

**The University of North Carolina at Pembroke
College of Health Sciences
Department of Counseling**



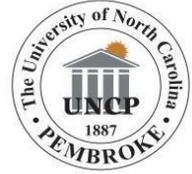
**Counseling Programs
Site Supervisor Manual**

*Clinical Mental Health Counseling Program
Professional School Counseling Program*

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Dear Site Supervisor,

As Field Placement and Testing Coordinator and Directors for the Counseling Programs at UNC Pembroke, let us extend our appreciation for your willingness to be a part of our student's growth and development as professional counselors. On behalf of faculty and staff of the Department of Counseling, the College of Health Sciences, and UNC Pembroke, we say "Thank You!"

Field Placements are often a stressful and anxiety-producing time in counseling students' lives. However, practicum and internship offer many rewarding opportunities for personal and professional growth. The field placement experience provides a capstone experience, allowing students to obtain supervised practice of counseling knowledge and application of skills and techniques. As site supervisor, you will play an intricate role in this process. You will serve as the primary contact for the student, conduct weekly clinical supervision sessions, evaluate student progress, and oversee the student's activities.

This handbook is meant to serve as a roadmap for you, the site supervisor. It provides information about your supervisee's program of study and field placement experience requirements. Clinical supervision resources are also provided. Consult this manual, the Field Placement and Testing Coordinator, and the practicum or internship instructor often to ensure your supervisee is meeting the expectations and requirements of the field placement experience.

The Counseling Programs at UNC Pembroke are committed to excellence in counselor education and preparation. We appreciate your willingness to facilitate the growth and development of the students in these programs. If we can be of any assistance, please do not hesitate to contact us.

Cordially,

Nicole Stargell, Ph.D., LPCA, LSC, NCC and
Jonathan Ricks, Ph. D., LPC, LSC, NCC
Field Placement & Testing Coordinators

Shenika Jones, PhD., LPCA, NCC
Professional School Counseling Program Director

Ki Chae, PhD, NCC
Clinical Mental Health Counseling Program Director

HISTORY OF THE COUNSELING PROGRAMS AT UNCP

The Counseling Programs at UNCP have been training and preparing counselors to work in the schools and communities of Southeastern North Carolina since the mid-1990s. The Counseling Programs began as two degree programs: a Master of Arts in School Counseling and a Master of Arts degree in Service Agency Counseling. These programs were among the first of what was then Pembroke State University's graduate degree program offerings. Students began enrolling in the programs in the fall of 1994. Originally, both programs were located within the College of Arts & Sciences in the Psychology Department. Over time, the programs were relocated to the School of Education. During the years from 2005-2008, both counseling programs taught their own distinct sets of core counseling courses. In 2008, the Service Agency Counseling program moved from the Psychology Department to the School of Education and was housed in the same department as the Professional School Counseling Program that had previously been relocated to the School of Education. At that time, the faculty in both programs began to plan for programs that shared a cohesive counselor education identity, a common core of classes, and a common mission for preparing counselors.

During the 2008-2009 academic year, the curriculum in both programs was revised to share core courses in counselor preparation across both programs. Additionally, both programs added practicum courses, in addition to the existing field placement internship course. In 2009 the Service Agency Counseling Program was phased out and replaced with a 60-credit hour Mental Health Counseling Program that required more coursework specifically in mental health counseling issues, required counseling-only electives, and added an additional semester of internship for a total of 700 hours of field placement experience. These major changes were accompanied by many additional smaller changes in policies, procedures, and admissions standards. During the fall of 2010, the counseling programs were significantly revised once again. These revisions included: increasing the required number of credit hours for Professional School Counseling from 48 to 60 credit hours, establishing a regular faculty meeting inclusive of faculty in both counseling programs, revising admissions standards, completing program evaluation measures distinct from those already conducted by the School of Graduate Studies, and revising curricula. The Mental Health Counseling Program was renamed the Clinical Mental Health Counseling Program and an additional course was added to the required curriculum. The counseling programs formed their own department and moved to the new College of Health Sciences at the beginning of the 2018-19 school year.

Today, The University of North Carolina at Pembroke maintains two graduate counseling programs: Clinical Mental Health Counseling and Professional School Counseling. The two programs share a common core of counselor education classes and other curricula components described within this report. The programs have a singular mission and shared vision for the preparation of counseling professionals. Both programs are accredited by the Accreditation of Counseling and Related Educational Programs (CACREP).

MISSION OF THE COUNSELING PROGRAMS

The mission of the Graduate Counseling Programs at the University of North Carolina at Pembroke is to train diverse professional counselors committed to improving the mental health and human development of individuals served in schools and communities. Through research, service, and teaching, the faculty members collaborate with students to prepare counseling practitioners who have strong counselor identities, effective clinical and leadership skills, and cultural competence. The counseling programs engage in continual program evaluation and revision to maintain alignment with the counseling profession's national standards.

FIELD PLACEMENT AND TESTING COORDINATOR

The Field Placement and Testing Coordinators (FPC) for the Counseling Programs at UNC-Pembroke are responsible for coordinating all practicum and internship experiences for Clinical Mental Health Counseling (CMHC) students and Professional School Counseling (PSC) students. The PSC FPC works with the University-School Programs office to place Professional School Counseling interns in regional public schools. The FPCs coordinate final approval of field placements with faculty. The FPCs schedule, organize, and conduct pre-practicum information sharing for eligible students each semester. The FPCs are responsible for updating and revising field placements forms, field placement manuals, field placement syllabi, and supervision training materials as needed. The FPC is also the person to whom inquiries regarding practicum and internship are referred throughout the year. The FPC works with the Counseling Programs faculty to design and implement professional development and service opportunities for regional site supervisors each semester. Finally, the FPCs collect, maintain, analyze and prepare reports of data related to supervision, field placements, and licensure.

CMHC:

Nicole A. Stargell, Ph. D., LPCA, LSC, NCC
Education Building 320
nicole.stargell@uncp.edu
910.521.6898 (o)
336-609-6968 (c)
910-521-6165 (f)

PSC:

Jonathan Ricks, Ph. D., LSC, LPC, NCC
Education Building 338-B
jonathan.ricks@uncp.edu
910.775.4041 (p)
910-521-6165 (f)

FIELD PLACEMENT POLICIES & PROCEDURES

The culminating experiences of the Counseling Programs are the supervised field placement courses: practicum and internship. The benefits of supervised field experiences for counselor development are numerous. The supervisor and supervisee work together to develop competence in specific fields of professional counseling. The supervision relationship builds connectedness between professionals in the field. Supervision also provides one resource for counselors to use when coping with stressors associated with professional counseling, either as graduate students or as seasoned professionals.

Supervision is defined as:

a distinctive, structured approach in which an often more experienced professional counselor responds to a counselor trainee or supervisee's needs with attention to the supervisee's differing developmental and competency levels (Russell-Chapin & Ivey, 2004).

Bernard and Goodyear (2009) also described supervision as:

- *evaluative and hierarchical*
- *extending over time*
- *having the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of the professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession.*

Regardless of the definition used to describe supervision, you, the site supervisor, play an integral role in supporting counselor trainees as they grow, develop, and become competent professional counselors. Resources to assist you in the supervision process are provided in this manual.

Field Experience Placement Protocol for All Counseling Students

All students must complete and submit a Field Placement Application, provide liability insurance, and submit an unofficial transcript. The Field Placement Application deadline is approximately 2 weeks prior to “pre-registration” for the following semester.

Students can enroll in practicum once placement approval has been granted. All field experience hours accumulated during any given semester must be completed at one site only. Students should not begin their field experience prior to the first field placement class (practicum or internship).

The site should offer:

- direct and indirect client contact (including group counseling)
- permission for the student to audiotape/videotape client contact
- appropriate supervision for the student

Some sites may require additional prerequisites specific to the setting (background check, drug screening, health certificate, TB test, etc.). It is the student's responsibility to fulfill these requirements in a timely manner so that fulfillment of these responsibilities does not interfere with the student's ability to complete the required hours for the course.

In addition to following the above procedures, Professional School Counseling students will work with the UNCP School of Education Office of University-School Programs in securing permission for placements within local public schools as needed.

Field Placement Request Procedure

All application materials (more information below) must be received and approved during the semester prior to enrollment in CNS6100 Counseling Practicum. The FPC will verify eligibility for enrollment in practicum and conduct a review of the completed field placement. As necessary, the FPC will conduct phone/face-to-face interviews with proposed site supervisors. If placement is denied, the student will be required to seek an alternative placement/site supervisor. The deadline for reapplying for field placement will be determined by the FPC.

If a student's field placement application is approved, the FPC will email the student indicating registration instructions for CNS 6100. This will likely happen after general registration opens, and every student who submits and approved field placement application will have a seat for practicum.

Field Placement Experiences

Counseling Practicum (Clinical Mental Health/School Counseling)

The practicum is an introductory field placement course. The field placement is required to take place in a setting appropriate to the student's graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The practicum experience allows for enhanced skill development and exposure to professional and ethical practices in a supervised and counseling setting. Students work with the Field Placement and Testing Coordinator to obtain field placements one semester in advance of enrollment. Students must complete a total of 100 clock hours at the field placement site. In addition to the field placement requirement, students are required to attend class for group supervision and attempt the comprehensive exam. **PREREQ:** Completion of 8 out of 9 core counseling courses, a minimum grade point average of 3.0, and an approved field placement application. **COREQ:** CNS 5060 Crisis Intervention and CNS 5900 Issues in Addictions for Counselors

NOTE: The core courses are: Professional & Ethical Issues, Lifespan Development, Counseling Skills & Techniques, Research & Program Evaluation, Theories of Counseling, Career Counseling, Group Counseling, Assessment, and Multicultural Counseling.

Counseling Internship (Clinical Mental Health/School Counseling)

Counseling internship (CNS 6120/6130) is a field placement course. This field placement is required to take place in a setting appropriate to the students' graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Site supervisors must provide supervision

to students at a rate of one hour per week throughout the duration of the placement.

Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. Class meetings count as group supervision, but do not count toward indirect hours. The course is completed twice for a total of 6 credit hours and 600 clock hours.

PREREQ: Completion of CNS 6100 Counseling Practicum, successful completion of the comprehensive exam, permission of the instructor, and a minimum of a grade point average of 3.0.

Direct vs. Indirect Hours

Site supervisors and students enrolled in field placement courses often inquire about direct versus indirect contact. The information provided below for your specific field of professional counseling, should help you determine what constitutes direct and indirect hours of experience. These definitions of direct and indirect contact align with the guidelines set forth by the North Carolina Board for Licensed Professional Counselors ([21 NCAC 53 .0205](#) & North Carolina General Statutes [Article 24, 90-330 a.3.a-b](#)).

Professional School Counseling

Direct hours are hours the supervisee spends in a counseling relationship providing counseling to clients. This includes individual and small group counseling and classroom guidance. At least sixty percent (60/practicum or 180/internship) of total hours accumulated by students during each field placement semester should be in direct contact with client.

Indirect hours are hours spent in counseling related activities. This includes program planning (organizing a career day, developing a bully prevention program, etc.), developing classroom guidance or small group curricula, consultation with teachers or parents, participation in meetings (SST, 504, IEP) and making referrals to community agencies. At least forty percent (40/practicum or 120/internship) of total hours accumulated by students during each field placement semester should be indirect in nature.

Below is a list of activities that students should not count as either direct or indirect hours; they are considered inappropriate activities performed by school counselors based on the ASCA National Model (2012):

- Checking-in students in the morning
- Registering students
- Walking students to class
- Hall duty
- Lunch duty
- Disciplining students
- and any other activity that is in no way linked to school counseling programming

These guidelines promote consistency across the program and foster the professional development of your supervisee. Students will likely participate in some inappropriate

activities; however, they should not be counted as direct or indirect. Students are encouraged to communicate this information to their site supervisors, especially if they find themselves frequently engaging in inappropriate activities. Please attempt to provide your supervisee with worthwhile and enriching experiences that are either direct or indirect in nature.

Clinical Mental Health Counseling

Direct hours are hours spent in counseling relationships providing counseling to clients. This includes individual, family, and group counseling. In-take interviews, mental health assessments, and co-counseling are also considered direct contact. At least sixty percent (60/practicum or 180/internship) of total hours accumulated by students during each field placement semester should be in direct contact with client.

Indirect hours are hours spent in counseling related activities. This includes participating in clinical supervision, observing counseling sessions, writing progress notes, consulting with other mental health professionals, coordinating treatment, researching strategies and techniques, attending team meetings and professional development trainings, and making referrals to other community agencies and organizations. At least forty percent (40/practicum or 120/internship) of total hours accumulated by students during each field placement semester should be indirect in nature.

Activities that are considered neither direct nor indirect contact include:

- Answering phone calls
- Completing clerical tasks
- Providing skill building activities to clients

This overview of direct and indirect hours encourages consistency across the program and enhances the professional development of your supervisee. Students may participate in some inappropriate activities, although they should not be counted as direct or indirect contact. Additionally, students should engage in co-counseling with a licensed clinician for any counseling session that will be billed for third party reimbursement. Students are encouraged to communicate this information to their site supervisors, especially if they find themselves frequently engaging in inappropriate activities. Please attempt to provide your supervisee with worthwhile and enriching experiences that are either direct or indirect in nature.

Recording Counseling Sessions

Approved sites give permission for students to video-record direct client contact. In addition to site permission, students must secure written consent from every client, or parent/guardian (if client is under the age of 18) prior to video-recording any contact. Students must obtain consent using the Client Consent to Video-Record Form, and any additional site-specific paperwork that may be required. Students should express to clients when seeking permission to video-record that the purpose of the recording is to evaluate the student counselor and improve upon counseling skills, not to evaluate the clients or the issues discussed by the clients. The video-recordings will be shared in individual and group supervision at the site and in the field placement class.

Additionally, students must take great care when transporting the recordings either physically or

electronically. The material contained in the recordings is considered confidential. Students are expected to maintain the highest level of ethical and professional behavior during the practicum experience. Violating the confidentiality of a client is considered an ethical breach of conduct and grounds for dismissal from the practicum course. Practicum students must submit at least 5 recordings of counseling sessions to their instructor and present at least 1 case presentation to the practicum class. Internship students must submit at least 5 recordings of counseling sessions to their instructor and present at least 2 case presentations to the internship class.

As the site supervisor, it is important to help facilitate the video-recording process. Help your supervisee by identifying potential clients or students to participate in a video-recorded session. In schools, it may be helpful to send home 8 to 10 consent forms early on in the field experience. It is likely that only a small percent of consent forms will be returned, signed by child's parent or guardian.

Supervisor Qualifications and Requirements

Students are required to receive individual clinical supervision at their site. Students are not required to participate in group supervision at their site, although it is strongly recommended, if available. In addition to participating in group supervision, if available at the site, each student's site supervisor must agree to provide at least one hour of individual clinical supervision per week. A qualified site supervisor will have at least two years of post-licensure counseling experience under a relevant license in good standing: such as LPC, LPCS, or a professional school counseling license. The Clinical Mental Health Counseling Program prefers that students be supervised by Licensed Professional Counselors (LPC), but may approve other clinical credentials when an LPC or LPC-S is not available and all other criteria for a site are met. Professional School Counseling students completing a field placement course in a school may only receive supervision from a licensed professional school counselor. Site supervisors must be "on-site" and are permitted to provide supervision to a maximum of two supervisees during any given semester. A site supervisor may be "off-site" only in instances in which the supervisee is employed as a school counselor and is the only counselor on site. The Field Placement and Testing Coordinator must verify circumstances and approve any such arrangement.

Site supervisors are required to provide midterm and final evaluations of the supervisee's professional performance at the site. These evaluations are considered part of the formal evaluation of student progress in the field placement course and their respective program of study. The university instructor will also discuss student progress with the site supervisor throughout the semester on a biweekly basis via email; either party may request additional in person or telephone communication as needed. Site supervisors may supervise no more than two students, unless granted permission by the Field Placement and Testing Coordinator.

Liability Insurance

Liability insurance serves to financially cover your supervisee in the event a civil suit or licensure board matter arises during the field placement experiences. Without proper liability and risk management help, addressing legal and/or ethical matters can become costly and financially devastating.

Students are required to secure professional liability insurance before beginning practicum.

Liability insurance must be renewed annually and extend through the last day of the internship experience. Proof of professional liability insurance is a required component of the field placement application. Placement will not be approved and students will not be allowed to enroll in the field placement course without documentation of professional liability insurance. Liability insurance is available through many professional organizations such as the: [American Counseling Association](#), [American Mental Health Counselors Association](#), and [Healthcare Providers Service Organization \(HPSO\)](#). Students wishing to purchase professional liability insurance through an organization other than those listed above must receive approval from the Field Placement and Testing Coordinator. The minimum coverage required for any insurance policy maintained by a student across field placements is \$1,000,000 per occurrence/\$3,000,000 aggregate. Liability coverage by an employer or site does not negate the professional liability policy requirement outlined here within.

Maintaining liability insurance as students and professional counselors is common place in the field. Site supervisors are strongly encouraged to maintain professional liability as well.

Professional Disclosure Statement

All students are required to develop Professional Disclosure Statements during the practicum class. At a minimum, the Professional Disclosure Statement should include information about services provided, counselor credentials and relevant experience, fees, billing information, confidentiality, supervision arrangements, how records will be handled, and informed consent. Additional information about Professional Disclosure Statements is available on the [North Carolina Board of Licensed Professional Counselors](#) website. Please share your professional disclosure statements with your supervisees.

Ethical and Legal Conduct

The Counseling Programs strives to foster and facilitate ethical behavior of students engaged in field placement experiences. Students are familiar with various codes of ethics, including those of the [American Counseling Association](#) and the [American School Counselor Association](#). Students are also encouraged to use ethical decision-making models when faced with ethical dilemmas. Site supervisors should demonstrate and model ethical and legal behavior and practice at all times. It is important for your supervisee to be aware of common ethical dilemmas and legal pitfalls common in your area of practice. Please share previous ethical dilemmas and/or legal pitfalls you have faced and explain how you reached a resolution. Encourage your supervisees to utilize various resources (i.e., supervisor, peers, and decision making models) when navigating ethical dilemmas and legal pitfalls.

RESOURCES FOR THE SITE SUPERVISOR

Codes of Ethics

[American Counseling Association Code of Ethics](#)

[Ethics Standards for School Counselors \(ASCA\)](#)

[Approved Clinical Supervisor Code of Ethics](#)

Clinical Supervision

[The Role of Clinical Supervision \(Slideshow\)](#)

[Models and Techniques of Clinical Supervision \(Slideshow\)](#)

[Legal Traps to Avoid in your Practice](#)

Podcasts

[Evidence-Based Clinical Supervision \(Part 1 of 2\)](#)

Dr. Cal Stoltenberg

This is the first of a two part podcast by Dr. Cal Stoltenberg about the art /science of clinical supervision. In this episode, Dr. Stoltenberg addresses the difference between supervision and clinical work with clients. He cautions against becoming too focused on distinct competencies, and recognizes the need to implement quality training. In addition, Stoltenberg notes that there are different models of supervision, and that individual characteristics and culture must be factored into the clinical supervision relationship.

[Evidence-Based Clinical Supervision \(Part 2 of 2\)](#)

Dr. Cal Stoltenberg

This is the second of two episodes in which Dr. Stoltenberg talks about the art of clinical supervision. In Part 2, Dr. Stoltenberg tackles the question, "How do we evaluate what's occurring in supervision and how is it affecting work with clients?" Stoltenberg suggests that supervision should be concerned with tracking what clinicians are implementing with clients, how are they implementing it, and how effectively it is working.

SUPERVISION TRAINING RESOURCES FOR CLINICAL SUPERVISORS

All site supervisors are required to provide evidence of formal training in counseling supervision. The Counseling Programs at UNCP offer a variety of training opportunities for site supervisors.

Courses

Clinical Supervision for the Helping Profession

Dr. Jeffrey M. Warren

This on-line, summer course is designed to meet the needs of Master's level helping professionals providing or planning to provide clinical supervision. Counseling students will also benefit from this course by gaining an understanding of clinical supervision and the supervisory role. The content of the course aligns with the requirements of the Licensed Professional Counselor– Supervisor set forth by the North Carolina Board for Licensed Professional Counselors (G.S. 90-336, Rule .0302, .0801). This course offers an introduction to clinical supervision. Supervision models and theory, ethical and legal considerations, the supervisory relationship, and multicultural concerns are addressed. Individual, triadic, and group supervision interventions are also explored. For more information about this course including availability, please contact Dr. Jeffrey Warren at Jeffrey.warren@uncp.edu

Workshops

Southeast Region of North Carolina Drive-In Workshop for Area Counselors

This drive-in workshop, available free of charge for all area professional counselors (school, agency, private practice), is offered every spring. At least one session during this workshop will focus on clinical supervision. Supervisors providing clinical supervision to UNC-P counseling students are strongly encouraged to attend this workshop and session.

In-service Trainings

The faculty field placement instructors are available upon request to provide in-service training about counselor supervision, free of charge, within public school and mental health agency settings. Requests should be made to the Field Placement and Testing Coordinator.

Online Training Module

A counselor supervision training module is available on the Counseling Programs blog. This training module is specifically designed to meet the needs of field placements site supervisors of students completing UNCP's Counseling Practicum and/or Internship courses.

<https://uncpcounselingprograms.wordpress.com/site-supervisor-resources/>

Textbooks

[The New Handbook of Counseling Supervision \(2nd ed.\)](#)

Dr. L. DiAnne Borders & Dr. Lori L. Brown

The second edition of this ground-breaking book continues the mission of its predecessor: to provide a "best principles" and "best practices" overview of the counseling supervision process, one that is firmly rooted in the recent explosion of empirical research in this field. Sponsored by the Association for Counselor Education and Supervision (ACES), the presentation is targeted primarily at master's-level practitioners who want "how-to" applications of the research literature (with examples) rather than a comprehensive review of the supervision literature. Like the first edition, this revised book is also a useful supplement for more academic texts used for doctoral-level instruction in counseling supervision. Key changes in this new edition include greater attention to multicultural and diversity issues and new chapters on group supervision and on technology. Also new are discussion questions and vignettes meant to enhance application of key concepts in each chapter as well as more sample materials and forms for practice.

[Fundamentals of Clinical Supervision \(4th ed.\)](#)

Dr. Janine M. Bernard & Dr. Rodney K. Goodyear

Comprehensive, interdisciplinary, and authoritative, *Fundamentals of Clinical Supervision* continues to be the most widely used and respected supervision text in the field. Recognizing the overlap of the mental health disciplines and of supervision modalities, the authors have integrated psychology, counseling, marriage and family therapy, and social work to fully cover the central themes that dominate the study and practice of clinical supervision. With a focus on developing the supervision relationship, the text contains all content areas required for certification as an Approved Clinical Supervisor, offering a complete review (and informed appraisals) of all leading models, interventions, and research.

A valuable resource for practitioners and students alike, the revised fourth edition of *Fundamentals of Clinical Supervision* includes a new emphasis on global contributions to the field and diversity as well as new material on technological advances, spirituality, impaired supervisees and boundary violations.

Site Supervisor Information Card

All site supervisors must complete the following form before hosting a student on site. This form must be updated if any information becomes obsolete.

Please access this form online at: https://uncp.co1.qualtrics.com/SE/?SID=SV_6gIyammuwGyHE1f

Consent to Video-Record Client Contract

UNIVERSITY OF NORTH CAROLINA at PEMBROKE

College of Health Sciences, Counseling Department

Post Office Box 1510

Pembroke, NC 28372

The field placement experience is a period of supervised practice in which graduate students observe and practice individual and group counseling, as well as other counseling-related activities. Students are supervised by site staff and also attend instructional sessions on the campus of UNC Pembroke.

Counselors and Counselor-Trainees have found the use of video-recordings to be an effective teaching and learning tool. Recordings are used to improve the services you receive, and to facilitate the skill development and training of the student counselor. The recordings are reviewed by agency and university staff and will be viewed by other counselors in-training.

Video-recording requires your permission and consent. These recordings and the content therein, are held in the highest confidence. Exceptions/Limitations to this confidentiality include the following situations that are also included in traditional counseling services informed consent:

- You direct me, in writing, to discuss your case with someone else.
- You are deemed to be a threat to yourself or someone else.
- A court order directs me to disclose your information.
- In the abuse of a child or elderly person on indicated.

Any other use of these recordings requires your express written consent. Recordings are permanently destroyed after supervision. By signing this form, you are giving permission to have the sessions involving you or your child and the counselor-in-training video-recorded. Video-recording is completely voluntary. If you decide that you do not want to be video-recorded, you will not be penalized and you will continue to receive services.

If you have any questions or concerns please contact the UNCP Field Placement Coordinator:

Dr. Nicole Stargell (clinical mental health counselors): 910-521-6898, nicole.stargell@uncp.edu --or--

Dr. Jonathan Ricks (professional school counselors): 910-775-4041, jonathan.ricks@uncp.edu

I, _____ (client name), understand the above conditions and agree to

be video-recorded by _____ (Counselor-in-Training).

Client or Guardian _____ Date _____

Counselor-in-Training _____ Date _____

Guidelines for Students Who Are Not Permitted to Remove Recorded Sessions from Site

Students are required to submit evidence of their counseling abilities to their university supervisors on a regular basis as indicated in the course syllabus. Students are also required to present client cases to their peers for group supervision in field placement courses. In order to fulfill field placement requirements, students typically record client sessions and carefully share them with their instructors and peers. If students are not permitted to take recorded sessions off the premises of their field placement sites, two options are available. These options may only be utilized by students with written proof from their site supervisors that recordings are not permitted to be taken off the premises.

Option 1

Record sessions on site and transcribe them while on site. Use the transcription in lieu of a recording. Note: confirm with site supervisor that this option is permitted

Option 2

Record mock counseling sessions using the guidelines below.

- Students who choose Option 2 must have their site supervisors complete the Counseling Skill Scale-Revised (CSS-R) at least one time throughout the semester using a live on-site counseling session with a client who has signed an ethically-binding professional disclosure statement. The CSS-R can be found at https://uncp.co1.qualtrics.com/SE/?SID=SV_022sS5nRkyzeG0Z Submit a hard copy to the university supervisor.
- Mock sessions must be 50-60 minutes each.
- The mock client must be currently enrolled in the UNCP counseling programs. No exceptions. Please contact nicole.stargell@uncp.edu if you would like to be assigned a mock client.
- The mock client must not be a close friend or acquaintance.
- Have mock clients present actual issues for exploration and monitor themselves with the knowledge that tapes will be viewed by program members.
- At the conclusion of your session, make certain that the experience has not created any unresolved distress on the part of your volunteer. Be prepared to make appropriate suggestions for supportive actions, should this occur. Follow the procedures outlines in the UNCP Clinic Policies Manual.
- Treat recorded mock sessions as you would a recorded session with a client.
- Follow all procedures outlined in the UNCP Clinic Policies Manual and Field Placement Manual.
- Have mock clients sign the following Release before conducting a mock session:

Case Presentation Outline for Clinical Mental Health Counseling Students

Use this outline to create a case presentation outline for each case that you present to your internship class. Provide typed copies of the completed outline to the supervision group and instructor prior to showing your videotape during your scheduled presentation.

Name: _____

Date: _____

I. FOUNDATIONS

- a. Provide an introduction to this client. What is the client's presenting concern and how has the client attempted to address the concern?
- b. What are the client's strengths?
- c. What ethical and legal standards are most relevant to your work with this client?
- d. Do you have questions about ethical and legal standards with regard to this client?

II. COUNSELING, PREVENTION, AND INTERVENTION; DIVERSITY & ADVOCACY; ASSESSMENT

- a. Discuss your diagnostic impressions of this client. Identify your impressions using the DSM and a multi-axial diagnosis when applicable.
- b. What is the focus of intervention with this client?
- c. What assessments have been used with this client?
- d. Does this client have symptoms that necessitate screening for suicide, danger to others, abuse, or addiction? If so, what strategies are you using?
- e. How have you been culturally responsive to the unique needs of this client? What multicultural counseling competencies need to be applied to this particular client? How have you modified your work to meet the needs of this client?
- f. Is the client receiving services from other community resources? Does the client need to be referred to other community resources? Do you have questions about appropriate community resources?
- g. Do you have questions about record-keeping related to this client?

III. COUNSELOR-IN-TRAINING SELF-AWARENESS

- a. Thoughts and feelings about this client
- b. Thoughts and feelings about your work with this client
- c. Positive counseling behaviors and skills that you have exhibited
- d. Areas for improvement in your counseling behaviors and skills

Case Presentation Outline Form for Professional School Counseling Students

Use this outline to create a case presentation outline for each case that you present to your internship class. Provide typed copies of the completed outline to the supervision group and instructor prior to showing your recorded session during your scheduled presentation.

Student's Name: _____ Date: _____

I. FOUNDATIONS

- a. Provide an introduction to this student. What is the student's presenting concern and how has the student/school/parent attempted to address the concern?
- b. What are the student's strengths?
- c. Describe the school counseling services this student has participated in.
- d. What ethical and legal standards are most relevant to your work with this client?
- e. Do you have questions about ethical and legal standards with regard to this client?

II. COUNSELING, PREVENTION, AND INTERVENTION; DIVERSITY & ADVOCACY; ASSESSMENT; COLLABORATION & CONSULTATION

- a. Conceptualize the student's presenting concern using a specific theory.
- b. What strategies for helping the student identify strengths and cope with environmental and developmental problems have been used?
- c. What assessments (formal or informal) have been used with this student?
- d. Does this student have symptoms that necessitate screening for suicide, danger to others, abuse, or addiction? If so, what strategies are you using?
- e. How have you been culturally responsive to the unique needs of this student? What multicultural counseling competencies need to be applied to this particular student? How have you modified your work to meet the needs of this student?
- f. Explain the strategies and methods used when working with parents, families, and teachers to address the student concerns?
- g. Is the client receiving services from other community resources? Does the client need to be referred to other community resources? Do you have questions about appropriate community resources?

III. COUNSELOR-IN-TRAINING SELF-AWARENESS

- a. Thoughts and feelings about this client
- b. Thoughts and feelings about your work with this client
- c. Positive counseling behaviors and skills that you have exhibited
- d. Areas for improvement in your counseling behaviors and skills

Goals and Schedule for Practicum/Internship

Name: _____

Semester and Year: _____

Goals

Please list three goals, specific to your development as a counselor, which you plan to work toward during your practicum/internship experience.

1. _____

2. _____

3. _____

Schedule

Please provide a tentative schedule for satisfying the course hour requirement 100 (practicum) or 300 (internship). Remember that 60% of the hours should be in direct counseling contact with clients/students. This schedule should serve as a guide as the student works toward completing the internship requirements in the upcoming semester. Changes to this tentative schedule should be discussed in advance with the site supervisor and university supervisor.

Day	Hours and Activities	Total
Mon		
Tue		
Wed		
Thu		
Fri		
Sat		
Sun		
Total:		

15 weeks (length of semester) X _____(Total) = _____ Hours for Semester

Site Supervisor Evaluation of the Student

For each field placement course, site supervisors will complete the Professional Competency Assessment (PCA) at mid-term and final. The site supervisor should discuss the evaluation with the student. A printout of the online evaluation should be submitted to the university supervisor by the student.

Please note students will continue to submit the Mid/Final Self-Evaluation. The link to the online evaluation will be emailed to site supervisors by the student's university supervisor.

The PCA links for site supervisors are as follows:

Clinical Mental Health Counseling

https://uncp.co1.qualtrics.com/SE/?SID=SV_eXsV4v12bGVe2Ed

Professional School Counseling

https://uncp.co1.qualtrics.com/SE/?SID=SV_8w5g1fky19C95Bj

Student Evaluation of Site

Link: https://uncp.co1.qualtrics.com/SE/?SID=SV_eL1IBpD0n1ZUfXL

Student Evaluation of the Supervisor

Link: https://uncp.co1.qualtrics.com/SE/?SID=SV_e563D7Xfa50lgqx