

EASTERN KENTUCKY UNIVERSITY

College of Education and Applied Human Sciences



COUNSELOR EDUCATION PROGRAM CLINICAL HANDBOOK

School of Applied Human Sciences

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Note: The program may at times use adjunct faculty as faculty supervisors for practicum and internship sections. Adjunct faculty supervisors are instructed to make initial and maintain ongoing contact with their students' site supervisors, but please contact a member of the

program's Clinical Coordinators group if you need assistance in connecting with your student's adjunct faculty supervisor.

INTRODUCTION AND PURPOSE

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

INSTITUTION, DEPARTMENT, & PROGRAM VISION & MISSION STATEMENTS

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

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

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

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

ACCREDITATION: THE COUNCIL FOR THE ACCREDITATION OF COUNSELING & RELATED EDUCATIONAL PROGRAMS (CACREP)

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

OVERVIEW OF PRACTICUM & INTERNSHIP FOR BOTH CLINICAL MENTAL HEALTH & SCHOOL COUNSELING

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

The **Internship (COU 881)** course is the final and most comprehensive professional experience in the School and Clinical Mental Health Counseling programs. The intent of the internship is to provide the student with continued supervised training at a site outside the university environment which is congruent to his or her orientation within the program. Students complete 600 hours of internship to include 240 hours of direct face-to-face counseling services and 360 indirect hours. As students progress from practicum to internship,

site supervisors gradually begin to assign more complex cases and offer the student increasing responsibility. It is highly recommended that students complete a internship **over two semesters/terms** to maximize their experience and calculate their hours at the start of internship to anticipate how many hours they can complete per semester. Internship must be completed within three semesters/terms. Winter internship, which is approximately six weeks, does count as one of the three semesters/terms.

Students are required to keep track of their hours using the *Practicum/Internship Weekly Log* and the *Practicum/Internship Summary Sheet and Counseling Activities Log*. Both can be accessed using Tevera/Experiential Learning Cloud.

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

Practicum and internship requirements, especially based on the CACREP (2024) standards, are found below.

PRACTICUM

Students must complete a supervised practicum experience that totals a minimum of 100 clock hours over a minimum of a 10-week academic term. Additionally, based on the CACREP (2024) standards, each student must complete the following within their practicum experience:

1. At least forty (40) hours of direct service with actual clients that contributes to the development of their counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision provided by a Counselor Education program faculty member, a doctoral student supervisor under the supervision of a Counselor Education program faculty member, or a site supervisor working in consultation on a regular basis with a Counselor Education program faculty member.
3. An average of one and one half (1.5) hours per week of group supervision provided by a Counselor Education program faculty member or a doctoral student supervisor under the supervision of a Counselor Education program faculty member. Group supervision is a CACREP requirement; therefore, students must not miss any scheduled COU 880/881 class session/group supervision. Only one class session/group session may be missed per semester of practicum or internship. These hours are essential and count toward your total. If a student misses a class session/group supervision in either COU 880 or COU 881, they must schedule and have an individual supervision meeting with their faculty/university supervisor of the course before the course's next class session/group supervision. Failure to attend this required university supervision meeting will result in the student not being permitted to count any hours-direct or indirect-for that two week period.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instrumentation, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate video/audio recordings for use in supervision or to receive live supervision of their interaction with clients. Students may be encouraged to provide these recordings for use in supervision but not required to do so in consultation with site supervisor and site rules.
6. Evaluation of the student's counseling performance through the practicum experience, including documentation of a midterm and final Professional Counseling Performance Evaluation (PCPE) by the site supervisor and a final PCPE by the faculty/university supervisor.

PRACTICUM COURSE PREREQUISITES

The following courses must be completed before students can enroll in practicum (i.e., COU 880):

Clinical Mental Health Counseling	School Counseling
COU 813: Professional Orientation & Ethics in Counseling	COU 813: Professional Orientation & Ethics in Counseling
COU 840: Counseling Theory & Practice	COU 840: Counseling Theory & Practice
COU 846: Process & Basic Techniques in Counseling	COU 846: Process & Basic Techniques in Counseling
COU 803: Principles & Practices of Mental Health Counseling	COU 814: Administration & Consultation in Counseling Services
COU 820: Group Counseling	COU 820: Group Counseling
COU 848: Child & Adolescent Counseling	COU 825: Developmental Counseling with School-Age Children
COU 849: Addiction Disorders Counseling	COU 848: Child & Adolescent Counseling*
COU 855: Diagnosis & Treatment in Counseling	COU 855: Diagnosis & Treatment in Counseling*
COU 863: Crisis & Grief Counseling	COU 863: Crisis & Grief Counseling

**The courses are only required for students in the 48-credit or 60-credit School Counseling degree programs.*

INTERNSHIP

After completing their practicum experience, students must then complete a supervised internship experience that totals a minimum of 600 clock-hours. Additionally, based the CACREP (2024) standards, each student must complete the following within their practicum experience:

1. At least two hundred and forty (240) hours of direct service with actual clients that contributes to the development of their counseling skills that includes experience leading groups.

Weekly interaction that averages one hour per week of individual and/or triadic supervision provided by a Counselor Education program faculty member, a doctoral student supervisor under the supervision of a Counselor Education program faculty member, or a site supervisor working in consultation on a regular basis with a Counselor Education program faculty member.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision provided by a Counselor Education program faculty member, a doctoral student supervisor under the supervision of a Counselor Education program faculty member, or a site supervisor working in consultation on a regular basis with a Counselor Education program faculty member.
3. An average of one and one half (1.5) hours per week of group supervision provided by a Counselor Education program faculty member or a doctoral student supervisor under the supervision of a Counselor Education program faculty member. Group supervision is a CACREP requirement; therefore, students must not miss any scheduled COU 880/881 class session/group supervision. Only one class

session/group session may be missed per semester of practicum or internship. These hours are essential and count toward your total. If a student misses a class session/group supervision in either COU 880 or COU 881, they must schedule and have an individual supervision meeting with their faculty/university supervisor of the course before the course's next class session/group supervision. Failure to attend this required university supervision meeting will result in the student not being permitted to count any hours-direct or indirect-for that two week period.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instrumentation, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate video/audio recordings for use in supervision or to receive live supervision of their interaction with clients. Students may be encouraged to provide these recordings for use in supervision but not required to do so in consultation with site supervisor and site rules.
6. Evaluation of the student's counseling performance through the practicum experience, including documentation of a midterm and final Professional Counselor Performance Evaluation (PCPE) by the site supervisor and a final PCPE by the faculty/university supervisor.

INTERNSHIP COURSE PREREQUISITES

In addition to completion of practicum prerequisite courses and the practicum course, the following courses must be completed before students can enroll in internship (i.e., COU 881):

Clinical Mental Health Counseling	School Counseling
COU 804: Counseling Diverse Populations	COU 804: Counseling Diverse Populations*
COU 822: Lifestyle & Career Counseling	COU 822: Lifestyle & Career Counseling*
COU 850: Family Counseling	COU 850: Family Counseling**
COU 880: Counseling Practicum	COU 880: Counseling Practicum

**The courses are only required for students in the 48-credit School Counseling degree program.*

***This course is additionally required only for students in the 60-credit School Counseling degree program.*

Similar to practicum, students **cannot take any of these courses concurrent with internship – they must be completed prior to enrollment in internship.** Students should therefore be sure to create a plan of study with their advisors early in their program to prevent delays in their taking practicum and degree completion.

Internship is designed to be the final clinical experience at the conclusion of students' coursework. Internship is offered during the fall, spring and winter semesters for School Counseling students and the fall, spring, winter, and summer semesters for Mental Health Counseling students. Under rare circumstances it may be possible for School Counseling

students to complete a portion of their internship during the summer semester. There are strict conditions for students who wish to complete some portion of their internship during the summer, and this requires prior program approval. It is highly recommended, especially in order to receive an adequate career-preparatory experience in internship, that all School Counseling students plan to complete their internship during the fall and spring semesters.

PRE-PRACTICUM & PRE-INTERNSHIP REQUIREMENTS & PROCESSES

The Practicum and Internship Application

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

Students and site supervisors utilize the web-based platform, Tevera/Experiential Learning Cloud, to submit all required application materials. Application deadlines can be found on the ECU COU P/I Webpage <https://www.ecu.edu/in/guides/counselor-education-practicum-internship-guide/> and can be found in the monthly COU newsletters. It is the responsibility of the students to become familiar with the deadline and all materials that are due at the submission of the application. Application requirements can be found on Tevera/Experiential Learning Cloud under *Site Placement*. The information collected using the forms provides valuable information to ECU's Counselor Education program, which includes - but is not limited to - a description of the site, number of clinicians, type of supervision provided, credentials of the site supervisor, contact information, etc.

All application materials will be reviewed after the close of the application window. This process typically takes 2-3 weeks. Once it is determined all applicants have submitted all required materials and have met pre-requisite requirements, the CRN will be sent to finalize enrollment with the university.

Site Supervisor Qualifications

The requirements for Clinical Mental Health Counseling Site Supervisors are:

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

The requirements for School Counseling Site Supervisors are:

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

Site supervisors with current or previous license/certification disciplinary actions and or suspensions, may be deemed ineligible to provide site supervision.

Memorandum of Agreement (MOA) or Affiliation Agreement

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

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

This is a required document that must be collaboratively completed by the student and site supervisor. It is a required assignment that the student must submit by the Friday of the first week of the semester. This document is found on Tevera/Experiential Learning Cloud as an *Assignment* and is available for students and site supervisors to complete once access to the course has been given. It outlines the expectations, purpose, goals, context, and content of supervision; the rights and responsibilities of both parties; crisis procedures; etc. When site supervisors and students complete this document together, it helps to provide clear expectations for the supervision experience and ensure it be a more successful one.

Criminal Background Check

In addition to the required criminal background check at the time of admission, an updated criminal background check is required at the point of enrollment in practicum. These checks are not meant to penalize students nor do they bar them from admission to or completion of the Program. Criminal records may prevent or complicate credentialing beyond the degree. Students with such a background should consult the credentialing entity(ies) for their respective professional role before completing their degree program to ensure they will be eligible for it upon graduation/degree conferral. The Program has no control over these standards or determinations. Criminal records may also limit students' options for practicum and internship placement. It is advised that students with such a background disclose this to [potential] sites and site supervisors to reduce complications and conflict in the future should this be discovered.

These checks will be completed through Verified Credentials at a cost to the student. Students will receive email communication from the Coordinator of Clinical Experiences approximately two to three weeks after the close of the application window. At that time, students will receive the link to Verified Credentials, along with a required code to complete the background check. This code is time sensitive and must be completed within the given time frame. Failure to complete the background check during this window, may result in a delay to the start of practicum.

Students will then submit to the Program, via Tevera/Experiential Learning Cloud under *Site Placements*, a copy of their background check results to be maintained on file. If any record is found, it may be discussed with the student and their advisor, the Program Coordinator, the Coordinator of Clinical Experiences, and/or the Department Chair; this is again not punitive or meant to embarrass the student but meant to ensure that they understand the impact of this on potential clinical placement and/or receipt of credentials after their degree completion.

Professional Liability Insurance

All students are required to purchase professional liability insurance upon entrance to the program and must be maintained through completion of the practicum and internship. Proof of professional liability insurance must be provided, via Tevera/Experiential Learning Cloud, at the time of Practicum/Internship application. Instructors will note this requirement in classes and will verify that students have insurance before they allow students to proceed in their classes. Students may purchase professional liability insurance from any provider granted it explicitly covers counselors/counselors in training. A common provider for professional counselors' liability insurance is Healthcare Providers Service Organization (HPSO), and insurance from this provider can be obtained through ACA and membership to it. Students are encouraged to purchase HPSO coverage as it is assured that it covers counselors/counselors in training and is a further incentive to obtain membership to ACA. Regardless of the insurance provider, the policy must include a minimum of \$1,000,000 per

claim and \$3,000,000 aggregate. Because the policy offered through ASCA membership fails to meet this requirement, school counseling students cannot use this as a liability insurance policy provider.

Identification Badge

Students are required to wear an identification badge while in attendance at their practicum/internship site. Many sites provide ID badges to student clinicians. If a site does not provide a badge, then it is the student's responsibility to request a badge during the practicum/internship application process by contacting the Coordinator of Clinical Experiences. Students must have a current photo ID uploaded to their ECU account prior to requesting an ID badge. Students will be charged approximately \$2.00 for the badge and will be responsible for picking it up from the Colonel Card Office prior to the start of the semester. <https://www.ecu.edu/colonel-card-office/>

Student Orientation to Practicum and Internship

Prior to the semester of practicum/internship, students will be required to attend a Zoom practicum/internship orientation meeting. All practicum and internship I students are required to attend. Attendance for internship II students is not required but is encouraged. During this meeting, an overview of the practicum/internship experience will be reviewed including a discussion of requirements, due dates, Tevera/Experiential Learning Cloud implementation, expectations, etc. The date of the student orientation meeting can be found on the ECU COU P/I webpage <https://www.ecu.edu/in/guides/counselor-education-practicum-internship-guide/> and will be sent to students after the close of the application window.

Site Supervisor Orientation

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

Student Site Orientation

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

providing a tour of the building, etc.

Site-Specific Requirements of Students

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

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

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

BEHAVIORAL & OTHER EXPECTATIONS OF STUDENTS, SUPERVISORS, & SUPERVISION

EKU Student Code of Conduct

When becoming part of the University community, the student enjoys social, cultural, and educational opportunities. They assume the role of a citizen of the community and agree to abide by the regulations and standards of conduct operative in the community. Students are expected to show respect for others, themselves, and the University community, which includes off campus sites for practicum and internship; take responsibility for their behavior; read and understand the University Handbook for Students; and uphold the Student Honor Code. Students are responsible for knowing the University's regulations, disciplinary procedures, and penalties. It should be emphasized that students are subject to criminal statutes and legal action, not just the University's regulations and disciplinary system.

Information regarding ECU Student Code of Conduct is available through the Office of Student Conduct and Community Standards: [Student Code of Conduct](#).

Clinical and Practice Expectations of Students

All students are expected to know and adhere to the ethical practice guidelines or standards for such entities as the American Counseling Association and American School Counselor Association. These are introduced to students in their pre-practicum coursework, and the expectation is that students use them to dictate their behavior and practice in practicum and internship.

Students' counseling performance throughout their practicum and internship are evaluated by their supervisors, primarily through a midterm and final PCPE by the site supervisor and a final PCPE by the university supervisor.

By the end of the internship experience, students will be expected to:

1. Establish and maintain a client caseload.
2. Demonstrate and apply appropriate counseling skills.
3. Develop specialized skills relevant to the requirements of the host site.
4. Establish and maintain effective working relationships with staff, supervisors, and colleagues.
5. Demonstrate a willingness to meet professional obligations.
6. Demonstrate enthusiasm and commitment to the counseling profession.
7. Demonstrate a willingness to learn and sensitivity to feedback offered via supervision.
8. Demonstrate personal traits conducive to effective counseling, learning, and professional development.
9. Demonstrate the ability to perform all counseling and related activities in an ethical and legal manner.
10. Demonstrate a willingness to explore and use community resources for referrals.

Ethical and Policy Guidelines for Supervision

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

1. **Site supervisors will not transfer weekly supervision to another person instead of the university approved supervisor without approval.** The supervisee may seek additional supervision by qualified supervisors. However, this is additional supervision, not a substitute for the weekly, individual supervision provided by the approved site supervisor. The site supervisor is expected to be physically present at the site while their student is present and providing counseling to clients and to be

accessible to them should any crisis or need arise. A temporary in-person supervisor may be identified and connected with the student if the designated supervisor must be absent from the site for a relatively brief period of time.

2. **Site supervisors will work with the student to develop a Supervision Agreement (i.e. the Practicum/Internship Agreement) and conduct weekly, individual, structured, and regularly scheduled supervision experiences relative to the plan.** This is a required document that must be collaboratively completed by the site supervisor and their student. It is a required assignment that the student must submit by the Friday of the first week of the semester. This document is found on Tevera/Experiential Learning Cloud and outlines the expectations, purpose, goals, context, and content of supervision; the rights and responsibilities of both parties; crisis procedures; etc. When site supervisors and students complete this document together, it helps to provide clear expectations for the supervision experience and ensure it be a more successful one.
3. **Site supervisors will reschedule regular supervision if something prevents them from meeting with their student.** If an emergency necessitates that the site supervisor cancels the regularly scheduled supervision session, please reschedule within the same week if possible and make up the time with the supervisee. The supervision meeting may take place in-person or virtually.
4. **Site supervisors will always provide your supervisee with access to supervision in case of emergency or crisis in the practicum/internship setting.** Supervisors should provide physical access while the student is on-site. If you are not available, please appoint an in-person substitute supervisor for the supervisee. However, if you are gone for more than 2 weeks, the substitute must be approved by the university practicum supervisor. If in-person supervision is not available, the student should not attend the site during that time.
5. **Site supervisors will review, verify, and sign the supervisee's practicum/internship log on a weekly basis during the supervision hour which verifies the supervisee's work.**
6. **Site supervisors will monitor the supervisee's direct and indirect counseling hours via the weekly log.** A minimum of 40% of the practicum/internship required hours must be in direct counseling and a maximum of 60% of the hours may be indirect activities.
7. **Site supervisors will contact the university practicum/internship supervisor immediately should any problems arise in the field that might affect the supervisee's grade, such as lack of skill development, unethical, unprofessional, or illegal behaviors.** Contact will be made at the beginning of the practicum/internship placement, at mid-term and final, as well as, if/when needed.
8. **Site supervisors will keep a set of supervision notes, copy of progress reports, and copy of midterm and final evaluations for their records and future liability issues.** Please share these reviews with the student regularly and in writing with a remediation plan if necessary. Please work out all remediation needs with the faculty supervisor.

9. **Site supervisors will provide weekly live observation or tape review of the supervisee's counseling skills.** Please work with the supervisee on advanced counseling skill development relative to your setting. If it is the preference of the site supervisor to have the student record sessions, then the *EKU Permission to Record* form must be signed by the clients participating in the recordings. **This form is NOT to be housed on Tevera/Experiential Learning Cloud** but is to be kept on site in accordance with the site's confidentiality/record policies and procedures.
10. **Site supervisors will screen clients for the appropriateness and level of competence of the supervisee.** Site supervisors will assist the supervisees with obtaining advance client permission using the *Practicum/Internship Counselor-in-Training Disclosure/Informed Consent Statement* so that they may begin seeing clients at the start of practicum/internship experience. It is required that each client seen by an ECU student will sign the form. This form can be found on Tevera/Experiential Learning Cloud but **this form is NOT to be housed on Tevera/Experiential Learning Cloud**. It is to be kept on site in accordance with the site's confidentiality/record policies and procedures.
11. **Site supervisors will assist and guide their student with mandated reporting.** The program's policy is that it is **the responsibility of the student to directly and immediately report suspected client abuse or neglect to their site supervisor**. Site supervisors and students should discuss the site's more specific protocol with this before or at the start of the clinical experience as this will vary between sites. Since this may be the first time the student is having to make such a report, the site supervisor is asked to support the student and mentor them during this process to ensure all steps are followed correctly.
12. **The practicum/internship policy is that school counselor site supervisors must be school counselors who are currently practicing and certified at the appropriate level.** In addition, they must spend a significant portion of their time actually counseling clients as opposed to management, clerical, and other non-counseling tasks. The field of mental health counseling is open to supervision outside the field and believes there is something of value in cross discipline supervision from social work, psychology, psychiatry, expressive therapists, psychiatric nurses, family therapists, etc. The practicum/internship policy requires that the supervisee provide the site supervisor with a current copy of the American Counseling Association (ACA) Code of Ethics and Standards of Practice which is available at www.counseling.org. Ethical standards indicate that counselors and other mental health professionals need to belong to their professional association. The practicum/internship policy strongly suggests that site supervisors belong to either their national or state professional association, such as the American Counseling Association or one of its Divisions, the Kentucky Counseling Association, the Kentucky School Counseling Association, or the professional association of their mental health discipline.
13. **Site supervisors should limit students' practice of telehealth services.** To give students a solid practice foundation based on in-person contact and a variety of treatment experiences, **telehealth should not be the sole form of counseling during the clinical experience. Telehealth/Virtual Counseling sessions should**

be limited during the practicum and internship experience . Site supervisors should confirm with the university supervisor and supervisee that the supervisee has received sufficient training to lead telehealth/virtual counseling sessions. Students must conduct telehealth/virtual sessions at the practicum/internship site and not from a remote location. Students must complete the additional telehealth training prior to the start of practicum.

14. **Site supervisors will ensure students maintain appropriate professional boundaries.** To maintain appropriate boundaries, students will not provide their personal cell phone numbers to clients. Site supervisors will not ask or encourage students to do so under any circumstance.
15. When supervision is under the direction of both an administrative supervisor and clinical supervisor, the ECU COU Office must be informed. Both supervisors should complete the PCPE evaluations in consultation with one another.
16. If sites require the use of specific programs, systems, etc. (e.g., Zoom or another program for teletherapy, electronic record keeping, company email, etc.) by the students to meet their clinical responsibilities of the sites to provide access to the professional tools to the students free of charge.

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

Additional Resources for Ethical Supervision Practice

1. American Counseling Association (ACA): [2014 ACA Code of Ethics](#)
2. American School Counseling Association (ASCA): [ASCA Ethical Standards for School Counselors](#)
3. American Mental Health Counseling Association (AMHCA): [AMHCA Code of Ethics](#)
4. National Board for Certified Counselors (NBCC): [NBCC Code of Ethics](#)
5. Association for Counselor Education and Supervision (ACES): [ACES Best Practices in Clinical Supervision](#)

ADDITIONAL & EXPANDED REQUIREMENTS, EXPECTATIONS, & PRACTICES OF PRACTICUM & INTERNSHIP & THEIR SUPERVISION

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

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

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

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

Student Scheduling and Site Attendance

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

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

Required Student Hours

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

The required practicum and internship hours are again as follows:

- ***Practicum***

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

- ***Internship***

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

Direct hours are comprised of the "supervised use of counseling, consultation or related professional skills with actual clients (can be individuals, couples, families or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change" (CACREP, 2024, FAQ 23). Direct hours include the following: Counseling [individual, couples, families or groups], completion of assessments, psycho-educational activities, and family

consultation/collaboration (i.e., contact with a client's parent/ guardian to support the client and their treatment progress).

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

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

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

Screening and Assigning Clients for Students and Permission Forms

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

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

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

Types of Counseling Services Required of Students

The practicum/internship experience should not consist solely of one type of counseling. Students having a variety of individual, couples, family, and group counseling allows for a more well-rounded experience and better professional development and preparation. Students and site supervisors should discuss students' preferences for practice, especially in alignment with future practice aspirations, in deciding which experiences are desired or most beneficial to them. **At a minimum, students should have experiences with both individual and group counseling. A minimum of 10 hours of group counseling is required during internship, but no group counseling hours are required during practicum. Group counseling hours cannot exceed more than fifty percent of the total direct hours experience. This means that during practicum students may not exceed 20 hours of group counseling and during internship they may not exceed 120 hours of group counseling.** If students will be providing group counseling during the practicum experience, then it is the responsibility of the student, site supervisor, and faculty supervisor to ensure that the student has completed the required group counseling course (COU 820). If a site is unable to provide a combination of both, specifically during internship, then please discuss further with the Program Coordinator and the Coordinator of Clinical Experiences.

Student Telehealth Practice

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

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

Reporting Client Abuse or Neglect

The program's policy is that it is **the responsibility of the student to directly and immediately report suspected client abuse or neglect to their site supervisor.** Site supervisors should then assist and/or guide students in the reporting process from start to

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

Professional Boundaries for Students

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

Termination and Transition Planning

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

Student Concerns

If at any point during the clinical experience the student has concerns related to the practicum/internship experience, the student should notify and discuss concerns with the site supervisor. If further attention is needed to the matter, the student should contact the faculty supervisor as soon as possible.

Student Fatigue and Burnout

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

The Faculty Supervisor

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

Review of General Expectations for Students and Supervisors

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

Students should:

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

Site supervisors should:

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

Faculty supervisors should:

- Make students aware of the requirements to successfully complete practicum or internship.

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

STUDENT EVALUATION, GRADING & PASSING

Completing and Passing Practicum and Internship

Students must pass all prerequisite courses (i.e., earn a final grade of “B” or higher) in order to be eligible for practicum or internship.

To pass their practicum and internship courses, all students must complete the following:

For **practicum**, students must:

1. Complete a minimum of 100 hours, 40 of which must be direct service.
 - **Note:** Students **must complete all practicum hours in one semester**. If students cannot complete all hours in one semester, then they must repeat the course.
2. Have completed for them both a midterm and a final PCPE by their site supervisor and a final PCPE by their faculty/university supervisor.
3. Submit all signed weekly and summation hours logs [in Tevera/Experiential Learning Cloud].
4. Complete an evaluation of their site/site supervisor [in Tevera/Experiential Learning Cloud].
5. Any additional requirements of the individual course instructor/faculty supervisor (e.g., course journaling or reflection assignments, [case] presentations], etc.)

For **internship**, students must:

1. Complete a minimum of 600 hours, 240 of which must be direct service.
 - **Note:** Depending on when students began the program, they may be able to complete these hours in one semester or required to do so in two semesters; please verify this with your advisor.
 - **Additional Note:** Students may complete internship in up to three semesters, meaning they may take three semesters to complete the 600

hours. A third semester of internship may be used as an elective course. Internship cannot exceed three semesters/terms, which again is inclusive of the winter semester/term.

2. Have completed for them both a midterm and a final PCPE by their site supervisor and a final PCPE by their faculty/university supervisor.
3. Submit all signed weekly and summation hours logs [in Tevera/Experiential Learning Cloud].
4. Complete an evaluation of their site/site supervisor [in Tevera/Experiential Learning Cloud].
5. Any additional requirements of the individual course instructor/faculty supervisor (e.g., course journaling or reflection assignments, [case] presentations], etc.)

Students not having these requirements met by the final day of semester may necessitate a final grade of Incomplete (“I”), which, in the case of internship, could delay their graduation. Students should have all of these requirements completed and submitted by the end of day on the last Friday of the semester to ensure receiving an appropriate final grade for their course.

So long as students have met these requirements, then they will receive a passing final grade (i.e., Satisfactory, “S”) for their course and be permitted to advance in their clinical coursework or graduate. If students do not meet these requirements or have performed too poorly on their final PCPE(s), then they may receive a final grade of Incomplete (“I”) or Unsatisfactory (“U”) and be required to repeat the course. To avoid this from happening, students should again ensure that all requirements are met by end of day on the last Friday of the semester and that any inadequate abilities or skills noted on their PCPE at midterm are addressed by semester’s end to ensure high enough scores on that evaluation to pass the course.

Clinical Remediation

If site supervisors deem that students are not adequately performing at their site or in their clinical practice, then this should be addressed via supervision and/or within the PCPE with a realistic plan created by them for the student to improve. One or both of these parties may inform the faculty/university supervisor of this. If the student is unable to make sufficient progress following this intervention, then the site supervisor should contact the faculty/university supervisor to discuss this and create an improved or revised plan to support the student’s success in the identified area(s), which would become a more formalized and documented remediation plan through the program. If a student is unsuccessful in meeting practice or course requirements for practicum or internship by semester’s end, then this too would prompt a meeting between the student, site supervisor, and faculty/university supervisor to discuss next steps with the student, which would include a remediation plan and could include repeating the course. Other program administrative or clinical faculty may be included in these processes if needed/warranted, especially to contribute input to student success planning.

The Professional Counseling Performance Evaluation

Students are evaluated on their clinical and professional behavior, demeanor, and skills in practicum and internship via the Professional Counseling Performance Evaluation (PCPE) that categorizes items according to professional, basic, and advanced counseling skills. Students or others can read more about this instrument and review a copy of it in the Counselor Education program's Clinical Mental Health/School Counseling Student Handbook: [EKU CE Student Handbook](#).

Again, site supervisors will complete both a midterm and a final PCPE for each of their students in practicum and internship and faculty/university supervisors will complete only a final PCPE for their students in these courses.

Both site supervisors and supervising faculty use the PCPE in part to communicate with students regarding their skills and dispositions in the program. It may also be used to provide feedback to a student regarding deficiencies in skills or professional behavior and not meeting program standards or ethical guidelines. These individuals also use this instrument to determine students' readiness to proceed to the next level of their practicum, whether that be from practicum to internship or internship to graduation and independent practice.

Students are generally expected to earn a score of 2 or higher on all items of their PCPEs. Students in practicum may earn scores of 0 or 1, especially in the beginning of their practice, and these are allowable for the student to move into internship so long as the student has a plan to further address and improve in these areas during that course. Students completing internship should earn a score of 2 or higher on all items of the PCPEs as part of their requirement to complete the course and graduate unless there are exceptional circumstances. Students and their site supervisors should review their PCPE at midterm to identify areas or skills earning a score lower than 2 and plan for how students can improve these by semester's end.

Students must keep all performance evaluations throughout the program prior to practicum or internship and submit them, via Tevera/Experiential Learning Cloud, as part of their application for practicum and internship. These evaluations may be reviewed as part of the application to practicum and taken into consideration when deciding students' readiness to begin their clinical work.

CREDENTIALING

Clinical Mental Health Counseling Licensure

The state of Kentucky, like most – if not all – states in the United States, requires that counselors hold a valid state license in order to practice. Kentucky has two levels of clinical counselor licensure: The initial level, which is Licensed Professional Counselor Associate (LPCA), and the advanced level, which is Licensed Professional Clinical Counselor (LPCC).

LPCCs may also opt to obtain the state supervisor credential (i.e., Licensed Professional Clinical Counselor-Supervisor, LPCC-S). The LPCC-S credential is not required to practice general counseling but is so to supervise LPCAs or others toward their advanced licensure and is otherwise another distinction of a counselor's level of competency and practice.

All graduates – upon their degree conferral – of either ECU's 60-credit Clinical Mental Health Counseling degree track or its 60-credit School Counseling degree track are eligible to immediately apply for their LPCA. Graduates will independently do so by visiting the [Kentucky Board of Licensed Professional Counselors](#) website. The LPCA application includes an online application; an application fee; and verification of the individual's degree, education, training, clinical hours, supervision, and criminal background check. All questions or technical assistance required with the LPCA application should be directed to the Board, and their contact information can be found on their home webpage.

Once graduates have obtained their LPCA, they may begin work toward their LPCC. The LPCC requires a minimum of 4,000 post-master's hours of clinical counseling experience under board-approved supervision (i.e., an LPCC-S). Of these 4,000 hours, at least 1,600 hours must be in direct counseling practice and 100 hours must be of individual, face-to-face supervision. LPCAs must also, again, sit/have sat for the NCE and pass/have passed it as part of their LPCC application. Once LPCAs have completed these requirements, they may apply for their LPCC to the Board through their website.

School Counseling Certification

The state of Kentucky, like most – if not all – states in the United States, requires that school counselors be certified for practice by a state entity/governing body. In Kentucky, this entity is the [Education Professional Standards Board \(EPSB\)](#). EPSB establishes the criteria for professionals working in the PK-12 educational setting to hold their respective roles and work with students. They further bestow and monitor these professionals' certifications for their respective roles. EPSB has two levels of school counseling certification: The initial level, which is the Provisional Certificate in School Counseling, and the advanced level, which is the Standard Certificate in School Counseling. The Provisional Certificate is bestowed upon those who complete an approved master's-level degree program in school counseling. Provisional Certificate holders then have five years in which to meet the criteria in one of the following two options to apply for and obtain the Standard Certificate:

1. Option 1:

- a. Successful completion of an approved master's-level degree program in school counseling.
- b. Successful completion of an additional (i.e., beyond their degree) three to six credits from an approved graduate-level counseling or school counseling program.
- c. One year of full-time employment as a provisionally certified school counselor in an accredited public or private school.
- d. Hold a valid Kentucky Professional Teaching Certificate.

- e. Have a minimum of one year of full-time classroom teaching experience.

2. Option 2:

- a. Successful completion of an approved master's-level degree program in school counseling.
- b. Successful completion of an additional (i.e., beyond their degree) three to six credits from an approved graduate-level counseling or school counseling program.
- c. A minimum of two years of full-time employment as a provisionally certified school counselor in an accredited public or private school.

All graduates – upon their degree conferral – of EKU's 60-credit School Counseling degree track are eligible to immediately apply for their Provisional Certificate. EKU helps – through the office of Professional Education Services (PES) – with the Provisional Certificate and other certification-related (e.g., Rank change) processes to all enrolled students. School counseling students should begin/complete their certification application process during their final semester of the Program. Students can visit PES' website [here](#) to learn more about the certification application or other certification changes processes.

The “Rank” System

The Rank System – outlined by KRS 161.1211 – is the state's classification system for teachers and other educational professionals working in the PK-12 setting. Rank is determined by degree level and then the number of graduate credits an individual has completed/obtained. Rank spans from I to V, but most individuals working in schools will have a Rank of III or higher. Rank III is achieved when the individual holds an approved four-year college degree or equivalent and their respective certification through EPSB. Rank II is achieved when the individual obtains a master's degree in a subject field approved by EPSB, has earned initial certification of the National Board for Professional Teaching Standards, or has completed equivalent continuing education. Rank I is achieved when the individual obtains a second master's degree or completes a minimum of 30 additional credits or equivalent continuing education.

Among other things, Rank determines the pay brackets for its employees with higher Ranks bringing pay increases, which is a common incentive for students, graduates, and employees to consider increasing their Rank.

School counseling students of EKU's Counselor Education program who already hold a master's degree in education/teaching may apply for a Rank change from II to I once they have completed a minimum of 30 credits in their School Counseling degree track. This can be accomplished by using the resources and following the processes noted above through EKU's PES.

School counseling students who do not already hold a master's degree in education/teaching

and who complete the 60-credit degree track can have Rank I added to their degree. To complete this, the student should submit a Simultaneous Curricula toward the end of their time in the Program; that can be accomplished by completing and submitting the form/information [here](#).

Option 6 in School Counseling

Option 6 affords a school counseling student emergency certification and to therefore accept employment as a full-time school counselor prior to their completing their degree program. The criteria/requirements for an institution to extend Option 6 may vary, and the following are those for the students in the Program's School Counseling degree track:

- Be enrolled and in good academic standing in one of the Program's M.A.Ed. School Counseling degree tracks.
- Complete all content courses (i.e., all degree-required courses excluding practicum and internship).
- Complete the practicum course.
- Sit for and pass the Program's exit exam (i.e., the CPCE or oral exam).
- Be enrolled in the internship course.
- Have a valid job offer from a qualified school.

If a student would like to pursue this alternative certification route, then they should discuss this with their advisor as soon as possible to plan accordingly. At the point in which they meet the above criteria/requirements for ECU to extend Option 6 to them, they should contact the [Professional Education Services \(PES\)](#) office to discuss steps in completing the Option 6 process.

ADDITIONAL INFORMATION

Program Examinations

As students near the end of their program, there are two exams to be aware of and consider when to take: The Counselor Preparation Comprehensive Exam (CPCE) and the National Counselor Examination (NCE). Students or others can read more about these exams in the Counselor Education program's Clinical Mental Health/School Counseling Student Handbook: [EKU CE Student Handbook](#). In short, all students must take and pass the CPCE as a graduation requirement whereas the NCE is required for LPCC – not LPCA – licensure and is therefore not a program or graduation requirement. Students are advised to sit for the CPCE in their last or second-to-last semester of the program, especially so as not to delay graduation if they are unsuccessful in passing it on their first attempt. Students are further advised to plan and schedule to take the NCE around the same time as their CPCE if they plan to take this exam prior to graduation.

Required Course Technology

The following are technology-related requirements to enroll in and complete practicum and internship:

1. Stable internet access
2. Microsoft Word and/or Google Documents

3. Microsoft PowerPoint and/or Google Presentation
4. ECU Blackboard
5. ECU student email
6. Tevera/Experiential Learning Cloud

Tevera/Experiential Learning Cloud

Tevera/Experiential Learning Cloud is a web-based platform specifically designed for the collection, organization, and maintenance of Counselor Education students' programs of study, particularly in the area of clinical documentation in practicum and internship. All students are therefore required to purchase a membership to Tevera/Experiential Learning Cloud at the beginning of their enrollment in the program. Students will be the owner of their respective accounts throughout their time in the program and will have lifetime access to it after graduation, which will greatly help them as they apply for clinical licensure and/or pursue doctoral counseling studies. There is a one-time, all-inclusive charge of \$215.00 to acquire membership to Tevera/Experiential Learning Cloud.

Beginning in Fall 2024, students may be eligible to use their financial aid for this education-related cost.

Student Technology or Social Media Use in Clinical Practice

Although counseling students and faculty are increasing their use of technology in the counseling setting, inappropriate or more personal use of it in this setting can violate clients' and others' rights.

The following guidelines have been established to prevent inappropriate, personal use of technology in the practicum or internship classroom and site spaces:

1. **Audio/Video:** Students may not use personal audio or visual devices in the clinical setting without client awareness and explicit, signed permission for use. In the event that they need to record [for supervision purposes], then students may not record on their smartphones as data is too easily shared from these devices, and they must discuss with their supervisors strategies to keep audio and/or visual recordings safe and secure until students dispose of them. Additionally, students may not record group supervision (i.e., practicum or internship class sessions) without instructor awareness and approval, which includes those who have an academic accommodation for such.
2. **Photography:** Students may never use a personal device to take a photograph or video in the clinical setting. If either of these is necessary for clinical purposes, then the student must use a site-provided device for such and they must again obtain explicit, signed client permission to do so as well as consult their supervisor on this need and process. No copies of any such photographs

or videos may be removed from the facility without supervisor awareness and approval.

- 3. Cellular/Smartphones, Laptops, or Other Electronic Devices:** Cellular/smartphones may not be used in the clinical setting unless approved to do so by supervisors. They must furthermore be placed on “vibrate” or “silent” mode at all times while in the clinical setting. Students must otherwise adhere to site policies for possession and use of these devices while on their premises. Students may never download or record client data on their smartphones and may only do so on personal laptop or other devices after consultation with and approval from supervisors, which includes a clear plan on how they intend to record, store, and destroy this data.
- 4. Social Media:** Any sharing of information related to a student’s clinical experience via social media is strictly forbidden. Students must never share any identifying or potentially identifying client or site information, such as descriptions or names of clients, client family members, facilities, staff, faculty, or other students.
- 5. Electronic Health (i.e., Medical) Records:** Students must adhere to client privacy, confidentiality, HIPAA, and site policies and procedures in the maintenance and protection of personal health and medical information. Federal and state laws protect this information, and it is illegal to use or disclose this information outside the scope of clinical duties.
- 6. Reporting Violations:** Students must immediately report known or suspected violations of these above policies to their site and university supervisors.

FREQUENTLY ASKED QUESTIONS (FAQs)

These questions are intended to assist students in understanding the expectations and opportunities offered in their practicum and internship experiences. **All students should be able to answer these questions PRIOR to the start of their field experience**. Students are encouraged to speak to their advisor, any faculty member, or the Coordinator of Clinical Experiences for further clarification of any of these questions. They are also encouraged to suggest other questions that should be included in this list.

1. Where can I get a list of potential sites for my practicum and/or internship experience?

A list of sites where previous students have completed their practicum and internship can be found on Tevera/Experiential Learning Cloud. Other, new sites may be considered if they meet all program and accreditor (i.e., CACREP) requirements, but this will need to be determined in consultation with the Coordinator of Clinical Experiences. If students wish to use a site for practicum or internship that has not worked with the Counselor Education program before or in some time, then they should discuss this with the Coordinator of Clinical Experiences before completing and submitting their practicum or internship application.

2. Can a Clinical Mental Health Counseling student complete practicum/internship in a school setting and/or can a School Counseling student complete these in a clinical setting?

Clinical Mental Health Counseling students may be able to complete their practicum or internship in a school if they work for a clinical, community site who is contracted to provide full-time clinical counseling services to students in the school setting. Otherwise, no, clinical mental health counseling students cannot complete their practicum or internship in a school setting. Under no circumstance can a School Counseling student complete their practicum or internship in a clinical setting outside of the school one.

3. Where do I find the application material for practicum and internship?

Prior to enrolling in either practicum or internship, students will be required to complete the online application and provide required documentation through Tevera/Experiential Learning Cloud. **Students must apply for practicum or internship the semester before the one in which they intend to enroll in that course (e.g., Apply in fall for the course in the spring).** All application paperwork and necessary documentation must be completed by the specified deadline the semester before the one in which the student will be enrolled. These deadlines are regularly updated and communicated through program emails and posted to the program's webpage. Students will only be given the course CRN to use for registration

once their application has been reviewed and approved; students cannot register for their course until that time. Typically, the CRN is sent two to three weeks after the application deadline.

4. *What is the deadline for submitting practicum or internship application materials?*

Please visit the program's practicum and internship webpage for application deadlines: <https://www.eku.edu/ctp/cou/practicum-internship/>.

Note: Some sites may require that you complete a state police or FBI criminal background check [in addition to the program's required one] or some other formality before you can begin. This may take several or more weeks and is the student's responsibility to have completed before the start of their practicum or internship. For this, it is recommended that students verify this with their intended site at least two months prior to beginning there.

5. *Is professional liability insurance required for practicum or internship?*

Yes, all students are required to purchase professional liability insurance at the time of their entrance to the program and maintain it throughout their time in the program. Proof of professional liability insurance must be provided – via Tevera/Experiential Learning Cloud – as part of the student's practicum or internship application. Course instructors will note this requirement in classes and will verify that students have insurance before they allow students to proceed in their classes. Students may purchase professional liability insurance from any provider granted that it explicitly covers counselors/counselors in training. A common provider for professional counselors' liability insurance is Healthcare Providers Service Organization (HPSO), and insurance from this provider can be obtained through membership to the American Counseling Association (ACA). Students are encouraged to purchase HPSO coverage as it is assured that it covers counselors/counselors in training and is a further incentive to obtain membership to ACA. Regardless of the insurance provider, **the policy must include a minimum of \$1,000,000 per claim and \$3,000,000 aggregate**. Because the policy offered through ASCA membership fails to meet this requirement, school counseling students cannot use this as a liability insurance policy provider.

6. *What is the supervision contract?*

It is a required document that must be collaboratively completed by the student and site supervisor. It is a required assignment that the student must submit by the Friday of the first week of the semester. This document is found on Tevera/Experiential Learning Cloud as an *Assignment* and is available for students and site supervisors to complete once access to the course has been given. It outlines the expectations, purpose, goals, context, and content of supervision; the rights and responsibilities of both parties; crisis procedures; etc. When site supervisors and

students complete this document together, it helps to provide clear expectations for the supervision experience and ensure it be a more successful one.

7. **Can I choose or request my practicum or internship instructor or section?** No. For various reasons, the program cannot accommodate student requests for certain instructors or sections of practicum or internship. The program tries to group students according to their specialty (i.e., clinical mental health or school counseling), but assignments are otherwise random. Students should view this as an opportunity to work with different supervisors, each of whom brings unique experience and guidance to their work.

8. **What is the difference between direct and indirect counseling experiences?** **Direct** counseling is interaction with clients that includes the application of counseling, consultation, or human development skills. To count as direct counseling experience, it must be face to face counseling or consultation done in a confidential setting. Examples of Direct Counseling hours include individual, family or group counseling, classroom guidance, or family collateral/collaboration.

Indirect counseling experiences are all other duties and experiences that do not fall into the direct counseling category such as staffing, charting, and reviewing records; completing administrative duties; attending trainings and classes; observing other providers; engaging in supervision; and completing any coursework or assignments.

9. ***Do I have to audio or video record sessions if my site does not allow it?***

In general, no. However, if the student is not recording sessions, then the site supervisor or the university supervisor must provide live supervision with their student and the client(s) that equates to two full sessions. Should the student wish to use audio or video recording, then they need to obtain a signed, informed consent from the client acknowledging and allowing this. This form can be found on Tevera/Experiential Learning Cloud. **This form, once completed by/with the client, is NOT to be housed on Tevera/Experiential Learning Cloud** but is to be kept on site in accordance with the site's confidentiality/record policies and procedures. Note that you may use the same client for more than one recording. Video recordings do not need to include any aspect of the client's presence other than their voice, which helps to ensure confidentiality. Although video recording can be anxiety provoking for counselors-in training, it can be helpful in supervision.

10. ***Do I have to complete group guidance and/or counseling in practicum or internship?***

Per the CACREP (2024) Standard 4E: Professional Practice., interns must accrue at least 240 hours of direct service, including experience leading or co-leading a counseling or psychoeducational group. Therefore, **a minimum of 10 hours of group counseling is required during internship. Group counseling hours cannot exceed more than fifty percent of the total direct hours. This means that in practicum students may not exceed 20 hours of group counseling and during**

internship students may not exceed 120 hours of group counseling. Classroom or group guidance may be part of a school counseling practicum or internship experience but cannot suffice for the 10 hours of group counseling in internship. Neither group guidance nor group counseling are required in practicum, but students are permitted to engage in these experiences at that time after consultation with and under supervision of their site supervisor. Course instructors can and will discuss specifics of this in class sessions.

11. *Can I start – or continue – my practicum or internship hours before, between, or after the semester(s) that I am enrolled in the course?*

No. Due to the affiliation agreement in place between ECU and your site and the limitations of professional liability insurance, students must wait until the first day of the semester to begin their practicum or internship experience and must end it on the final day of that semester. Students are encouraged to attend their site prior to the start of the semester to meet with their site supervisor, complete the supervision agreement/contract, and be oriented to the site; these hours cannot be counted, even as indirect hours. But **students cannot begin to count hours or meet with clients before the first day of the semester in which they are enrolled in practicum or internship and cannot count hours or see clients beyond the final day of that semester.** Even if students are planning to remain at the same site for internship over multiple semesters, they cannot attend their site or see clients between those semesters; students and their site supervisors should plan for this to ensure continuity of care for those clients. If students are planning or required to complete an internship over multiple semesters, then those hours completed in their first will be added to those completed in subsequent ones in Tevera/Experiential Learning Cloud.

12. *What do I do if I cannot complete my practicum during the semester enrolled?* It is a CACREP (2024) requirement and liability-related issue that **students complete their practicum in one semester.** Practicum only requires 100 hours, and this is feasible for most, if not all, students. It does require, though, that students are available enough to attend their site every week and confirm this with their site supervisor before or at the start of the semester to then plan accordingly in terms of how often the student will attend the site every week, how many clients the student will be assigned, additional opportunities for the student to accrue hours, etc. **If a student is unable to complete all 100 practicum hours in one semester, then they must repeat the course and those hours completed cannot be carried over.** For this reason, students should enroll in practicum when they are more certain of their ability to devote the needed time every week to accrue their hours and, again, discuss and plan for this with their supervisor before or at the start of the semester.

13. How many semesters of practicum and internship are required?

Again, it is a CACREP (2024) requirement and liability-related issue that dictates that all students must complete practicum and its 100 hours in one semester. Internship and its 600 hours may be completed in one, two, or three semesters. Depending on when they began their program, some students may have the ability to complete their internship [and all 600 hours] in one semester whereas others may be required to complete it in at least two semesters; please verify this with your advisor. All students have the option to complete internship in as many as three semesters. Internship cannot exceed three semesters, which again is inclusive of the winter semester/term. Additional semesters of internship beyond what is required for the student may be counted as electives toward their degree. For those who are able and interested in completing their internship in one semester, please be advised that this requires full-time work dedicated to the site, which is not feasible for most individuals and could lead to burnout, especially if they attempt to also work for income during this period.

14. How do the goals of the practicum and internship classroom experience differ from those of the field placement experience of practicum and internship?

CACREP (2024) suggests that the practicum-internship series is an iterative experience and developmental in nature whereby initial, less complex skills are developed in practicum and later, in internship, the skills are refined and the expectation for a complexity of knowledge and application is greater. The goals of both the classroom and field experiences include professional knowledge and skill development, such as exploring pertinent ethical and legal considerations and the development of advanced counseling skills.

The primary goal of the practicum field placement experience is to begin to accrue some initial, real-life counseling experience with clients or students and begin to implement and practice the knowledge and skills learned earlier in the program. At the practicum level, students may begin to be introduced to additional duties such as scheduling, interfacing with other educational specialists, and coordinating assessment [for school counselors] and charting, staffing, and interfacing with other clinical/medical staff [for mental health counselors].

Internship is the culminating professional experience in the program, and its primary goal is to refine skills begun in practicum, further expand knowledge, and introduce students to more specifics of daily practice in their preferred setting.

Both practicum and internship require group supervision, which is essentially these courses' class meeting sessions, and this is led by the course instructor/faculty supervisor. Group supervision provides students an opportunity to present on client or student cases for case consultation as well as share and process their site-based experiences and learning with their instructor/faculty supervisor and peers. Individual instructors/faculty supervisors may structure these sessions slightly differently or have unique requirements for them, but the general format is the same

across all of them.

15. *Can I do an internship in my present work setting?*

Yes, provided that your workplace has a counseling focus/program and offers those services as well as that your intended site supervisor does not have any administrative supervision relationship with you (such as hiring, firing, or evaluating) that would constitute a dual relationship. Ideally, the student should complete their practicum or internship requirements in a separate part or program of the institution in which they work and have a different supervisor from the one for their employment. If a student's current job has counseling-related or type duties (e.g., a Behavioral Health Associate), then they may be able to use it as their practicum or internship site. Only those duties and therefore hours that are clinical – and in the case of school counseling, academic or educational – counseling in nature may be counted for practicum/internship. In addition, duties performed at your job site for direct and indirect hours must be at a Master's graduate level per CACREP (2024). The distinction between current job duties and those that are counseling in nature and will be used for practicum/internship must be clarified on the Place of Employment Verification Form found on Tevera/Experiential Learning Cloud. It is advisable to discuss this further with the Coordinator of Clinical Experiences and the Clinical Faculty Liaison/Supervisor during the application process to ensure that practicum/internship hours will be counted appropriately.

16. *Can I have more than one supervisor and/or more than one site per semester?*

It is the expectation that all students have only one site and one supervisor per semester. Students may seek additional supervision or consultation, but one official supervisor of record needs to be the primary supervisor. In some cases, a student may have both an administrative and a clinical supervisor due to the structure of their site; this is permissible but must be made clear to the program, and both supervisors should consult for student feedback and evaluation. In rare instances a student may be allowed to utilize two sites, for instance, if the primary site does not provide opportunities for group counseling, which is an internship requirement; this should be discussed and planned for between the student, primary site supervisor, faculty supervisor, and Coordinator of Clinical Experiences.

17. *What should I do if I have a conflict with my site supervisor and I am afraid it might affect my evaluation and/or grading?*

Students are encouraged to first address all concerns, conflicts, and issues about their site or site supervisor with their site supervisor. If this is either not possible or unsuccessful, then the student should consult their course instructor/faculty supervisor for guidance and support in resolving these. Clear communication and understanding as well as careful planning between the student and their site supervisor can often avoid these situations.

18. Does my supervisor have to be onsite while I am at my site?

Yes, for both client and student safety, which are paramount, neither a practicum nor an internship student should ever be left alone at their site. The student's site supervisor – or a temporary supervisor stand-in for them, who is identified and connected with the student ahead of time – should be physically on site and available to the student at all times that they are at the site, especially when seeing clients. This provides the student immediate support and assistance in matters of emergency. If no supervisor-official or stand in-can be physically present at the site while a student is there, then the student should not attend the site for that period of time.

19. Does my site supervisor have to be a currently practicing clinical mental health or school counselor?

Yes, your site supervisor is responsible for orienting you to the counseling profession, updating your knowledge of the profession and its practice, assisting with the development of your professional identity and skill as a counselor, and monitoring the daily activities of a counselor in the field. To do these things properly they must be active in their profession and employed by the site.

20. Can I hire a site supervisor?

No, students cannot hire an outside individual to be their supervisor for various reasons, which include their lacking necessary institutional knowledge of the student's site and a likely unethical dual relationship. Students' site supervisors must be employees of and working at their site, and their faculty/university supervisors will be from among the program's faculty.

21. Do I have to have a supervisor in practicum or internship if I am currently a counselor or currently a counseling supervisor?

Yes, ethically all counselors seek supervision/consultation throughout their careers, and they absolutely must be supervised during this experience. For the sake of consistency and ethics, all students of practicum and internship – even those who have been or are practicing counselors – must receive site and faculty/university supervision.

22. Can I counsel students who are enrolled in my classes [as a teacher] or individuals with whom I have another relationship?

No, you may not counsel students in your classes or students for which you have disciplinary responsibilities, such as an athletic team, club sponsor, and so forth. Counselors should also not counsel students with whom they have another special relationship such as a family member or another type of close and current relationship. These types of situations would constitute dual relationships and are unethical. You may counsel former students or a client with whom you have had a previous relationship – though not one of a romantic nature – as long as that relationship is no longer active.

23. Can I work with a student or a client who I have had contact with in another setting (e.g., A child I have had in class or a member of my church congregation)?

The ACA (2014) *Code of Ethics* states that dual relationships are to be avoided, but if they are entered into, then the parameters of the relationship must be specified, preferably in writing as a contractual arrangement between the counselor and client. As the *Code* says they are to be avoided but not prohibited – except for relationships of a sexual nature – it is recognized that there might be occasions when certain dual relationships may be in the best interest of the client, may be the best alternative, or may be the only alternative in some settings. Therefore, a student may enter into some limited dual relationships with students or clients if the student has the permission of both the site and university supervisors and these supervisors closely monitor the student's work.

24. Can I engage with clients outside of our sessions, such as drive them to appointments or friend them through social media?

For the safety of both clients and practicum or internship students, it is important that students establish clear boundaries with their clients as per the ACA (2014) *Code of Ethics*. Due to safety concerns, students cannot drive clients or their students to appointments or friend them on social media. Furthermore, students cannot call or text clients with their private phone due to HIPAA confidentiality. In addition, leaving voicemail messages on clients' phones with identifying information is not recommended due to confidentiality. Students should work with their supervisors on addressing any concerns regarding confidentiality as well as ethics.

25. How does the clinical mental health counseling practicum and internship differ from those for school counseling?

They differ by the credentials of the site supervisor, services offered, and requirements of the student in terms of knowledge and skills. Clinical mental health counseling typically focuses on traditional clinical counseling whereas school counseling encompasses both counseling and academic/educational services for K-12 students.

26. How does an LPCA/LPCC become a certified school counselor in Kentucky?

To become a school counselor in Kentucky, the individual first and foremost needs a School Counseling degree; this allows them to apply for and receive their Provisional Certificate in school counseling. There are two options for those provisionally certified to convert this to a Standard Certificate in school counseling, which is required within five years of receiving the provisional certification:

Option 1:

1. Successful completion of an approved master's-level degree program in school

- counseling.
2. Successful completion of an additional (i.e., beyond their degree) three to six credits from an approved graduate-level counseling or school counseling program.
 3. One year of full-time employment as a provisionally certified school counselor in an accredited public or private school.
 4. Hold a valid Kentucky Professional Teaching Certificate.
 5. Have a minimum of one year of full-time classroom teaching experience.

Option 2:

1. Successful completion of an approved master's-level degree program in school counseling.
2. Successful completion of an additional (i.e., beyond their degree) three to six credits from an approved graduate-level counseling or school counseling program.
3. A minimum of two years of full-time employment as a provisionally certified school counselor in an accredited public or private school.

27. How does a certified school counselor become an LPCA/LPCC in Kentucky?

To become a licensed clinical counselor, the individual must complete a CACREP- accredited counseling degree program with a minimum of 60 credits. School counselors without a CACREP-accredited degree and/or with one of less than 60 credits should contact the KY Licensure Board to have their transcript audited and learn what more they must complete to apply for licensure. School counselors with a CACREP-accredited degree and who have completed at least 60 credits – whether within their degree or beyond it – may apply for their LPCA and must then complete the necessary requirements to earn their LPCC.

28. What do I need to keep as verification of my practicum and internship for LPCA/LPCC application?

To meet the requirements for the KY LPCC Board, you must keep – at a minimum – a signed record of supervision that includes a list of direct, indirect, and supervision hours. You may get a copy of the supervision documentation form from the LPCC website listed above to use with your site supervisor. Please note that **the program/department cannot guarantee retention of your records after five years post-graduation**, so you must keep your own copy of all relevant materials. All of this documentation should/will be kept in Tevera/Experiential Learning Cloud, and students have lifelong access to this platform. It is advisable, though, that students keep separate copies of these documents elsewhere in the event that they are lost from Tevera/Experiential Learning Cloud or the student loses access to the platform.

29. When/why should I enroll in Winter Internship?

Winter internship ***does count*** as one of the three internship semesters/terms. Winter internship is intended to provide a minimal amount of additional time to students to obtain their remaining hours, which should be relatively small, when those hours are unable to be finished in two semesters. With winter internship being limited to approximately six weeks, it is not advisable for students to take winter internship if their site has limited hours/clients and/or if students wish to experience internship at a slower pace.

School Counseling Specific Questions

1. *What do I need to know if I am planning to complete my school counseling internship while employed as a teacher?*

All school counseling students must complete the 100-hour practicum and a 600-hour internship. School counseling students who are employed as teachers and wish to complete their practicum and/or internship at the school in which they are employed must first ensure that a school counselor at their school who is willing to supervise meets the site supervisor qualifications. These individuals will need to complete their practicum and/or internship hours before and/or after school and during free periods (e.g., planning periods, lunch periods, etc.). This is typically feasible for practicum students, but these restrictions in their availability usually require these school counseling students to complete internship over two to three semesters, even if they are only required to complete one semester of it. School counseling students wishing to pursue this for their practicum and/or internship should first discuss it with their advisor and then the Coordinator of Clinical Experiences to ensure an ethical and realistic plan can be arranged for them.

2. *If there is not a school counselor in my school or if I am the only school counselor in my school or district, who will supervise me?*

All school counseling students must be supervised by a qualified, approved, certified and actively practicing school counselor. Ideally, this school counselor would work in the same school as the student intends to complete their practicum or internship. If there is no school counselor in their school, then arrangements are made for a school counselor from another school in the district to function as the primary supervisor while another professional working in the same building as the student suffices as a secondary one. If a student is considering a school site at which there is no school counselor, then they should discuss this with the Coordinator of Clinical Experiences to explore potential options for this student to accommodate the site as a viable placement. Having school counselors outside of the placements district function as a site supervisor would rarely, if ever, be possible.

3. *What is group guidance, and how does it differ from group counseling?*

Group guidance requires or utilizes some basic counseling and group facilitation processes or skills but is primarily focused on knowledge and instruction over counseling and/or group processes. It tends to be more structured than group counseling – especially as it tends to require and follow a lesson plan – but can utilize some of the same tools, such as books, games, puppets, tapes, videos, etc. Group guidance is typically completed in the classroom and delivered to an entire classroom of students (i.e., classroom guidance) but can be delivered to small groups of students, especially based on

student need.

Group counseling is typically done on a smaller scale and reserved for groups of three to twelve students. It can be structured [and follow a lesson plan] but can also be flexible, especially to address here-and-now disclosures or experiences within the group. Group counseling is typically focused on counseling and group processes over knowledge and instruction but can include some degree of skill education and practice (e.g., social skills).

All school counseling internship students must complete at least 10 hours of group counseling (not to exceed more than fifty percent of their total direct hours), and group guidance cannot replace this. But, they should also get ample exposure to and practice with group guidance in practicum and/or internship as this will be a regular aspect of their career.

4. *What is the difference between Rank I and Standard Certificate in school counseling?*

School counseling certification and the Rank system as reviewed under the Credentialing section earlier in this handbook. Certification is what is needed to be employed for a certain educational role (e.g., school counseling) and practice and requires a graduate degree of higher. In Kentucky, an individual must possess a degree in school counseling to earn school counseling certification and then be employed for such. And, there are two levels of certification: Provisional, which all graduates of a school counseling program earn with their degree, and Standard, which has requirements beyond the individual's degree and must be completed within five years of obtaining provisional certification. Rank is determined by an individual's education, and more specifically, how much of it someone has completed. It is also a significant determinant in pay scales in most, if not all, state school districts.

All graduates of ECU's Counselor Education program's School Counseling degree programs will be eligible for Provisional Certificate upon their graduation, and they must then complete the requirements for Standard Certificate within five years to earn it. Graduates of the 48-credit degree program will be eligible for Rank II upon graduation, unless they complete at least 60 credits before graduating; otherwise, they must complete additional coursework or continuing education beyond graduation to earn Rank I. Graduates for the 60-credit degree program will be eligible for Rank I upon graduation.

Practicum/Internship Next Steps

1. Confirm with your advisor you have met all prerequisites.
2. Visit the P/I Webpage for the current application deadline. All application requirements must be submitted by the deadline.
<https://www.eku.edu/in/guides/counselor-education-practicum-internship-guide/>
3. Thoroughly read the Clinical Handbook for additional information.
4. Create a Tevera/Experiential Learning Cloud account. If a Tevera/Experiential Learning Cloud account is needed, please contact the Coordinator of Clinical Experiences for a link to set up your account.
5. To review the list of possible clinical sites using Tevera/Experiential Learning Cloud, visit "Site Placements" and then select "My Sites".
6. Begin contacting possible sites/site supervisors, scheduling interviews if required.
7. Once a site has been confirmed, it is the student's responsibility to become familiar with all onboarding requirements of the selected sites. All onboarding must be completed **prior** to the first day of the semester. It is recommended that students check with the intended site at least two months prior to the start of the semester to determine onboarding requirements. Please note, some school districts may require a State Police or FBI criminal background check, in addition to the required ECU background check
8. To complete the application on Tevera/Experiential Learning Cloud, select "Site Placements", "My Site Placements". Next, select the applicable tab (Practicum, Internship I, II or III). You will then complete all required steps found under **1. Pre-Application Tasks, 2. Site Details** and **3. Supervisor Details**.
9. Applications must be approved by the COU Office. Approximately 2-3 weeks after the close of the application window, students will be notified if requirements are missing from the application and what additional information is needed. If all requirements are met, the CRN to register for the class will be sent 2-3 weeks after the close of the application window.
10.
If you would like to discuss the application process further, please contact the Coordinator of Clinical experience via email to schedule a Zoom meeting. leanna.hensley@eku.edu

APPENDIX A

Professional Counseling Performance Evaluation

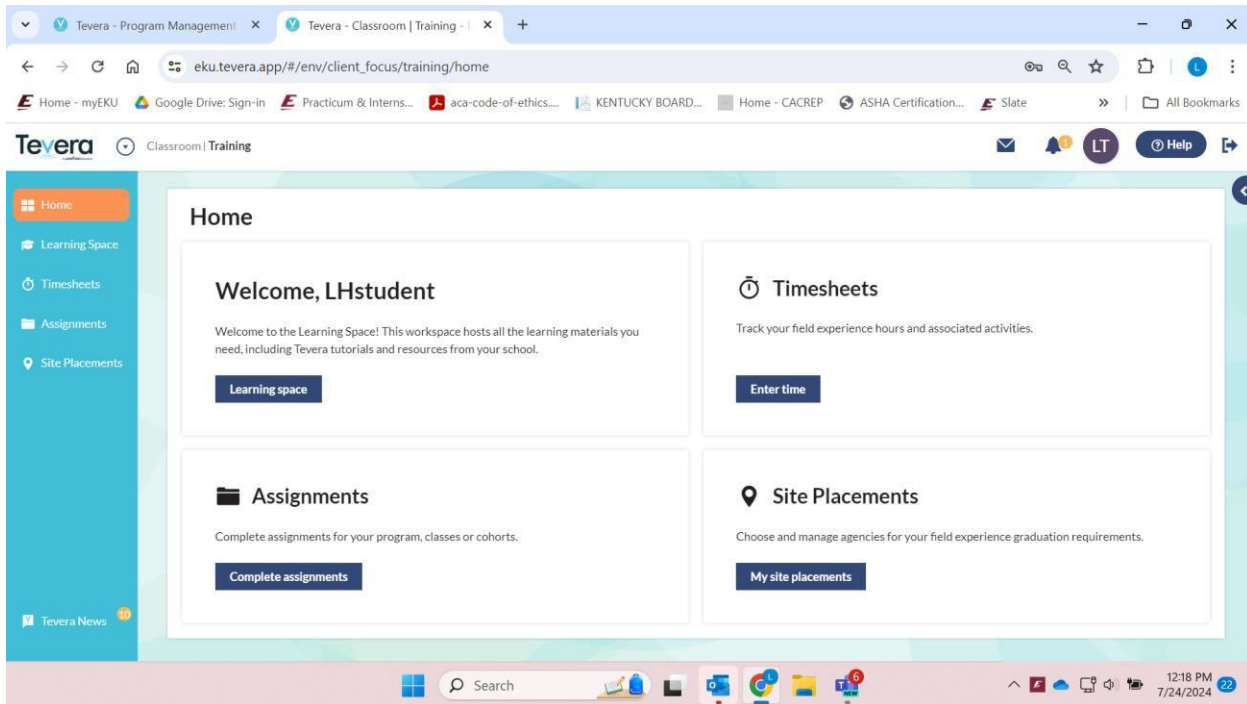
This form is used to assess a practitioner's counseling skills and dispositions during a semester.

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

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

APPENDIX B

Tevera/Experiential Learning Cloud Landing Page (Student Version)



Top Right Corner: Envelope (inbox) – click to send and receive emails through Tevera/Experiential Learning Cloud.

Bell – Notification of tasks to be completed.

HELP – To receive technical assistance from the Tevera/Experiential Learning Cloud helpdesk.

Learning Space: Provides short videos and directions for a variety of Tevera/Experiential Learning Cloud functions.

Assignments: Where assignments for COU 880 or 881 can be found and submitted.

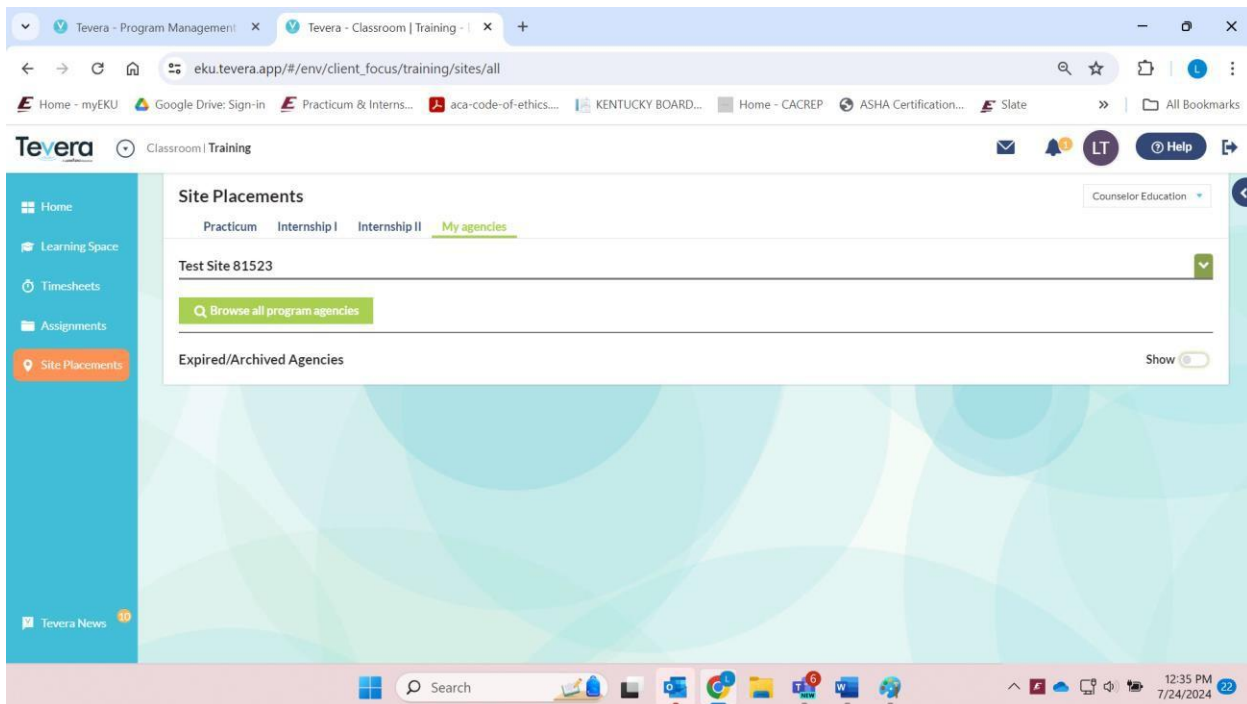
Weekly timesheets, PCPE evaluations, Supervision Contract and other documents are found here.

Timesheets: The Time Track is located here and must be set up prior to entering time.

Daily/weekly time will be entered here.

Site Placements: Here you will find the application process for Practicum, Internship I, Internship II and Internship III. You can also access a list of possible sites.

How to Find Possible Sites



Under **Site Placements** select **My Agencies**, then **Browse All Program Agencies**. You will see a list of all sites (including school districts) found in our system. You are not limited to the sites found here and can request a site not listed during the application process.

How to Apply for Practicum or Internship

The screenshot displays the Tevera Classroom Training interface. The top navigation bar includes the Tevera logo and the text 'Classroom | Training'. The left sidebar contains navigation links: Home, Learning Space, Timesheets, Assignments, and Site Placements (highlighted). The main content area is titled 'Site Placements' and includes tabs for 'Practicum', 'Internship I', 'Internship II', and 'My agencies'. The 'Practicum' tab is active. Below the tabs, there is a 'START' button and a 'Pre-application tasks' section. The 'Pre-application tasks' section includes a 'Select agency' button and a 'Select supervisor' button. Below these, there is a section for 'ADDITIONAL PRACTICUM AGENCIES' with an 'Optional: Add another agency' button. The main content area also features a table of tasks with their status.

Name	Task Type	Status	Waiting On
Complete Practicum Application	Form	In Progress	
Upload Proof of Insurance	Upload	Completed	
Review Handbook & Sign Acknowledgement	Form	Completed	
Sign Clinical Placement Waiver	Form	Completed	
Complete Place of Employment Verification (If applicable)	Form	Completed	
Upload Background Check	Upload	Completed	

Locate the appropriate tab (Practicum, Internship I, Internship II or III).

Step 1: Pre-Application Tasks

Click “start” for each listed task and complete according to the directions provided. All requirements must say “completed” before you can move to Step 2 and before your application is considered complete. (Place of Employment Verification is optional and only to be completed if you are employed at your site).

Site Placements

Practicum Internship I Internship II My agencies

START

✓ Pre-application tasks

PRACTICUM AGENCY 1

test

2 Select agency

3 Select supervisor

OPTIONAL PRACTICUM AGENCIES

Optional: Add another agency

Complete your program's paperwork for Practicum Agency 1: test.

test In Progress

Site Contact Details

Address

View full profile Cancel

Paperwork | CE Practicum Placement

Name	Task Type	Status	Waiting On
Site Information Form	Form	Waiting On	LeAnna Hensley

Step 2: Select Agency

Select your chosen agency from the provided list. If your agency isn't listed, scroll to the bottom of the page and click "suggest agency".

Begin the ***Site Information Form***. This form should be sent to your site supervisor or agency representative for completion. You will be prompted to enter an email for this individual in two separate boxes. Clicking the "submit" button will send the individual an email prompting them to complete this form.

The screenshot displays the 'Site Placements' interface in the Tevera Classroom Training system. The left sidebar contains navigation links: Home, Learning Space, Timesheets, Assignments, and Site Placements (highlighted). The main content area is titled 'Site Placements' and includes tabs for 'Practicum', 'Internship I', 'Internship II', and 'My agencies'. The 'Practicum' tab is active, showing a 'Select agency' step and a 'Select supervisor' step. Below these steps, there are sections for 'ADDITIONAL PRACTICUM AGENCIES' and 'Optional: Add another agency'. The 'LeAnna Hensley (Agency Supervisor)' section shows a table of forms: 'Site Supervisor Information' (Form, Waiting On, LeAnna Hensley), 'Orientation Verification (Student)' (Form, Not Started), and 'Supervision Dates (completed by Placement Coordinator)' (Form, Not Started, Placement Approver). The 'LeAnna Hensley (Task Supervisor)' section shows a table with 'Task Supervisor Placement Form' (Form, Waiting On, LeAnna Hensley). Buttons for 'Add Agency Supervisor' and 'Add Task Supervisor' are at the bottom.

Step 3: Select Supervisor

To add your site supervisor, click **Add Agency Supervisor**. Site supervisors who are connected with your selected agency, will automatically populate. However, if a site supervisor is not listed, click **Suggest a Supervisor**.

Three forms should then populate.

Site Supervisor Information form should be opened and sent via email to your site supervisor for completion.

Orientation Verification (student) is to be completed by you, the student (not the site supervisor) AFTER you have attended the mandatory P/I orientation training required of all Practicum and Internship I students.

Supervision Dates will be completed by the Placement Coordinator. You do NOT need to do anything with this form during the application process.

Do NOT click **Add Task Supervisor**

Using Tevera/Experiential Learning Cloud for COU 880 and 881

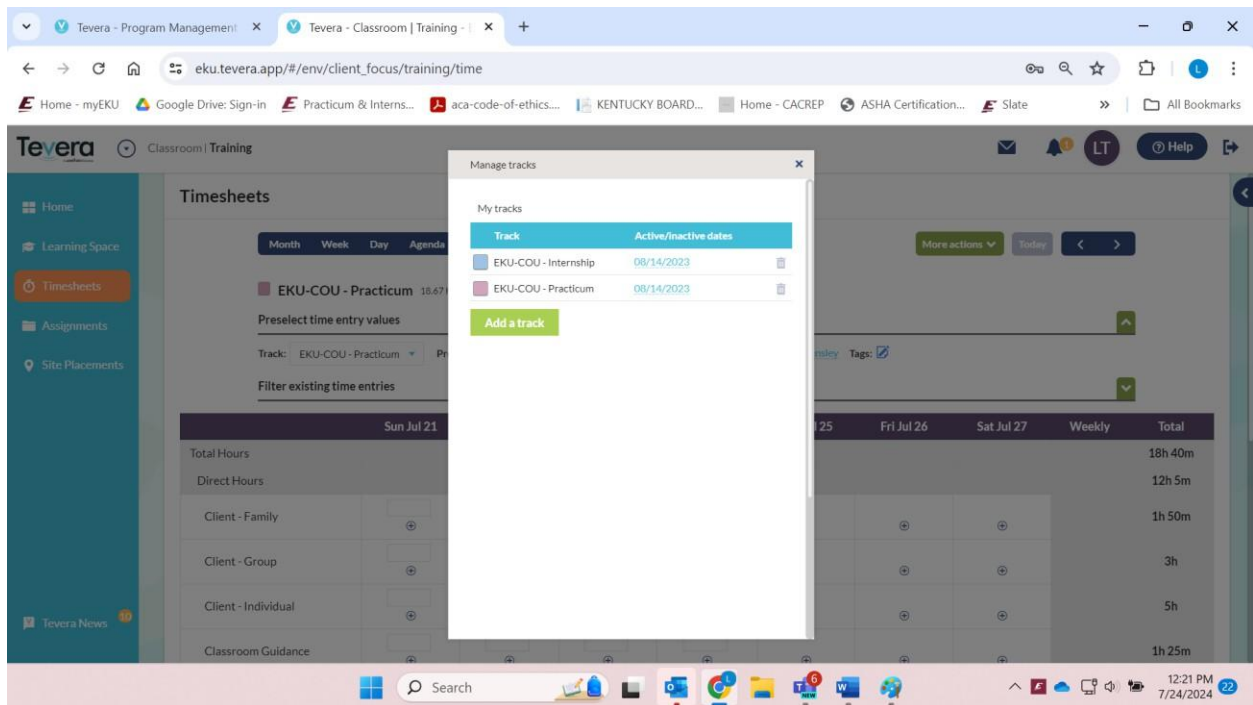
For COU 880 and COU 881, students will primarily use the **Assignments** and **Timesheets** tabs. To set up the Time Track, start by clicking **Timesheets** located on the Tevera/Experiential Learning Cloud landing page.

You will be directed to this page:

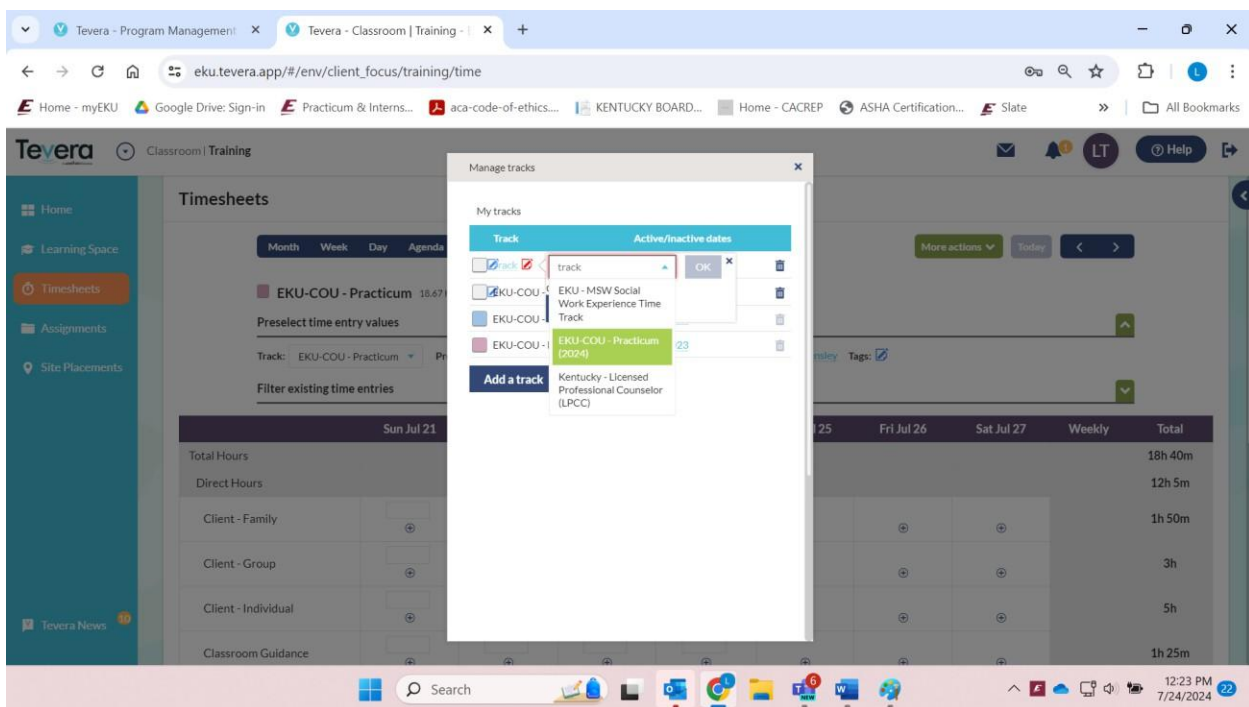
The screenshot shows the Tevera web application interface for the 'Timesheets' section. The browser address bar shows 'eku.tevera.app/#/env/client_focus/training/time'. The left sidebar contains navigation links: Home, Learning Space, Timesheets (highlighted), Assignments, and Site Placements. The main content area is titled 'Timesheets' and shows the date range 'Jul 21 - 27, 2024'. A dropdown menu for 'More actions' is open, showing options: Edit repeating time, View track progress, Run a report, Manage tracks (highlighted), and Restore deleted records. Below this, there are filters for 'Track' (ECU-COU - Practicum), 'Program' (Counselor Education), 'Agency' (Test Site 81523), and 'Supervisor' (LeAnna Hershey). A table displays time entry data for the week of July 21-27, 2024. The table has columns for each day and a 'Total' column. The rows include 'Total Hours', 'Direct Hours', and various client categories.

	Sun Jul 21	Mon Jul 22	Tue Jul 23	Wed Jul 24	Thu Jul 25	Fri Jul 26	Sat Jul 27	Weekly	Total
Total Hours									18h 40m
Direct Hours									12h 5m
Client - Family									1h 50m
Client - Group									3h
Client - Individual									5h
Classroom Guidance									1h 25m

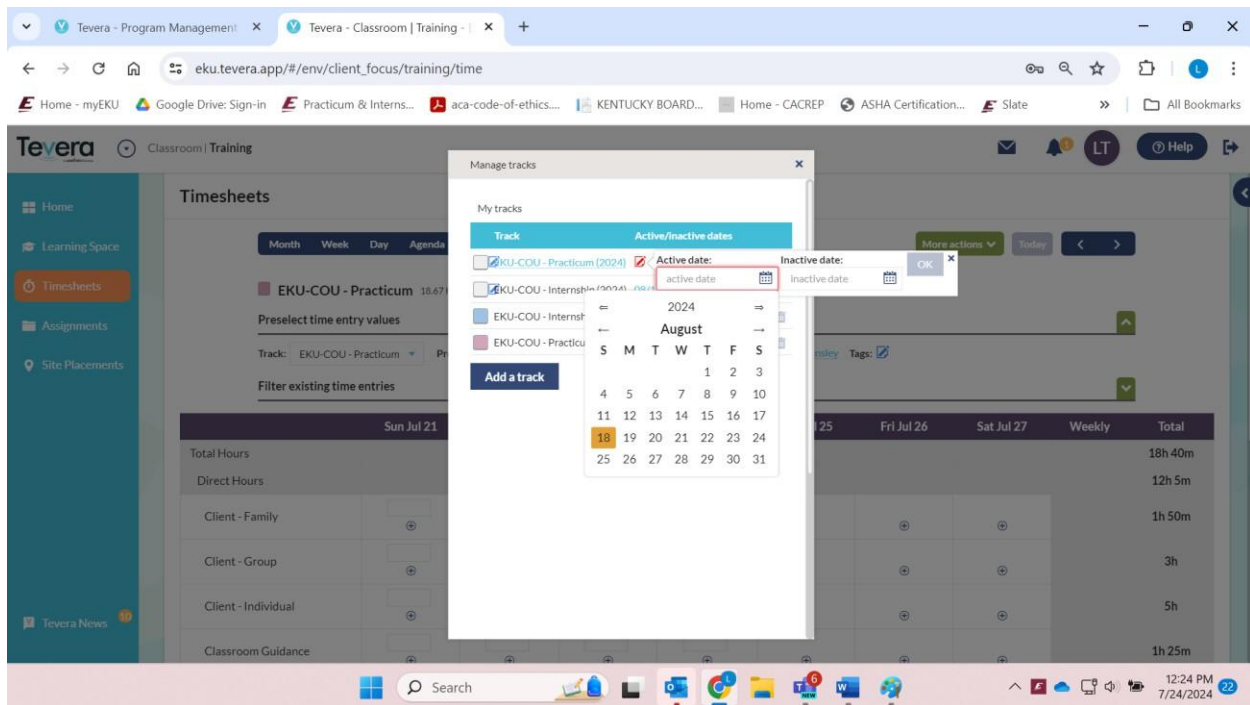
Click **More Actions** located in the top right of the screen. Click **Manage Tracks** to set up your time track for the semester.



Click **Add a Track**.



Beginning in Fall 2024, Practicum students should select **EKU-COU Practicum (2024)**. Internship students should select **EKU-COU Internship (2024)**.



For the ***start date***, always choose the date BEFORE the first day of the semester. For example, if Monday, August 19 is the first day of the semester, your start date should be Sunday, August 18. This will ensure that any hours you enter for August 19 will be counted.

Do NOT select an ***inactive date***.

Entering Time

	Sun Jul 21	Mon Jul 22	Tue Jul 23	Wed Jul 24	Thu Jul 25	Fri Jul 26	Sat Jul 27	Weekly	Total
Total Hours		2h	2h	30m				5h 30m	19h 45m
Direct Hours		2h	2h	30m				5h 30m	14h
Client - Family		2h						2h	6h 30m
Client - Group				30m				30m	30m
Client - Individual			2h					3h	3h
Classroom Guidance									4h
Consultation									
Indirect Hours									5h 45m
Record Keeping									45m
Ind. Site Supervision									
Staff Meetings									2h
Seminar/Workshop									3h
Group Supervision									
Other									

Under ***Timesheets*** you will select the correct date and the type of direct/indirect hours provided and enter time in the box (enter 1 to represent 1 hour; 30 to represent 30 minutes, etc.). You will see the hours begin to populate in the right-hand columns for both weekly and total time. To enter a “note”, click the + sign located under each box. You can then type notes describing the activity.

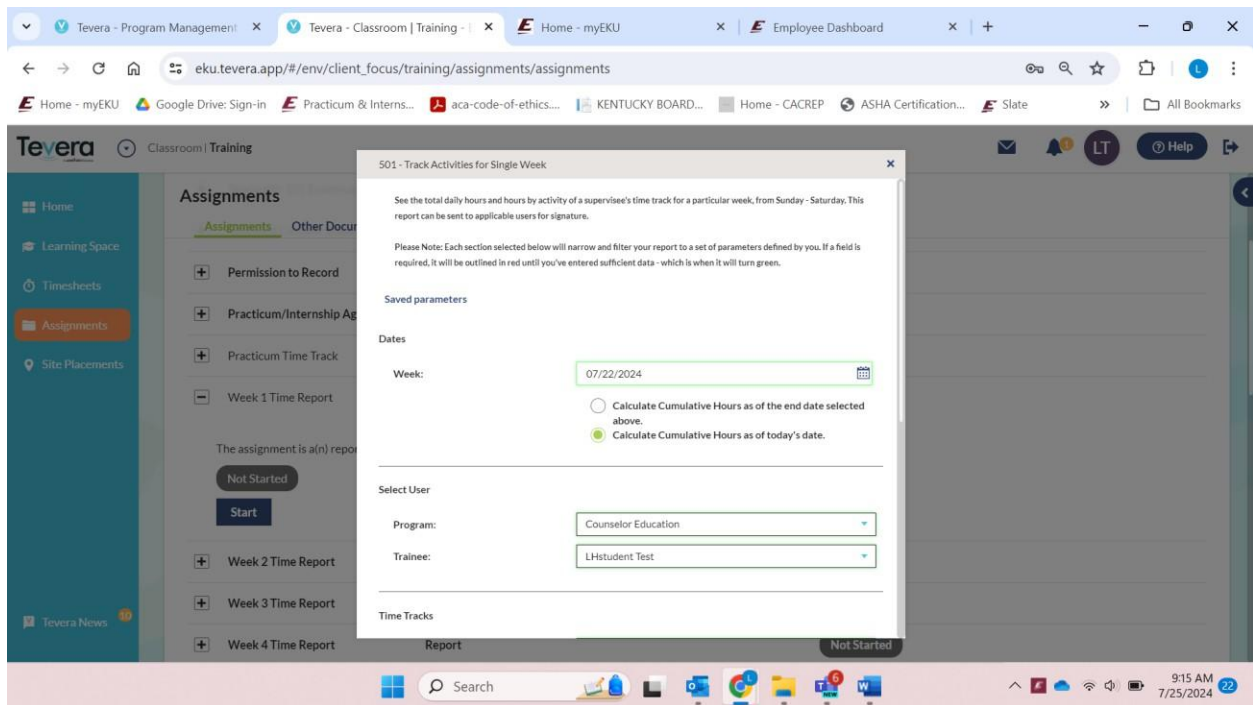
Weekly Time Reports

The screenshot shows the Tevera Classroom Training interface. The left sidebar contains navigation links: Home, Learning Space, Timesheets, Assignments (highlighted), and Site Placements. The main content area is titled 'Assignments' and shows a list of tasks. The 'Assignments' tab is active, displaying a table with columns for assignment name, type, date, and status.

Assignment	Type	Date	Status
Permission to Record	Form		Not Started
Practicum/Internship Agreement	Form	5/24/2024	Not Started
Practicum Time Track	Track		Started
Week 1 Time Report	Report		Not Started
The assignment is a(n) report: 501 - Track Activities for Single Week. It can be started at any time. It is required for all assignees.			
			Not Started
Week 2 Time Report	Report		Not Started
Week 3 Time Report	Report		Not Started
Week 4 Time Report	Report		Not Started

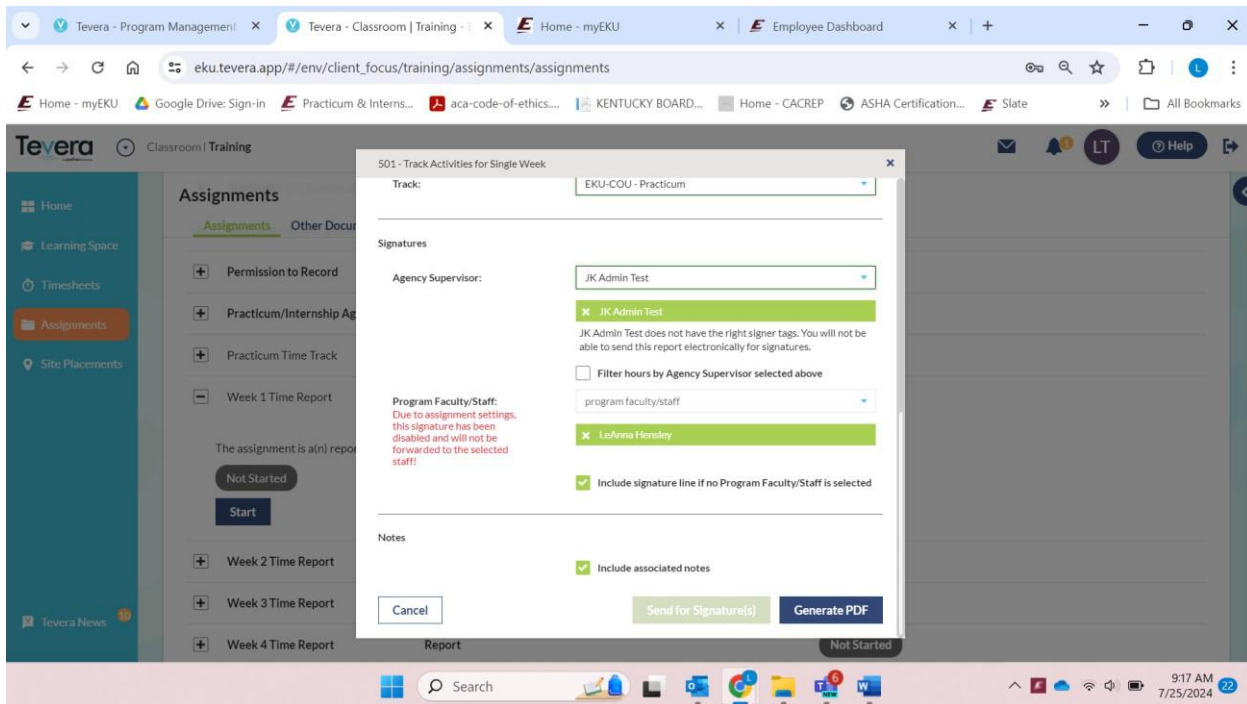
Below the table, there is a 'Not Started' button and a 'Start' button. The bottom of the screen shows a Windows taskbar with the time 9:13 AM on 7/25/2024.

Under **Assignments** you will find the **Weekly Time Reports (Week 1 Time Report, Week 2 Time Report, Week 3 Time Report, etc.)** which must be signed **EACH** week by both the student and site supervisor. The **Summary Time Report** associate with the final weeks' time report will be signed by the student, site supervisor **AND** faculty supervisor.



Step 1: Select the corresponding week and select how you would like to calculate your hours.

Step 2: Under Program, select **Counselor Education** and under Trainee, the student's name should populate.



Step 3: Select the correct Track (either ***EKU-COU Practicum (2024)*** or ***EKU-COU Internship (2024)***).

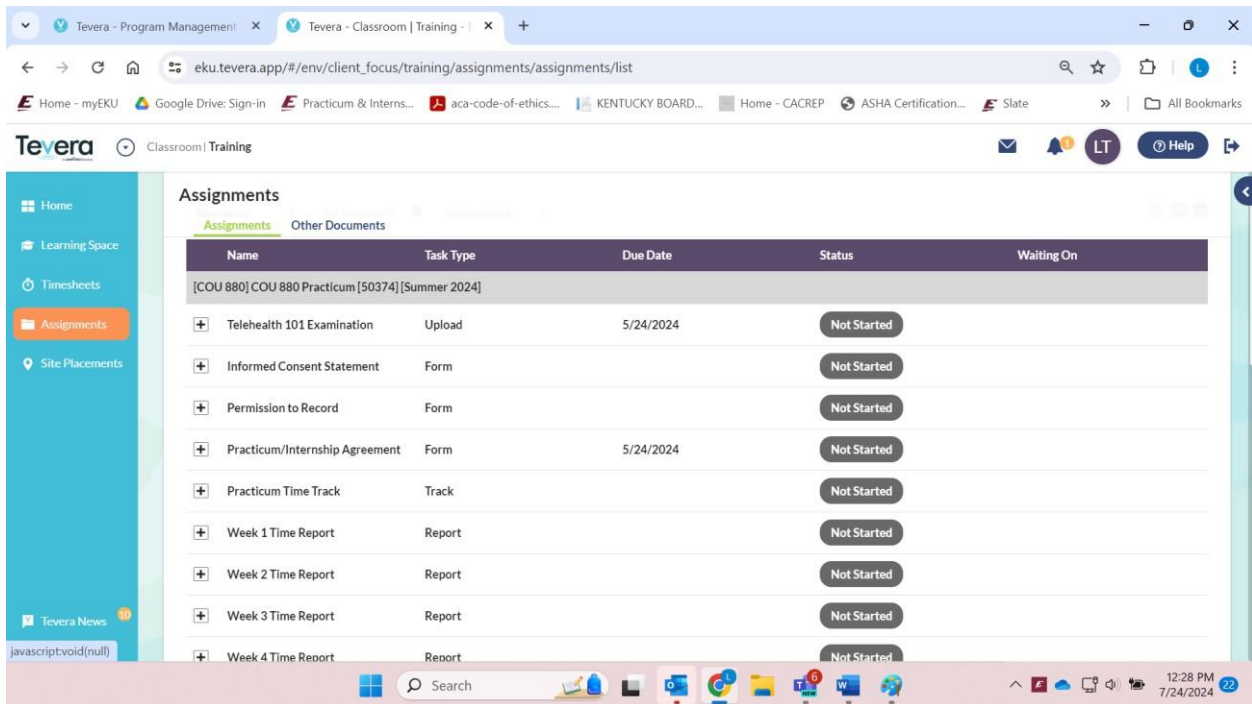
Step 4: Select your Agency Supervisor for each weekly time report. Remember, you will select the Program Faculty/Staff ONLY for the final summary time sheet. This option will not be available for selection for any week except the final summary time sheet (note the message in red font).

Step 5: If you added notes, click “include associate notes”.

Step 6: Click ***Send for Signature(s)*** Your weekly time sheet will then be sent to both you and your supervisor to sign.

Step 7: (Optional) If you would like to keep a digital copy separate from Tevera/Experiential Learning Cloud or a paper copy of your hours, click “generate PDF”.

Assignments



Name	Task Type	Due Date	Status	Waiting On
[COU 880] COU 880 Practicum [50374] [Summer 2024]				
Telehealth 101 Examination	Upload	5/24/2024	Not Started	
Informed Consent Statement	Form		Not Started	
Permission to Record	Form		Not Started	
Practicum/Internship Agreement	Form	5/24/2024	Not Started	
Practicum Time Track	Track		Not Started	
Week 1 Time Report	Report		Not Started	
Week 2 Time Report	Report		Not Started	
Week 3 Time Report	Report		Not Started	
Week 4 Time Report	Report		Not Started	

To begin an **assignment**, click the **Not Started** button. The assignment will then open and you will click **start**.

Informed Consent Statement and **Permission to Record** should NOT be saved on Tevera/Experiential Learning Cloud. These assignments can be opened and printed as needed. These forms should be kept at your site in accordance with their records policy.

Due Dates for the following assignments can be found under the Due Date Column:

Telehealth 101 Examination, Practicum/Internship Supervision Agreement, Mid Term PCPE Evaluation, Final PCPE Evaluations, Summary Time Report and Site Evaluation Form. Additional assignments are at the discretion of the faculty supervisor. Check with your faculty supervisor if a due date is not listed.

For additional assistance with Tevera/Experiential Learning Cloud, please contact the Coordinator of Clinical Experiences leanna.hensley@eku.edu

Appendix C

Kentucky LPCA Licensure

Key Requirements and Process

- Practicing without LPCA licensure is illegal in Kentucky.

Application Process

- Apply via the **Kentucky Board of Licensed Professional Counselors**
<https://lpc.ky.gov>
- Select '**Initial License Application**'.
<https://oop.ky.gov/DPLServices/NewApp/Welcome.aspx>

Initial Application: Relevant Documents

- FBI Background check, Official transcript, Supervision agreement, Documentation of practicum/internship hours
- Additional documents may be required

Background Check

- Use **IdentoGo**: <https://uenroll.identogo.com/> and '**personal history check**' (no LPCC code is available)
- Must be done within **90 days** of application
- Optional Affidavit no longer accepted

Transcript Submission

- Request an **official transcript (must include degree conferral)** to be sent directly from ECU to the LPCC Board.
- <https://tsorder.studentclearinghouse.org/school/select>

Program Requirements

- ECU's program is **CACREP accredited**.

- Must include: 1 academic class per licensure-required category
 - a. The helping relationship, including theory & practice – COUs 840 & 846
 - b. Human growth & development – COU 839
 - c. Lifestyle & career development – COU 822
 - d. Group dynamics, process, counseling, & consulting – COU 820
 - e. Assessment, appraisal, & testing – COU 816
 - f. Social & cultural foundations – COU 804
 - g. Principles of etiology, diagnosis, treatment planning, etc. – COU 855
 - h. Research & evaluation – COU 869
 - i. Professional orientation to counseling – COU 813
 - j. Practicum/internship experiences – COUs 880 & 881
 - **600+ clinical hours** (practicum/internship) and detailed description of **clinical activities**.
 - Supervisor can be: **KY LPCC-S** (electronic signature possible) or a non-KY supervisor using a paper form.
-

Supervision

- Must secure a **supervisor before LPCA application**
 - KY LPCC Board directory: <https://oop.ky.gov/lpccsup.aspx>
 - **KCA Facebook page** or personal/professional networks
 - A **Supervision Agreement** must be filed.
-

Examination

- **NCE or NCMHCE** not required for LPCA.
 - Required later for **LPCC credentialing**.
 - Can take exams:
 - Before graduation (recommended).
 - Or after graduation via **NBCC**: <https://www.nbcc.org/exams>
-

Review and Approval

- Submit application **10 days before** Board's monthly meeting (3rd Friday of the month)

- Review steps:
 - Application Committee review
 - Full Board review
 - Notification:
 - **48 business hours** post-meeting (email) if approved
 - **2 weeks** (letter) for other decisions
-

Questions?

- Email: **lpc@ky.gov**
 - Response time: **2-3 business days**
-

Additional Resources

LPCA Application Process Video can be found by visiting:

<https://www.eku.edu/in/guides/counselor-education-practicum-internship-guide/>

LPCA Application Informational PowerPoint (must use ECU email to access)

https://docs.google.com/presentation/d/1Egmp7YdH1fhLLZnf_yTuX7Y_KwjMCg_O/edit?usp=sharing&ouid=110022465654168281663&rtpof=true&sd=true

LPCA Practicum/Internship Hours Verification Template

<https://drive.google.com/file/d/1SG1lh9zD5bGmSa3L8aSZxCz5rfCexZVw/view?usp=sharing>

All information provided is current as of June 2025. Please visit <https://lpc.ky.gov> for the most up-to-date licensing information.

Appendix D

Practicum/Internship SUPERVISION CONTRACT

Supervisor and Supervisee Complete Together

This is an agreement between _____ (Supervisee) and _____ (Supervisor).

The purpose of supervision is to: (e.g., meet requirements for training supervision)
Counselor Education Program Eastern Kentucky University

Effective Dates: _____; Frequency of Supervision Meetings: _____; Duration of supervision session: ____

Type of Supervision: ____ Group; ____ Individual; ____ combination of both ____

Supervisor's definition of supervision:

1. Purpose, Goals And Objectives Of Supervision:

- a. To fulfil requirements for training supervision;
- b. To promote development of supervisee's professional identity and competence;
- c. To (Other) **AS AGREED UPON BY SUPERVISOR AND SUPERVISEE.**

2. Context And Content Of Supervision:

1. The content of supervision will focus on the acquisition of knowledge, conceptualization, and skills within the defined scope of practice.

2. The context will ensure understanding of ethics, codes, rules, regulations, standards, guidelines (including consent, confidentiality/ privacy), and all relevant legislation.
3. **A supervisory record form** will be used to document impressions of each supervisory session. Feedback provided at each session with signature and notes shared with Supervisee.
4. **Rights and Responsibilities of both parties**
 - a. **Supervisor Rights**
 1. To bring concerns/issues about Supervisee's work.
 2. To question Supervisee about his/her work and workload.
 3. To give Supervisee constructive feedback on his/her work performance.
 4. To observe Supervisee's practice and to initiate supportive / corrective action as required.
 - b. **Supervisor Responsibilities**
 1. To uphold ethical guidelines and professional standards.
 2. To make sure supervision sessions happen as agreed and to keep a record of the meeting.
 3. To create a supervision file containing supervision records and other documents relating to development and training.
 4. To ensure that Supervisee is clear about his/her role and responsibilities.
 5. To record the supervision session and to store their copy in the supervision file.

6. To monitor Supervisee's performance by being present/on-site during all clinical sessions.
7. To set standards and assess the Supervisee against these.
8. To know what Supervisee is doing and how it is being done.
9. To deal with problems as they impact on the Supervisee's performance.
10. To support supervisee and the agreed personal development plan.
11. To complete all forms, hours and signatures as requested by the State of Kentucky Licensing board <https://lpc.ky.gov/> for potential candidacy for LPCA licensure.

c. Supervisee Rights:

1. To uninterrupted time in a private venue.
2. To Supervisor's attention, ideas, recommendations, and guidance.
3. To receive feedback.
4. To set part of the agenda.
5. To ask questions.
6. To expect Supervisor to carry out agreed action or provide an appropriate explanation, within an agreed time frame.
7. To have his/her development/training needs met.
8. To challenge ideas and guidance in a constructive way.

d. Supervisee Responsibilities:

1. To uphold ethical guidelines and professional standards;

2. To be prepared to discuss client cases with the aid of written case notes and / or video / audio tapes;
3. To validate diagnoses, interventions, approaches and techniques used;
4. To be open to change and use alternate methods of practice if required;
5. To consult supervisor or designated contact person in cases of emergency;
6. Implement supervisor directives in subsequent sessions; and
7. Maintain a commitment to on-going counselor education and the counseling profession.

5. **Procedural considerations:**

- a. Supervisee's written cases notes (plus diagnoses and treatment plans) and/or audio / video tapes may be reviewed in each session;
- b. Issues relating to supervisee's professional development will be discussed;
- c. Sessions will be used to discuss issues of conflict and failure of either party to abide by the guidelines outlined in this contract. If concerns of either party are not resolved in supervision, the faculty supervisor will be consulted
- d. In event of an emergency, supervisee to contact supervisor. If not available, then contact agency supervisor

6. **Supervisor's Scope Of Practice - Brief description of Supervisor's work, qualifications and practice**

7. **Insurance**

Malpractice/ liability insurance will be arranged by supervisee: Yes_____

No_____ (HPSO Insurance)

Emergency Contact for Safety plan and Reviewed Safety Protocol Yes_____ No_____

Contact Information for Crisis elevation (information below)

This contract is subject to revision at any time, upon the request of either the supervisee or the supervisor. A formal review, however, will be conducted every six months and revisions to the contract will be made only with consent of the supervisee and approval of supervisor.

- Site supervisors will not transfer weekly supervision to another person instead of the university-approved supervisor without approval. The supervisee may seek additional supervision by qualified supervisors. However, this is additional supervision, not a substitute for the weekly, individual supervision provided by the approved site supervisor. The weekly 1 hour supervision meeting may take place in-person or virtually.
- Site supervisors will work with the student to develop a Supervision Contract and conduct weekly, individual, structured, and regularly scheduled supervision experiences relative to the plan.
- If an emergency necessitates that the site supervisor cancels the regularly scheduled supervision session, please reschedule within the same week if possible and make up the time with the supervisee.
- Site supervisors will always provide the supervisee with access to in-person supervision in case of emergency or crisis in the practicum/internship setting. You must maintain physical access while the student is on-site. If you are not available, please appoint an in-person substitute supervisor for the supervisee. However, if you are gone for more than 2 weeks, the substitute must be approved by the university supervisor. If no supervisor-official or stand in can be physically present at the site while a student is there, then the student should not attend the site for that period of time.
- Site supervisors will review, verify, and sign the supervisee's practicum/internship log on a weekly basis during the supervision hour which verifies the supervisee's work.
- Site supervisors will monitor the supervisee's direct and indirect counseling hours via the weekly log. A minimum of 40% of the practicum/internship required hours must be in direct counseling and a maximum of 60% of the hours may be indirect activities.

- Site supervisors will contact the university practicum/internship supervisor immediately should any problems arise in the field that might affect the supervisee's grade, such as lack of skill development, unethical, unprofessional, or illegal behaviors. They will also make bi-weekly contacts with the university supervisor to assure supervisee progress.
- Site supervisors will keep a set of supervision notes, copy of progress reports, and copy of midterm and final evaluations for their records and future liability issues. Please share these reviews with the student regularly and in writing with a remediation plan if necessary. Please work out all remediation needs with the faculty supervisor.
- Site supervisors will provide weekly live observation or tape review of the supervisee's counseling skills. Please work with the supervisee on advanced counseling skill development relative to your setting.
- Site supervisors will screen clients for the appropriateness and level of competence of the supervisee. Site supervisors will assist the supervisee with obtaining advance client permission so that they may begin seeing clients at the start of practicum/internship experience. Completion of the Practicum/Internship Counselor-in-Training Disclosure/Informed Consent Statement is required.
- The practicum/internship policy also indicates that the supervisee is to directly report abuse after consulting with the supervisor and not leave the reporting only to the supervisor.
- The practicum/internship policy is that school counselor site supervisors must be school counselors who are currently practicing and certified at the appropriate level. In addition, they must spend a significant portion of their time actually counseling clients as opposed to management, clerical, and other non-counseling tasks.
- The field of mental health counseling is open to supervision outside the field and believes there is something of value in cross discipline supervision from social work, psychology, psychiatry, expressive therapists, psychiatric nurses, family therapists, etc. The practicum/internship policy requires that the supervisee provide the site supervisor with a current copy of the American Counseling Association (ACA) Code of Ethics and Standards of Practice which is available at www.counseling.org. Ethical standards indicate that counselors and other mental health professionals need to belong to their professional association. The practicum/internship policy strongly suggests that site supervisors belong to either their national or state professional association, such as the American Counseling Association or one of its Divisions, the Kentucky Counseling Association, the Kentucky School Counseling Association, or the professional association of their mental health discipline.

We agree, to the best of our ability, to uphold the guidelines specified in this supervision contract and to manage the supervisory relationship and supervisory process according to the ethical principles of the ACA Code of Ethics.

Student Signature

Date

Site Supervisor Signature

Date