




**WIU**  
**COUNSELOR EDUCATION DEPT**  
**FIELD EXPERIENCE MANUAL**  
**FOR SITE SUPERVISORS**



**2009-2010**

*COUNSELING PRACTICUM (CN593)*  
&  
*COUNSELING INTERNSHIP (CN597)*

**WESTERN ILLINOIS UNIVERSITY**

**04/2009**

Western Illinois University - Quad Cities

3561 60<sup>th</sup> Street

Moline, IL 61265

phone: 309/762-1876

fax: 309/762-6989

[www.wiu.edu/counselored](http://www.wiu.edu/counselored)



Dear Site Supervisor:

You are participating in the significant professional responsibility of preparing new counselors for the profession. We very much appreciate your willingness to work with our students to provide quality and meaningful placements that will prepare them to be effective counselors. This can be an exciting learning experience for both you and the student if the experience is well designed and implemented. The counselor education faculty considers these field experiences to be among the most important in our graduate program.

This manual has been developed to assist in the supervision process by furnishing information concerning policies and procedures established by the Counselor Education Department at Western Illinois University. These policies and procedures conform to the guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), our national accrediting body. Supplemental materials and references are also provided to assist you in this extremely important role.

The university supervisor who is a counselor education faculty member will be available to assist both you and the student during this experience and will be contacting you as the semester begins. The Department's site supervisor orientation was designed to be an additional support to you.

Again, the faculty thanks you for your willingness to assist the student and partner with the Department in providing these extremely important field experiences and training tomorrow's professional counselors.

**Counselor Education Faculty**  
**(309) 762-1876**  
**[www.wiu.edu/counselored/](http://www.wiu.edu/counselored/)**

<b>Dr. Frank Main, Department Chair</b>	<a href="mailto:FO-Main@wiu.edu">FO-Main@wiu.edu</a>
<b>Dr. Edward Hamann, Professor</b>	<a href="mailto:EE-Hamann@wiu.edu">EE-Hamann@wiu.edu</a>
<b>Dr. William McFarland, Professor</b>	<a href="mailto:WP-McFarland@wiu.edu">WP-McFarland@wiu.edu</a>
<b>Dr. Leslie W. O'Ryan, Associate Professor</b>	<a href="mailto:LW-O-Ryan@wiu.edu">LW-O-Ryan@wiu.edu</a>
<b>Dr. Holly J. Nikels, Associate Professor</b>	<a href="mailto:HJ-Nikels@wiu.edu">HJ-Nikels@wiu.edu</a>
<b>Dr. Carrie Alexander-Albritton, Assistant Professor</b>	<a href="mailto:C-Alexander-Albritton@wiu.edu">C-Alexander-Albritton@wiu.edu</a>
<b>Ms. Cheryl Becht, Adjunct Instructor</b>	<a href="mailto:CL-Becht@wiu.edu">CL-Becht@wiu.edu</a>
<b>Mr. Eldon Partridge, Adjunct Instructor</b>	<a href="mailto:EC-Partridge@wiu.edu">EC-Partridge@wiu.edu</a>
<b>Mrs. Diane Heisner, Department Secretary</b>	<a href="mailto:DI-Heisner@wiu.edu">DI-Heisner@wiu.edu</a>

## TABLE OF CONTENTS

### INTRODUCTION

<i>What are Practicum and Internship?</i>	4
<i>Goals and Objectives of the Field Experiences</i>	5
<i>Qualifications Required of Site Supervisors</i>	6
<i>Responsibilities of Site Supervisors</i>	6
<i>Responsibilities of Students</i>	7
<i>Responsibilities of University Supervisors</i>	8
<i>Endorsement Policy</i>	9
<i>Student Disability Policy During Practicum/Internship Experience</i>	10

### PRACTICUM REQUIREMENTS

<i>Explanation of Practicum Procedures</i>	11
--	----

### FIELD EXPERIENCE HOURS BETWEEN FALL AND SPRING SEMESTERS

### INTERNSHIP REQUIREMENTS

<i>Explanation of Internship Procedures</i>	16
---	----

### SUPPLEMENTAL MATERIALS

<i>Ethical Guidelines for Counseling Supervisors (ACES)</i>	19
---	----

## WHAT ARE PRACTICUM AND INTERNSHIP?

Many have asked for a clearer understanding of the difference between the Counseling Practicum and Internship. The following explanations should be helpful:

### **Counseling Practicum**

Counseling Practicum requires students to apply previously gained knowledge about counseling techniques and theories to work with clients at a field-site. The emphasis of Counseling Practicum focuses on students practicing individual and group counseling skills under supervision. The most desirable situation is one in which students are able to counsel a limited number of clients over an extended period of time. This allows students the opportunity to develop skills to promote in- depth change. Students are also expected to expand their knowledge of indirect counseling-related professional activities, e.g., administrative tasks, coordinating with other professional, referral sources and evaluation methods. Supervision will come from several sources: One hour per week (min) face to face supervision with site supervisor from a counselor at the agency/school where the student is working (including review of counseling tapes); One hour per week (min) face to face supervision from the university supervisor, and group supervision from the university supervisor and classmates. Counseling Practicum consists of a minimum of 100 hours, including a minimum of 10 hours of group counseling co-facilitation.

### **Counseling Internship**

Counseling Internship is a more advanced and broader field experience where one of the major differences is that the primary responsibility for supervision shifts from the university faculty to the field supervisor. Its primary purpose is to promote students' entry into the profession under supervision. As counseling interns, students are expected to considerably broaden their knowledge of counseling-related professional activities, as well as their role within their field site. Within a broader context, additional direct service activities could include: assessment, consultation, independent group counseling, and programming. At the completion of internship, students are required to function as much like a professional counselor as possible. Counseling Internship consists of a minimum of 600 hours

## **GOALS AND OBJECTIVES OF THE FIELD EXPERIENCES**

It is strongly believed that counselors-in-training need the opportunity to combine their didactic learning with actual experience in settings similar to ones in which they will be employed after graduation. The clinical component of the program helps the counselor-in-training acquire proficiency and gain confidence by applying their emerging skills under the supervision of experienced counselors.

The clinical courses are designed to ensure skill development along with a strong knowledge base. The goals of this experience are typically:

1. To stimulate the formation of a professional role and identity as a counselor
2. To develop the ability to accept individual differences in clients
3. To develop a knowledge of ethical standards
4. To articulate a personal theory of counseling which guides the intentionality of clinical practice and applies it under supervision
5. To intentionally apply counseling skills effectively and establish interpersonal relationships within the clinical setting
6. To acquire a feeling for the counselor-client relationship and the role of self-understanding in the development of this relationship
7. To develop and articulate a case conceptualization formulated through theory which guides the counselor-in-training practice
8. To learn to formally present a case in a concise and professional manner
9. To develop the ability to write succinct and accurate case reports and progress notes that include case conceptualization, goals of treatment, treatment interventions, and progress toward goals

## **QUALIFICATIONS REQUIRED OF SITE SUPERVISORS (CACREP)**

According to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), to function as a site supervisor for practicum or internship, the professional:

1. Must have a minimum of a master's degree in Counseling or related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Must have a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction.
3. Must have knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Must be available to the student for adequate supervision and consultation for a minimum of one hour every week for Practicum and one hour per week for Internship.

## **RESPONSIBILITIES OF SITE SUPERVISORS**

The site supervisor is responsible for the following:

1. To assist in determining whether the experience is appropriate for prospective practicum and internship students in the setting and if it will assist in their professional growth.
2. To acquire all official authorization necessary from the agency or institutional administration for the counseling practicum or internship student to work in the setting under the supervision of the site supervisor.
3. To attend the annual Site Supervisor training held by WIU's Counselor Education department. Continuing Education Credits will be provided.
4. To meet a minimum of once a week with the practicum student or internship student to provide for regular supervision and to be available at other times as needs arise. It is expected that the student and site supervisor will discuss the specific cases and experiences in the setting as well as the counseling profession at large. Examination of student work using video tapes, observations, and/or live supervision is expected.
5. To inform students of the procedures and policies of the agency or institution. A suggested but not all-inclusive list would include: responsibilities, schedule, payments, assignment of cases, emergency procedures, record keeping, dress code/policies, confidentiality and release of information.
6. To provide regular on-going evaluation and feedback to students regarding their performance. Site supervisors should contact the university supervisor immediately to

discuss any concerns which may arise during the term which they do not feel comfortable handling alone. Problems or concerns should be taken care of in a timely fashion rather than allowed to develop into larger problems.

7. To meet with the university supervisor at least one time during the semester and at other times as needed.
8. To provide the university supervisor and the student with a formal evaluation of the student's performance at the end of the term. University supervisors may request evaluations at other times such as mid-semester. Site supervisors are to meet with the student and discuss the evaluation prior to submitting it to the university supervisor.
9. To provide students with a variety of appropriate experiences. These will vary with whether the student is in practicum or internship and the setting. These experiences should be much broader in internship and may include, but should not be limited to individual and group counseling, consultation, administrative activities, record keeping, program development and implementation, professional development activities, networking and public relations.
10. To provide student with adequate work space, telephone, office supplies, and staff to conduct professional activities.
11. To be familiar with and abide by the *ACA Code of Ethics and Standards of Practice* and/or the *American School Counseling Association Code of Ethics* as appropriate for site.

### **RESPONSIBILITIES OF STUDENTS**

The practicum and internship student is responsible for the following:

1. To locate an appropriate practicum or internship site and to acquire the approval and signatures of both the appropriate site and the university officials by the required deadline.
2. To arrange any requested meetings between involved parties (student, site supervisor, university supervisor).
3. To assure that required paperwork is turned in by appropriate deadline. Students are reminded that the Practicum Contracts and forms must be completed and returned to the Department Chair by **the first Friday in May**. Internship Contracts and forms are due **the first Friday in December**. Grades for Practicum and Internship will not be recorded until hourly logs are completed and turned in.
4. Students must keep the site and university supervisors informed as to any problems or concerns which may arise during the practicum or internship.

5. To perform all practicum and internship duties in a professional, legal and ethical manner and to contact the site supervisor and/or university supervisor when concerns arise.
6. To inform all clients that the student is in training and the client's case may be discussed with their supervisors and obtain the appropriate required consent releases to do so.
7. To become knowledgeable of and to follow the policies and procedures of the setting in which they are completing their practicum or internship.
8. To follow agency and university policies and procedures regarding video taping. All sessions must be videotaped during Practicum. A minimum of two video tapes per session are required for Internship. The Practicum and Internship professors will provide instructions on how to utilize these tapes.

### **RESPONSIBILITIES OF UNIVERSITY SUPERVISORS**

The university supervisor is responsible for the following:

1. To represent the Counselor Education Department, to function as Instructor of Record, to submit the student's official grade to the university, and to file all required materials.
2. To provide an orientation for prospective practicum and internship students regarding policies, procedures and the experience; to notify students that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the site.
3. To meet with students and site supervisors during the semester to evaluate the practicum and internship experience and to assist with any problems or issues that arise.
4. To be available to students and site supervisors to assist them in working through any problems or issues which may arise.
5. In practicum, to provide regular weekly individual supervision (minimum one hour per week, face to face) and group supervision in the form of a regular class. In internship, to provide group supervision in the form of a regular class and to provide individual supervision as needed or required.
6. To conduct an evaluation of the practicum and internship experience with students and site supervisors.
7. To collect, review and evaluate student's Log of Activities and other requirements.
8. The faculty will evaluate proposed practicum and internship sites to officially agree to use the site.

## **ENDORSEMENT POLICY**

The Department of Counselor Education curriculums are specifically and carefully designed to prepare counselors who are competent to enter work in professional settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for counselor education graduates can be given only for professional positions and position levels appropriate to the respective program completed by graduates.

Graduates of the School Counseling track will only be endorsed for counseling positions in schools. Students will not be endorsed for provisional school counseling certifications unless they have completed ALL coursework except Practicum and Internship.

Graduates of the Community Counseling track will only be endorsed for agency positions. As of July 2009, the Community Counseling emphasis will change to Clinical Mental Health. Graduates will be endorsed accordingly.

## **STUDENT DISABILITY POLICY DURING PRACTICUM/INTERNSHIP EXPERIENCE**

Western Illinois University recognizes its responsibility to create an institutional climate where students with disabilities can thrive. Before a student receives special services, the instructor must receive official verification through the Office of Disability Services. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Dr. Sonia Sharma with Disability Support Services at (309)762-9481 for assistance.

Internship sites are considered employment settings. As such the intern falls under the Americans with Disabilities Act Title I: Employment, which describes the rights of employees. In short, the employer (the internship site) must adhere to employee accommodations as long as the accommodations do not interfere with or hamper the essential job functions of employment. Title I also states that the employee (the intern) must prove the need for the accommodations and the employer (the internship site) must provide proof of what make job functions essential. The term “essential” cannot be related to personal preference of employer, it must be grounded.

Additional requirements for interns who have an acknowledged disability:

1. The intern needs to be registered through Disability Services at WIU prior to seeking an internship and must present documentation to the program.
2. The faculty advisor to the intern and Internship Coordinator need to be aware of a disability and possible accommodations to be made at the internship site.
3. Human Resource or an EEO must be contacted prior to the start of internship. A conversation must be held between the internship coordinator and the intern with the disability.

## PRACTICUM (CN 593) REQUIREMENTS

The Counseling Practicum provides an opportunity for students to apply previously gained knowledge about counseling techniques and theories to work with actual clients at a client-service delivery site. Students are expected to expand their knowledge of counseling-related professional activities, e.g., administration, community agency and school functions. Work with clients will include assessment, counseling sessions, supervision sessions, and tape critiques. Supervision will come from several sources: on-site supervision from a counselor at the community agency/school where the student is working, supervision from Counseling Practicum Faculty, and group supervision from classmates.

The Counseling Practicum at Western Illinois University conforms to the guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Thorough documentation of practicum work, adherence to ethical guidelines, and compliance with all course requirements is expected. While there are minimum requirements from CACREP, Practicum Faculty may have additional course requirements. Regardless of the hours completed, students will not be permitted to enroll in Internship until they have satisfactorily met the requirements for Practicum and are ready to work more independently, as is required in Internship. The following are the **minimum** hour requirements established by CACREP and followed by WIU (Practicum Faculty may require additional hours):

<b>Direct Service (minimum)</b>	<b>30 hours</b>
<b>Co-facilitated Group Counseling (minimum)</b>	<b>10 hours</b>
<b>Indirect Service</b>	<b>Hours as needed for 100 hour total</b>

*For school counselor certification: School track: 75% of direct/indirect service hours must be with one focus population (i.e. elementary [K-6] or secondary [7-12] level) and the remaining 25% with the other focus population (i.e. elementary [K-6] or secondary [7-12] level).*

Students enrolled in CN 593 Counseling Practicum will be **required** to participate in a minimum of the following weekly supervisions:

<b>Individual Supervision with Site Supervisor</b>	<b>1 hour weekly</b>
<b>Individual Supervision with Faculty</b>	<b>1 hour weekly</b>
<b>Group Supervision (class)</b>	<b>2.5 hours weekly</b>

*Completed Practicum contracts/forms are due to the Counselor Education Department by the first Friday in May.*

**Direct Service:** This consists of various forms of counseling-focused activities including: face-to-face individual, couple, family, and/or group counseling, program presentations, consultations with teachers, parents, school personnel and/or community agency personnel, case presentations at community staffings, testing administration/interpretation, and classroom presentations.

Observation of these activities is NOT considered direct service (rather, as Indirect Service).

**During Practicum, all individual counseling sessions must be video recorded.**

**Indirect Service:** This includes work students do in preparing for supervision, both individual and group, familiarizing themselves with the community agency\school format, reviewing files, doing tape critiques and case notes, preparing classroom presentations or community programs, attending workshops/conferences, reading, research, and other activities agreed upon by on-site supervisors and students. Away from site hours can be logged.

**Individual Supervision:** Practicum students will receive 1 hour weekly individual or dyadic supervision from their University professor. This supervision will include tape critique and/or case review. Supervision from the site supervisor during practicum is by arrangement with the site supervisor, but must include a minimum of 1 hour per week face to face. The supervision process should be worked out with the on-site supervisor and should include tape critique and case review. Students are expected to co-facilitate group counseling sessions with their site supervisor during the Practicum experience.

**Group Supervision:** Students will receive group supervision from their peers during the practicum. This will generally be provided during regularly scheduled class meeting time.

The **minimum** requirements in Counseling Practicum for counseling skills include (Practicum Faculty may have additional course requirements:

1. Ability to consistently provide the core conditions of empathy, genuineness, positive regard, and acceptance.
2. Specificity: helping clients to move from generalizations to specifics.
3. Ability to conceptualize and help clients conceptualize their difficulties.
4. Ability to confront contradictions in a non-threatening and supportive manner.
5. Ability to help clients frame their concerns into manageable terms.
6. Ability to arrange mutually agreed upon goals.
7. Ability to facilitate appropriate, observable client changes that are logically related to counseling, and which the counselor can explain in theoretical terms.
8. Ability to promote change in at least three clients during the semester.
9. Awareness and adherence to the ACA Code of Ethics/Standards of Practice; school counselors should also include the ASCA Code of Ethics.
10. Ability to maintain records and documentation of counseling-related activities.
12. Ability to maintain awareness of the counselor's own issues as they might pertain to work with clients.

## EXPLANATION OF PRACTICUM PROCEDURES

1. Students must maintain a log of practicum experiences. This log is documentation of the clinical experience and will be placed on file for accrediting agencies (i.e., CACREP). Use the form provided. NEVER USE LAST NAMES OF CLIENTS. Students must log both counseling and non-counseling professional activities appropriate to program emphasis.
2. Students must be consistent in attendance at the practicum site as well as the on-campus supervisory sessions. Instructors will arrange individual supervisory sessions.
3. Client files, your notes, tapes, etc., **MUST** be protected against loss or disclosure to inappropriate people. The University supervisors will help students decide how to handle campus client files -- where and when to work on them.  
***Practicum Site:*** Client files from sites may be handled the same way or different procedures may be required to comply with the policies of the community agency or school.
4. The University supervisor (WIU) may have other requirements for completion of course work.
5. Students will tape **all** counseling sessions. The faculty member will determine the number of tapes required. Students must review each tape and follow the University supervisor's directions for critiquing the tape. Tapes and written materials must be reviewed in supervisory sessions with both the on-site and University supervisor.
6. Students must work with University and on-site supervisors to obtain appropriate non-counseling (indirect hours) experiences.
7. Students must review the ACA Ethical Code (and ASCA Code for school counselors) -- abide by it and report any violations of professional ethics.
8. If any testing is done, it should be discussed first with the instructor/site supervisor.
9. Students should consult with supervisors regarding any particular techniques they wish to initiate with clients.
10. The University professor will explain how and when students will receive formal evaluation during practicum.
11. The site supervisor will be asked to provide an end-of-practicum evaluation of student performance. The instructor may request other evaluations as needed.
12. The instructor will explain how the final grade will be determined.
13. An on-site meeting of site supervisor, faculty supervisor, and practicum student will occur. Arrangements will be facilitated by the practicum student.

14. Students can complete both direct and indirect service hours over semester break, according to specified guidelines.
15. Early separation from the practicum requires written approval of the campus internship coordinator, the site supervisor and the University supervisor. Failure to act within these boundaries may result in one or more of the following: a failing grade in the course, removal from the site, and/or termination from the program.

## **FIELD EXPERIENCE HOURS BETWEEN FALL AND SPRING SEMESTERS**

The Department of Counselor Education provides an opportunity for students wishing to accrue hours toward their internship requirement during the break between fall and spring semesters. During this time the faculty member will not be available for weekly consultation. However, if the site supervisor agrees to be responsible for weekly supervision during the interim period, the student can proceed with accruing hours. Thus, the learning experience is extended and continued as during the semester. The Department Chair and practicum faculty member would be available for consultation in case of emergency or as a back-up.

The maximum number of hours which can be completed between semesters is **50 direct hours** and **50 indirect hours**. This will be documented on the “Internship Record of Hours” log in the section labeled *hours completed between fall and spring semesters*.

**Students will not be permitted to log hours during this time until the appropriate forms have been signed and returned to the University.**

## INTERNSHIP (CN 597) REQUIREMENTS

The Counseling Internship provides an advanced opportunity for students to apply previously gained knowledge about counseling techniques and theories to work with actual clients at a client-service delivery site. Students are expected to expand their knowledge of counseling-related professional activities, e.g., administration, community agency and school functions. Work with clients will include assessment, counseling sessions, consultation, programming, supervision sessions, and tape critiques. Primary supervision will come from the on-site supervisor; interns may request supervision from University faculty as well; group supervision from classmates is also required.

The Counseling Internship at Western Illinois University conforms to the guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Thorough documentation of internship work, adherence to ethical guidelines, and compliance with all course requirements is expected. While there are minimum requirements from CACREP, Internship Faculty may have additional course requirements. Regardless of the hours completed, students will not successfully complete Internship until they have satisfactorily met the requirements and are ready function independently as a professional counselor. The following are the minimum hour requirements established by CACREP and followed by WIU:

<b>Direct Service (minimum)</b>	<b>240 hours</b>
<b>Indirect Service (minimum)</b>	<b>320 hours</b>
<b>TOTAL =</b>	<b><u>600 hours</u></b>

Students enrolled in CN 597 Counseling Internship will be **required** to participate in a minimum of the following weekly supervisions:

<b>Individual Supervision with Site Supervisor</b>	<b>1 hour weekly</b>
<b>*Group Supervision (class)</b> <i>*1.5 hours per week average internship</i>	<b>24 hours over semester</b>

***Completed Internship Contracts/ Forms are due to the Counselor Education Department by the first Friday in December.***

*For School Counselor Certification: School track: 75% of direct and indirect service hours must be with one focus population (i.e. elementary [K-6] or secondary [7-12] level) and the remaining 25% with the other focus population (i.e. elementary [K-6] or secondary [7-12] level).*

**Direct Service**: This includes various forms of counseling-focused activities including: face-to-face individual and/or group counseling, program presentations, consultation with teachers, parents, school personnel and/or community agency personnel, testing administration/interpretation, case presentations at community staffings, and classroom presentations. Observation of these activities is NOT considered direct service (rather, as Indirect Service). Counseling interns are expected to video-tape at least 2 face-to-face counseling activities weekly.

**Individual Supervision**: *A minimum of 1 hour weekly is required during the course of the internship.* Interns will receive individual supervision from their on-site supervisor. This supervision needs to include tape critique and/or case review.

**Group Supervision**: Interns will receive group supervision from their peers during the Internship. This will generally be provided during regularly scheduled class meeting time.

Students should contact Dr. Main to arrange summer supervision if internship is not completed by the end of the spring semester. Students needing to complete Internship hours during the fall semester must attend a Practicum course to receive the required group supervision. Arrangements should be made between the student and faculty.

**Indirect Service (Non-counseling activities)**: This includes work interns do in preparing for supervision, both individual and group, familiarizing themselves with the community/school format, coordination of programs, and activities agreed upon by faculty, on-site supervisors, and interns.

## EXPLANATION OF INTERNSHIP PROCEDURES

1. Completed Internship Contracts/ Forms are due to the Counselor Education Department by **the first Monday in December**. Non-compliance with this deadline could result in removal from Internship.
2. Students must maintain a log of Internship experience. This log is documentation of the clinical experience and will be placed on file for accrediting agencies (i.e., CACREP). Students must use the form provided. **NEVER USE THE LAST NAMES OF CLIENTS**. Final grades will not be reported until the completed Internship log is returned to the Internship instructor.
3. Students must be consistent in their attendance at Internship site and supervisory sessions.
4. Client files, your notes, tapes, etc., **MUST** be protected against loss or disclosure.
5. Students are to review the ACA Ethical Code (school counselors should also review ASCA Code of Ethics). They are expected to abide by it and report any ethical violations.
6. If any testing is done, it should be discussed first with the site supervisor.
7. The site supervisor will be asked to provide an end-of-Internship evaluation of student performance. The faculty may request other evaluations and/or make other contacts.
8. Students are required to have professional liability insurance prior to participation in Internship. Students may obtain insurance through ACA at [www.counseling.org](http://www.counseling.org) or Illinois Mental Health Counselors Association (IMHCA) [www.ilcounseling.org](http://www.ilcounseling.org) . Students in the school counseling track can contact ASCA for information on insurance.
9. An on-site meeting of site supervisor, faculty supervisor, and Intern will occur. Arrangements will be facilitated by the Intern.
10. The University instructor may have additional requirements for fulfilling the requirements of CN 597 Counseling Internship. Interns will complete all forms and records as required by WIU Counselor Education Department.
11. Students must video tape a minimum of two counseling sessions per week during Internship.

**ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS**  
**ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION**

Adopted by ACES Executive Counsel and Delegate Assembly  
March, 1993

Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to ACA's current ethical standards and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. 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 to clients.

Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently 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 measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its [procedures](#) for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

## **DEFINITIONS OF TERMS:**

**Applied Counseling Settings** - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

**Supervisees** - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

**Supervisors** - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

### **1. Client Welfare and Rights**

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research

purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

## **2. Supervisory Role**

Inherent and integral to the role of supervisor are responsibilities for:

- a. Monitoring client welfare;
- b. Encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. Monitoring clinical performance and professional development of supervisees; and
- d. Evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.

2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.

2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.

2.07 Supervisors of counselors should meet regularly in face-to-face sessions with their supervisees.

2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include

verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.

2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

### **3. Program Administration Role**

3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.

- 3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.
- 3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.
- 3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.
- 3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.
- 3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.
- 3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.
- 3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.
- 3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.
- 3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.
- 3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.

3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.

3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.

3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

- a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
- b. Client welfare;
- c. Supervisee welfare;

- d. Supervisor welfare; and
- e. Program and/or agency service and administrative needs.

©2005 Association for Counselor Education and Supervision. A division of the American Counseling Association. All rights reserved.