

Stephens College Counseling

Fieldwork Site Supervisor Handbook



COUN 601: CMHC Practicum

COUN 607: CMHC Internship I

COUN 608: CMHC Internship II

COUN 602: SC Practicum & Behavioral Strategies

COUN 603: SC Internship I

COUN 604: SC Internship II

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Stephens College Counseling Program

Student Responsibility Form

I understand that I am responsible for all information presented in the Clinical Mental Health Counseling Practicum and Internship Manual.

I agree to carefully read the materials in this manual. I will, when necessary, seek additional information or clarification regarding any material in the manual from my course instructor and/or CMHC clinical coordinator. By signing and submitting this document to my practicum or internship course instructor, I attest that I have carefully read, understand, and agree to abide by the policies and procedures described within this manual as well as all program policies and procedures outlined in the Counseling program's Student Handbook.

Student Signature

Date

Printed Name

Date

*Students should retain a copy of this document for their files.

Section I: Introduction

Program Roles

CMHC Clinical Coordinator: Dan Kissinger Ph.D., LPC-S

Email: dkissinger@stephens.edu

Primary contact for issues/concerns related to practicum/internship sites and students.

SC Clinical Coordinator: Andy Fifield, Ph.D., Certified School Counselor

Email: Afifield@stephens.edu

Primary contact for issues/concerns related to practicum/internship sites and students.

Supervision Assist Coordinator: Kendra Shoge, Ph.D., LPC, RPT

Email: kshoge@stephens.edu

Primary contact for issues/concerns related to Supervision Assist/electronic documentation.

Program Director: Dan Kissinger, PhD, LPC-S

Email: dkissinger@stephens.edu

Primary contact for any issue/concern related to the program, including practicum and internship issues/concerns. For practicum/internship related issues, program director will follow program procedures for resolution of the issue/concern (i.e., referring the issue/concern to the CMHC clinical coordinator and/or Supervision Assist Coordinator).

Key Terminology (CACREP, 2024)

Practicum:	a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
Internship:	a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.
Direct Service	Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.
["Indirect Service"]	The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role-plays.
Supervision	Group Supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

Individual Supervision: A tutorial and mentoring relationship between a member of the supervision counseling profession and one counseling student.

Live Supervision: Direct observation of the counseling session with In-vivo communication from the supervisor influencing the work of the supervisee during the session.

Triadic Supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

Site Supervisor Credentials

Minimum of a master's degree in counseling or related profession; be fully licensed as a professional counselor or closely related profession (i.e., social work, psychology, etc.); minimum of two (2) years of pertinent professional experience in clinical mental health area.

On Site requirement:

Program approved site supervisor(s) must be physically present on-site for student to provide direct client contact services.

Telehealth:

Stephens College counseling students can provide telehealth Counseling services with site approval, but students must conduct all telehealth counseling sessions on-site with site supervisor present on-site.

Clinical Mental Health Counseling: Course Description & CACREP (2024) Standards

COUN 601: Practicum (3 hrs.)

Students will complete 100 hours of counseling field experience in a school or community setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program.

COUN 601: Counseling Practicum	2024 CACREP Standard
goal consensus and collaborative decision-making in the counseling process	3.E.12
record-keeping and documentation skills	3.E.16
principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4
strategies for interfacing with integrated behavioral health-care professionals	5.C.7

COUN 607: Clinical Mental Health Counseling Internship I (3 hrs.)

Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 607: CMHC Internship 1	2024 CACREP Standard
the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	3.H.1
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8
Third-party reimbursement and other practice and management issues in clinical mental health counseling	5.C.9

COUN 608: Clinical Mental Health Counseling Internship II (3 hrs.)

Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete the final 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

COUN 608: CMHC Internship 2	2024 CACREP Standards
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5

School Counseling : Course Description & CACREP (2024) Standards

Accreditation Note: The School Counseling program aligns all practicum and internship courses with current CACREP standards to underscore the program's focus on best practices. However, the Stephens College Counseling program is not seeking CACREP accreditation for any of the School Counseling specialization degree plans-and no school counseling specialization degree plans are CACREP-accredited.

COUN 602: School Counseling Practicum & Behavioral Strategies (3 hrs.)

This course is designed as a 100-hour school counseling practicum. Course content also focuses on critical aspects of the school counselor's role in a school setting, including principles of classroom management, addressing student behavioral issues, and strategies for serving as a resource for staff and parents related to behavior strategies and interventions.

COUN 602: School Counseling Practicum & Behavioral Strategies	2024 CACREP Standard
goal consensus and collaborative decision-making in the counseling process	3.E.12
record-keeping and documentation skills	3.E.16
design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	5.H.5
skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	5.H.11
techniques of social-emotional and trauma-informed counseling in school settings	5.H.14

COUN 603: School Counseling Internship I (3 hrs.)

This course is designed to provide field-based supervised counseling experience with children in the elementary and secondary school. A variety of effective counseling activities will be employed in working with children, parents, teachers, and administrators. Students will gain experience in all aspects of the comprehensive school counseling program management throughout this course. A weekly one-hour supervision meeting with your onsite supervisor is required, as is your attendance in the weekly group supervision class and monthly individual supervision sessions with a faculty supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 603: School Counseling Internship 1	2024 CACREP Standard
professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7
strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13
evidence-based counseling strategies and techniques for prevention and intervention	3.E.15
the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	3.H.1
models of school counseling programs	5.H.1
strategies for implementing and coordinating school-based interventions	5.H.13
approaches to increase promotion and graduation rates	5.H.16
interventions to promote postsecondary and career readiness	5.H.17
Strategies to facilitate school and postsecondary transitions	5.H.18
strategies to promote equity in student achievement and access to postsecondary education opportunities	5.H.19

COUN 604: School Counseling Internship II (3 hrs.)

This course is designed to provide field-based supervised counseling experience with children in the elementary and secondary school. A variety of effective counseling activities will be employed in working with children, parents, teachers, and administrators. Students will gain experience in all aspects of the comprehensive school counseling program management throughout this course. A weekly one-hour supervision meeting with your onsite supervisor is required, as is your attendance in the weekly group supervision class and monthly individual supervision sessions with a faculty supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

COUN 604: School Counseling Internship 2	2024 CACREP Standards
strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13
evidence-based counseling strategies and techniques for prevention and intervention	3.E.15
approaches to increase promotion and graduation rates	5.H.16
interventions to promote postsecondary and career readiness	5.H.17
Strategies to facilitate school and postsecondary transitions	5.H.18
strategies to promote equity in student achievement and access to postsecondary education opportunities	5.H.19

Section II: Policies & Procedures

Practicum/Internship Fee

All students enrolled in the Practicum/Internship I/Internship II sequence are assessed a fee for each course to cover costs associated with site visits and honorariums for course instructors and site supervisors.

Practicum Readiness & Degree Candidacy

Admission into the Stephens College Counseling program is not admission to degree candidacy. Degree candidacy is an assessment process to determine readiness for field placement. Enrollment in the CMHC practicum/internship I/Internship II course sequence in the CMHC/SC specialization areas is contingent on the student being granted **degree candidacy** by the Counseling Program's **Degree Candidacy Committee**. The process for being granted degree candidacy status is as follows.

1. During the semester prior to expected enrollment in practicum, the student will attend a mandatory practicum-orientation meeting. At this meeting, the CMHC and/or CMHC clinical coordinators will address issues and timelines related to degree candidacy and enrollment in the advanced clinical courses (i.e., Practicum/Internship I/Internship II).
2. At the practicum-orientation meeting, students are required to submit the following documents with all applicable signatures (Electronic signatures are acceptable).
 - **A Plan of Study form:**
 - This document, signed by the student, student's faculty advisor, and CMHC clinical coordinator, verifies the student has completed coursework necessary to be considered for degree candidacy and, by extension, enrollment in COUN 601.
 - **Student Degree Candidacy Form**
 - The Counseling program will send students the link to the online survey at the appropriate time.
3. Following the practicum orientation meeting, the Degree Candidacy Committee will review the materials used in the degree candidacy decision making process. Materials and information used in determining each student's degree candidacy (i.e., approved/declined) may include but is not limited to:
 - a. academic record in Stephens College Counseling Program
 - b. video/audio recording(s) of student performances/skills (i.e., COUN 500, 515, etc.)
 - c. dispositional assessments by Counseling faculty/staff or verified Stephens Counseling program stakeholders with direct knowledge of an enrolled Stephens Counseling student's behavior/ethical conduct.
 - d. assessment or other types of data requested by the Degree Candidacy Committee deemed relevant to determining a student's degree candidacy status and, by extension, eligibility for enrolling in the appropriate CMHC or CMHC practicum course.
4. The chair of the Degree Candidacy Committee will communicate the committee's decision regarding degree candidacy to each student individually, via the student's Stephens College email address. This communication will include the following information.
 - a. Status of degree candidacy (i.e., approved/declined)
 - b. If declined, procedures for addressing the reasons for the declination, up to and including the development of a Personal Development Plan
 - c. If approved, the guidelines/requirements for registering for practicum the following semester

Practicum/Internship Orientation

Practicum: Prospective COUN 601: Practicum students are *required* to attend a formal practicum orientation meeting the semester **prior to** their expected 601 semester. This meeting, led by the CMHC clinical coordinator, provides students with details surrounding practicum requirements, expectations, and application timelines/deadlines. Students who are not present at practicum orientation may forfeit their eligibility for practicum for their expected semester. Finally, practicum students should begin contacting potential sites immediately following the Practicum Orientation meeting.

Internship: The program does not provide a distinct orientation for orientation. Practicum course instructors will highlight upcoming internship expectations and timelines. Further, the CMHC clinical coordinator and Supervision Assist liaison will communicate with current and projected internship students regarding internship requirements via the student's Stephens email address.

Students are encouraged to review the Practicum and Internship ***Site List via the Practicum & Internship Resources link on the program homepage*** to learn about approved practicum and internship sites. Insights from peers and current site supervisors is also recommended.

The site list is also found in the **Program Information & Documents** module found on the student's Canvas dashboard. The specific path to find the site list is below.

Canvas >>>Program Information & Documents >>>Practicum & Internship Information | Clinical Mental Health Counseling.>>>site list

*While the site list is continually updated, transitions within sites occur that may alter the contact person or site availability.

Background Check

The Counseling program requires students to successfully complete background checks as part of the admission process and a second background check a minimum of 45 days prior to enrollment in practicum. Students may also be required to undergo a background check/drug screen as a requirement for their employment/placement at practicum/internship site. This process includes:

1. Applicants to the Stephens Counseling program must complete a criminal record check through the Family Safety Care Registry (FSCR), which is found under the State of Missouri Department of Health and Senior Services. The Counseling program director will work with the School of Health Sciences executive administrative assistant to verify registration with FSCR. The program director will review and verify all applicants met all FSCR requirements. Of note, the FSCR investigatory process meets statutory requirements and ensures that students have not previously committed violent crimes against persons. It is important to note that results of the criminal background check may result in removal from consideration for program admission.
 - Link to Family Care Safety Registry: [FCSR-BSEES \(mo.gov\)](https://www.fcsr-bsees.mo.gov)
2. Following conferral of degree candidacy, practicum eligible students are required to pass a second formal background check within 45 days of the official start date of their intended practicum semester. This background check is to be conducted through **DISA/myCB (formerly Castlebranch)**, an outside organization respected and used by several Stephens College programs.
3. Students will receive an email from Allison Miller, executive administrative assistant to the School of Health Sciences Dean, outlining the application process for the **DISA/myCB** background check.

4. Results of the background check will be sent directly to the student and the program director. The program director will review the results with the CMHC or SC clinical coordinators.
 - a. If no issues are noted, the clinical coordinator will notify the student that the background check has been successfully completed and the program will register them for practicum.
 - b. If a background check reveals a potential concern, the clinical coordinator and program director will consider an appropriate course of action, including a referral to the Program Review Committee for consideration of potential disciplinary action, up to and including termination from the program.
5. Based on the results of the criminal background check, outcomes could include but are not limited to:
 - i. Student is ruled eligible for practicum and enrolled by faculty in practicum.
 - ii. Student is ruled ineligible for practicum.
 - iii. Student is required to successfully complete a Personal Development Plan (PDP) in order to be considered for practicum eligibility.
 - iv. Student is dismissed from the Counseling program.

Individual Liability Insurance

Current individual liability insurance is required for all students prior to and during enrollment in practicum and internship courses. Students will not be allowed to enroll or continue in practicum or internship courses until and unless proof of current liability insurance is verified by the program and on-record with the program.

Liability insurance is available through the American Counseling Association and American School Counseling Association ([Student Liability Insurance Now Available to ACA Master's Level Students \(counseling.org\)](#)) or through HPSO [Malpractice insurance for Healthcare Providers | HPSO](#). Notably, [student members of ACA receive complimentary liability insurance](#).

Practicum & Internship Placement Process

1. Practicum and internship sites are competitive. The program cannot guarantee students will be able to secure a practicum or internship site.
2. Faculty offer ongoing support to assist students in identifying practicum and/or internship sites. However, students are responsible for contacting potential sites, setting up interviews, and securing the placement.
3. Sites for students in the CMHC program in the form of a “**Site List**”. This list is updated annually and is located on the student’s Canvas dashboard in the “**Program Information & Documents**” module. And via the *Fieldwork Resources (practicum/internship)* link on the Counseling program homepage.
 - a. *Students who have **not** secured a site prior to the beginning of their expected practicum/internship semester(s) will **not** be allowed to enroll in a practicum/internship course for that semester.*
 - b. *All program-approved practicum and internship sites are found on the **Site List** (Appendix A).*
 - i. *If a student becomes aware of a potential site not currently on the approved site list, the student should immediately inform the CMHC clinical coordinator.*
 - ii. *The CMHC clinical coordinator will contact the site and complete an in-person site visit with the site’s clinical/administrative personnel to ascertain if the site meets all program requirements for practicum and/or internship.*

- iii. *If the CMHC clinical coordinator verifies (i.e., approves) the site, the site will be added to the approved Site List and students can formally apply to the site for practicum and/or internship.*
 - iv. *If the CMHC clinical coordinator does **not** approve the site, students will not be allowed to use the site for practicum/internship.*
- c. **While CMHC students are responsible for securing a practicum/internship site**, faculty advisors, and especially the CMHC clinical coordinator and program director, should be consulted for assistance when needed.
- 4. When securing a Practicum/Internship placement site:
 - a. Potential practicum/internship students should meet with their faculty advisor and/or CMHC clinical coordinator in advance of their intended practicum semester to begin discussing possible sites.
 - b. Whenever possible, the CMHC clinical coordinator will assist students in identifying potential sites and offer guidance/mentorship, yet students are ultimately responsible for contacting practicum/internship sites, securing an interview, and formally accepting or declining any offer from a site.
 - c. If you are interviewing at multiple sites, inform other sites of this fact and, if pertinent, note any deadlines you've been given by other sites to finalize your decision.
 - d. **Do not accept a practicum/internship offer unless you intend to honor your commitment.**
 - i. If an unforeseen situation arises in which you cannot honor your initial commitment, you must inform the appropriate site supervisor and clinical coordinator immediately. You should be professional in all communications with your site supervisor regarding your reason for withdrawing your commitment.
- 5. **Practicum students** should plan to be on-site for a minimum of 10 hours per week, one (1) hour of which must be used for triadic/individual supervision. **Internship students** are strongly encouraged to be on-site for a minimum of 15-20 hours per week due to increased direct hour requirements, one (1) hour of which must be used for individual/triadic supervision.
- 6. It is the student's responsibility to communicate their direct/indirect hours to their site supervisor. This should be done promptly when reasonable concerns about completing the required hours exist. Further, students also bear the responsibility of adjusting their personal schedules to complete required hours.
- 7. Practicum and Internships are **unpaid**. Students are required to inform the clinical coordinator immediately when **ANY** form of financial assistance is offered by the practicum/internship site. Some off-campus sites may offer limited financial assistance in the form of a stipend. However, **ALL** stipends must be approved by the CMHC clinical coordinator prior to receiving any funding.
 - a. Practicum/Internship students found to be receiving financial payment outside a clinical coordinator approved stipend may be immediately removed from the practicum/internship course and may face additional disciplinary action from the program up to and including termination from the program.

8. Practicum/Internship students may complete hours at their current place of employment under the following guidelines:
 - a. The practicum/internship position and experience is qualitatively different from the student's current paid position.
 - b. The site/activities is/are consistent with the activities of a licensed professional counselor.
 - c. The site and practicum/internship position is verified by the CMHC clinical coordinator.
9. Professional/ethical behavior in accordance with current professional counseling ethical codes (ACA) and program expectations is always expected, from initial contact with site to completion of the semester. Remember, many practicum/internship sites find positions upon graduation with their practicum/internship site.
10. Practicum/internship students are expected to provide all approved site supervisor(s) with a current copy of the CMHC practicum/internship manual upon request by the site supervisor.
11. Practicum/internship students must submit all practicum/internship documentation required by the program via Supervision Assist and by the dates assigned by the Counseling program. Incomplete documentation may result in the student being denied enrollment and/or continuation of the respective practicum/internship course. This includes copy of site supervisor resume & active State license (i.e., LPC, LCSW, LP).
12. Practicum & Internship documentation submission process (see p. 40).

Practicum/Internship Sites/Site List

CMHC practicum and internship placement sites are available in public/private facilities and organizations, medical facilities (i.e. Hospitals), non-profit organizations, and higher education student counseling centers. Approved fieldwork sites are listed in Canvas under the CMCH Practicum & Internship module and found on the program's homepage via the *Fieldwork Resources* (*practicum/internship*) link in the **More About Our Program** section. If a student is aware of a potential CMHC practicum/internship site unknown to the program, the student should quickly notify the CMHC clinical coordinator(s). Upon notification, the CMHC clinical coordinator will assess the site's viability as a practicum/internship site and, if approved, will add the site to the official site list.

Secondary Fieldwork Placement Site/Supervisor

A secondary site and/or site supervisor may be permitted within the following parameters:

- The student's secondary site hours/obligations will not interfere with the student's hours/primary obligations to/at their primary site.
- The student has met in-person with the CMHC clinical coordinator to discuss their interest in securing a secondary site.
- The student receives formal written permission from the CMHC clinical coordinator to pursue a secondary site.
- The site supervisor "Honorarium" paid by the program is intended for the primary site supervisor. It is the responsibility of the student to bring this to the attention of the secondary site supervisor.
- Program approval & submission/verification of required documentation, including:
 - 2nd Site & Site Supervisor = Affiliation Agreement, Site Supervisor Agreement, Supervisor Credentials
 - 2nd Site Supervisor = Site Supervisor Agreement, Supervisor Credentials

Personal Counseling

Students are encouraged to seek personal counseling as a means for personal and professional growth and development. Program faculty will readily provide a safe and confidential space for students to discuss personal and professional issues impacting their experience and success in the program. However, professional ethical standards preclude program faculty from providing personal counseling to degree seeking students (ACA, 2014; F.10.e). Faculty will, however, assist students with accessing local private and community-based services (see #3 below) and highlight the option for receiving personal counseling **at no cost** at the Stephens College Counseling Center (SCCC) under the following conditions.

1. If students choose to receive counseling services at the SCCC, students may receive personal counseling only from the licensed counselor(s). Students are **not** allowed to receive personal counseling services from a Stephens counseling student who has completed or is currently completing their CMHC practicum (COUN 601) or internship(s) (COUN 607/608) at the SCCC.
2. The SCCC clinical coordinator serves as the SCCC's lead/licensed counselor and, generally, the fieldwork site supervisor for CMHC practicum and internship courses. Thus, students are **ineligible** for practicum or internship placement at the SCCC if they have previously and/or are currently receiving personal counseling services from the current SCCC clinical coordinator/lead clinician/fieldwork site supervisor.
3. If #2 applies, or if private counseling services are preferred, students should review the list of community-based private practitioners and mental/behavioral health organizations found within the Program Information and Documents module on their Canvas dashboard.
 - i. *Canvas >>Program Information & Documents>>Health & Wellness (Personal & Professional)>>>Personal Counseling*
4. Students with additional questions regarding personal counseling or who are aware of additional options for counseling services not included in the current list should contact Dr. Kissinger at dkissinger@stephens.edu

Electronic Mail/Communication Policy

- a. Practicum/Internship students are required to communicate with the CMHC clinical coordinator, course instructor, and site supervisor only through the student's official Stephens College email addresses.
- b. Practicum/Internship course instructor(s) will communicate with site supervisors and students only through their official Stephens College email addresses.
- c. Practicum/Internship students can utilize their practicum/internship organization's official email systems to communicate with their client's and/or personnel/site supervisor(s) under the following conditions:
 - Site supervisor has provided the CMHC clinical coordinator and practicum/internship course instructor with a written statement verifying the student's need to utilize organization's secure, private email system.
 - Site supervisor provides the CMHC clinical coordinator and practicum/internship course instructor with the site's guidelines the students are expected to follow when using the site's communication system.
- d. Practicum/Internship course instructors will schedule a minimum of one (1) in-person site visit per semester at each site.

- e. Additionally, practicum/internship course instructors will communicate regularly with the site supervisors via phone calls or email to monitor student behavior and performance.
- f. Practicum/internship site supervisors and course instructors are expected to respond to email/telephone communications from each other within 48 hours.

Social Media

Practicum/internship students are required to adhere to the current ACA Ethical Code standards related to the ethical responsibilities surrounding social media (H.6.a-d).

Official Stephens Holiday Schedule

- a. Students must be aware of potential discrepancies between the Stephens College Academic Calendar and their site's official schedule and operating hours.
- b. Practicum/internship students are **not** required to be present at their site during Stephens College official holidays. This is based on the philosophy that Stephens College is on an official holiday, and you are an enrolled student in the Stephens Counseling program. Students should communicate this clearly with their site supervisors and address potential conflicts with the site supervisor at the start of the semester.
 - a. Students **are allowed** to be present at their site during official Stephens holidays and complete direct/indirect service hours when, and only when, the student has submitted the *Holiday & Inclement Weather* document via Supervision Assist. This document must have ALL dates specifically identified and be on file prior to the official holiday.

Inclement Weather

Students are expected to attend all classes in-person unless Stephens College has officially cancelled class due to inclement weather (or other official reason).

- a. Official notice of inclement weather class cancellations will be sent by Stephens College President Lynch via the Stephens College email system and will be posted on the Stephens College homepage.
- b. When on-campus classes are cancelled due to inclement weather, practicum/internship instructors are expected to move the course to an online/synchronous and communicate this to students. Practicum students are expected to attend via zoom.

Telehealth Services

Students are required to demonstrate basic competencies in the efficient and ethical/legal use of telehealth services. General telehealth policies will be discussed during *new student orientation* and in relation to class activities and assignments in several courses. However, **formal telehealth training will be provided by faculty during practicum orientation**. Students must demonstrate competency in the procedural, ethical, and legal aspects of telehealth prior to matriculating to their practicum clinical site. Further, students in all CMHC and SC practicum/internship courses must adhere to the program's telehealth policies for practicum/internship found in their respective practicum and internship course syllabi and CMHC and SC Practicum and Internship Manuals, including the submission of a completed "Telehealth Consent" document.

Distance Learning in Practicum/Internship Courses

Practicum and internship courses delivered in-person and on-campus, although student's may zoom in to class with course instructor approval. To zoom in, students must be in a secure room to ensure client confidentiality. The Counseling program's rules and expectations regarding student conduct apply to online behavior as well as in-person or classroom behavior. Students are expected to be professional and respectful when attending class on Zoom, including the "chat" feature or other written comments. If you have unstable internet access, you should contact the IT department at helpdesk@stephens.edu to see if they may have options to help you.

Misuse of the policies as noted below subject the student to potential class participation point reductions as deemed appropriate by the course instructor. Verified violation or exploitation of these policies may also lead to additional disciplinary action as deemed suitable by the Counseling faculty/course instructor as noted in the Student Handbook and/or Practicum/Internship manual.

Online/Synchronous Courses Expectations

For the duration of any digital/online synchronous course, the following items apply:

1. Student should be seated in a location/manner appropriate for learning, such as:
 - a. Seated at a table or desk that is appropriate for learning/engaging in class discussion.
 - Note: Lying down on the couch or your bed is not appropriate.
 - b. Always prioritize confidentiality.**
 - c. Create a distraction free (or as close to it as possible) environment.
2. Video camera is on/student seated in front of camera during class unless permission is granted by instructor to turn camera off.
3. Audio/microphone is on when speaking or engaged in required activity.
4. Audio/microphone is off when not speaking or engaged in required class activity.
5. Online/zoom backgrounds are conducive to learning/not distracting. You may be asked to change your background to accommodate this expectation.
6. All comments offered during class, including "Chat" comments, are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. The course instructor reserves the right to turn off the chat feature if they perceive chat content to be inappropriate.

Attending In-Person Course via Zoom

1. Attending class via zoom when class meets in-person is permissible under the following circumstances:
 - a. Cancellation of class due to inclement weather or other scenario by Stephens College President Lynch or other senior administration.
 - i. In cases of inclement weather cancellation, course instructor will send zoom link for course via Stephens College email. Attendance via zoom is expected.
 - b. Student illness: Student must communicate with course instructor prior to the course and request permission to attend via zoom. NOTE: The instructor is not required to allow the student to attend via zoom.
 - c. Course instructors can require the student to provide documentation of illness from a physician:
 - i. To receive a verified absence, the following documentation must be provided within 1 week of the missed class period:
 - Physician signature, date, and statement from physician that in-class attendance is/was

not appropriate for health reason(s).

- ii. If no documentation is received by 1 week after the missed course, the course is recorded as an unexcused absence.

d. Family/Personal Emergency

- i. Course instructors recognize that “life happens”. In the event of a personal emergency or event that bars the student from attending an in-class course, a student may make a request to their instructor to attend that week’s in-class course via zoom. *Again, the instructor has discretion as to whether to allow the request.* If the illness is related to or potentially related to Covid-19, the instructor will be guided by the current Stephens College Covid policy. Participation points will be deducted consistent with “e” below.
- ii. To receive a *verified absence* due to a personal emergency/event, the course instructor has the right to require documentation from the student verifying the absence within 1 week of the missed class period. These documents may include but are not limited to:
 - 1. If requested documentation is not submitted to the course instructor within 1 week of the missed class, the absence is recorded as *unexcused*.
- 2. Create/be seated in a location/manner appropriate for learning.
 - a. Seated at a table or desk as appropriate for optimal learning/engagement.
 - b. Lying on the couch or your bed is not appropriate.
 - c. Distraction free (or as close to it as possible) environment that **prioritizes confidentiality**.
- 3. Video camera is on/student seated in front of camera during class unless permission is granted by instructor to turn camera off or be “off-camera”.
- 4. Audio/microphone is on when speaking or engaged in required activity.
- 5. Audio/microphone is off when not speaking or engaged in required class activity.
- 6. Online/zoom backgrounds are conducive to learning/not distracting.
- 7. All comments offered during class, including “Chat” comments, are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. Course instructor has the right to turn off the chat feature if content is inappropriate.

Audio/Video Recording

Audio/Video Recording: Informed Consent

- Practicum/Internship students must have written consent prior to audio and/or video record a client. Verbal consent from a client or their parent/legal guardian is not sufficient to meet with and/or record a client during practicum/internship.
- Practicum/Internship students must use the program specific informed consent document and ensure they adhere to the appropriate consent parameters of the client and/or parent/legal guardian (i.e., no recording, audio only, audio/video).

****If a fieldwork site utilizes their own informed consent document, the student should promptly notify the CMHC clinical coordinator. The clinical coordinator will consult with the fieldwork site supervisor and then make a determination as to the specific informed consent document(s) to be used by the student.**

****Until and unless the CMHC clinical coordinator provides written permission for the student to use the fieldwork site’s informed consent document, the student is required, minimally, to utilize the program’s informed consent document. In some cases, students may be required to use both the fieldwork site and program informed consent documents.**

- If a client or their parent/guardian provides written consent to be recorded, the program's informed consent document must be signed and dated prior to the start of the recording.
- Students should make and document the following points to prospective (and current) clients and/or their parent(s)/legal guardian(s):
 1. Audio/video recording is voluntary.
 2. In all recordings, the focus will be on the counselor-in-training (student); the client is NOT required to be visible on camera at any time.
 3. Students must have client/parent/guardian consent to audio and/or video recording
 4. Client/parent/guardian may request at any time prior to or during a session that the audio/video recording be stopped.

Client Recordings/Security

- Audio/video recording of direct service hours (i.e., individual counseling, intake sessions, group counseling) with clients is an expected and essential component of the practicum and internship courses.
- Students must record (audio/video) all direct service activities using the HIPAA-compliant Zoom feature in their individual, password-protected Supervision Assist account.
 - If a fieldwork site utilizes a different recording platform from Supervision Assist, the student must notify the CMHC clinical coordinator prior to using the recording platform. Following a formal consultation with the site supervisor, the CMHC clinical coordinator will make a final determination to approve or decline the use of the site's alternative recording platform.
- Students log-in/review recorded client activities in Supervision Assist only after ensuring client privacy/confidentiality is assured (i.e., at home, fieldwork site, classroom/campus)-and log-out immediately following completing of activities.
- Students must log-out of Supervision Assist at the conclusion of each recorded session and log back in at the start of the next session.
- Students must confirm that they have logged out of Supervision Assist prior to exiting their fieldwork site-and any other setting.
- While practicum/internship students are encouraged to audio/video record all direct service hour sessions, students are required to record a minimum of three (3) direct service sessions during each practicum and internship course. These sessions form the basis for the (minimum) three (3) required case presentation assignments due in the practicum and internship courses, respectively.
- Practicum/Internship students must provide access to all direct service activities recorded and saved in Supervision Assist to the a) course instructor, and b) fieldwork site supervisor.

Audio/Video Recording: Classroom/Site Supervision/Telehealth

- In addition to program policies and procedures found in this manual and the student handbook, practicum and internship students are expected to adhere to current American Counseling Association Ethical Code, the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), and the State of Missouri's Committee for Professional Counselors.

- Students may not record or provide face-to-face or telehealth direct service activities with clients located outside of the State of Missouri.
- Practicum/Internship course instructors are required to view a minimum of 3 sessions of each student during the semester.
- Fieldwork site supervisors are required to observe a minimum of three (3) supervisee sessions during the semester.
- If audio/video recording is not allowed at the fieldwork site, the site supervisor must provide live supervision to the student a minimum of three (3) times over the course of the semester.
- For each live supervision session, the fieldwork site supervisor must complete and submit a *Live Supervision* session document. This document is in Supervision Assist.

Deleting Recordings

- Following a formal case presentation or session review with site supervisor and/or course instructor, the student should delete the session from their Supervision Assist account.
- Note: At the conclusion of each semester, Supervision Assist will delete all recorded sessions from the practicum/internship student's account.

Student and Client Privacy & Confidentiality

The Counseling program requires all individuals affiliated with client access and contact during the counseling program to follow all ethical and legal mandates specific to client privacy and confidentiality. This includes but may not be limited to Stephens College counseling students, faculty, and program approved site supervisors/administrators. Minimally, these individuals are expected to understand and follow the guidelines of the current American Counseling Association (ACA) Code of Ethics, Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA) regarding the privacy and confidentiality of all protected health information of clients.

- a. All required practicum and internship documentation, including student, course instructor, and site supervisor assessments, are available to be completed in the student's Supervision Assist account. All materials that do not contain protected client health information may be downloaded by students for their own records.
- b. Client records from practicum and internship courses (i.e., Informed consent) submitted to the practicum/internship course instructor in hardcopy form are kept in the student's clinical file and stored in a secure/locked file cabinet in a secure/locked location. Counseling faculty only are provided access to the secure file room/cabinet.
- c. Client records completed or submitted in hardcopy form by clinicians, site supervisor, or practicum/internship students at the Stephens College Counseling Center are kept in client files and stored in a secure/locked file cabinet in a secure/locked location at the Stephens College Counseling Center. The clinic supervisor, current practicum/internship students, CMHC clinical coordinator, and program director only are provided keys to access the secure file room/cabinet. At the end of each semester, the site supervisor and students are required to return their keys to facilities unless permission to keep them is provided by the CMHC clinical coordinator in consultation with the program director.
 - a. TherapyNotes, the online documentation system used at the Stephens College Counseling Center, is HIPAA compliant. Students will be provided a TherapyNotes subscription during their time at the SCCC and are expected to adhere to all FERPA/HIPAA/ACA Code of Ethics requirements pertaining to the ethical and legal mandates surrounding client care/privacy and confidentiality/record keeping.

- d. Client sessions recorded with client and/or parental/legal guardian consent during practicum/internship are recorded via the student's Supervision Assist (SA) account using SA's HIPAA compliant zoom feature. Students may provide access to recorded client sessions only to the student's approved course instructor and site supervisor through course instructor/site supervisor's dedicated Supervision Assist accounts.
 - a. Student classroom presentations of recorded client sessions can be shown in practicum/internship courses only. Students should ensure no individuals outside of the course instructor/students are able to hear or view the recorded presentations.
- e. Following final grade submission at the end of each semester, all recorded client sessions are deleted from student, course instructor, and site supervisor Supervision Assist accounts.
- f. FERPA and HIPAA guidelines are found in the *Student Handbook* and again in the *Practicum and Internship Manual*. Both documents are available on the program website and in Canvas in the Counseling Advising Site accessible to all students and faculty. The current ethical standards of the American Counseling Association and American School Counselor Association are posted on the program's website and in the *Counseling Ethical Codes* module on the Counseling Advising Site available to all students.
 - a. Students are required to complete and submit a *Student Responsibility Form* attesting that they understand and accept responsibility for all information in the *Student Handbook* and *Practicum and Internship Manual*, respectively, which includes FERPA/HIPAA guidelines. A hard copy of each of these documents will be kept in the student's clinical file.
- g. During the required practicum orientation:
 - a. FERPA and HIPAA requirements are reviewed.
 - b. Students are provided the link to the required HIPAA training link. Students are required to provide documentation of successful completion of the HIPAA training to be enrolled in practicum. A copy of this document will be uploaded in the student's Supervision Assist account.
- h. FERPA, HIPAA, and ACA Ethical Standards policies regarding privacy and confidentiality are reviewed during orientation at the Stephens College Counseling Center.

Professional Ethics

American Counseling Association Code of Ethics (2014)

- Section B: Confidentiality & Privacy (pp. 6-8)

Family Educational Rights and Privacy Act (FERPA)

Stephens College complies with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), designed to protect student privacy and to ensure the accuracy of educational records.

Under FERPA, eligible students have certain rights with respect to their education records. (As FERPA relates to Stephens College, an "eligible student" is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review their education records within 45 days after the day Stephens College receives a request for access. A student should submit to the Office of the Registrar (LRW 248) a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's Office, the Registrar or her designee shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask Stephens College to amend a record should write the Registrar (or whatever school official is responsible for the record, as indicated by the Office of the Registrar) to clearly identify the part of the record the student wants changed and specify why it should be changed.

If Stephens College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, *except to the extent that FERPA authorizes disclosure without consent.*

A postsecondary institution may disclose Personally Identifiable Information from the education records *without obtaining prior written consent of the student:*

- To other school officials, including faculty, within the College whom the College has determined to have legitimate educational interests. A school official is a person employed by Stephens College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteer to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Stephens College.
- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or

a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

4. The right to withhold the disclosure of “Directory Information.” FERPA allows Stephens College to disclose appropriately designated “directory information” upon request without a student’s written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released, and includes:
 - A student’s name, address, telephone number, email address;
 - A student’s date and place of birth, dates of attendance and grade level;
 - A student’s major field of study, most recent educational agency or institution attended and degrees, honors and awards received;
 - A student’s photograph when the student is participating in officially recognized College activities and athletics;
 - A student’s weight and height as a member of an athletic team;
 - A student’s ID number, user ID or other personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student’s SSN cannot be used for this purpose).

Students who wish to withhold directory information should contact the Office of the Registrar (LRW 248; 573-876-7277). Stephens College assumes no liability for honoring a student directive that Directory Information be withheld.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stephens College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Questions about FERPA and student records may be directed to the Office of the Registrar (573-876-7277) or to the Office of the Vice President for Academic Affairs (573-876-7213). Students who wish to allow parents or others who would not otherwise be allowed under FERPA to review their educational records should visit the Office of the Registrar (LRW 248) to sign the appropriate authorization form.

Health Insurance Portability and Accountability Act (HIPAA)

Medical ethics forbid violation of patient confidentiality. Students must always be sensitive to this issue. Any discussion of a client's diagnosis, care, and condition should be conducted with the utmost discretion and always with client privacy in mind. All current HIPAA guidelines must be followed.

Students must complete a program approved HIPAA training prior to beginning their practicum course (COUN 601/CMHC; COUN 602/SC). The CMHC and SC clinical coordinator, respectively, will provide prospective practicum students the link to the HIPAA training during practicum orientation. Students must provide evidence of their successful completion of the HIPAA training to their respective clinical coordinator prior to being enrolled in their practicum course. This document will be uploaded in the student's Supervision Assist account along with other required practicum documentation.

Student Records

The counseling program retains hard copies of student records, including practicum and internship documentation, through the Fall 2023 semester. Beginning Spring, 2024, all practicum and internship documentation is retained electronically through Supervision Assist. Exceptions to this may include but are not limited to documentation related to student retention, remediation, and dismissal, with all student records stored in a secure filing cabinet housed in a secure room that is accessible only to the program director and core faculty.

Student records will be digitized upon graduation or termination from the program. However, the program cannot guarantee that student documents requested after the 7-year period will be available. Therefore, students are strongly encouraged to maintain both electronic and hard copy records of ALL documents created prior to-and especially during- their tenure in the program. **This is especially important for all practicum and internship documents given state counseling licensure boards are likely to have distinct policies, procedures, and requirements.**

Retention, Remediation, & Dismissal

Program Grievance Policy

The Counseling faculty firmly believes that most problems/concerns occurring within the program can and should be resolved in a timely, professional, and ethical manner. Thus, the Counseling program has developed the following process for addressing or responding to scenarios within the program deemed by one or more parties to be potentially harmful to student success and/or wellbeing. If a student encounters a situation that is not listed here, or is unclear on how to proceed, the student should contact the program director (dkissinger@stephens.edu) for directions on how to proceed. In all cases, the aim and expectation is that, at each stage, all parties will exert maximum effort to resolve the issue/concern in a timely, professional, and ethical manner. As can be seen in the examples below, students, faculty, and site supervisors have a process that should be followed. **If uncertain of the appropriate path to follow, DO NOT proceed until you have communicated with your advisor and/or program director for direction.**

Non-Practicum or Internship Course Issues

Student issue/concern with fellow counseling student

- *Student>>student>>Advisor>>Program Director>Program Review Committee>> Graduate Council (Final Decision)*

Student issue/concern with a course instructor (core or adjunct)

- *Student>>Course instructor>>Advisor>>Program Director>Program Review Committee>>Graduate Council (Final Decision)*

Practicum & Internship-Based Issues**Student issue/concern with site-supervisor**

- *Student >>site-supervisor>>course instructor>>clinical coordinator>>program director>>program review committee>>PDP/program review committee>>graduate council (final decision)*

Student issue/concern with course instructor

- *Student>>course instructor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Site-supervisor issue/concern with student

- *Site-supervisor>>student/supervisee>>course instructor>>clinical coordinator>>program director>>Program Review Committee>>PDP/program review committee>>graduate council (final)*

Site-supervisor issue/concern with course instructor

- *Site-supervisor>>course instructor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Course instructor issue/concern with student

- *Course instructor>>student>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Course instructor issue/concern with site-supervisor

- *Course instructor>>site supervisor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

The process below further details how to address a problem/concern between a course instructor and a practicum/internship student.

Course Instructor Issue or Concern w/Student

1. Upon observation of concern, the course instructor will attempt to resolve the concern directly with the student. All discussions with the student-along with any suggested interventions and student responses- are to be documented by the course instructor and provided to the clinical coordinator and placed in the student's internship/clinical file.
 - Note: Faculty may attempt more than one intervention prior to engaging step 2.
 - Student(s) and course instructor documentation should be solicited and documented.
2. If the intervention(s) above is/are unsuccessful, the course instructor may refer the situation to the CMHC/SC clinical coordinator and/or Program Review Committee for assistance in resolving the student problem/concern**.

****See Personal Development Plan and Personal Development Plan: Process**
3. If sent to the CMHC clinical coordinator, the coordinator will review all available documents submitted by the student and course instructor and meet with the student to process the concern.

Depending on the situation, the CMHC clinical coordinator may meet with the course instructor and student individually or together. If the problem/concern is not resolved at the CMHC clinical coordinator level, the CMHC clinical coordinator refers the problem/concern to the program director or the Professional Review Committee.

****See Personal Development Plan and Personal Development Plan: Process**

4. If sent to the program director, the director will review all documents submitted by the student, course instructor, and clinical coordinator. Depending on the situation, the program director may meet with one or all relevant parties. If the problem/concern is not resolved at the program director level, or the program director deems it necessary, the program director refers the issue(s) to the Counseling program's *Program Review Committee (PRC)*.

****See Personal Development Plan and Personal Development Plan: Process**

Personal Development Plan (PDP)

Students who are identified as having deficiencies or impairments either through data collection at assessment points or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the Counseling program. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective human services practitioner.

The PDP will include, at a minimum:

1. Specific activities to be completed.
2. Target measures of accomplishment, which will be documented.
3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan;
4. A timeframe for accomplishment.
5. Contact information for the faculty member responsible for monitoring the student's progress;
6. Delineate consequences for unmet PDP goals;
7. Signatures of all parties developing the PDP.

The PDP may address professional skills remediation and/or personal development remediation.

Professional skills remediation may include, but is not limited to, any/ all of the following:

1. Retaking courses (e.g., skills courses, ethics, content courses)
2. Removal from placement site
3. Reassignment of placement site
4. Specific assigned activities in placement site
5. Writing reflection papers
6. Additional supervision meetings
7. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

Personal development remediation may include, but is not limited to, any or all the following:

1. Personal counseling
2. Writing reflection papers
3. Writing apology letters
4. Additional supervision meetings
5. Other personal remediation interventions as deemed necessary and appropriate by the program faculty

Copies of the plan will be retained by the student's adviser, the monitoring faculty member, the program director, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the remediation process.

Personal Development Plan: Process

1. Upon observation of concerns, the faculty member or site supervisor will attempt to resolve the concern. All discussions with the student-along with any suggested interventions and student response- will be documented, copied to the program director, and placed in the student's file. Note: the faculty member may attempt more than one intervention prior to engaging step 2.
2. If the intervention(s) above is/are unsuccessful, the faculty member or site supervisor will make a formal written request to the Professional Review Committee (PRC) chair for a full PRC review to consider initiating a Personal Development Plan (PDP) for the student. This request will include specific behaviors to be addressed, a summary of intervention strategies to-date, and the reasons for requesting the creation of a PDP.
3. Notification of the formal request-and a request by the Professional Review Committee (PRC) to meet formally with the student, shall be provided to the PRC members and the student by the PRC chair within 3 business days of the PRC receiving the formal information/concerns.
4. The PRC chair will set a meeting within 10 business days between the PRC, student, and pertinent individuals to process the formal concerns and, as necessary, develop a PDP and timeline for resolution of the PDP. The meeting is required for the student.
5. At the conclusion of the established PDP deadline, the PRC, student, and any pertinent individuals will convene at a PRC meeting to discuss the current disposition of the PDP. The disposition of this conclusive PRC meeting may be:
 - a. Termination of the PDP
 - b. Continuance/Modification of the PDP
 - c. Suspension or Dismissal of the student from the program
6. The student shall be notified in writing of the final disposition of the PDP by the PRC Chair within 10 business days of the formal PRC meeting.
7. Students who are dismissed for coursework and/or professional conduct may petition the program director to be evaluated for reinstatement in the degree program after a 12-month period.
8. Students dismissed from the program for unsatisfactory performance in graduate level coursework are not permitted to enroll in program coursework as a non-degree seeking student.
9. **The student may appeal the Program Review Committee decision to the Graduate Council. Graduate Council decisions are final.**

Class Withdrawal

A graduate student may withdraw from a course according to the academic calendar posted on the website. The student must submit a drop form electronically via the Stephens College website. Students should refer to the current academic calendar for deadlines to receive refunds and/or a "W" on their transcript. A student who does not give official notice of withdrawal will receive a grade of "F" that shall be recorded on the permanent record. Instructors will be notified through My Stephens when a student withdraws officially. Failure to begin or continue to attend classes does not constitute official notice of withdrawal.

Stephens will refund all of the student's comprehensive fees if he or she cancels his or her enrollment before the first day of the semester. In the event that a student completely withdraws after the first day of classes but prior to 60% of the completion of the semester, a proration of comprehensive fees is calculated based on the number of class days attended compared to the total number of class days in the semester.

Comprehensive fees are credited and financial aid is charged back in accordance with Federal regulations. Official notification of withdrawal must be given to the Program Director in all cases of voluntary withdrawal. If no official notice is provided to the College, the student will be considered to be enrolled for the purposes of this policy; additionally, the student's Stephens College academic transcript will not be released until the Withdrawal Form has been completed. After the 60% point in the semester, a student will be charged 100% of the comprehensive fees and will be deemed to have earned 100% of their financial aid.

Grade Appeals

Only final course grades may be appealed after final grades are submitted. A student who believes a final grade has been assigned incorrectly must correspond in writing with the instructor within two weeks after the receipt of the grade. Within one week of receiving this correspondence the instructor will set up a meeting with the student. The instructor may agree that a grade change is appropriate. If so, the instructor shall complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The matter is then closed.

If a dispute about a grade cannot be resolved between the student and the instructor, then the student may appeal. The appeal procedure is as follows:

1. Within one week of meeting with the instructor, the student will submit the appeal in writing to the Program Director. In support of the appeal, the student must provide objective evidence that the grade was assigned incorrectly. This evidence may take the form of the course syllabus, assignments, rubrics, photocopies of graded papers, quizzes, tests, and other work performed in the course. The Program Director will establish a time to meet with the student. The Program Director cannot change the grade but will discuss the student's concerns and, failing resolution, will advise the student on further steps in the appeal procedure.
2. Within one week of meeting with the Program Director, the student may write to the Dean of the respective school to pursue the appeal. The student must submit to the Dean objective evidence that the grade was assigned incorrectly. The Dean shall convene an appeal panel of three members of the Graduate Council who are not faculty in the same program as the instructor involved in the appeal. The panel will examine the evidence provided and conclude its review within ten working days of its first meeting.
3. The panel will submit its recommendation in writing to the student, instructor, Program Director, and Dean. The panel may:
 - a. Recommend that the instructor change the grade;
 - b. Recommend that the instructor review the grade according to the criteria specified by the panel; or
 - c. Dismiss the appeal. At this point the panel's responsibilities are concluded. The panel is not empowered to change the grade. The grade that the course instructor assigned cannot be changed by anyone but that instructor.
4. If, after considering the panel's recommendation, the instructor wishes to change the grade, the instructor will complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The Program Director will advise the student of a change in grade, if any. This will conclude the appeal procedure; no further review is available.
5. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.
6. If the student chooses to make the appeal panel's written recommendation a part of her/his permanent file, the student should instruct the Dean (or her/his designee) to convey the panel's recommendation to the Registrar.

Program Suspension or Expulsion (“Dismissal”)

Prior to suspension or dismissal from the program, the student (and all individuals involved) in a program dispute would be afforded full due process. This process would be conducted under the authority of the Program Review Committee. Importantly, the decisions of the Program Review Committee are final. However, if the student is suspended or expelled and wishes to appeal, the student may consult with the Registrar and submit a written appeal to the Graduate Council. The Graduate Council shall review the appeal letter and contact the student if necessary. The Graduate Council shall rule on this appeal and its decision shall be provided to the student in writing. **The decision of the Graduate Council is final.**

Section III: Roles & Responsibilities

ROLES & RESPONSIBILITIES

Program Director

In collaboration with the Dean and subject to the approval of the VPAA, the Program Director has responsibility for the following three areas:

Faculty

1. Works with faculty to recommend assignments for instruction, research, and service responsibilities.
2. With the Dean, manages the recruitment of new faculty.
3. Holds regular meetings with faculty, and in other ways communicates with program members regarding matters relevant to the school and program.
4. Assists with faculty professional development by encouraging faculty to participate in state, regional, and national activities.
5. Mentors junior faculty in the program.
6. Conducts performance reviews of faculty as outlined in the Faculty Personnel Policies.

Program

1. Prepares course schedules that meet the enrollment needs of the program and college.
2. Initiates and provides leadership for program reviews, evaluation, and improvement.
3. Ensures TherapyNotes is active for SCCC fieldwork site supervisor &/or SCCC Director.
4. Consults with SCCC site supervisor &/or SCCC Director on campus related mental health issues.
5. Engages the faculty in curriculum development to create/maintain strong academic programs.
6. Stimulates the formation and offering of new courses and recommends discontinuation of outdated or under-enrolled courses.
7. Provides program reports regarding course offerings, faculty assignments, and enrollments.
8. Reviews and evaluates department data with the Dean.
9. With the Dean, supervises administrative assistants and student workers.
10. Monitors expenditures to ensure the program adheres to sound fiscal practices.
11. Maintains an inventory of program equipment and assumes responsibility for its security.
12. Participates in school-wide planning.

Students

1. Actively engages in student recruitment.
2. Provides initial and follow-up information to students regarding majors in the program.
3. Reviews the academic records of transfer students and determines transfer credit, as appropriate.
4. Assigns academic advisers.
5. Maintains relationships with program alumnae

Clinical Coordinator: Clinical Mental Health Counseling (CMHC) (& School Counseling/SC)

Note: The program director may act in place of the CMHC clinical coordinator if/when the CMHC clinical coordinator is unavailable.

1. Visit, assess, and (re) approve all prospective practicum and internship fieldwork placement sites. Site approval requires, minimally, an on-site face-to-face meeting between the CMHC CC and site administrator and/or prospective site supervisor(s), and b) a tour of the facility(ies) where practicum/student would complete their fieldwork hours. Formal approval of a fieldwork placement site is made following the site visit and, if approved, is added to the Practicum and Internship Site List.
 - a. Prior to site visit, email current Practicum and Internship Handbook.
 - b. During site visit, highlight key Practicum and Internship roles, policies, and procedures to ensure prospective (current or future) fieldwork placement site administrators and/or site supervisor(s) are clear regarding program requirements and expectations.
2. Verify and approve required practicum/internship application documents submitted by students via Supervision Assist (works in tandem with Supervision Assist coordinator as needed).
3. Serve as program liaison/resource for program stakeholders associated with the field experience courses in the CMHC Counseling Specialization and SC “dual credential” degree plan.
4. Coordinate as necessary with Supervision Assist coordinator to communicate with incoming practicum/internship students about documentation timelines & requirements.
5. Lead formal practicum orientation meeting for prospective CMHC counseling students.
6. Coordinate as needed with the program director to confirm eligible students for enrollment in the fieldwork courses (i.e., COUN 601/607/608); Upon confirmation, notify Registrar’s office of student enrollment in each section*.
 - a. *Upon notification by CMHC clinical coordinator, registrar’s office will officially enroll students in the appropriate practicum/internship course.
7. Address issues and concerns related to the practicum/internship experience, including but not limited to issues related to real or potential student learning, performance, and/or disposition.
8. Work with student(s), faculty supervisor(s), site supervisor(s), and program director to resolve grievances according to established program policies and procedures as stated in the student handbook and/or Stephens College Graduate Catalogue.

Summary of Course Instructor/Faculty Supervisor Roles and Responsibilities

1. Follow program policies/procedures as stated in current Practicum and Internship Handbook.
2. Communicate promptly with site supervisor and/or CMHC clinical coordinator regarding questions about direct/indirect hour documentation or other student, course, or site related issues/concerns.
3. Follow the Emergency Procedures policy outlined in the Practicum & Internship Handbook.
4. Respond promptly to all electronic communications from students, the site supervisor, the program CMHC clinical coordinator, and/or the program director.
5. Teach practicum/internship course(s) consistent with the course description(s) given in the Stephens College Graduate Catalogue and consistent with highest academic and ethical standards of the counseling profession.
6. Provide a clear syllabus that adheres to the Counseling program’s master framework and addresses all program and accreditation requirements detailed in the course syllabus.
7. Provide minimum of 1.5 hours of group supervision per week during regularly scheduled practicum/internship semesters (as defined by Stephens College Academic Calendar).
8. Review a minimum of 3 student video recorded individual and/or group counseling sessions per semester.
9. Model best practices ethical/professional behavior in the classroom/supervision contexts (Note: Adjunct

- instructors are considered a member and representative of the Stephens College Counseling program).
10. Complete and submit all required course assessments and other required documents in Supervision Assist prior to the final semester grade submission deadline.
 11. Model and challenge students to be critical thinkers and reflective practitioners.
 12. Model and ensure that student(s) and all relevant site stakeholders follow appropriate ethical and legal standards.
 13. Complete weekly documentation review & approval for all students through Supervision Assist.
 14. The site supervisor and course instructor will hold a minimum of one (1) face-to-face meeting (i.e. “site visit”) with during the semester to discuss student learning and performance. A zoom meeting can be held in lieu of a face-to-face meeting when scheduling or geographic distance pose significant barriers.
 15. Maintain ongoing communication (via Stephens College email) with site supervisor(s)-preferably at intervals of no more than 2 weeks.
 - a. Record communication using the “*Site Supervisor & Course Instructor Communication*” document.
 16. Submit final course grades on time through *Mystephens*.
 17. Assess all CACREP standards (KPI/non-KPI) using the Master Assessment Rubric that was developed in the Canvas course. (Program Director will provide instructions).
 18. Complete and submit an end of semester Course Level Assessment (CLA) to the program director at the date request, including a minimum of two pieces of evidence showing student attainment of any course KPI attainment. An example CLA will be provided by the program director several weeks prior to the conclusion of the semester.

Summary of (Field Placement) Site Supervisor Roles and Responsibilities

1. Holds a minimum of a master’s degree in counseling or related profession, full licensure as a mental health provider in the State of Missouri, and minimum of two years professional experience.
2. Be aware of and follow guidelines as outlined in the Practicum and Internship Manual provided by the counseling program.
3. Review, verify, & sign all required student documentation (weekly logs, mid-term/final evaluations, etc.) in Supervision Assist in a timely manner.
4. Complete a Supervision Contract with the supervisee by the 3rd week of each academic semester & update when appropriate.
5. Be physically present on-site when a practicum/internship student is providing in-person/telehealth services; Practicum/internship student(s) are not allowed to engage in direct service activities absent an approved site supervisor (primary or secondary) being physically present on-site.
6. Uphold the policies in this manual.
7. Follow the ***Emergency Procedures*** policy outlined in the Practicum & Internship Handbook.
8. Respond promptly to all electronic communications from students, the course instructor/faculty supervisor, the program CMHC clinical coordinator, and/or the program director.
9. Weekly site-supervision can be held with the student’s approved primary site supervisor via telehealth/zoom through supervisee’s Stephens College Supervision Assist account or other program approved virtual platform (i.e., placement site’s approved telehealth platform).

10. Provide minimum average of one (1) hour of individual/triadic clinical supervision per week.
 - a. Group supervision is not a substitute for the 1 hour of individual/triadic supervision.
 - b. With CMHC/SC clinical coordinator written approval, site supervision may be provided via Supervision Assist protected Zoom. The degree to which Supervision Assist is utilized is determined by the CMHC clinical coordinator in collaboration with the site's program approved supervisor.
11. Review student documentation notes on a weekly basis and provide guidance and feedback on clinical documentation skills.
12. Review a minimum of 3 student recorded videos of the course of the semester.
13. Provide student opportunities to engage in the range of professional activities associated with the role of a licensed counselor (CMHC).
14. Provide & support opportunities for students to video and/or audio record direct service activities (i.e., individual/small group counseling, etc.) sessions using Stephens College counseling program's Supervision Assist** platform. (**HIPAA-compliant zoom)
15. Provide the student with adequate workspace, technology, office supplies, support staff and training necessary for all students to effectively conduct their expected roles and responsibilities while on-site.
16. Coordinate a replacement/secondary supervisor for student when necessary (vacations, personal leave, alternate site locations, etc.).
 - a. Students will not be allowed to gain direct hours absent a program-approved site supervisor being on-site.
17. Provide Counseling program with substantive mid-term and end-of-semester ("final") student assessments.
18. Conduct/document face-to-face review of mid-term/final evaluations with student.
19. Complete all required program, course, and site documentation in a timely and professional manner

Summary of Practicum and Internship Student Roles and Responsibilities

1. Submit all required practicum/internship documentation in Supervision Assist by the deadline established by the Supervision Assist coordinator.
2. Engage with course instructor/faculty supervisor, site supervisor(s), peers (classmates), counseling faculty, and on-site fieldwork placement staff (administrative/clinical/facilities) in a professional/ethical manner.
3. Adhere American Counseling Association/American School Counseling Association ethical code(s).
4. Being punctual & prepared to/for all scheduled classes and case presentations.
5. Follow the Emergency Procedures policy outlined in the Practicum & Internship Handbook.
6. Respond promptly to all electronic communications from the course instructor/faculty supervisor, site supervisor, CMHC clinical coordinator, and/or the program director.
7. Provide onsite direct and indirect services (in-person and/or telehealth) only when approved primary/secondary site supervisor is physically present. Permission to conduct off-site indirect hours involving client information must have approval of CMHC coordinator and site supervisor.
8. Complete a minimum 1 hour/wk. individual/triadic supervision with approved site supervisor.
 - a. Individual/triadic must avg 1 hr./week over per each practicum/internship semester.
9. Complete a minimum of 1.5 hours/week of group supervision per each practicum/internship semester
10. Being punctual & prepared to/for all site activities, including but not limited to:
 - a. All scheduled direct/indirect service, and individual/triadic service hours as scheduled with site supervisor..
 - b. Counseling sessions and other direct hour related activities.
 - c. Professional meetings/clinical staffing, or other activities required by the site supervisor.
11. Dress in a professional manner consistent with site policies.
 - a. Defer to "business casual" attire on site unless permission is provided by their site supervisor to dress in a more casual manner. Even then, Counseling students are expected to dress and behave

in a manner one would expect of a counseling professional/representative of the Stephens College Counseling program.

12. Be and remain open to constructive feedback from clinical coordinator, peers, course instructor/faculty supervisor, site supervisors, and site staff, clients, and members of the community.
13. Always provide strength-based feedback.
14. Complete direct service hours only when approved site supervisor is physically present on site. Clarify issues immediately with course instructor/faculty supervisor, site supervisor(s), and/or CMHC program coordinator.
15. Complete all required program and site documentation in accordance with deadlines set by the counseling program, Supervision Assist coordinator, CMHC clinical coordinator, course instructor/faculty supervisor, and/or site supervisor(s).
16. Remain actively engaged in gaining direct/indirect service hours at the clinical site throughout the official Stephens College academic semester calendar, regardless of if minimal direct/indirect hours have been met prior to official end of the semester.

Emergency Procedures

Site supervisors, course instructors (faculty supervisors), and practicum and internship students are expected to act promptly in any situation where there is concern regarding personal safety/security or the safety/security of a client. As a baseline, practicum and internship students should inquire about, carefully review, and follow the specific emergency plans of their fieldwork placement site.

The following outlines the Stephens College Counseling Program's procedures and expectations for addressing emergency situations that may occur on-campus, at a practicum or internship placement site, and/or during telehealth service delivery.

Practicum and internship students are expected to promptly consult with their site supervisor, course instructor (faculty supervisor), CMHC Clinical Coordinator, and/or Counseling Program Director whenever concerns arise about personal or client safety, or other issues that could negatively impact the student, course, client(s), site, or supervisors.

Contact information for the CMHC Clinical Coordinator and Program Director is provided below. Students and site/faculty supervisors should ensure they have current contact information for their key stakeholders readily available.

Students and site/faculty supervisors should ensure they have current contact information for their key stakeholders readily available.

Campus Safety and Security Information

Students and faculty supervisors (faculty supervisors) are encouraged to download the Stephens Emergency Alerts via the LiveSafe App. This app provides up-to-date emergency information related to campus and community events, including weather-related emergencies. Additional information regarding campus safety and security can be found at Safety & Security Services - Stephens College.

Practicum and Internship Students

- **Call 911** immediately in cases of danger to self or others. Once call is completed, promptly notify the Stephens College Safety and Security Office of the emergency, actions taken, and current response (i.e., 911 has been called, expecting (or not) police/fire/ambulance).
- **After calling 911**, promptly contact the site supervisor and provide an updated dispositional/situational assessment regarding the individual(s) involved.

- **If the site supervisor is unavailable**, immediately contact the Stephens Counseling Program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
 2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Faculty supervisor/Faculty Supervisor

- **Call 911** immediately in cases of danger to self or others. Once call is completed, promptly notify the Stephens College Safety and Security Office of the emergency, actions taken, and current response (i.e., 911 has been called, expecting (or not) police/fire/ambulance).
- **After calling 911**, promptly establish contact with the student's site supervisor and carbon copy (Cc) the CMHC clinical coordinator. The CMHC clinical coordinator may consult further with the program director.
- **If the site supervisor is unavailable**, immediately contact the Stephens Counseling Program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
 2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Fieldwork ("Site") Supervisor

- **Call 911** immediately in cases of danger to self or others.
- **After calling 911**, promptly establish contact with the student's faculty supervisor/faculty supervisor and carbon copy (Cc) the CMHC clinical coordinator. The CMHC clinical coordinator may consult further with the program director.
- **If the faculty supervisor/faculty supervisor is unavailable**, promptly establish contact with the Stephens Counseling program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
 2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Telehealth

Prior to engaging in telehealth-based services to clients, practicum/internship students are required to have the minimal following information.

- Verified program Telehealth consent form submitted in Supervision Assist.
- Current client phone number (and emergency contact person/contact information whenever possible).
- Address and phone number of nearest hospital/ER to the location where client is engaging in telehealth services with the student.
- List of emergency contact and helpline numbers (phone/text) for the client, to minimally include:
 - Missouri Crisis Line:
 - Text HAND to 839-863
 - Call: **1-888-761-4357**
 - Burrell Central MO Crisis Line: **800-395-2132**
 - National Suicide Prevention Line: **800-273-8255**
 - Trevor Project for LGBTQ Youth: **866-488-7386**

Section IV: Course Requirements

Course	Direct Hours (minimum)	Indirect Hours (minimum)	Individual/Triadic Site Supervision (minimum)	Group Supervision (minimum)	Total Hours (minimum)
COUN 601: CMHC Practicum	40	60	1 hour per week	1.5 hrs./week	100
COUN 607: CMHC Internship I	120	180	1 hour per week	1.5 hrs./week	300
COUN 608: CMHC Internship II	120	180	1 hour per week	1.5 hrs./week	300

Additional Practicum & Internship Course Policy:

1. Minimum enrollment in all Practicum & Internship sections is 3 students to ensure required group supervision is completed. Practicum & Internship courses are not combined.
2. Practicum hours exceeding the required minimum direct and indirect hours are not transferable to use as direct/indirect hours for Internship I or Internship II courses.
3. COUN 607 interns who exceed the minimum required direct/indirect hours may log **up to** 20 direct hours and 20 indirect hours toward the required COUN 608 direct/indirect hours.
4. Students are required to remain on site and actively engaged in maintaining a consistent client caseload (i.e., direct hours) throughout the full semester of each practicum and/internship semester, regardless of whether they've met the minimal direct/indirect hours at any time prior to the official end of the semester.

Note: Guidelines below are distinct from current graduate catalogue policy and represent current program policy.

1. *Student must complete 100% of each of the required direct & indirect hours to receive a final grade.
2. *Student must complete 85% of each of the required direct & indirect hours to be eligible to receive a grade of "Incomplete/I". *

*Without a statement from the faculty supervisor, site supervisor, and concentration clinical coordinator attesting to issues limiting student's ability to complete minimally required hours for a final grade or "I", failure to complete the required minimum 85% direct/indirect hours for an "I" will be eligible for a grade no higher than a "C" and, per program policy, will be required to re-take the course and be placed on a remediation plan (*See: Personal Development Plan*).

Clarification/Determination of Practicum/Internship Activity

The Stephens Counseling Program adheres to the definition and parameters as defined in the 2024 CACREP Glossary regarding what students can officially log toward practicum/internship hour requirements. As defined on pages 2-3 and 34-35 of this handbook, these activities include but are not limited to Direct Hours, Indirect Hours, Individual Triadic Supervision, and Group Supervision. Clarification on what may constitute any recordable activity (i.e., direct/indirect/supervision) is often needed. In all such cases, students must consult with their faculty supervisor prior to logging the activity in Supervision Assist. A final determination of how the student is to record ("log") the activity is made by the faculty supervisor in consultation with the CMHC clinical coordinator to ensure accuracy and consistency.

Group Supervision (i.e., Practicum/Internship Course)

Practicum/Internship students are expected to attend all weekly two-hour practicum/internship courses. Students should record the class as “group supervision” under “indirect hours”. While group supervision is central to the practicum/internship courses, additional on-site group supervision is encouraged when available. **Importantly**, on-site group supervision hours are independent of the required 1 (one) hour of individual/triadic hour per week requirement and cannot be substituted for attending formal COUN 601/607/608 classes. In other words, they cannot be substituted for individual/triadic site supervision hours or the group supervision hours gained through scheduled practicum or internship courses.

Practicum/Internship students are expected to attend all weekly two-hour practicum/internship courses.

Students should record the class as “group supervision” under “indirect hours”. While group supervision is central to the practicum/internship courses, additional on-site group supervision is encouraged when available. **Importantly**, on-site group supervision hours are independent of the required 1 (one) hour of individual/triadic hour per week requirement. In other words, they cannot be substituted for individual/triadic site supervision hour or the group supervision hours gained through scheduled practicum or internship courses.

Group Counseling Leadership/Co-Leadership Requirements & Policy

As part of the clinical training requirements in practicum and internship, all Stephens College Counseling Program (SCCP) students must complete a minimum of two (2) direct client contact hours leading or co-leading a counseling or psychoeducational group. This requirement is outlined in the Practicum and Internship Student Handbook.

Students are required to lead or co-lead a minimum of two (2) group counseling sessions during their practicum and/or internship coursework. Regardless of their role (leader or co-leader), students must remain actively engaged in the group sessions. Passive observation (i.e., "shadowing") or minimal involvement will not satisfy the group leadership requirement and will not be approved by either the course instructor or site supervisor.

All group leadership hours must be accurately documented in Supervision Assist as part of the student's official direct service hour requirements.

If a student's assigned practicum or internship site does not provide an opportunity to lead or co-lead a group, the student must notify the Clinical Mental Health Counseling (CMHC) Clinical Coordinator. Upon notification, the CMHC Clinical Coordinator will work with the student and/or program faculty to identify options for fulfilling the group counseling requirement. These options include:

- Advising the student about potential secondary site opportunities known to provide group counseling and providing relevant contact information.
- Communicating directly with the administration and/or site supervisors of approved practicum/internship sites to inquire about the possibility of serving as a secondary placement for students to complete group counseling requirements.

If a secondary placement site cannot be secured, students are required to complete their minimum group leadership hours through COUN 520: Group Counseling course's experiential group experience. Students utilizing this option must:

- Contact the COUN 520 course instructor to formally request the opportunity to lead and/or co-lead a minimum of two (2) group sessions during the next available offering of COUN 520.
- Receive permission from the COUN 520 instructor and follow all directions regarding the requirements, processes, and timelines for completing the required group counseling hours.
- Submit a short written proposal to the COUN 520 instructor via email, outlining the group's purpose, target population, format, and intended number of sessions.
- Under the supervision of the COUN 520 instructor, lead or co-lead the required sessions and complete all related documents and activities as instructed.
- Ensure that all group leadership/co-leadership hours are appropriately logged and verified in Supervision Assist.

Students participating in group leadership through COUN 520 must also:

- Be concurrently enrolled in a practicum or internship course during the semester they lead a group within COUN 520.
- Conduct all group sessions in accordance with HIPAA regulations and uphold strict confidentiality standards to protect participant privacy.

Depending on class size and at the discretion of the COUN 520 instructor, students leading a group through this course may be approved to conduct up to five (5) group sessions.

The program is committed to ensuring that all students meet CACREP standards for group counseling experience while maintaining the highest ethical, legal, and professional practice expectations.

Individual/Triadic and Group Supervision Requirements

1. Practicum/Internship students are expected to average a minimum of 1 hour of individual/triadic and 1.5 hours of group supervision per week during each practicum & internship semester.
2. Practicum/Internship students unable to complete a minimum of 1 hour of individual/triadic supervision during any week of their practicum/internship course are required to set up additional individual/triadic or group supervision with their Site and/or Faculty supervisor to ensure required supervision hours are completed.

Academic Performance

Students must receive a grade of "B" or better in all courses and maintain a cumulative 3.0 GPA. A student earning a grade of "C" or "D" shall be required to repeat the course and may be placed on a Personal Development Plan (PDP: see below) under the direction of the students assigned faculty advisor. Students earning any combination of more than two "C" or "D" grades will be automatically placed on a PDP and required to attain or maintain a minimum 3.0 GPA by the next semester or face automatic program dismissal failing grade ("F") will result in automatic program dismissal.

Program Grading Scale

The program uses the following grading scale for all courses.

Letter Grade	Percentage/Points Earned	Program of Study Outcome
A	93-100	Pass
B	92-85	Pass
C	77-84	Retake Course/Remediation Required
D	69-76	Retake Course/Remediation Required
F	0-68	Automatic Program Dismissal
I	Incomplete	Requires Course Completion Plan
W	Withdraw	No Grade Penalty; Tuition Fee Penalty Possible

Presence in Class

1. Practicum/internship students are expected to be present, in person, and prepared for all scheduled classes. This includes courses moved online due to inclement weather or other official Stephens College directives. Policies for absence(s) from class are documented in the respective CMHC practicum/internship course syllabus.

Student Presence: On-Site

1. Practicum/Internship students are expected to be physically present at their clinical site for a **minimum of 10 hours per week. Internship students** are strongly encouraged to be on-site for several additional hours per week to being on-site given the increase in direct/indirect hour requirements of internship versus practicum.
2. Practicum/internship students are allowed to engage in telehealth activities under the following guidelines:
 - Telehealth services are a known activity at the student's verified site.
 - The student and approved site supervisor are *physically* present at the site **where** and **when** the telehealth service is being offered.
 - The student has a current, approved "Telehealth Consent" form on file in Supervision Assist.

Student Presence: Sites using Telehealth Services

The Counseling program recognizes the increasing use of telehealth services for client care. As such, the following policies have been designed to broaden student options for gaining supervised direct/indirect hours through telehealth/online platforms.

Providing Telehealth Services

1. The clinical site has been approved by the CMHC clinical coordinator(s).
2. The approved clinical site supervisor(s)/administrator(s)/practice owner(s) has/have clearly demonstrated to the CMHC clinical coordinator(s) that telehealth services are an essential element of serving clients at their organization/practice.
3. The approved clinical site supervisor(s)/administrator(s)/practice owner(s) has/have clearly demonstrated to the CMHC clinical coordinator(s) that their site provides direct/indirect telehealth services to clients through a secure telehealth platform.
4. The practicum/internship student has a verified *Telehealth Consent* document on file in supervision

assist. Unless approved by a CMHC clinical coordinator, CMHC practicum/internship students are **NOT** allowed to provide direct service hours via telehealth to clients outside of the physical location of the approved site.

5. The student's approved site supervisor must be physically present on site for the practicum/internship student to provide direct care telehealth services to clients.
 6. Approved site supervisors will be, minimally, available in-person for supervision/consultation for students to provide telehealth services to clients.
7. Unless approved by the CMHC clinical coordinator and the student's approved site supervisor, and with a current, verified Telehealth Consent form, students are expected to audio/video record sessions using the program's HIPAA compliant *Supervision Assist* clinical software platform.
 - a. Students are **required** to inform the course instructor and CMHC clinical coordinator if a disallows the use of Supervision Assist for recording and/or requires use of the site's telehealth system. When notified, the CMHC clinical coordinator will work to resolve any differences directly with the site supervisor(s)/administrator(s).

Section V: Assessment

CACREP Standards/Key Performance Indicator Assessment

All CACREP standards aligned with CMHC Practicum and Internship Courses are assessed using the program's Master Assessment Rubric, which includes the following assessment levels.

- *Exceeds Standard*
- *Meets Standard*
- *Minimally Meets Standard (Minimum Performance Expectation)*
- *Does Not Meet Standard*
- *Not Applicable*

Note: While individual practicum and internship course instructors may use different scoring rubrics on assignments, all instructors use the CACREP standards to render a final assessment of each individual CACREP standard and KPI aligned with the specific practicum/internship course.

Key Performance Indicators

Key Performance Indicators assessed during the CMHC fieldwork courses are highlighted in yellow.

KPI I - CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, and responsibilities inherent in the counseling discipline.	Course: COUN 501 Measurement: Ethics Case Timeline: Year 1, Semester 1	Course: COUN 630 Measurement: Quiz 1 Timeline: Year 1, Semester 2
KPI 3 – CACREP 3. B	Assessment I	Assessment II
Students will demonstrate multicultural knowledge, self-awareness, humility and skills necessary for working effectively within and across a dynamic, pluralistic society.	Course: COUN 555 Measurement: Competence Assign Timeline: Year 2, Semester 4	Course: COUN 545 Measurement: Up Journal (final) Timeline: Yr 1, Sem 3 or Yr 2, Sem 6
KPI 4 – CACREP 3.C	Assessment I	Assessment II
Students will demonstrate knowledge and awareness of life events and stages that could influence an individual's mental, emotional, and psychological health and well-being across the lifespan.	Course: COUN 545 Measurement: Up Journal (final) Timeline: Yr 1/Sem 3 or Yr 2/Sem 6 Focus: Knowledge	Course: COUN 630 Measurement: Crisis Pamphlet Timeline: Year 1, Semester 2 Area: Knowledge
KPI 5 – CACREP 3. D	Assessment I	Assessment II
Students will demonstrate the knowledge and skills required to conceptualize client issues through a career development theory framework and design an ethical, effective, and evidence-based treatment plan to maximize a client's career development and trajectory.	Course: COUN 501 Measurement: Final Exam items Timeline: Year 1, Semester 1	Course: COUN 550 Measurement: Case Presentation Timeline: Year 3, Semester 8
KPI 6 – CACREP 3. E	Assessment I	Assessment II
Students will demonstrate the requisite knowledge and skills, necessary to establish and maintain quality therapeutic alliances with diverse client populations.	Course: COUN 500 Measurement: Reflection Paper 2 Timeline: Year 1, Semester 1	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2
KPI 7 – CACREP 3. F	Assessment I	Assessment II
Students will demonstrate the knowledge and skills necessary to conduct ethical, effective individual and group counseling services	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2	Course: COUN 600 Measurement: Group Curriculum Timeline: Year 2, Semester 5
KPI 8- CACREP 3. G	Assessment I	Assessment II
Students will demonstrate understanding of the ethical and legal issues required to prepare, implement, and interpret assessment instruments and strategies for clients as part of an effective individualized, evidence-based treatment plan.	Course: COUN 540 Measurement: Mid-Term/Final Timeline: Yr 1/Sem 3 or Yr 2/Sem 6	Course: COUN 560 Measurement: Final Exam Time: Yr 1/Sem 3 or Yr 2/ Sem 6

KPI 9 – CACREP 3.H	Assessment I	Assessment II
Students will demonstrate an understanding of the importance of using evidence-based models, strategies, and interventions to inform clinical practice and advance the counseling professional.	Course: COUN 560 Measurement: Final Exam Timeline: Yr 1/Sem 3 or Yr 2/Sem 6	Course: COUN 607 Measurement: Reflection 1 Timeline: Year 2, Semester 7
KPI 10 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the knowledge and skills necessary to conduct detailed clinical interviews and, by extension, create and maintain effective, evidenced-based individualized treatment plans.	Course: COUN 515 Measurement: Clinical Interview Timeline: Year 2, Semester 4	Course: COUN 601 Measurement: Case Pres 1 Timeline: Year 2, Semester 5
KPI 11 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the ability to draw from and implement evidence-based strategies and interventions to facilitate the prevention and treatment of a wide range of mental health issues. Students will also demonstrate, in word and action, the professional dispositions expected of a Counseling professional.	Course: COUN 635 Measurement: Case Concept II Timeline: Year 2, Semester 4	Course: COUN 608 Measurement: Capstone Timeline: Year 3, Semester 8

Unmet Minimum Thresholds: Performance on KPI/Non-KPI CACREP Standards

Faculty assess students in all classes using a **master assessment rubric**. In this rubric, performance levels on designated student learning outcomes (i.e., CACREP standards/CMHC) is assessed at “*Exceeds Standard*”, “*Meets Standard*”, “*Minimally Meets Standard*”, “*Does Not Meet Standard*”, and “*Not Applicable*”. The process for addressing “unmet minimum thresholds” (i.e., “Does Not Meet Standard”) is noted below.

- a. A student who fails to meet the minimal performance threshold (i.e., “minimally meets” or better) on any formal measure of knowledge, skills, and/or professional dispositions - as assessed by a *course instructor* (CI), *fieldwork site supervisor* (FSS), and/or *faculty supervisor** (FS) - are initially subject to the remediation plan designed by the CI and/or FS.
 - **Course Instructors (CI) serve as Faculty Supervisor (FS) only in the prac/internship courses.
- b. If a student is non-compliant with the remediation plan and/or fails to meet the minimal performance threshold for the unmet standard(s), the CI/FS will refer the student to the program’s Professional Review Committee (PRC) for further required remediation in accordance with the program’s established remediation policies and procedures. (see Remediation, Retention, Dismissal policies in Section VI of current student handbook)
- c. Once the unmet standard(s) is met as determined by the PRC, the FS determines a final official grade and submits an official grade change form to the Office of the Registrar.

Professional Dispositions

Counseling faculty, fieldwork site supervisors, and faculty supervisors systematically assess the professional dispositions (numbered below) of students at multiple points in the program. Dispositional assessments are completed by faculty on all pre-fieldwork students during their first and second fall semesters using the ***Student Dispositional Assessment***. During the mid-term & conclusion of each fieldwork course, fieldwork site supervisors, faculty supervisors, and students assess (& self-assess) student professional dispositions (& knowledge/skills) using the ***CMHC-Site Supervisor & Course Instructor Assessment and Student Self-Assessment, respectively***. Site/faculty supervisors will then review their mid-term/final evaluation with each student/supervisee and, if required, take remedial action per program policy (see “Unmet Thresholds”, p. 39 under Section VI in current Student Handbook: Remediation, Retention, Dismissal policies).

1. **Ethical Behavior:** Student demonstrates attitudes, behaviors, and decision-making that adhere to the current American Counseling Association Ethical Code and/or ASCA Ethical Standards.
 - a. ACA Code of Ethics: [ACA 2014 Code of Ethics \(counseling.org\)](https://www.counseling.org/docs/default-source/ethical-standards/aca-code-of-ethics.pdf)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/asca/media/docstore/ethical-standards/ethical-standards.pdf)

2. **Professionalism/Behavior:** Student demonstrates attitudes and behavior that is respectful toward instructors, supervisors, peers, clients, and all other individuals-at all times.
3. **Respect for Boundaries:** Student demonstrates ability and willingness to set and maintain healthy professional personal boundaries with instructors, supervisors, peers, clients/students, and all other individuals-at all times; Demonstrate respect for the personal boundaries of all individuals.
4. **Multicultural Competence/Humility:** Student displays awareness of and ability to demonstrate openness, respect, and humility to and for the experiences and beliefs of all individuals and groups; Demonstrates behavior and attitudes that facilitate a respectful, inclusive learning environment in in-person and online interactions with faculty, peers, supervisors, clients/students, and all other individuals.
5. **Emotional maturity and stability:** Student demonstrates emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and all other individuals.
6. **Personal and Professional Growth:** Student demonstrates engagement and initiative toward personal growth and development.
7. **Openness to Feedback:** Student demonstrates willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and/or clients/students in a strength-based, positive manner.
8. **Adaptableness/Flexibility:** Student demonstrates ability to respond/adapt to relational, environmental, and/or procedural changes in a professional manner in classroom (in-person/online) and clinical/school settings.
9. **Genuineness:** Student demonstrates non-judgmental attitudes and behaviors toward the experiences and worldview of all individuals.
10. **Personal Wellness:** Student demonstrates openness to and engagement in advocating for the holistic wellness of self and all individuals.

Formative & Summative Assessment

As part of the Stephens Counseling Program's Comprehensive Assessment Plan, the following formative and summative assessments are administered during the practicum and internship courses.

Course and Site Supervisor Assessment

Practicum and internship students are assessed by the course instructor and site supervisor(s) in the areas of knowledge, disposition, and performance at the **mid-term** and **conclusion** of COUN 601: CMHC Practicum, COUN 607: CMHC Internship I, and COUN 608: Internship II, respectively. All assessments are located and completed in Supervision Assist, available for review in the student's dedicated Supervision Assist course (i.e., COUN 601), and available to download and print.

Assessment Document: *CMHC-Site Supervisor & Course Instructor Assessment*

Student Self-Assessment

Practicum and internship students complete self-assessments of their knowledge, disposition, and performance at the **mid-term** and **conclusion** of COUN 601: CMHC Practicum, COUN 607: CMHC Internship I, and COUN 608: Internship II, respectively. All assessments are located and completed in Supervision Assist, available for review in the student's dedicated Supervision Assist course (i.e., COUN 601), and available to download and print.

Assessment Document: *CMHC-Student Self-Assessment*

Student Assess of Program, Course Instructor, Fieldwork Placement Site, and Site Supervisor

Practicum and internship students complete a series of end of semester assessments of their course instructor, site supervisor, and site, respectively. All assessments are located and completed in Supervision Assist, available for review in the student's dedicated Supervision Assist course (i.e., COUN 601), and available to download and print.

Assessment Documents:

1. *Student Evaluation of Practicum-Internship Instructor*
2. *Student Evaluation of Practicum-Internship Site*
3. *Student Evaluation of Practicum-Internship Site Supervisor*
4. *Practicum & Internship Placement Process Survey*

Stephens College Assessment

Practicum and Internship students may also be asked to complete a formal Stephens College course instructor evaluation. The process for accessing and completing this assessment is in the box below.

1. During the last two weeks of each semester, a link to the formal faculty/course instructor evaluation is emailed to students at their Stephens College email address.
2. Students click on the link and complete/submit the faculty/course instructor evaluation.
3. Faculty/Course Instructor Evals are open for students to complete for two weeks and close the day before grades are officially required to be posted (generally 2-3 days from last day of scheduled semester courses).
4. Faculty/course instructor evaluations are available to faculty in Canvas once grades have been officially submitted.
5. Faculty access their course/instructor evaluations via each course's Canvas location by using the "EvaluationKIT Course" link The program director has administrative access to all faculty/course instructor evaluations. Given adjunct faculty Canvas accounts may be discontinued quickly after the semester, the program director provides them to adjunct faculty to ensure they can review their evaluations.

Section VI: Documentation/Records

Practicum & Internship Records

Beginning the spring semester of 2024, all practicum and internship documents are stored, completed, submitted, and secured electronically in the student's password protected, HIPAA compliant Supervision Assist account.

Access to the student's Supervision Assist account is provided to specific program stakeholders under the following parameters.

Access Required for Program Administration

- Supervision Assist liaison (Dr. Shoge)
- CMHC Clinical Coordinator (Dr. Kissinger)
- SC Clinical Coordinator (Dr. Fifield)
- Program Director (Dr. Kissinger)

Access Required for Supervision & Course Management

- Faculty Supervisor (by semester only)
- Fieldwork Site Supervisor (by semester only)

Required Documentation

Practicum and internship students are required to complete a series of documents prior to enrollment in each practicum and internship course. Failure to submit required practicum and internship documentation in Supervision Assist by the date(s) assigned by the CMHC/SC Coordinator and Supervision Assist Coordinator will render the student ineligible to begin their intended course until all documentation is submitted and verified by their specialization clinical coordinator/Supervision Assist Coordinator. This includes students who remain at their previous semester's site. No exceptions.

Practicum and internship courses require the completion of the following documents (timeframes noted in parentheses) Copies of all required Practicum and Internship documents listed below are found in Canvas in the ***Counseling Advising Site***.

Supervision Assist

The following statement is found in the Practicum/Internship syllabi:

As part of the Stephens College Counseling Program, all courses requiring the recording of counseling sessions will utilize Supervision Assist. Supervision Assist is a HIPAA-compliant platform designed to ensure the confidentiality and security of all recorded sessions. Students are required to create a Supervision Assist account during their first semester in the program. If you encounter any issues or have questions about Supervision Assist, please contact Dr. Shoge at kshoge@stephens.edu. Additionally, detailed information and resources about Supervision Assist can be found on the Counseling Advising Site in CANVAS.

In addition to using Supervision Assist, proficiency in Microsoft Word and PowerPoint is essential for completing assignments in your counseling courses. Please ensure you are familiar with these tools to meet course requirements effectively.

If you have any issues with MyStephens, CANVAS, the Student Gateway, or other technology issues, please contact the Information & Technology Services Department (I&TS). You can reach them at (573) 876-2381, Ext. 4381, or via email at helpdesk@stephens.edu. To report an issue, I&TS will require you to submit a ticket to the helpdesk using the helpdesk@stephens.edu email address.

Supervision Assist (SA) is a HIPAA-secure, cloud-based platform used by the Counseling program for practicum and internship. While students use SA's capabilities for recording counseling practice sessions/assignments in multiple courses, Supervision Assist is primarily utilized by CMHC and SC students across their practicum and internship courses. Specific activities completed within Supervision Assist include recording counseling sessions, completing required practicum and internship documentation (including self/site evaluations), reviewing recoded sessions (i.e., individual/group supervision), and storage of all student, instructor, and site supervisor practicum and internship assessments. Questions regarding Supervision Assist should be directed to Dr. Shoge (kshoge@stephen.edu), the program's designated Supervision Assist coordinator.

On the Supervision Assist website ([Supervision Assist: Unparalleled Practicum & Internship Training](#)), students, course instructors, and site supervisors are provided multiple "how to" training videos for using Supervision Assist. To access training guides/videos, students, course instructors, and site supervisors should log in to Supervision Assist and then can click on the (?) in the upper right corner.

Documentation Submission Process: Students

Practicum/internship students must submit all practicum/internship documentation required by the program via Supervision Assist and by the dates assigned by the Counseling program. Incomplete documentation may result in the student being denied enrollment and/or continuation of the respective practicum/internship course. This includes copy of site supervisor resume & active State license (i.e., LPC, LCSW, LP).

Once a practicum/internship site placement offer has been extended by the site and accepted by the student, the following process must be completed for the student to begin direct/indirect on-site activities:

- a. The student receives an email with instructions regarding the completion & submission of all required practicum/internship documentation in Supervision Assist. (i.e., Practicum/Internship Application)
- b. Student completes and submits all required practicum/internship application documentation in Supervision Assist.
- c. Supervision Assist Liaison and CMHC Clinical Coordinator review and approve all required practicum/internship application documentation is completed.
- d. Students who fail to submit ALL required practicum/internship documentation by the timeline established by the SA liaison /program are:
 - i. **Ineligible** to be present on-site (and/or online) at their approved practicum/internship site until all required documentation is verified and approved by the Supervision Assist Liaison and CMHC Clinical Coordinator.
 - ii. **Ineligible** to engage in any indirect and/or direct activities on-site (or online) until all required documentation is verified and approved by the Supervision Assist Liaison and CMHC Clinical Coordinator.

Note: Failure to abide by any element of the program's policy/timeline for submitting required practicum/internship documentation may face disciplinary action up to and including program termination

Documentation Submission Process: Field Placement Site Supervisors

As part of their practicum/internship application process, students will send a Supervision Assist request via email to their site supervisor. By completing the Supervision Assist process, which requires submission of a current resume/vita and copy of their active professional license (i.e., State of MO LPC, LCSW, LP), site supervisors are given the following authorizations:

- Access to their supervisee's Supervision Assist practicum/internship course profile (approved course only).
- Authorization to view/assess supervisee's video recorded counseling sessions with clients.
- Authorization to approve/disapprove supervisee's direct/indirect hours.
- Authorization to use Supervision Assist's Zoom feature to record individual/triadic supervision.

Note: A Supervision Assist training **video** and other resources are available to Field Placement Site Supervisors on the Counseling program's homepage under the *Fieldwork Resources* (practicum/internship) link.

Documentation Submission Process: Faculty Supervisors

The program provides course instructors ("Faculty Supervisors") with access to Supervision Assist during their contracted semester(s) with the program. The program's Supervision Assist liaison will email instructions for creating a Supervision Assist account. Upon creating their Supervision Assist account, faculty supervisors are authorized for the following privileges:

- Access to the Supervision Assist profiles of all students enrolled in their specific practicum/internship course. Supervision Assist practicum/internship course profile
- Authorization to view/assess supervisee's video recorded counseling sessions with clients.
- Authorization to approve/disapprove supervisee's direct/indirect hours.
- Authorization to use Supervision Assist's Zoom feature for the purposes of holding class/group supervision prn (i.e., inclement weather).

Section VII: Practicum & Internship Documentation

Although a listing of all Practicum and Internships documents are provided in Section VII, students, fieldwork course instructors/group supervisors, and fieldwork site supervisors will find, complete, and submit these documents in electronic form in **Supervision Assist** once enrolled in a practicum/internship course and following employment verification as a part-time employee (i.e., adjuncts) and/or fieldwork site supervisors/group supervisors (course instructors).

Hardcopies of all Practicum and Internship Application and Assessment documents are available in two areas:

Counseling Program Homepage

- Go to Counseling homepage (<https://stephens.edu/program/counseling/>)
- Scroll down to ***More About Our Program*** section
- Links where Application & Assessment Documents are available:
 - *Practicum & Internship (Fieldwork) Resources*
 - *Clinical Mental Health Specialization*
 - *School Counseling Specialization*

Practicum & Internship Application Documents (Full List)

- Affiliation Agreement
- Fieldwork Experience Site Supervisor Agreement
- Telehealth Consent
- Supervision Contract
- Holiday & Inclement Weather
- Site Supervisor/Instructor (Faculty Supervisor) Comm & Site Visit Summary
- Informed Consent
- Honorarium
- Attestation
- Stipend Agreement

Practicum & Internship Assessment Documents (Full List)

- Site Supervisor & Faculty Supervisor (“Course Instructor”) Assessment
- Student Self-Assessment
- Student Evaluation of Practicum & Internship Site Supervisor
- Student Evaluation of Practicum-Internship Faculty Supervisor (“Course Instructor”)
- Student Evaluation of Practicum-Internship Site
- Live Supervision Assessment
- Practicum & Internship Placement Process Survey
- Supplemental Assessment

Practicum/Internship Application Documents for Fieldwork Site Supervisors (per semester)

- Affiliation Agreement (if acting as site administrator as well as site supervisor)
- Fieldwork Experience Site Supervisor Agreement
- Supervision Contract

- Holiday & Inclement Weather (PRN)
- Honorarium
- Stipend Agreement

Practicum/Internship Assessment Documents for Fieldwork Site Supervisors (per semester)

- Site Supervisor & Faculty Supervisor (“Course Instructor”) Assessment (required at mid-term & end of semester)
- Live Supervision Assessment (PRN)
- Supplemental Assessment (PRN)

If problems arise regarding access or procedures, contact Dr. Kendra Shoge, the program’s Supervision Assist coordinator/liaison. Questions and concerns can also be directed to the program director at dkissinger@stephens.edu.

Note: The program requests that all concerns regarding Supervision Assist be shared quickly with Dr. Shoge and/or Dr. Kissinger given the data from many of these assessments is critical to the program’s ongoing **comprehensive assessment plan**.

Section VIII: Fieldwork Site Supervisor Resources

Fieldwork “Site” Supervisor Orientation

The counseling program holds (minimally) an annual Fieldwork Site Supervisor Orientation to provide supervisors with key details regarding program and practicum and internship policies, procedures, and expectations. The site supervisor orientation also includes a supervision seminar and opportunity for discussion of supervision-related topics. The CMHC coordinator or program director will communicate the date/time/location of the meeting via email.

The program recognizes that not all approved or interested fieldwork site supervisors will be able to attend the annual site supervisor orientation meeting in-person (or via zoom). Thus, to ensure all program fieldwork site supervisors have access to the information, faculty recorded a video covering the site supervisor orientation meeting agenda. The video, along with additional supervision resources, is available on the program homepage via the **Practicum and Internship Resources** link.

Faculty Supervisor Orientation (See: [Affiliate Faculty Handbook \(v2 Fa26\)](#))

The program hosts specific faculty supervisor (“course instructor”) orientations to address key policies, procedures, and expectations involved in serving as the faculty supervisor-and course instructor-for practicum and internship courses. In addition to the faculty supervisor roles and responsibilities outlined in this handbook (pp.

Supervision Models & Techniques

There are various models of supervision that guide the process and allow supervisors to meet the needs of supervisees. Two of these supervision models are the Integrated Developmental Model and the Discrimination Model:

1. The Integrated Developmental Model (IDM). The IDM, as outlined by Bernard & Goodyear (2019), describes the development of counselors in four levels.
 - a. Level 1 includes supervisees who are relatively new to training. Motivation is typically high, as is anxiety. Supervisees are focused on acquiring skills, are interested in the “right” way to approach clients, and may think in black and white. Supervisees are dependent on their supervisor, and they may need more positive feedback. Supervisees at this level are often apprehensive and preoccupied with the self.
 - b. Level 2 supervisees are more independent and may vacillate between very confident and insecure. Supervisees may experience conflict between autonomy and dependence and feel dissatisfaction with supervision. At this level, supervisees also have a greater ability to empathize with clients but may become overwhelmed by client issues.
 - c. Level 3 supervisees focus more on personalizing their approach to counseling. They have fewer doubts about their ability to be effective and supervision tends to be more collegial. Supervisees are able to focus on clients while also being aware of their own reactions to clients.
 - d. Level 3i is reached when supervisees develop a personal approach to professional counseling, and they are able to assess, conceptualize, and facilitate interventions effectively. They also have a strong awareness of their strengths and weaknesses.

2. The Discrimination Model (DM) includes different roles and foci for supervisors as described by Bernard (2019):
 - a. **Foci**—during supervision, supervisors might focus on the supervisee’s following skills:
 - i. Intervention—what the supervisee is doing in the sessions that is observable, skills levels, and how well interventions are delivered.
 - ii. Conceptualization—how the supervisee understands what is occurring, makes meaning of client statements, identifies patterns, or chooses interventions.
 - iii. Personalization—how the supervisee engages in counseling while they attempt to keep counseling uncontaminated by personal issues, biases, and countertransference.
 - b. **Roles**—once supervisors determine their supervisee’s abilities in each foci, they must choose a role to accomplish their supervision goal. Roles include:
 - i. Teacher—assumed when the supervisee needs structure and instruction, modeling, or direct feedback.
 - ii. Counselor—assumed when the supervisor wishes to enhance supervisee reflectivity about their internal affective reality.
 - iii. Consultant—assumed when the supervisor wishes to enhance a supervisee’s trust in their own insights and feelings about their work or when supervisors want to challenge supervisees to think and act on their own.

As stated, supervisor duties include reviewing Counseling student sessions/case notes on a weekly basis and providing guidance and feedback on clinical documentation skills. Reviewing audio and video tapes or providing live supervision are encouraged as part of supervision. The following techniques and interventions may be useful:

- Affective exploration— “Were you aware of any feelings during this session?”
- Exploring agendas— “What do you wish you would have said at this point?”
- Exploring cognitions— “Do you remember what you were thinking at that time?”
- Modeling
- Role-playing & Role-reversal

Books (available for check-out from faculty)

Bernard, M. J., Goodyear, K. R. (2021). *Fundamentals of clinical supervision* (6th ed.).

Corey, G., Haynes, R., Moulton, P., Muratori, M. (2020). *Clinical supervision in the helping professions: A practical guide* (3rd ed.).

Supervision Models Review

<https://www.marquette.edu/education/graduate/documents/brief-summary-of-supervision-models.pdf>

Empirical Articles

- Bornsheuer-Boswell, J. N., Polonyi, M. M., & Watts, R. E. (2013). Integrating Adlerian and Integrated Developmental Model Approaches to Supervision of Counseling Trainees. *Journal of Individual Psychology*, 69(4), 328–343.
- Crunk, A. E., & Barden, S. M. (2017). The Common Factors Discrimination Model: An Integrated Approach to Counselor Supervision. *Professional Counselor*, 7(1), 62–75.
<https://doi.org/10.15241/aec.7.1.62>
- Degges, W.S.E., Colon, B.R., & Borzumato, G.C. (2013). Counseling Supervision Within a Feminist Framework: Guidelines for Intervention. *Journal of Humanistic Counseling*, 52(1), 92–105.
<https://doi.org/10.1002/j.2161-1939.2013.00035.x>
- Field, T. A. (2016). A Different Type of Supervision: Training Clinical Mental Health Counseling Interns in Dialectical Behavior Therapy. *Journal of Mental Health Counseling*, 38(3), 233–247.
<https://doi.org/10.17744/mehc.38.3.04>
- Graham, M. A., Scholl, M. B., Smith-Adcock, S., & Wittmann, E. (2014). Three Creative Approaches to Counseling Supervision. *Journal of Creativity in Mental Health*, 9(3), 415–426.
<https://doi.org/10.1080/15401383.2014.899482>
- Meany, W. K. K., Davis, G. D., & Lindo, N. A. (2016). The Impact of Wellness-Focused Supervision on Mental Health Counseling Practicum Students. *Journal of Counseling & Development*, 94(4), 464–472. <https://doi.org/10.1002/jcad.12105>
- Pearson, Q. M. (2006). Psychotherapy-Driven Supervision: Integrating Counseling Theories into Role Based Supervision. *Journal of Mental Health Counseling*, 28(3), 241–252.
<https://doi.org/10.17744/mehc.28.3.bel106w7yg3wvt1w>
- Zeligman, M. (2017). Supervising Counselors-in-Training Through a Developmental, Narrative Model. *Journal of Creativity in Mental Health*, 12(1), 2–14.
<https://doi.org/10.1080/15401383.2016.1189370>
<https://ct.counseling.org/2022/01/making-every-moment-of-clinical-supervision-count/>

Supervisory Alliance

- Crockett, S., & Hays, D. G. (2015). The Influence of Supervisor Multicultural Competence on the Supervisory Working Alliance, Supervisee Counseling Self-Efficacy, and Supervisee Satisfaction With Supervision: A Mediation Model. *Counselor Education & Supervision*, 54(4), 258–273.
<https://doi.org/10.1002/ceas.12025>
- Ganske, K. H., Gniska, P. B., Ashby, J. S., & Rice, K. G. (2015). The Relationship Between Counseling Trainee Perfectionism and the Working Alliance With Supervisor and Client. *Journal of Counseling & Development*, 93(1), 14–24. <https://doi.org/10.1002/j.1556-6676.2015.00177.x>

Multicultural Supervision

Fickling, M. J., Tangen, J. L., Graden, M. W., & Grays, D. (2019). Multicultural and Social Justice Competence in Clinical Supervision. *Counselor Education & Supervision*, 58(4), 309–316. <https://doi.org/10.1002/ceas.12159>

Holstun, V.P., & Bohecker, L (2024). Humanistic Principles for providing culturally sensitive corrective feedback in supervision. *The Journal of Humanistic Counseling*, 63(3), 228-240. <https://doi.org/10.1002/johc.12215>

Kemer, G., Li, C., Attia, M., Chan, C. D., Chung, M., Li, D., Neuer Colburn, A., Peters, H. C., Ramaswamy, A., & Sunal, Z. (2022). Multicultural supervision in counseling: A content analysis of peer-reviewed literature. *Counselor Education & Supervision*, 61(1), 2–14. <https://doi.org/10.1002/ceas.12220>

Mitchell, M. D., & Butler, S. K. (2021). Acknowledging Intersectional Identity in Supervision: The Multicultural Integrated Supervision Model. *Journal of Multicultural Counseling & Development*, 49(2), 101–115. <https://doi.org/10.1002/jmcd.12209>

School Counseling Supervision

Luke, M., & Bernard, J. M. (2006). The School Counseling Supervision Model: An Extension of the Discrimination Model. *Counselor Education & Supervision*, 45(4), 282–295. <https://doi.org/10.1002/j.1556-6978.2006.tb00004.x>

Ethical Issues

Barnett, J. E., & Molzon, C. H. (2014). Clinical Supervision of Psychotherapy: Essential Ethics Issues for Supervisors and Supervisees. *Journal of Clinical Psychology*, 70(11), 1051–1061. <https://doi.org/10.1002/jclp.22126>
<https://www.counseling.org/resources/library/eric%20digests/94-17.pdf>

McCarthy, P., & Sugden, S. (1995). A practical guide to informed consent in clinical supervision. *Counselor Education & Supervision*, 35(2), 130. <https://doi.org/10.1002/j.1556-6978.1995.tb00217.x>

Supervision Podcasts

<https://csrcollaborative.org/podcast/>

<https://therapyreimagined.com/modern-therapist-podcast/giving-and-getting-good-supervision/>

<https://clearlyclinical.com/podcast/ceu-clinical-supervision-principles>

Supervision Training (State of Missouri-Committee of Professional Counselors)

<http://mmhca.com/trainingevents.html>

