

# **WEST VIRGINIA UNIVERSITY**

**College of Education and Human Services  
Department of Counseling & Learning Sciences**

## **Counseling M.A. Program**



### **Practicum & Internship Site Supervisor Manual for School & Clinical Mental Health Tracks**

(August 2021)

# West Virginia University Counseling Practicum and Internship Site Supervisor Manual for School and Clinical Mental Health Tracks

The purpose of Practicum and Internship is to provide students with supervised counseling experiences designed to consolidate, integrate, and link theory to practice. In short, fieldwork provides students with opportunities to develop, refine, and evaluate their counseling skills. The purpose of this manual is to provide information, procedures, timelines, guidelines, objectives, samples of necessary forms, and information that should be helpful to supervisors of current practicum and internship students. Ideally, this manual will be read by supervisors so that they will be familiar with the procedures and policies that are followed by the Counseling Department. If you are a supervisor and have any questions or concerns about what is in the manual, please contact Dr. Elisabeth Simpson, clinical placement coordinator at Elisabeth.simpson@mail.wvu.edu.

## Practicum

Practicum is a supervised counseling experience (minimum **100 clock hours, 40 of which must be “direct contact” hours as defined below**) designed to orient students to the role and responsibilities of the professional school or clinical mental health counselor. **School Counseling students must lead or co-lead a counseling or psychoeducational group in practicum. Clinical Mental Health Students are ideally provided group leading experiences during practicum as well.** Full time students typically complete practicum during the fall semester of their second year. Students are required to be on site at least one day a week. Many students often choose to be on site for two days or split their time in other ways that work best for their placement site. It is well within your right as a site supervisor to require more than one day per week during practicum. This experience is defined more comprehensively in the pages that follow.

## Internship

Internship is the culmination of the academic preparation to become a professional counselor. This supervised, **40 hour a week** experience enables students to focus more intensively on a broader range of competencies and skills. It generally occurs during the spring semester of the second year and requires a minimum of **600 clock hours (240 or more of which must be “direct contact” hours as defined below, as defined by the student’s syllabus)**. **In addition, all students must lead or co-lead a counseling or psychoeducational group during internship.** This experience is defined more comprehensively in the pages that follow.

## Direct Contact Hours

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines direct contact as experience in individual counseling and group work. This may include other services that directly affect clients/students as well. Please refer to the course syllabus for further definition of direct service.

## **Clinical Mental Health Track Placements**

Clinical Mental Health Counseling placements are designed to provide the knowledge and skills required for counselors to work in a variety of community/clinical settings, including mental health centers, substance abuse treatment programs, social service agencies, residential and intensive outpatient, home/school-based programs and employee assistance programs in business and industry.

Accordingly, Clinical Mental Health Track students will have experiences that may include but are not limited to:

- Diagnosis and assessment
- Intake and treatment/discharge planning/outcome assessment
- Crisis response
- Psychoeducation
- Short- and long-term personal counseling
- Substance abuse treatment
- Family and relationship counseling
- Long term supportive counseling for those with chronic emotional problems
- Group counseling
- Participating in continuing education and professional development

## **School Track Placements**

School Counseling placements are designed to provide the knowledge and skills required to be an effective professional school counselor. Accordingly, School Counseling students may have experiences that include but are not limited to:

- Group and short-term individual counseling to help children deal with developmental concerns, school related problems, and other personal concerns
- Referral of and advocacy for children who require specialized assistance
- Coordination efforts with teachers, parents, support personnel, and community resources to promote program objectives, and facilitate successful student development and achievement
- Planning and implementing a comprehensive school counseling program that is consistent with the ASCA National Model and WV Policy 2315: Comprehensive School Counseling Program mandates
- Consulting activities with classroom teachers, administrators, school psychologists, school social workers, and other personnel or individuals who play an integral role in student success
- Providing professional development opportunities for school personnel as consistent with the student's areas of expertise
- Participating in continuing education and professional development

## Goals of Practicum and Internship

- To acquaint and provide students with opportunities to engage in the roles, duties, and responsibilities of a professional school or clinical mental health counselor
- To provide students the opportunity to become familiar with a variety of professional activities and resources in addition to direct services (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings)
- To enable students to develop counseling techniques that are best acquired and developed in actual counseling relationships
- To help students learn to integrate counseling theories acquired through course work to actual client/student issues and concerns
- To help students develop the skills of a counselor so that they can begin to feel confident in their ability to function as professionals in the field
- To help students work and function as a team member with other professionals in the counseling process
- To provide students with experiences that enable them to comprehend and respond to feedback from supervisors

## On-Site Supervision

### Role of Site Supervisor

Site supervisors provide on-site training and supervision of practicum and internship students. Site supervisors provide scheduled weekly individual supervision sessions. CACREP requires that site supervisors have an *earned master's degree in Counseling or a related field* and *two years of experience as a counselor or a therapist*, preferably in their current setting. New guidelines developed by the WV Department of Education stipulate that supervisors of school counseling students possess the following:

1. A minimum of 5 years of experience as a school counselor
2. A minimum rating of "Accomplished" on the two previous year's evaluations.
3. Completion of an online professional development course for Mentor Teachers (free for school counselors and available via the WVDE website) **OR**
4. Hold a current NBCC certification or be an LPC.

### Weekly Supervision by Site Supervisors

Weekly (**one hour per week**) individual supervision by the on-site supervisor is required. During supervision sessions, students should have the opportunity to discuss ethical/professional concerns, client issues and interventions, application and integration of theories, practicum/internship procedures and policies, and professional development issues. Supervisors may, at their discretion, require students to be prepared to present audio/video tapes of counseling sessions during these sessions as well as review session notes. Many on-site supervisors also augment these individual

supervision sessions by electing to have students sit in on their sessions with clients as a co-counselor or by observing sessions or interactions with clients.

On-site supervisors are encouraged to include the following activities:

- Case/client discussion and feedback
- Review of audio and/or videotapes
- Observation of the student's sessions
- Co-counseling opportunities with the site supervisor or other counselors at the site
- Review of session notes
- Ongoing performance feedback and review of student's learning goals
- Discussions regarding linking theory to practice
- Discussions regarding personal and professional development
- Review of agency/school procedures/requirements and resources
- Employment/job/ search/licensure related discussions
- **Documentation of a minimum of one hour per week of supervision is required. This supervision may take place in one 1-hour session or in two 30-minute sessions.**

## WVU Requirements for Site Supervisors

- Attend a Clinical Placement Orientation Meeting *at least once every three years*, which is a requirement to maintain the department's CACREP accreditation. The orientation is a meeting held at the beginning of the fall and spring semesters where the Clinical Placement Coordinator, or a representative of the department discusses policies and procedures regarding practicum and internship and discusses the program and the preparation of our students. It is also a time when supervisors can ask questions or offer feedback.
- Provide weekly supervision with the practicum student or intern
- Create and maintain an account in the online supervision environment used by the WVU program (Tevera)
- Complete a mid-term and final evaluation form on each student under their supervision
- Electronically sign log sheets maintained by the student (must be completed in Tevera)
- Alert faculty supervisor or Clinical Placement Coordinator of any problems with a student *immediately*
- Provide a report or possibly attend any administrative hearing regarding a student who is not performing satisfactorily

## Responsibilities of Site Supervisors

1. Follow the ethical standards of the American Counseling Association (ACA) and/or the American School Counseling Association (ASCA), applicable federal and state laws, and departmental and university procedures regarding fieldwork and evaluation of students. Supervisors should be particularly familiar with Section F: Supervision, Training and Teaching.  
<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

2. Provide adequate workspace and necessary supplies and equipment to students.
3. Provide training that orients students to school/agency mission, goals, internal operating procedures, staff, emergency procedures, and available related agency and community resources.
4. Assign clinical and site responsibilities which consider student's learning needs, the ongoing development of their skills, and the needs of the agency.
5. Supervise student's on-site fieldwork. Logistically this means that the on-site supervisor is responsible for supervising the diagnosis of clients, the process and consequences of treatment, and all counseling-related responsibilities and outcomes.
6. In their absence, ensure that back-up supervision is provided to students.
7. Assess student's counseling skills by observing sessions, co-counseling and/or reviewing video/audio tapes of the student's work.
8. Ensure that students are assigned appropriate responsibilities and clients within their approved counseling site. This may include any legitimate counseling responsibilities as completed by the site host. Students may help with any clerical duties supervisors regularly complete but may not be utilized as clerical assistants.
9. Provide students with regular opportunities to audio/video tape clients. If the agency does not allow this, the student should be made aware of this policy immediately. In some cases, the faculty supervisor and the student can come up with alternative ways of obtaining a recorded session and feedback.
10. Provide opportunity for and support the student in collecting data relevant to the site that will allow the student to complete an action research/program evaluation of an identified element at the site.
11. Contact the faculty supervisor **early in the semester** in the event the student is not performing satisfactorily.
12. Inform students of the legal and ethical issues pertinent to counseling and the profession.
13. Regularly review case records kept by student to ensure that these case records are kept according to site requirements, the ACA ethical code, and federal and state laws.
14. Schedule weekly individual supervision with students.
15. Provide ultimate responsibility for client issues. As the professional who is supervising the student, site supervisors are ultimately responsible for the actions of the student and the wellbeing of clients.

16. Provide ongoing feedback to students regarding their skill development and thoughtfully complete the required electronic midterm and final evaluation of students.
17. Review and electronically sign student's fieldwork and supervision log.
18. Support student's professional development by providing them with supervision, training, and in the case of interns, time away from the site to participate in required (infrequent) departmental meetings, academic courses, and employment interviews.

## **Practicum**

### **Requirements of the Practicum Student**

Generally, practicum consists of a placement of one day per week for one semester (15 weeks) at an approved school, agency, service, or institutional setting. A minimum of **100 contact hours** is required. **Forty (40) of these must be direct service hours.**

Group supervision sessions (minimum of 10 sessions) with an assigned faculty member are required. These meetings provide opportunities for students to share experiences, discuss ethical concerns, and counseling and consultation interventions. These meetings count towards the 100 total contact hours.

Weekly individual or dyadic supervision with a faculty supervisor is also required for practicum (minimum of 10 sessions with the faculty supervisor). Audio and/or videotapes of counseling sessions may be discussed during many of these individual sessions.

Weekly individual supervision by the on-site supervisor is also required in addition to the weekly faculty supervision.

### ***Practicum Requirement Summary***

- Practicum is a **minimum** of one day per week for 15 weeks
- 100 approved contact hours (**at a minimum**)
- 40 of these 100 hours must be direct service work
- Weekly individual supervision with the site supervisor
- A *minimum* of 10 meetings with practicum class
- A *minimum* of 10 supervision sessions with the faculty supervisor
- A *minimum* of 4 audio /video tapes of clients
- Any additional requirements of the site supervisor or faculty supervisor

Note: Although no specific number of hours in group leading is required, students may spend as many as **fifteen** of their required direct service hours in this activity.

## Grading of Practicum

One of two grades is given for the practicum: “P” (Pass) or “F” (Fail). A grade of “P” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “F” will be given when site or university requirements have not been accomplished in an acceptable manner.

## Internship

### Requirements of the Internship Student

Internship is defined as a professional training experience consisting of a minimum of **600** contact hours (9 credit hours) in an approved agency or school setting. Two hundred forty (**240**) or more of the designated hours must be direct service contact hours. A minimum of **three** hours each day should be spent providing direct counseling services to clients. At least two of these hours should be scheduled with clients whose presenting problems are of enough depth as to lend themselves to a critical review of the student's counseling skills.

Weekly individual supervision by the on-site supervisor is also required.

Group supervision sessions with an assigned faculty member are required and provide opportunities for students to share experiences and discuss cases, intervention strategies, and ethical concerns. These meetings count towards the 600 contact hours.

Students are **required** to engage in group counseling. A minimum of 5 contact hours must be devoted to group counseling; that is, the student spends at least 5 hours leading or co-leading groups.

Students must participate in consultative activities (a minimum of 5 hours) which benefit another party (e.g., working with a teacher, parent, or human service worker to benefit a client).

### *Internship Requirement Summary*

- *Minimum* of 600 contact hours (9 credit hours)
- *Minimum* of 240 or more direct service hours (3 hours per day)
- Weekly on-site supervision
- *Minimum* of 10 weekly group supervision sessions with faculty supervisor
- Group supervision with faculty supervisor
- Group counseling experiences (minimum of 5 contact hours)
- Consultative experience (minimum of 5 contact hours)
- Any additional requirements of the site supervisor or faculty supervisor

## Grading of Internship

One of two grades is given for the internship: “P” (Pass) or “F” (Fail). A grade of “P” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “F”



will be given when site or university requirements have not been accomplished in an acceptable manner.

### **Student Responsibilities for Practicum and Internship**

1. Participate in agency/school orientation/training prior to the start of internship (or before seeing clients). At a minimum, students should be familiar with site operations/procedures/policies, resources, professional literature, computer systems, referral procedures, and assessment instruments.
2. Obtain liability insurance and provide a copy of insurance verification to the faculty supervisor via Tevera prior to the start of their fieldwork.
3. Familiarity with and adherence to the ethical standards of the American Counseling Association (ACA) available at: <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>
4. School counselors must also be familiar with and adhere to the ASCA ethical standards available at: <https://schoolcounselor.org/school-counselors-members/legal-ethical>
5. Prompt and regular attendance at the fieldwork site and at all the practicum or internship course and supervision meetings.
6. Dress appropriately and conduct themselves in a professional manner.
7. Clearly communicate with clients regarding their status as a counseling student/trainee.
8. Communicate problems and concerns in a timely manner to the site and/or faculty supervisor. Client emergencies, conflicts with agency/staff, and/or ethical concerns must be communicated immediately to the site and/or faculty supervisor.
9. Provide audio or video recordings of counseling sessions to their faculty supervisor (and site supervisor as required). Students must obtain permission to tape clients from their site supervisor, written permission from clients as well as adhere to the rules and regulations of the site, the ASCA, or the ACA related to recording sessions with clients.
10. Collect data relevant to the site that will allow the student to complete an action research/program evaluation of an identified element at the site.
11. Notify the faculty supervisor in a timely manner should emergency circumstances or illness prevent them from keeping to their agreed upon schedule.
12. Seek out, prepare for, and utilize supervision. This means being prepared to discuss cases, concerns, and questions when attending weekly supervision.

13. Complete all case records and progress notes in such a manner as to fully comply with Federal and state law, the ACA Ethical Code, and site policies (For clinical mental health counseling students this means completing all required HIPAA training).
14. Initiate and maintain an active account in Tevera where all records and logs shall be kept.
15. Maintain an accurate and timely electronic log of their fieldwork activities.
16. Complete electronic Site and Supervisor Student Evaluation forms in Tevera and submit them to no later than the end of finals week.
17. Fill-out electronic fieldwork log forms accurately, regularly, and complete and submit them to the Faculty Supervisor no later than the end of Finals week (or sooner if requested). This shall be done in Tevera.
18. Complete any additional requirements of the site supervisor and the faculty supervisor.

## **Tevera**

Beginning in the fall of 2018, WVU's counseling program initiated using an online supervision system called Tevera (<https://wvu.tevera.app>). Tevera allows the program, site supervisors, and students alike to track, review, and store key data such as time logs, site contracts, and site information online for easy access and data collection. All students and site supervisors are expected to maintain an active Tevera account while completing placements and supervising students in WVU's program. Site supervisors receive an invitation email once they have agreed to serve as a supervisor. Once the free registration is completed, supervisors can explore the software using tutorials provided on the site. Site supervisors should also rely on their students for assistance and learning the system. Finally, the clinical placement coordinator stands ready to provide support and assistance with the software as well. The following activities are completed in Tevera:

1. All contracts between WVU, the Counseling program, and the student(s)
2. All time logs
3. All mid term and final evaluations of student progress
4. All student evaluations of sites
5. All updated data and profiles of the site
6. All additional assignments created by faculty supervisors
7. Documentation of student purchased liability insurance

## **West Virginia University Responsibilities**

The on-site supervisor will at times interact with one or two people from the University. Each student will be assigned to a university faculty member and that faculty member will be in contact with the on-site supervisor in the beginning of the semester. Also, the Clinical Placement Coordinator may contact site supervisors or supervisors if there are questions or concerns.

## Faculty Supervisor Responsibilities

1. Provide the student and the site supervisor with contact information (email and telephone number).
2. Arrange to meet with students for the appropriate number of individual and group sessions. (a minimum of 10 individual (practicum) and 10 group (practicum and internship) sessions)
3. Engage in ongoing professional development in supervision, ethics, and counselor education.
4. Follow the ethical standards of the American Counseling Association (ACA) or the American School Counseling Association (ASCA), departmental and university procedures, and federal and state laws. Supervisors should be particularly familiar with Section F: Supervision, Training and Teaching  
<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>
5. Clearly state expectations, requirements, and evaluation criteria.
6. Provide supervision (individual and/or dyadic and group) as outlined in the Counseling 685 or 686 syllabi.
7. Inform students of the ethical responsibilities and standards of the counseling profession.
8. Inform students of legal issues related to the counseling profession (e.g., confidentiality, privileged communication, duty to warn and protect, malpractice, and negligence).
9. Ensure that the student is maintaining case records on each client, according to the site requirements, ACA ethical code, and pertinent state and federal laws (in conjunction with the site supervisor).
10. Review audio/video tapes of the student's counseling sessions.
11. Provide ongoing feedback to students regarding his/her skill development and professional growth.
12. Help students recognize and navigate problems related to interpersonal dynamics/conflicts between the student and professionals at the fieldwork site.
13. Help students regularly and accurately evaluate their professional development and growth during the fieldwork experience.
14. Inform students at the earliest opportunity if their progress is not satisfactory and when appropriate, work with on-site supervisor to develop a remediation plan.
15. Facilitate and develop discussions, lectures, and/or other training experiences to meet the learning needs of their students.

16. Review student's electronic fieldwork logs, evaluations, and performance in class and assign fieldwork grades in a manner consistent with the guidelines outlined in this manual.
17. Notify the Clinical Placement Coordinator of the existence of conflicts which could necessitate the removal of a student from a site.
18. Provide necessary contact information to site supervisors and be available for consultation with site supervisors, when they have questions or concerns.
19. Provide front line technological support to students who experience issues with the supervision system, Tevera.

### **Faculty Supervisor Contact Information**

Ed Jacobs, Ph.D., LPC  
Associate Professor  
Counseling Program Admissions Coordinator  
304-293-2177  
Allen Hall  
Ed.Jacobs@mail.wvu.edu

- Dr. Jacobs the Coordinator of the Counseling Program.
- Dr. Jacobs earned his doctorate in counselor education from Florida State University, and masters and undergraduate degrees from the University of Texas in Austin. He has taught at West Virginia University since 1972 and still has a passion for graduating outstanding counselors.
- Dr. Jacobs conducts over 30 workshops a year throughout the United States and Canada on Impact Therapy, group counseling, addictions counseling, and various other counseling related topics. He is a Fellow in the Association for Specialists in Group Work and have a small private practice, seeing 2-5 clients per week.
- Dr. Jacobs has authored of over twenty articles and chapters and four books: *Impact Therapy*, *Creative Counseling Techniques: An Illustrated Guide*, *Group Counseling: Strategies and Skills and Leading Groups in Corrections: Skills and Techniques*. You can find more information about Ed, his books, audio tapes and workshops on his web page at [www.impacttherapy.com/page08.html](http://www.impacttherapy.com/page08.html)

Monica Leppma, Ph.D., LMHC, NCC  
Associate Professor  
CACREP Liaison  
Allen Hall  
304-293-0540  
Monica.Leppma@mail.wvu.edu

- Dr. Leppma has been a faculty member for the Counseling Program at WVU since 2011. She is also the chapter faculty advisor for the student counseling organization.
- Dr. Leppma completed her Doctor of Philosophy in Counseling and Counselor Education at the University of Central Florida and her Master of Arts in Mental Health Counseling at the University of Central Florida.
- Dr. Leppma is a Nationally Certified Counselor and has been a Licensed Mental Health Counselor in the state of Florida since 2005.
- Dr. Leppma has worked in a variety of clinical settings with children, adolescents, and adults, including substance abuse, juvenile justice, hospice, domestic violence, community mental health, and public-school systems. In addition, she maintained a private practice in Florida for several years before obtaining her doctorate degree.
- Dr. Leppma's research interests include the use of positive emotions and meditation for improving psychological, emotional, social, and physical health. Her dissertation examined the effect of positive emotions generated via meditation on factors related to burnout prevention in counseling students.

Christine Schimmel, Ed.D., NCC, LPC  
 Associate Professor  
 Counseling Program Coordinator  
 School Counseling Coordinator  
 Allen Hall  
 Christine.Schimmel@mail.wvu.edu

- Dr. Schimmel is the program coordinator for the MA in Counseling as well as School Counseling program Coordinator. She previously taught as an instructor for Marshall University in their school counseling program from 1998 to 2009.
- Dr. Schimmel earned her Doctor of Education at Marshall University in 2008. Her dissertation compared the work activities of school counselors in the state of West Virginia against the American School Counselor Association National Model.
- Dr. Schimmel has maintained an active role in volunteer counseling activities in Upshur County, where she also lives.
- Dr. Schimmel is a former board member of the West Virginia Board of Examiners in counseling, where she served as a part of the credentialing committee, and as Secretary for the Board for over 13 years.
- Dr. Schimmel regularly presents at local school districts, state and national conferences, and has authored or coauthored several articles, books, and book chapters.

Rawn Boulden, Ph.D.  
 Assistant Professor  
 Allen Hall  
 Rawn.Boulden@mail.wvu.edu

- Dr. Boulden was a school counselor before assuming his professorship position, and currently provides outpatient mental health services to youth and adolescents in the Greater Morgantown region.
- Dr. Boulden obtained his doctorate in counselor education and supervision from Old Dominion University.

Heidi O'Toole, MS, LPC, C-EH-P, EMDR-T  
Teaching Instructor  
Allen Hall  
304-293-2185  
Heidi.O'Toole@mail.wvu.edu

- Ms. O'toole is the Teaching Instructor on the faculty. She was previously an adjunct instructor and has also previously taught for Marshall University in their counseling program.
- Ms. O'toole's areas of specialty are trauma, addiction, and attachment. She has also integrated the relationship of neuroscience within the counseling process into her coursework.
- Ms. O'toole is the co-founder of WV Therapy and Wellness Center which is a private practice that offers specialized series form both individuals and families who have been adversely affected by trauma and/or addiction.
- Ms. O'toole has developed several trainings and workshops which she presents at local, state, and national levels.

Elisabeth Simpson, Ph.D., CRC, NCE  
Teaching Assistant Professor  
Clinical Experience Coordinator  
Clinical Rehabilitation & Mental Health Counseling  
Allen Hall  
304-293-2172  
Elisabeth.Simpson@mail.wvu.edu

- Dr. Simpson has been a Teaching Assistant Professor in the Clinical Rehabilitation and Mental Health Counseling program at WVU since 2018 and the Field Experience Coordinator since 2021.
- Dr. Simpson completed her Ph.D. in Counselor Education & Supervision at Duquesne University in 2017 and her M.S. in Rehabilitation Counseling at WVU in 2009.
- Dr. Simpson is a Nationally Certified Counselor and Certified Rehabilitation Counselor. In addition to her work as a rehabilitation counselor educator, she has presented at numerous national conferences as a subject-matter expert in the employment of people with physical and mental health impairments.
- Dr. Simpson previously worked as Lead Consultant with the Job Accommodation Network (JAN) at WVU included consultation and training of employer representatives and human resource managers in disability employment policy, accommodations, and best practices for hiring people with disabilities.
- Dr. Simpson's research interests include social justice competency, assistive technology, and pre-employment transition services for youth with disabilities.

### **Clinical Experience Coordinator Responsibilities**

1. Schedule and facilitate fieldwork meetings (orientation to practicum in the fall and practicum information meeting in the spring).

2. In conjunction with other faculty, review fieldwork applications and deny or approve them.
3. Communicate with sites regarding the availability of fieldwork opportunities.
4. Develop and evaluate new fieldwork opportunities. Regularly update the fieldwork site list in Tevera.
5. Maintain appropriate contact with students, faculty advisors, and university and site supervisors.
6. Consult with site and university supervisors regarding problems with student's fieldwork placements.
7. Ensure that contracts and evaluations are submitted in Tevera and received from fieldwork sites.
8. Update fieldwork manual, supervisor's manual, and forms.
9. Help students obtain an appropriate practicum and internship site.
10. Serve as a liaison between the site personnel, faculty, and students.
11. As time permits, develop supervision training and resource materials for on-site supervisors.
12. Maintain relationship with support personnel from Tevera and conduct regular electronica meetings with Tevera staff to ensure quality data management in Tevera's system.

## **Questions and Other Issues**

**What if the site does not allow taping?** The faculty is aware that some excellent sites do not allow for taping. In a case like this, faculty work with the student and explore other sources for taping sessions. Faculty may ask site supervisors to sit in and evaluate the counseling or faculty may ask for permission for the WVU supervisor to sit in on sessions.

**What if the site does not have opportunities for the student to lead groups?** The faculty understands that some sites may not be set up for the student to lead groups. In cases like this, faculty will discuss other options for students to fulfill the group leading requirement.

**What if the site does not have the opportunity for conducting individual counseling?** Since a major component of the practicum and internship is the development of individual counseling skills, faculty would be concerned if conducting individual counseling was not available. Most likely, sites that cannot accommodate individual counseling would not be approved.

**What are the student's obligations during university holidays and breaks?**

Students are expected to adhere to the agency/school holiday schedule unless alternative arrangements are made with the site supervisor. Students should not plan Thanksgiving or Spring Break trips without their site supervisor's approval.

**What about the student who must work during their internship?**

Employment during internship is discouraged. With that said, faculty are aware that personal circumstances may require that students continue to be employed during internship. Students who must work during internship may wish to consider applying to sites which have expanded or more flexible operational hours. Students who are employed during internship must keep in mind that in almost all cases their *employment hours must be scheduled around their required internship hours*. Site supervisors will (and should) expect students to put the needs of the agency/school and clients as their top priority. Some students request extending internship over two semesters, which must be worked out with the site and the Clinical Placement Coordinator.

**Evaluation Forms**

Twice a semester, supervisors will be asked to complete an evaluation form like the forms included here. These forms, the degree to which they are complete and accurate, and the timeliness of their completion play a major role in determining a student's success in the field work experience. These forms are to be completed in the online system, Tevera. Final grades will not be issued to any student without this valuable feedback from the site supervisor. Students will also complete an evaluation of the site at the end of the semester.





# West Virginia University Counseling M.A. Program

## CLINICAL SUPERVISOR'S EVALUATION OF CLINICAL MENTAL HEALTH TRACK STUDENT

Student \_\_\_\_\_ Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Site Supervisor Email Address \_\_\_\_\_

WVU Faculty Supervisor \_\_\_\_\_

Period of evaluation: From \_\_\_\_\_ To \_\_\_\_\_

Is this a *PRACTICUM* or *INTERNSHIP* evaluation? (please circle)

Is this a *MIDTERM* or *END OF SEMESTER* evaluation? (please circle)

This evaluation is based on (please check all that are relevant):

- Individual Supervision
- Group Supervision
- Case Discussion (team or unit meetings, case conferences, etc.)
- Training Sessions
- Review of Recordings (Audio or video)
- Observation of Sessions
- Co-Counseling of Cases
- Reviewed intakes/treatment plans/notes
- Other (please specify): \_\_\_\_\_

---

**For Faculty Use only:**

Ethical practice: 1 2 3 4                      Diversity: 1 2 3 4

Theories use: 1 2 3 4                      Disposition: 1 2 3 4

Career Counseling: 1 2 3 4

Leading Groups: 1 2 3 4

**Overview of Hours**

Direct Service Counseling:

**40** hours required for a full semester of practicum

**240** hours required for a full semester of internship

(30 of the 40 hours for practicum and 160 of the 240 hours for internship *must be* individual counseling with clients who have presenting problems of sufficient depth and intensity as to lend themselves to the internship student's or intern's professional development. Other direct service hours may be group, intake, vocational, etc.).

Individual Counseling Hours \_\_\_\_\_

Group Counseling Hours \_\_\_\_\_

Other Direct Service Hours \_\_\_\_\_

Supervision:

Students are required to meet with their site supervisor for 1 hour of supervision per week

Supervision Hours \_\_\_\_\_

Supervision with faculty supervisor \* \_\_\_\_\_

Group supervision (internship meetings) \* \_\_\_\_\_

\*(to be confirmed by faculty supervisor)

All Other Counseling Activities:

Includes all hours in related activities, program coordination, etc., that are not included in the above categories

Related Activities Hours \_\_\_\_\_

Sum of Hours to Date

Total hours that the student has completed since beginning the placement. 100 total required hours for practicum. 600 total required hours for internship.

**Total Hours** \_\_\_\_\_

Being as fair and objective as possible, please rate the student according to the scale provided below. Feel free to add any comments, in the spaces provided, or on the backs of these forms. Please note that training is a developmental process and therefore students should expect that some competency areas will be further developed than other areas. This evaluation is meant to be shown to the student and used for their skill development. Thank you for your cooperation.

**Evaluation of Competencies**

1= Poor 2 = Average 3 = Good 4 = Outstanding NA = Not applicable/observed

<b>Professional Counseling Orientation &amp; Ethical Practice</b>					
Keeps appointments and attends meetings	1	2	3	4	NA
Asks for assistance when needed.	1	2	3	4	NA
Is willing to share extra duties.	1	2	3	4	NA
Maintains good rapport with colleagues	1	2	3	4	NA
Demonstrates knowledge and application of HIPAA	1	2	3	4	NA
Demonstrates knowledge of agency policies / procedures	1	2	3	4	NA
Able to function as a team member	1	2	3	4	NA
Completes paperwork promptly and accurately	1	2	3	4	NA
<b>Demonstrates an awareness of and adherence to ethical standards</b>	1	2	3	4	NA
Comments:					

<b>Personal Growth and Understanding</b>					
Demonstrates self-awareness and self-understanding	1	2	3	4	NA
Demonstrates emotional stability	1	2	3	4	NA
Demonstrates a sense of fairness, justice and client advocacy	1	2	3	4	NA
Able to take initiative and perform independently	1	2	3	4	NA
Able to seek and make use of supervision	1	2	3	4	NA
Shows ability to accept and act on constructive criticism	1	2	3	4	NA
Actively works to recognize and overcome deficits	1	2	3	4	NA
<i>Comments:</i>					
<b>Helping Relationships, Human Development &amp; Group Work</b>					
Communicates genuine interest in and acceptance of clients	1	2	3	4	NA
Accurately identifies client concerns and conflicts.	1	2	3	4	NA
Understands the developmental stages of clients	1	2	3	4	NA
<b>Able to maintain a good, working counseling relationship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<b>Able to apply counseling theories in a productive, helpful manner</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Demonstrates appropriate confrontation skills.	1	2	3	4	NA
Uses silence effectively.	1	2	3	4	NA
Able to facilitate communication with challenging clients.	1	2	3	4	NA
Sets and maintains appropriate boundaries	1	2	3	4	NA
Demonstrates crisis intervention skills when necessary	1	2	3	4	NA
<b>Able to facilitate group interactions.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<i>Comments:</i>					

<b>Case Management/Treatment Planning &amp; Career Development</b>					
Develops realistic, measurable treatment goals	1	2	3	4	NA
Demonstrates knowledge of agency programs and staff roles	1	2	3	4	NA
Demonstrates knowledge of community resources	1	2	3	4	NA
Effectively facilitates discharge/termination	1	2	3	4	NA
Follows-up on referrals/interventions/homework assignments	1	2	3	4	NA
<b>Demonstrates knowledge of career counseling</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<b>Effectively facilitates career counseling when appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<i>Comments</i>					
<b>Assessment, Research, Testing &amp; Diagnosis</b>					
Understands and uses assessment instruments appropriately	1	2	3	4	NA
Demonstrates knowledge of DSM-5 criteria	1	2	3	4	NA
Able to consider differential diagnoses	1	2	3	4	NA
Demonstrates knowledge of psychotropic medication	1	2	3	4	NA
Conducts a thorough assessment of client needs.	1	2	3	4	NA
Adequately explains test/procedures to clients.	1	2	3	4	NA
Demonstrates awareness of the impact of gender, sociocultural and ethnic influences on assessment.	1	2	3	4	NA
<i>Comments:</i>					
<b>Social and Cultural Diversity</b>					
Identifies issues of diversity that may impact counseling	1	2	3	4	NA
Demonstrates appropriate interventions based on a multicultural perspective.	1	2	3	4	NA
<i>Comments:</i>					

<b>FINAL COMMENTS: OVERALL</b> , please rate your experience with this student to date.					
Counseling Ability	1	2	3	4	NA
Personal Growth/Maturity	1	2	3	4	NA
<b>Professional Disposition/Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Potential for overall success as a future counselor in a similar setting	1	2	3	4	NA

**Please respond to the following:**

Please describe activities supervised:

Describe this student's development as a counselor and strengths as a counselor and supervisee:

Describe this student's counseling skills areas in needs of further development:

**Overall Impression of This Student's Ability to Function as a Professional Counselor:**

FOR PRACTICUM STUDENTS ONLY: Is this student ready to continue on to internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

FOR INTERNSHIP STUDENTS ONLY, Should this student receive a passing grade for internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

THANK YOU for providing supervision to this student.

I certify that I have completed this evaluation and discussed it with the student.

---

Site Supervisor's Signature

Date

I certify that I have reviewed this evaluation with my site supervisor.

---

Student's Signature

Date

Return to:  
Department of Counseling & Learning Sciences  
Box 6122  
Morgantown, WV 26506  
Facsimile: 304.293.4082



# West Virginia University Counseling M.A. Program

## SCHOOL SITE SUPERVISOR'S EVALUATION OF SCHOOL TRACK STUDENT

Student \_\_\_\_\_ Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Site Supervisor Email Address \_\_\_\_\_

WVU Faculty Supervisor \_\_\_\_\_

Period of evaluation: From \_\_\_\_\_ To \_\_\_\_\_

Is this a *PRACTICUM* or *INTERNSHIP* evaluation? (please circle)

Is this a *MIDTERM* or *END OF SEMESTER* evaluation? (please circle)

**This evaluation is based on (please check all that are relevant):**

- \_\_\_\_\_ Individual Supervision
- \_\_\_\_\_ Group Supervision
- \_\_\_\_\_ Case Discussion (team or unit meetings, case conferences, etc.)
- \_\_\_\_\_ Training Sessions
- \_\_\_\_\_ Review of Recordings (Audio or video)
- \_\_\_\_\_ Observation of Sessions
- \_\_\_\_\_ Co-Counseling of Cases
- \_\_\_\_\_ Reviewed intakes/treatment plans/notes
- \_\_\_\_\_ Other (please specify): \_\_\_\_\_

**For Faculty Use only:**

Ethical practice: 1 2 3 4                      Diversity: 1 2 3 4

Theories use: 1 2 3 4    Disposition: 1 2 3 4

Career Counseling: 1 2 3 4

Leading Groups: 1 2 3 4



**Overview of Hours**

Direct Service Counseling:

**40** hours required for a full semester of practicum

**240** hours required for a full semester of internship

(30 of the 40 hours for practicum and 160 of the 240 hours for internship *must be* individual counseling with clients who have presenting problems of sufficient depth and intensity as to lend themselves to the internship student's or intern's professional development. Other direct service hours may be group, intake, vocational, etc).

Individual Counseling Hours \_\_\_\_\_

Group Counseling Hours \_\_\_\_\_

Other Direct Service Hours \_\_\_\_\_

Supervision:

Students are required to meet with their site supervisor for 1 hour of supervision per week

Supervision Hours \_\_\_\_\_

Supervision with faculty supervisor \* \_\_\_\_\_

Group supervision (internship meetings) \* \_\_\_\_\_

\*(to be confirmed by faculty supervisor)

All Other Counseling Activities:

Includes all hours in related activities, program coordination, etc., that are not included in the above categories

Related Activities Hours \_\_\_\_\_

Sum of Hours to Date

Total hours that the student has completed since beginning the placement. 100 total required hours for practicum. 600 total required hours for internship.

**Total Hours** \_\_\_\_\_

Being as fair and objective as possible, please rate the student according to the scale provided below. Feel free to add any comments, in the spaces provided, or on the backs of these forms. Please note that training is a developmental process and therefore students should expect that some competency areas will be further developed than other areas. This evaluation is meant to be shown to the student and used for their skill development. Thank you for your cooperation.

### Evaluation of Competencies

1= Poor 2 = Average 3 = Good 4 = Outstanding NA = Not applicable/observed

<b>Professional Counseling Orientation and Ethical Practice</b>					
Demonstrates promptness	1	2	3	4	NA
Demonstrates dependability	1	2	3	4	NA
Demonstrates cooperativeness	1	2	3	4	NA
Demonstrates willingness to carry out suggestions	1	2	3	4	NA
Asks for assistance when needed	1	2	3	4	NA
Demonstrates willingness to share extra duties	1	2	3	4	NA
Maintains good rapport with colleagues	1	2	3	4	NA
Able to take initiative and perform independently	1	2	3	4	NA
Demonstrates an ability to function as a team member	1	2	3	4	NA
<b>Demonstrates an awareness of and adherence to ethical standards</b>	1	2	3	4	NA
Comments:					

<b>Personal Growth and Development</b>					
Demonstrates self-awareness and self-understanding	1	2	3	4	NA
Demonstrates emotional stability	1	2	3	4	NA
Demonstrates a sense of fairness, justice and client/student advocacy	1	2	3	4	NA
Able to take initiative and perform independently	1	2	3	4	NA
Able to seek and make use of supervision	1	2	3	4	NA
Shows ability to accept and act on constructive criticism	1	2	3	4	NA
Actively works to recognize and overcome deficits	1	2	3	4	NA
Comments:					

<b>Helping Relationships, Human Development &amp; Group Work</b>					
Communicates genuine interest in and acceptance of clients	1	2	3	4	NA
Accurately identifies client concerns and conflicts.	1	2	3	4	NA
Understands the developmental stages of clients	1	2	3	4	NA
<b>Able to maintain a good, working counseling relationship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<b>Able to apply counseling theories in a productive, helpful manner</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Demonstrates appropriate confrontation skills.	1	2	3	4	NA
Uses silence effectively.	1	2	3	4	NA
Able to facilitate communication with challenging clients.	1	2	3	4	NA
Sets and maintains appropriate boundaries	1	2	3	4	NA
Demonstrates crisis intervention skills when necessary	1	2	3	4	NA
<b>Able to facilitate group interactions.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<i>Comments:</i>					

<b>Social and Cultural Diversity</b>					
Identifies issues of diversity that may impact counseling	1	2	3	4	NA
Demonstrates appropriate interventions based on a multicultural perspective.	1	2	3	4	NA
<i>Comments:</i>					

<b>Assessment, Testing, and Career Development</b>					
Ability to accurately assess the educational and/or psychological needs of clients	1	2	3	4	NA
Ability to use appropriate appraisal techniques for the gathering and utilization of information	1	2	3	4	NA
Ability to use educational, vocational, and personal-social information in assisting clients with the skill of decision-making	1	2	3	4	NA
Demonstrates knowledge of tests used in the setting and shows understanding in regard to their proper interpretation	1	2	3	4	NA
<b>Effectively facilitates career counseling and career guidance when appropriate</b>	1	2	3	4	NA
Comments:					

<b>Program Development, Evaluation &amp; Research</b>					
Ability to organize a counseling program appropriate to the setting (school or agency)	1	2	3	4	NA
Knowledge of community referral sources	1	2	3	4	NA
Ability to design and present effective classroom lessons	1	2	3	4	NA
Ability to effectively consult with parents, teachers, and other necessary parties	1	2	3	4	NA
An overall understanding of the organization and functions of the school or agency	1	2	3	4	NA
Coordination ability	1	2	3	4	NA
Consultation ability	1	2	3	4	NA
Ability to organize and complete data collection	1	2	3	4	NA

<b>FINAL COMMENTS: OVERALL</b> , please rate your experience with this student to date.					
Counseling Ability	1	2	3	4	NA
Personal Growth/Maturity	1	2	3	4	NA
<b>Professional Disposition/Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Potential for overall success as a future counselor in a similar setting	1	2	3	4	NA

**Please respond to the following:**

Identify areas that may be considered strengths for this student.

Identify areas that may be considered weaknesses for this student.

Do you feel this student would be more suited to a different setting? If yes, what kind of setting?

What recommendations do you have for this student?

**Overall Impression of This Student's Ability to Function as a Professional Counselor:**

FOR PRACTICUM STUDENTS ONLY: Is this student ready to continue on to internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

FOR INTERNSHIP STUDENTS ONLY, Should this student receive a passing grade for internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

THANK YOU for providing supervision to this student.

I certify that I have completed this evaluation and discussed it with the student.

---

Site Supervisor's Signature

Date

I certify that I have reviewed this evaluation with my site supervisor.

---

Student's Signature

Date

Return to:

Department of Counseling & Learning Sciences

Box 6122

Morgantown, WV 26506

Facsimile: 304.293.4082

**WVU COUNSELING CLINICAL WORKSITE EVALUATION FORM—BY STUDENT**

Practicum \_\_\_\_\_ Internship \_\_\_\_\_

NAME: \_\_\_\_\_

NAME OF SITE: \_\_\_\_\_

SITE SUPERVISOR'S NAME AND TITLE: \_\_\_\_\_

\_\_\_\_\_

SITE SUPERVISOR'S EMAIL \_\_\_\_\_

FACULTY SUPERVISOR: \_\_\_\_\_

SCHOOL TERM AND YEAR: \_\_\_\_\_

1. Check the following activities in which you had an opportunity to participate:

_____	individual counseling sessions	_____	training workshops
_____	group counseling	_____	professional meetings
_____	career-vocational counseling	_____	others (specify)

2. Was it possible to obtain (check the appropriate categories):

\_\_\_\_\_ audio-taped sessions  
\_\_\_\_\_ video-taped sessions  
\_\_\_\_\_ observation of your counseling  
\_\_\_\_\_ co-counseling w/ supervisor  
\_\_\_\_\_ observation of other staff's counseling  
\_\_\_\_\_ regular on site supervision

3. In your opinion, how many students is this site, best equipped to serve? \_\_\_\_\_.

4. Were you invited to attend pertinent in-service training? \_\_\_\_\_ Yes \_\_\_\_\_ No

5. List the approximate amount of weekly time the on-site supervisor spent with:

you individually \_\_\_\_\_

group meetings of practicum students \_\_\_\_\_

6. Rate the quality of the on-site supervision:					
a. rapport with students	1 poor	2 fair	3 average	4 good	5 excellent
b. evaluation procedures (verbal and written feedback)	1 poor	2 fair	3 average	4 good	5 excellent
c. flexibility in letting student pursue interests, counseling techniques, strategies, theories, etc.	1 low	2 fair	3 average	4. high	5 very high
d. availability of resource persons, i.e., supervisor, professional staff, in matters of urgency and crisis-type situations	1 never	2 sometimes	3 usually	4 always	

7. Indicate how the staff respected you and your professional output.				
1. none	2. very little	3. somewhat	4. very much	5. highly
8. Rate your placement experience in terms of how valuable it was for your professional growth.				
1. poor	2. fair	3. average	4. good	5. excellent

8. Miscellaneous Concerns (be descriptive):

- a. travel required (if so, how often, how far, reimbursed?)

\_\_\_\_\_

- b. clothing (re: dress code) \_\_\_\_\_

- c. working hours \_\_\_\_\_

- d. space \_\_\_\_\_

- e. other \_\_\_\_\_

\_\_\_\_\_

9. General description of practicum duties (i.e., population served, responsibilities, caseload, contact with other agencies): (Use back of sheet if necessary)

10. In your opinion, should this site be used again?

Specify reasons

## **Sample of Logs**

Students are required to keep electronic logs of their time during practicum and internship. Below are samples of the logs that were used in the development of the electronic logs that students will complete in Tevera. Students may use these samples to track their time while on site. Final logs are completed within the Tevera system and are signed electronically by the student, the site supervisor, and the faculty supervisor using the system.



# WVU DAILY FIELDWORK LOG (A)

Student Name: \_\_\_\_\_ Practicum/Internship Site \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

DATE & DAY	DIRECT Indiv. Couns.	DIRECT Group Couns.	DIRECT * Other Specify	DIRECT TOTAL (A)	INDIRECT Docum.	INDIRECT Consultat. & Case Manage.	INDIRECT Other (Specify)	INDIRECT TOTAL (B)	Supervision Indiv. Site	Supervision WVU **	Supervision TOTAL (C)	TOTAL Hours (A+B+C)
<b>TOTAL</b>												

\* Classroom guidance, presentations (by the student) & intakes    \*\* Subject to Faculty Supervisor's Approval

**WVU DAILY FIELDWORK LOG (B)**

<u>Date</u>	<u>Individual</u>	<u>Group</u>	<u>Other</u>	<u>WVU *</u>	<u>Site</u>	<u>In-direct hrs **</u>	<u>Lost hrs</u>	<u>Total</u>
	<u>DIRECT</u>	<u>DIRECT</u>	<u>DIRECT</u>	<u>Supervision</u>	<u>Supervision</u>			

**Total**

\* hours will be monitored by Faculty Supervisor

\*\*List activities

\_\_\_\_\_  
**Site Supervisor Signature**

**Date**\_\_\_\_\_

\_\_\_\_\_  
**Student Signature**

**Date**\_\_\_\_\_



Study Hall, Lunch/Bus Duty																					
Attendance Management																					
Other																					
<b>Leave/Travel</b>																					
Sick/Personal Leave																					
Travel																					
Daily Time	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

CALCULATE TIME TO THE NEAREST QUARTER HOUR

