture or conflict.
ix. The supervisor elicits and is open to candid and ongoing feedback from the supervisee.
x. The supervisor addresses parallel process issues and transference and countertransference issues in ways that are developmentally appropriate and productive for supervisee learning and growth.

c. The supervisor attends to ethical and cultural concerns that impact the supervisory relationship. (See also Diversity Considerations and Ethical Considerations sections.)
i. The supervisor promotes contextual sensitivity around factors such as race, ethnicity, gender, sexual orientation, socioeconomic status, privilege, ability status, family characteristics and dynamics, country of origin, language, historical processes (e.g., history, migration), worldview, spirituality and religion, and values.
ii. The supervisor is aware of the power differential inherent in the supervisory relationship and is transparent about this with the supervisee. The supervisor works to minimize the power differential while at the same time maintaining appropriate authority.
iii. The supervisor clearly defines the boundaries of the supervisory relationship and avoids multiple roles or dual relationships with the supervisee that may negatively influence the supervisee or the supervisory relationship. When this is not possible,
the supervisor actively manages the multiplicity of roles to prevent harm to the supervisee and maintain objectivity in working with and evaluating the supervisee.

iv. The supervisor avoids imposing his/her own meanings, interpretations, values, and beliefs on the supervisee and/or the supervisee’s work with clients.

v. The supervisor seeks to recognize and identify his/her own transference and countertransference issues in supervision, and seeks avenues to addressing these in ways that minimize their deleterious effects in supervision (e.g., consultation, peer supervision).

6. Diversity and Advocacy Considerations
a. The supervisor recognizes that all supervision is multicultural supervision and infuses multicultural considerations into his/her approach to supervision.

i. In an initial supervision session, the supervisor introduces issues of culture, diversity, power, and privilege within the supervisory and counseling relationships, indicating these are important issues to be aware of and discuss openly.

ii. The supervisor includes cultural and advocacy competences in the supervisory contract, and intentionally addresses these topics throughout the supervisory process.

iii. The supervisor attends to the full range of cultural factors, including race, ethnicity, gender, sexual orientation, socioeconomic status, privilege, ability status, family characteristics and dynamics, country of origin, language, historical processes (e.g., history, migration), worldview, spirituality and religion, and values.

iv. The supervisor uses culturally sensitive interventions and aims to facilitate supervisee multicultural counseling competence and cultural identity development.

v. The supervisor is aware of issues of privilege and oppression and how they affect the supervision process with each supervisee, with particular attention to supervisees and clients with minority statuses.

vi. The supervisor helps the supervisee broach difficult topics in supervision, such as issues pertaining to social justice, and is open to discussing these in supervision.

vii. The supervisor engages in ongoing assessment of his/her own multicultural awareness, knowledge, and skills, in counseling and supervision.

b. The supervisor encourages supervisees to infuse diversity and advocacy considerations in their work with clients.

i. The supervisor requires the supervisee to include considerations of culture, power, and privilege in client case conceptualization and, where appropriate, diagnosis and planning.

ii. The supervisor encourages the supervisee to seek opportunities to work with a diverse client population.

iii. The supervisor encourages the supervisee to be aware of and address issues of culture, power, and privilege that may serve as barriers to clients from diverse populations seeking or receiving services.

iv. The supervisor works with supervisees to help them develop the knowledge and skills necessary for advocating with and, as appropriate, on behalf of their clients.

v. The supervisor provides the supervisee with reading and continuing education opportunities regarding multiculturalism and advocacy as needed.
7. Ethical Considerations
a. The supervisor conveys to the supervisee that both the supervisor and supervisee are expected to adhere to the ethical codes and guidelines endorsed by the American Counseling Association, the Association for Counselor Education and Supervision and other ACA divisions, relevant credentialing bodies, and models of ethical behavior.
i. The supervisor provides the supervisee with a professional disclosure statement and written informed consent as needed or relevant.
ii. The supervisor advises the supervisee of the parameters of confidentiality in supervision and acts accordingly. This includes how evaluations of the supervisee may be shared with concurrent and/or future supervisors.
iii. The supervisor infuses ethical discussions throughout supervision sessions.
iv. The supervisor requires the supervisee to address ethical considerations as part of treatment planning and to document this in casenotes.
v. The supervisor guides the supervisee’s critical thinking process about various ethical issues that arise in clinical work.
vi. The supervisor provides the supervisee with policies and procedures related to the supervisee’s due process rights and acts accordingly.
vii. The supervisor is knowledgeable of prevalent ethical violations and works toward minimizing them in supervision.
viii. The supervisor and supervisee maintain liability/malpractice insurance that covers all facets of their supervisory/clinical work.
ix. The supervisor avoids behaviors that might lead to direct liability (e.g., failure to meet with the supervisee as scheduled and/or as needed, neglecting important client information that the supervisee shares, assigning clients to supervisees who are inadequately trained to deal with those clients’ concerns) and indirect (vicarious) liability.
x. The supervisor addresses ethical issues as needed and, when necessary, reports ethical breaches to relevant constituents (e.g., university, agency, certification and/or licensure board) in a timely manner.
b. The supervisor continually monitors his/her own level of competence in providing supervision and acts accordingly.
i. The supervisor provides supervision only for those supervisees and clients for whom the supervisor has adequate training and experience.
ii. The supervisor limits the number of supervisees he/she supervises at any one time so that adequate and effective supervision can be provided. At a minimum, the supervisor adheres to limits set in accreditation standards and licensure regulations, but chooses to supervise fewer supervisees as needed based on factors such as the needs of the supervisees and clients, as well as personal and contextual considerations.
iii. The supervisor regularly seeks consultation and/or peer supervision of his/her supervision.
iv. The supervisor is engaged in ongoing continuing education in supervision and other professional development activities, including reading current literature on the conduct of supervision.
v. The supervisor conducts supervision in a manner that prioritizes supervisees’ and
clients’ needs and interests rather than the supervisor’s needs.
vi. The supervisor appropriately engages in and models self-care.
c. The supervisor understands that client welfare is his/her first and highest responsibility and acts accordingly.
i. The supervisor assigns the supervisee clients who are appropriate to the supervisee’s experience, developmental level, etc., and/or adjusts supervision (e.g., frequency, closeness) as needed. If clients are assigned by others, the supervisor provides input regarding appropriate clients (e.g., number, severity of client issues).
ii. The supervisor ensures that supervisees provide clients with professional disclosure statements and written informed consent documents that specify that the supervisee is under supervision and is not licensed or certified, if this is the case, and includes the name and contact information of the supervisor.
d. The supervisor does not compromise the supervisory relationship by engaging in relationships with supervisees that are considered inappropriate.
i. The supervisor does not engage in multiple relationships with supervisees nor with supervisees’ significant others.
ii. The supervisor attends to power issues with the supervisee to prevent harmful non-sexual and sexual relationships.
iii. The supervisor explains to the supervisee the appropriate parameters of addressing the supervisee’s personal issues in supervision (identifies the issue, helps the supervisee see the clinical implications, works to minimize the detrimental effects in the supervisee’s clinical work, contributes to a plan for resolution that does not directly involve the supervisor) and acts accordingly.
iv. If the supervisor is a doctoral student, the doctoral student’s supervisor avoids pairings of supervisor-supervisee that would pose a conflict of interest.
v. If the supervisor is a doctoral student, the doctoral student’s supervisor is sensitive to potential conflicts due to the supervisor’s multiple roles with the doctoral student.
e. The supervisor provides ongoing performance assessment and evaluation of the supervisee, including the supervisee’s strengths and limitations. (See also Evaluation section.)
i. Early in the relationship, the supervisor outlines how the supervisee will be evaluated, by what standards, and how and when this information will be given to the supervisee as well as to third parties.
ii. The supervisor employs methods of direct observation of the supervisee’s work with clients.
iii. The supervisor provides the supervisee with fair and ongoing performance assessments and evaluations, including the supervisee’s strengths and limitations.
iv. The supervisor assesses the supervisee for impairment, blind spots, and other limitations.
v. The supervisor does not include the supervisee’s personal disclosures in written evaluations.
8. Documentation
a. The supervisor maintains documentation that provides a system of supervisor accountability.
i. The supervisor maintains documentation that, at a minimum, includes the supervision contract (signed by supervisor, supervisee, and, as appropriate, the site supervisor or others involved in the supervisory experience), supervision session case notes, and formative and summative evaluations of the supervisee.

ii. The supervisor includes the following information in supervision session case notes: supervisee and client informed consent, content of what was discussed (e.g., counseling session reviewed, client updates provided, site issues), review method used (e.g., recorded session, live observation), goals developed for counseling sessions, and recommendations and/or directives regarding counseling session and/or client care. As needed, the supervisor also includes decision processes, problems and remediation efforts.

iii. The supervisor does not include unprofessional remarks about the supervisee or client, sensitive supervisee personal history information, or unsupported opinions in his/her case notes.

iv. The supervisor documents supervision sessions so as to protect client welfare, record supervisee development, provide guidance for preparing for and managing future supervision sessions, and serve as a basis for accurate supervisee evaluations.

v. The supervisor maintains documents related to supervision sessions so that they protect the privacy and confidentiality of the supervisee (e.g., in a locked file cabinet or on a secure server) and are separate from any client files.

vi. The supervisor maintains documentation according to the policies of his/her employing institution, ethical codes, and other relevant guidelines (e.g., licensure regulations). When providing supervision for certification or licensure, the supervisor maintains documentation until the supervisee submits such documentation for credentialing.

9. Evaluation

a. The supervisor understands that evaluation is fundamental to supervision and accepts his/her evaluation responsibilities.

i. The supervisor provides both formative and summative evaluations on a regular basis. In general, formative evaluation occurs in every supervision session and informs the supervisee of his/her incremental progress or lack of progress. Summative evaluation occurs at regular, stated intervals (e.g., mid-term and end of semester; every three months), and includes a written statement of supervisee performance.

ii. The supervisor highlights supervisee strengths and clearly indicates areas of growth in evaluations.

iii. The supervisor provides the supervisee regular opportunities to offer verbal and written feedback about the supervisory process, including anonymous feedback when possible.

iv. The supervisor regularly employs methods of direct observation of the supervisee’s work with clients, including review of entire counseling sessions to ensure that all phases of a session are reviewed. When a supervisee is working with more than one supervisor (multiple supervisors, layers of supervision), at least one supervisor regularly reviews entire sessions.

v. The supervisor bases evaluations on direct observation of counselor performance.
vi. The supervisor uses information from a variety of sources in addition to the supervisor’s own observations (e.g., clients, peers) to evaluate supervisee performance.

vii. The supervisor reviews a representative sample of the range of the supervisee’s work (e.g., individual counseling, group counseling, play therapy, family counseling), range of clients (e.g., adults, adolescents, children, families), and range of clinical issues (e.g., grief and loss, depression, self-injury, career development).

viii. The supervisor attempts to mitigate supervisee anxiety about evaluation by establishing evaluation norms early and exploring supervisee reactions to evaluation.

b. The supervisor clearly communicates the evaluation plan to the supervisee.

i. The supervisor presents, in writing, the evaluation plan (including the document/rating form and the timeline for providing formal, written evaluations) to be used, criteria for success, and consequences of underperformance to the supervisee prior to beginning supervision. These also are discussed with the supervisee, who is provided the opportunity to ask questions.

ii. The supervisor includes core components of counselor competence in the evaluation plan, including relationship building, multicultural and advocacy competences, professionalism, and/or items that address the traditional range foci in supervision (e.g., counseling performance skills, cognitive counseling skills and case conceptualization, self-awareness, and professional behaviors).

iii. The supervisor incorporates the supervisee’s individualized learning goals for supervision in the evaluation plan.

c. The supervisor encourages ongoing supervisee self-evaluation.

i. The supervisor requires supervisees to complete self-evaluations, formative and summative, as part of the evaluation process.

ii. The supervisor helps the supervisee develop self-reflection and self-evaluation skills, and fosters an expectation of regular, ongoing self-reflection over the supervisee’s professional lifespan.

d. The supervisor takes appropriate steps when remediation is necessary.

i. The supervisor normalizes developmental challenges while also providing feedback in clear and constructive language about skills and behaviors that need to be remediated.

ii. When remediation is necessary, the supervisor notifies the supervisee promptly. The supervisor prepares a written remediation plan that includes clear objectives, requirements, a timeline, and consequences of compliance and noncompliance.

iii. If the remediation plan includes personal counseling, the supervisor avoids dual relationships and invasion of supervisee privacy.

10. Supervision Format

a. The supervisor employs various supervision formats (e.g., individual, triadic, peer/colleague review, group supervision) in ways that adhere to accreditation standards and regulations of credentialing bodies (e.g., frequency of individual and group supervision) and that meet the needs of the supervisee, is appropriate to the site, and
adequately addresses the needs of clients.
b. The supervisor does not choose a format based on what may be convenient for the supervisor (e.g., saves time).
i. When more than one supervisee is involved, the supervisor chooses or creates a structure and process that maximizes supervisee involvement and constructive peer feedback.
ii. The supervisor addresses the parameters of confidentiality in supervision formats with multiple supervisees (i.e., triadic, peer, group), including information shared about clients and supervision group members.
iii. Whenever possible, the supervisor is intentional in pairing supervisees for peer, triadic, and group supervision.
iv. The supervisor ensures that, during triadic, peer, and group supervision, constructive feedback is provided and the process is not detrimental to the supervisees involved.

11. The Supervisor
a. The supervisor is competent in providing clinical supervision.
i. The supervisor is a competent and experienced practitioner who has knowledge of a range of theoretical orientations and techniques and experience with diverse client populations, as relevant to their counseling setting.
ii. The supervisor is highly competent, morally sensitive, and ethical in the practices of counseling and supervision.
iii. The supervisor has formal training in clinical supervision.
iv. The supervisor possesses a strong professional identity as a counselor and supervisor.
v. The supervisor is knowledgeable about required and recommended experiences that promote self-efficacy, development, and competence in supervisees (e.g., practicum and internship students as well as post-degree counselors).
vi. The supervisor is competent in multicultural counseling and supervision.
vii. The supervisor is competent in implementing advocacy competencies in counseling and supervision.
viii. The supervisor abides by his/her state counselor and supervisor licensing requirements as well as national counselor and supervisor credentialing requirements.
ix. The supervisor employs an appropriate ethical decision making model in responding to ethical challenges and issues and in determining courses of action and behavior for self and supervisee.
x. The supervisor possesses a range of knowledge and skills in working with diverse supervisees.
xi. The supervisor individualizes supervision based on the specific needs of the supervisee (e.g., learning goals, developmental level, learning style).
 xii. The supervisor incorporates elements of other supervisory styles if his/her preferred style of supervision does not enhance or challenge the supervisee’s professional development and growth to the fullest.
xiii. The supervisor maintains regular and accurate supervision records.
b. The supervisor can clearly describe the purpose of clinical supervision and distinguish it from the counseling process as well as from administrative and program supervision.
i. The supervisor views supervision as an educational and developmental process.
ii. The supervisor is intentional and proactive.
iii. The supervisor is able to make the cognitive shift from thinking like a counselor to thinking like a supervisor.
iv. The supervisor avoids acting as the supervisee’s counselor.
v. The supervisor is aware of the power differential that exists between supervisor and supervisee, does not let it threaten supervisory trust, and makes power issues transparent.
vi. The supervisor understands, accepts, and acts on her/his role as an evaluator and professional gatekeeper, continually monitoring and evaluating the supervisee’s practice of counseling to protect and safeguard the well-being of clients.
vii. The supervisor encourages supervisee autonomy as appropriate.
viii. The supervisor can clearly articulate her/his role as supervisor, including teacher, counselor, consultant, mentor, and evaluator.
ix. The supervisor practices and promotes professional boundaries in supervision, thereby acting as a role model to the supervisee.
x. The supervisor demonstrates professionalism in an effort to encourage the supervisee to exhibit similar behavior.

c. The supervisor has a collaborative relationship with additional supervisors with whom the supervisee may be working (e.g., clinical, administrative, and/or program supervisor at the university, practicum or internship site, and/or work setting).
i. The supervisor works to differentiate roles and responsibilities of each supervisor.
ii. The supervisor establishes a communication method with other supervisors that enhances each supervisor’s work with the supervisee.
iii. The supervisor manages any conflict with other supervisors respectfully and responsibly.

d. The supervisor engages in self-reflection and other avenues of personal professional development.
i. The supervisor explores his/her own cultural identity, including issues of power and privilege, as well as how these affect his/her values and beliefs about counseling and supervision.
ii. The supervisor integrates his/her own cultural self-awareness (see 11.d.i. above) into the supervisor role.
iii. The supervisor is actively interested in other cultures and values ecosystemic differences.
iv. The supervisor continually seeks and accepts new perspectives from the supervisee and others.
v. The supervisor seeks active membership in relevant professional organizations, pursues counseling and supervision credentials, and is involved in ongoing professional development activities regarding supervision.
vi. The supervisor regularly reads research and other scholarly literature about
supervision, and bases his/her supervision practice on current knowledge of best practices in supervision.

vii. The supervisor solicits effectiveness feedback from the supervisee and responds to feedback by paying attention to what can/needs to be changed in the supervisory relationship or the supervisory context.

viii. The supervisor is aware of, explores, and monitors his/her own strengths, limitations, abilities, and resources.

ix. The supervisor is open to ambiguity and the absence of knowledge, and does not pretend to have all the answers.

x. The supervisor has the courage to be imperfect and not expect perfection from self, the supervisee, and others.

xi. The supervisor challenges himself/herself to take appropriate risks in supervision practices and acts out of his/her comfort zone.

xii. The supervisor views errors in supervision as learning opportunities.

xiii. The supervisor engages in critical self-reflection and self-care, and avoids professional stagnation and burnout.

xiv. The supervisor is self-evaluative and regularly seeks out supervision or peer consultation of supervision practices.

e. The supervisor manages supervisory relationship dynamics competently and appropriately.

i. The supervisor bases assessments, evaluations, and developmental feedback on supervisee behavior rather than supervisee personality traits.

ii. The supervisor understands supervisee resistance and manages it effectively.

iii. The supervisor emphasizes the supervisee’s intrinsic motivation rather than extrinsic motivation.

12. Supervisor Preparation: Supervision Training and Supervision of Supervision

a. The supervisor has received didactic instruction and experiential training in clinical supervision (concurrent and/or sequential).

b. The supervisor’s training is based in a developmental perspective and approach.

c. The supervisor’s didactic instruction includes all the topics identified in guidelines published by relevant professional organizations (e.g., ACES) and credentialing bodies (e.g., NBCC, CRC). At a minimum, this didactic instruction includes the following: models of supervision; models of counselor development; formats of supervision; supervisory relationship dynamics; supervision methods and techniques; multicultural considerations; counselor assessment, feedback and evaluation; executive/administrative skills; ethical, legal, and professional regulatory issues; and research on these topics.

d. The supervisor’s training emphasizes theoretical and conceptual knowledge, skills and techniques, and self-awareness.

e. The supervisor’s training includes appropriate application of teaching, counseling, and consulting skills in supervision.

f. The supervisor’s training emphasizes the role modeling that the supervisor provides in all his/her interactions with the supervisee.

g. The supervisor’s training emphasizes the supervisory relationship as the primary vehicle for learning in supervision.
h. The supervisor’s training includes an emphasis on managing the delicate balance of challenge and support of the supervisee.

i. The supervisor’s training includes instruction in relevant learning theories, principles, and research.

j. The supervisor is trained to understand that his/her focus includes both the clinical and the professional development of the supervisee.

k. The supervisor’s training includes recognition of the need for different approaches, formats, structures, and types of supervision for different supervision settings (e.g., universities, agencies, schools, privately contracted).

l. The supervisor articulates a personal philosophy of supervision as a result of training and supervised experience as a supervisor.

m. The supervisor’s training includes supervision of supervision based in some form of direct observation of his/her work with supervisees.

i. Supervision of supervision follows the guidelines of relevant accreditation standards and credentialing bodies.

ii. Supervision of supervision adheres to all relevant “best practices” identified in this document.

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