

Barry University

College of Health and Wellness
Department of Counseling & School Psychology

Practicum and Internship Coordination

Counselor Education Field Experience Manual

2024- 2025

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Introduction

The practicum and internship clinical experiences are a critical component of counseling student interns graduate training in counseling. To support students in the experiential portion of their masters level program, this clinical guide has been prepared both as a handbook for the placement process and the clinical experience and is supplementary to the MS Counseling Program Manual. All students' specializations in Clinical Mental Health Counseling (CMHC), Marriage, Couples, and Family Counseling (MCFC) and School Counseling (SC) are to complete practicum and internship. The amount of direct and indirect experience required is dependent on student specialization(s) as listed in Appendix A.

Any questions related to this handbook or clinical placement in general contact the Practicum and Internship Coordinator Marlene Kashton at mkashton@barry.edu.

The Barry University Counseling Program (BCP) will make its best efforts to abide by this handbook, the BCP reserves the right to interpret and apply its procedures and policies, and to deviate from these guidelines as appropriate in the particular circumstances and in accordance with the [CACREP](#) standards and guidelines of the Barry University Counseling Program. This handbook does not constitute a contract between the student and the Barry University Counseling Program.

The Barry University Counseling program uses the online system Tevera to manage students' field experiences during practicum and internship. Every student is invited to Tevera where they can review approved sites, complete required paperwork, and track field experience. Please note that there is a fee to register for the lifetime subscription to Tevera.

Students begin planning at least 2 semesters prior to practicum for how they will manage their time during the experiential portion of their counseling experience. If students are employed fulltime, know that meeting clinical requirements may interfere with M-F 8-5 employment. Students are to complete a minimum of 700 of field placement hours with 280 of those hours include direct client contact. Plan Accordingly.

It is the student's responsibility to be aware of the deadlines for application. Students are responsible for reviewing approved sites on Tevera and contacting site supervisors for information and interviews. **All students must have their site confirmed prior to the semester they are to begin their off-campus field experience. Sites must be approved by the Practicum and Internship coordinator by the end of the previous term.** (e.g. if you apply for the Spring, you must have your site approved before the end of the Fall semester). It is the student's responsibility to secure a field site placement.

Students beginning practicum will be required to complete trainings as part of their CARE Center placement assignment. There are costs associated with each of the required trainings. Please plan ahead and anticipate these costs.

All students in practicum and internship will maintain an off campus outside placement (i.e., community center, hospital, school, family center, etc). In addition, a course which is also a site placement in the CARE Center. Most direct (i.e.g experience with client) and indirect client hours (i.e., documentation, planning sessions, etc.) will come from the off-campus field placement site, including individual supervision. All students will maintain 2 placement sites beginning in practicum and throughout internship

Students will be placed in the CARE Center for one day of the week from 4-9pm est. IN PERSON or VIRTUAL at Barry University CARE Center for both practicum and internship(s) each semester(s). Students who are unable to complete the practicum and internship requirements in a semester must take an additional course (CSL 700) the following semester and meet all the requirements. Students enrolled in CSL700 will also be placed in the CARE Center one day per week and continue with outside field placement. Students are expected to continue with their outside site placement and the course in the CARE Center throughout the entirety of the semester. Any questions regarding the CSL 700 course, please reach out to your advisor.

Students in the tri-county area are expected to attend CARE Center placement IN PERSON. Students are expected to attend the CARE Center placement for the entirety of the semester. CARE Center placement day may change from one semester to the next, with notice given of the schedule several weeks before the semester begins, plan accordingly.

Many off campus field site placements may require a background check and/or fingerprinting.. **Please note that Barry University counseling program does not complete background checks, this is something to be completed on the student's time through an authorized processor.** Please note this is common practice for students in the school counseling specialization in accordance with the laws of the state of Florida. School Counseling sites typically require a level 2 background check typically completed within 365 days of placement

Student Prerequisites for Beginning Clinical Experiences

In accordance with the Barry University Counseling Handbook, students are to complete the following prior to beginning the practicum experience:

1. Ensure all coursework has been completed.
2. Schedule an individual meeting with the academic advisor at least 1 semester prior to practicum to ensure the student transcript records reflect:
 - All Finished coursework for each specialization
 - Specialization(s) listed on official student transcript for Barry University
3. Student secures off campus site placement according to specialization requirements.

Site Supervisors

Thank you very much to the Site Supervisors, our community partners with the Barry University Counseling Program in the College of Health and Wellness, for your willingness to lend us your professional expertise as supervisor for our interns. The faculty in the Counseling

Program at Barry University truly appreciates your contribution to the professional development of our counselors-in-training.

This manual is designed to provide a general overview of our Counseling Program practicum and internship experience. Included are the main characteristics and requirements of our practicum and internship, as well as the roles and responsibilities that students, site supervisors, faculty and the

Our interns have the necessary knowledge and skills to work with individual, couple, family, and group counseling clients under your supervision. They have completed all the necessary academic requirements that make them eligible to move into their practicum and internship experience. Our program is accredited by the Council of Accreditation of Counseling and Related Educational Programs (CACREP). These tracks share common core courses and objectives at all levels, yet each track develops distinct competencies through environmental emphases and field experiences.

Please do not hesitate to contact the Practicum and Internship Coordinator Professor Marlene Kashton mkashton@barry.edu , or Dr. Sade Smith Reid at sreid@barry.edu (MS Program Directors); or Dr. George Vera at gvera@barry.edu (Ph.D. Program Director and MS Program Director, The Bahamas) at any time during the semester if you have any questions or concerns.

Again, thank you for your assistance in facilitating the professional growth of our counseling interns.

MASTER OF SCIENCE DEGREES IN

Clinical Mental Health Counseling (CMHC)

Marital, Couple and Family Counseling (MCFC)

School Counseling (SC)

CSL 694 Counseling Practicum (SC, CMHC, MCFC) (6 credits)- ALL SPECIALIZATIONS

CSL 693 School Counseling Internship (6 credits)

CSL 695 Clinical Mental Health Counseling Internship (6 credits)

CSL 696 Marital, Couple and Family Counseling Internship (6 credits)

CSL 696A & CSL696B Marital, Couple and Family Counseling Internships (4 credit course
each semester)

CSL 700 Continuation of Experience (1-credit course)

GOALS of Practicum and Internship

- Develop level of competency in counselors in training
- Develop counseling style and approach.
- Strengthen your theoretical orientation.
- For counselors-in-training to gain real-world experience in their specialization
- Face to face contact with clients
- Students integrate and apply, in a clinical practice setting, the counseling skills and knowledge gained throughout their program of graduate training.
- Self- assessment, peer feedback, and individual and group supervision guide the learning process and serve as models for future, self- initiated professional development.
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.
- One-on-one expertise with individual supervision from Licensed Supervisors both off site during field placement and clinical faculty

The training site should provide training in any or all of the following areas: **(a) applied use of theory and psychotherapeutic techniques, (b) assessment, diagnosis, prognosis, and treatment planning, (c) treatment of individuals and premarital, couple, family, and child relationships including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families, (d) professional writing, including documentation of services, treatment plans, and progress notes, and (e) how to connect people with resources that deliver the quality of services and support needed in the community.**

PRACTICUM AND INTERNSHIP REQUIREMENTS FOR MASTER'S LEVEL STUDENTS

The complete clinical practice experience in the Counseling Program at Barry University is divided into two or more semesters according to the number of hours and experience required for its completion, one semester of Practicum and one semester of Internship.

Practicum and Internship students in the Counseling Program at Barry University are completing one practicum semester and 1-2 semesters of internship determined by specialization(s). When students are enrolled in multiple specializations, they are to complete an internship in each specialization. If students are enrolled in the Marriage Couple and Family Specialization (MCFC) only, they are to complete their MCFC internship in three semesters supervised by a Licensed Marriage and Family Therapist for the entirety of the 3 semesters.

All field site placements accepting students from the Marriage, Couples, and Family Counseling, Clinical Mental Health Counseling and School Counseling programs from Barry University Counseling & School Psychology program in the College of Health and Wellness must be aware of the following requirements:

Trainees are required to gain their experience from a field site placement that lawfully and regularly provides mental health counseling or psychotherapy. It is essential that there is oversight provided to ensure the practicum/internship student's work meets the experience and supervision requirements. The trainee should work within the scope of their unlicensed status under the supervision of a qualified supervisor.

All clinical placements are for the duration of an entire semester as outlined in the Affiliation Agreement beginning the first week of the semester.

Students who are not able to complete the number of hours required for a practicum or internship semester will receive an (I) Incomplete for the semester and will be expected to enroll in CSL700 the following semester.

School counselors at all educational levels with single specialization should plan to complete practicum and internship during the Fall and Spring Semesters. School counseling site placements application deadlines are typically 6 months prior to the intended starting semester with a certified school counselor. Plan accordingly.

Students in the Marriage, Couples and Family Counseling specialization **MUST BE SUPERVISED** by a Licensed Marriage and Family Therapist (LMFT) at their field site placement for the entire length (1 year) of their practicum and internship.

Student counseling practicum and internship students shall inform each client, prior to performing any counseling or related service that they are unlicensed and under agency supervision.

Site supervision and University Academic Calendar

The Barry University Counseling Program practicum and internship program adheres to the Barry University Academic calendar. Spring (January-May) and Fall (August- December) semesters span 16 weeks, Summer (May-August) semester is 12 weeks. Students are expected to attend the CARE Center placement on the assigned clinic day from 4:00pm-9:00pm for the entirety of the semester from week one through finals week during practicum and internship semesters.

During University breaks, including observance of holidays and breaks in between semesters, Barry University will be closed, and students will not have access to oversight from faculty supervisors. During these breaks, students who discuss with the field placement site supervisor and if both parties agree to continue seeing clients during semester break, they are operating under the sole supervision of the field placement site supervisor.

THE PRACTICUM AND INTERNSHIP COORDINATOR

The Practicum and Internship Coordinator (a.k.a. Clinical Coordinator) serves as the liaison between the Department of Counselor Education and field placement sites (clinical sites). The coordinator facilitates site development and is the contact person should site hosts have questions or concerns during students' placements onsite.

All site placements are to be screened and approved by the Practicum and Internship Coordinator. Students are not to begin live experience at an off campus field site placement until it has been approved and an affiliation agreement has been completed and signed between the University and off campus field site placement.

Students who plan to use their place of employment as a site placement must be placed in a role different than what they typically do. Using student place of employment as a field site placement must be approved by the Practicum and Internship Coordinator.

If you have any questions, please contact Marlene Kashton, Practicum & Internship Coordinator, at mkashton@barry.edu.

THE FIELD SITE PLACEMENT

Field Site placement is an integral part of the experiential learning experience of practicum and internship. This is the student's opportunity to gain valuable direct client experience and to learn valuable clinical skills. It is the student's responsibility to acquire appropriate field site placement for the duration of practicum and internship semester(s). This experience is a full-time commitment, as students will be with their off-campus site placement 2-5 days during practicum and internship semester(s).

Field site placements are expected to span from practicum through internship with the same field site placement (8-12 months). Exceptions are made only in consultation with the Practicum and Internship Coordinator, Faculty Supervisor, and the program director.

THE FIELD SITE PLACEMENT SUPERVISOR

The field site supervisor must meet all the following **qualifications**:

1. Be a licensed mental health professional with clinical experience in the program area in which they are providing supervision.
2. A site supervisor must be credentialed as a License Marriage and Family Therapist, a Licensed Mental Health Counselor, a Licensed Professional Counselor, a Licensed Clinical Social Worker, a Licensed Psychologist, or a licensed psychiatrist.
3. Have a minimum of two years of independent post master's clinical experience relevant to the CACREP specialized practice area in which they are supervising, and the student is enrolled.
4. Have knowledge of the program's expectations, requirements, and evaluation procedures for interns.
5. Active certifications and/or licenses in the geographic location where the student is placed, in counseling or a related profession.
6. Relevant training for in-person and/or distance counseling supervision.
7. Relevant training in the technology utilized for supervision; and
8. Knowledge of the program's expectations, requirements, and evaluation procedures
9. Have relevant training in counseling supervision. The Counseling Program provides orientation, assistance, consultation, and professional development opportunities, through the CARE Center, to site supervisors.
10. If the supervisor is overseeing a Marriage, Couples, Family Counseling student, the supervisor must have the Licensed Marriage and Family Therapist credential.
11. If the supervisor is overseeing a school counselor, they must have the appropriate certifications completed.

Supervisory functions include consultation, counseling, training, evaluation, and research related to the direct services provided by the interns. The supervisor's role is to enhance the professional functioning of a supervisee and serve as a gatekeeper for those who are to enter the counseling profession (Bernard & Goodyear, 2013).

Site supervisor for Barry University Counseling students' responsibilities include:

1. Sign and return to the intern via Tevera, an Affiliation Agreement (Appendix H) that details the rights and responsibilities of the University, the site placement (agency or school), and the intern;
2. Assign a variety of tasks and responsibilities commensurate with the intern's level of skills;
3. Provide an opportunity to interns for **direct client contact** in individual, group, crisis, family, and couple counseling contexts beginning in practicum through internship semester(s);
4. Provide an opportunity for **direct client contact group counseling** lead or co-lead (minimum of 10 hours psychoeducational group counseling per semester)
4. Provide opportunities to interns for **indirect related activities** such as: staffing, case management, record keeping, orientation/training, clinical presentation, use of technology in counseling, 3rd party reimbursement or other relevant professional activity;
5. Availability to provide **a minimum of one hour of individual face-to-face supervision each week in a private space with no distractions.**
 - Supervision includes orientation, agency or school specific training, one-on-one meetings to discuss the raw data obtained from an intern's clinical work, review of written clinical records, staff consultations, direct observation and/or review of audio or videotape recordings of clinical sessions, performance evaluation, and feedback.
 - Weekly face-to-face supervisory conferences should occupy an integral part of the supervisor's assigned duties, rather than being subordinate to other clinical or administrative activities.
 - One hour of direct supervisor contact means one hour of face-to-face contact on an individual basis or two hours of face-to-face contact in a triadic of not more than 2 student interns in segments lasting no less than one continuous hour.
 - Student is to take notes of the individual supervision and log in bi-weekly report any recommendations/ feedback/ clinical support received
 - Feedback should support the student according to their level of knowledge. For example, provide guidance on therapeutic models from beginner, intermediate, & advanced clinical levels.
6. Weekly face-to-face supervisory meetings should be scheduled in advance to ensure the following:
 - the intern presents case materials and raises clinical questions of concern;
 - videos and/or audiotapes of the intern's clinical work are reviewed and discussed, as needed;
 - assignments of new cases are discussed;
 - intern questions about agency procedure are answered;
 - new developments in counseling as they affect the intern should be considered; and
 - supervision involves day-to-day responsibility for the intern's activities depending on the degree of active responsibility the intern is able to assume.

- Pending signatures for documentation are complete.
7. Co-construct with the intern the development of the Practicum/Internship Supervision Plan (Appendix L), which outlines specific, measurable goals, and monitor the intern's progress toward achievement of these goals (Completed in Tevera week 1 of every semester);
 8. If appropriate, permit audio and/or videotaping of at least one counseling session each week, as needed, having secured the appropriate client informed consent;
 9. Permit case recordings, as needed, to be reviewed by the Faculty Course Supervisor with identifying client data removed in order to protect client confidentiality;
 10. Communicate with the Faculty Course Supervisor regularly regarding intern progress, through e-mail, telephone consultations, virtual face to face meetings and site visits. These communications are then recorded in Appendix V: Site monitoring. At least 1 interaction with field site supervisor should be an in person (for in person courses) or virtual face to face (for out of tri-county area)
 11. Verify bi-weekly hours logged by the intern using the bi-weekly hour reports produced by the interns in Tevera including logged Individual Supervision with notes
 12. Complete all signatures for documentation in Tevera on a weekly, ongoing basis
 13. Complete **two evaluations** of intern progress, one at mid-term and the other at the conclusion of the semester for both Practicum and Internship. These evaluations are done through Tevera. See details about how to use the Tevera. Appendix Q/R is the paper version of this evaluation.
 14. Review third-party reimbursement and other practice and management issues in clinical mental health counseling, & marriage and family therapy with the intern. For school counselors, students can review grant and fundraising opportunities.
 15. Students have the opportunity to become familiar with a variety of professional activities and resources, including the use of technology in counseling as part of their practicum and internship.
 16. Review and sign final hours log for student counseling intern every semester

BEST PRACTICES IN CLINICAL SUPERVISION
 Association of Counselor Educators and Supervisors (ACES, 2011)

1. Initiating Supervision (Discussion of)
 - ✓ Informed Consent
 - ✓ Clear Parameters for supervision
 - ✓ Supervision process
2. Goal Setting (Supervision Plan)
 - ✓ Co-development of specific goals for supervision
 - ✓ Goals that benefit therapeutic alliance and effectiveness of treatment
 - ✓ Address and evaluate goals in every supervision session
3. Giving Feedback
 - ✓ Regular and ongoing feedback

- ✓ Direct feedback
- ✓ Use of multiple sources of feedback (Client, peers, other clinical staff, etc.)
- 4. Conducting Supervision
 - ✓ Supervisor adheres to professional standards
 - ✓ Provides safe, supportive, and structure climate
 - ✓ Use variety of supervisory interventions
 - ✓ Use other modalities based on effectiveness (group, triadic, live supervision)
 - ✓ Employs technology to enhance supervision
 - ✓ Evaluates supervision on an ongoing bases
- 5. The supervisory Relationship
 - ✓ Awareness of the supervisory relationship
 - ✓ Engaging and supportive experience
 - ✓ Attention to ethical and cultural concerns
- 6. Diversity and Advocacy Considerations
 - ✓ All supervision is multicultural supervision
 - ✓ Encourages infusion of diversity and advocacy considerations
- 7. Ethical Considerations
 - ✓ Adherence to codes of ethics
 - ✓ Monitoring of own level of competence and ethical decision making strategies
 - ✓ Client welfare is the first and highest responsibility
 - ✓ No inappropriate relationships
 - ✓ Provision of ongoing performance assessment
 - ✓ Ensuring clients are appropriate for student trainee level of competency
- 8. Documentation
 - ✓ Documentation as a system of supervisor accountability
- 9. Evaluation
 - ✓ Acceptance of responsibility for evaluating
 - ✓ Clear communication of evaluation plan
 - ✓ Encouragement of supervisee self-evaluation
 - ✓ Implementation of remediation if necessary
- 10. Supervision Format
 - ✓ Use of various supervision formats (individual, group, etc.)
 - ✓ Format chosen based on convenience for supervisee
- 11. The Supervisor
 - ✓ Competence in providing clinical supervision
 - ✓ Establishment of a clear purpose of clinical supervision
 - ✓ Collaboration with other supervisors
 - ✓ Engagement in self reflection and personal /professional development
 - ✓ Appropriate management of supervisory relationship dynamics
- 12. Supervisor Preparation
 - ✓ Supervision Training
 - ✓ Supervision of Supervision

Guide for Clinical Settings

Supervisor Training Requirements (LMFTs, LMHCs, LCSWs, LPCCs and

LMFTs, LCSWs, LPCCs and LMHCs) who commence supervision for the first time on or after January 1, 2022 must complete a minimum of:

- 15 hours of supervision training that meets the course provider and course content requirements specified in regulation within 60 days of commencement of supervision.
- Six hours of continuing professional development in supervision is required for all supervisors each renewal cycle thereafter.

Agency & Setting Requirements

1. Agencies must have clear policies in place for managing crises and communicate these to the trainee at the onset of the training experience.
2. Placement sites must provide office space for confidential counseling sessions. If telehealth is used, adequate training in confidentiality and security must be provided and the supervisor must determine that this is an appropriate modality for the trainee to utilize.
3. Agencies must ensure that trainees are providing services only in places where the agency permits business to be conducted.
4. Student counseling practicum and internship students shall inform each client, prior to performing any counseling or related service that they are unlicensed and under agency supervision.

Steps for Selection as an off campus Clinical Site

1. Review the Practicum & Internship Field Experience Manual to ensure the clinical setting and site host requirements are met by your site;
2. Submit a Site Information Form to the Practicum and Internship Coordinator if your chosen site is not yet approved in Tevera;
3. Submit a current resume or vita for each Site Host and supervisor; and
4. Schedule a site visit with the Practicum and Internship Coordinator. A telephone conference may be arranged for clinical sites outside of the Tri-County County area.

Steps for Maintaining an Active Clinical Site

5. Notify the Practicum and Internship Coordinator of Site Host and/or supervisor changes;
6. Submit a current resume or vita for each new Site Host;
7. Submit annually an updated Site Information Form to the Practicum and Internship Coordinator; and
8. Schedule an annual site visit with the Barry University Faculty Supervisor

Clinical Setting Requirements

A Clinical Setting, conducive to development of skills and professional counselor identity, is one in which modeling, demonstration, and training is available to counselor education students. General clinical setting requirements include the following:

- ✓ Settings for individual counseling with assured privacy and sufficient space for appropriate equipment, such as TV monitoring and taping;

- ✓ Settings for small-group work with assured privacy and sufficient space for appropriate equipment;
- ✓ Necessary and appropriate technologies that assist learning, such as audio and video equipment;
- ✓ Available technical assistance for the use and maintenance of audio and videotape equipment;
- ✓ Settings with observational and/or other interactive supervision capabilities; and
- ✓ Procedures that ensure the client's confidentiality and legal rights are protected.
- ✓ marriage and family, and school counseling and guidance program-specific setting requirements and criteria are outlined in other sections within this guide.

Site Host Requirements, Functions, and Compensation

A Site Host is a professional employed in a clinical setting, who has volunteered to oversee a student's practicum or internship activities. To serve as a site host, the professional must meet the following requirements:

- ✓ Earned a minimum of a master's degree in counseling or a related profession, with equivalent qualifications, including appropriate certifications (i.e., certified school counselor) and/or licenses;
- ✓ Completed a minimum of two (2) years of professional experience in the program area in which the student is completing training (i.e., mental health, marriage and family, or school counseling);
- ✓ Completed the Clinical Educator training (school counseling site hosts only); and
 - Is knowledgeable of the University of Florida Department of Counselor Education's program expectations, requirements, and evaluation procedures for its students.
- ✓ The site host serves as a mentor to the student by facilitating the student's integration into the agency system. Common activities performed by a site host include:
 - Orienting the student to agency policies and procedures;
 - Assisting the student in building an appropriate case load; and Mental health,
- ✓ Facilitating the student's efforts to fulfill the appropriate practicum and internship activities.
- ✓ As a resource and support person for the student, the site host usually finds it helpful to meet with the student on a regular basis. The site host has final authority for all decisions made and/or actions taken about the student's roles and activities while attempting to fulfill practicum or internship functions and responsibilities at the setting. The site host is not responsible for grades, but will be asked to provide a brief mid-point and final report regarding the student's clinical experience.

In appreciation for hosting students during clinical experiences, Barry University awards State University System (SUS) tuition (fee) waivers to field site placement hosts. Site hosts who are employees of the Barry University are ineligible to receive tuition waivers. One fee waiver is awarded to the site host for two full-time internship students who have been supervised more than two semesters. A full fee waiver may be used to cover fees for up to three (3) credit hours in any one semester within the MS counseling program. However, the certificate holder pays any fees in excess of the matriculation fee. The waivers are good for one year from the date of issue. Fee waivers earned by site hosts are not transferable. All information must be provided

on the Site Agreement Form for the waiver to be generated, including site supervisor name, site supervisor Social Security Number, agency name, and agency mailing address.

Helpful Links - BBS Website

Supervisor Resources

LMFT Applicants (licensure requirements, forms, publications)

Online License Verification (verify licenses and registrations instantly)

BBS Email Subscriber List (stay up to date on latest BBS related news)

Tevera Instructions for Field Site Supervisors

The Site Supervisor is also called individual supervisor and field instructor within the [Tevera](#) system. This role is designed for the licensed mental health professional who hosts an Intern at their site and works with the Intern on a day-to-day basis during the placement. New site supervisors are invited to register in Tevera once a student has initiated a site placement process.

The primary responsibilities of the Site Supervisor include:

- Complete and sign the affiliation agreement sent by the student each semester for their site placement through Tevera (affiliation agreement should be set for 1 year from active date)
- Complete the Site Profile form (sent by the intern for the approval of new sites).
- Complete the Supervisor Profile in Tevera (sent by the intern when a new site is being approved or when a new supervisor is added to an already approved site).
- Complete supervision dates in Tevera each semester
- Assessing Interns during the practicum and internship placement.
- Approving the bi-weekly hour reports sent by the interns for the off-campus placement.
- Review and sign the individual supervision summaries.
- Review and sign other documents completed by the student intern such as:
 - Student self-assessment
 - Student Supervision plan
 - Student evaluation of site supervisor
 - Student evaluation of placement site

Accessing Tevera

When a Site Supervisor is invited to [Tevera](#) by the Tevera administrator at Barry University-Counseling Program, an email is sent to the **Primary Email** address listed for that supervisor. If a site supervisor does not receive an invitation for Tevera, it is important the supervisor check the spam or junk folder of their email inbox. If the invitation is not there, email mkashton@barry.edu for support as one of the following issues may have occurred:

- The supervisor's email address may have been misspelled in the Tevera system and needs to be corrected.
- The invitation email may have been blocked by an internet server and further action is required to resolve the issue.

The message reads this way:

Re: Register for Tevera with Barry University Draft saved at 1:25 PM

From: Tevera <noreply@app.tevera.com>
Subject: Register for Tevera with Barry University
Date: May 20, 2023 at 8:18:50 AM EDT
To: sitesupervisor@barry.edu

[EXTERNAL SENDER]



Welcome!

Here are your login details:

Organization

Barry

User name

sitesupervisor@barry.edu

Log in for the first time by clicking the following (single-use) link:

<https://barry.tevera.app/#/setup?token=NSK5gjuj>

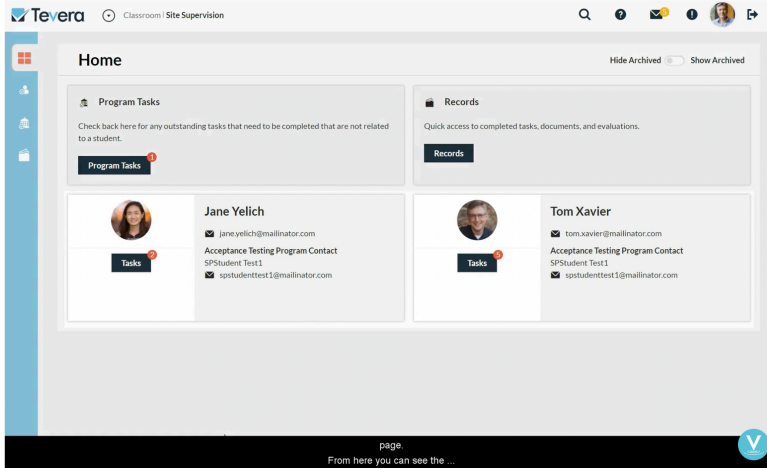
[LOG IN](#)

You are receiving this email because Barry University is using Tevera to power their students' training site placement, supervision, and licensure tracking. Whether you are a student, a program director, or a site supervisor, Tevera's intuitive online platform provides dynamic tools to facilitate your role and foster meaningful professional connections. **Barry University is asking that you create a user account, as you will need to use Tevera in the training process.**

You are receiving this email because you or someone you supervise uses Tevera. If you have any questions, please read our [Terms & Conditions](#).

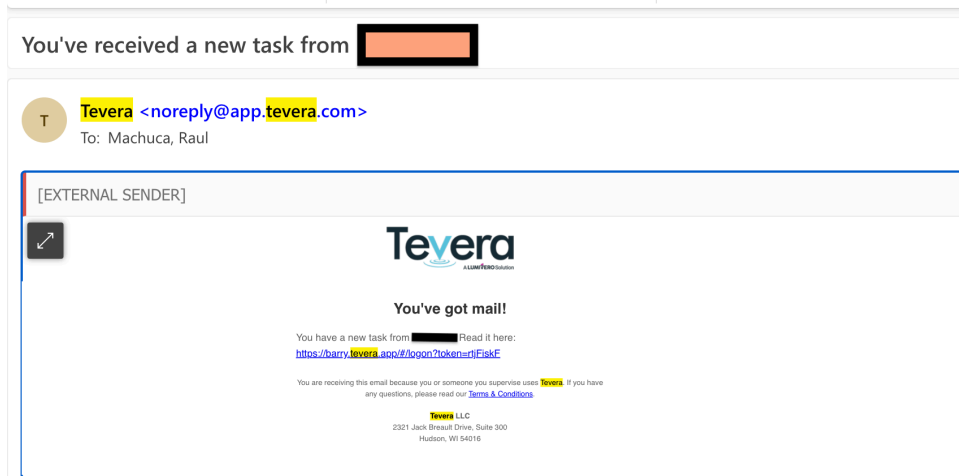
Tevera LLC
2321 Jack Breault Drive, Suite 300
Hudson, WI 54016

After logging into Tevera, a Site Supervisor will see *the Tevera Home page*. There you can see the students you are currently supervising:

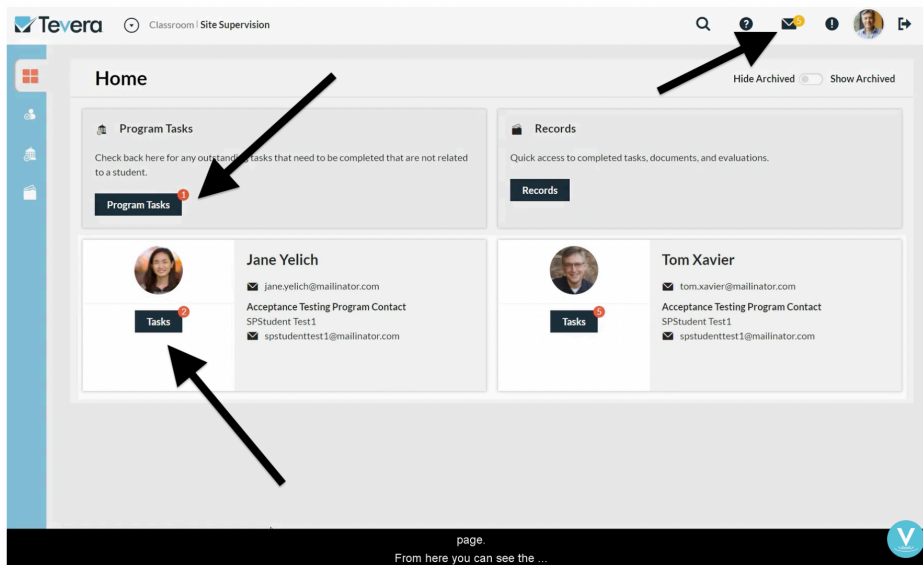


To review, complete and sign documentation in Tevera, the site supervisor has two options:

1. Follow the link received in the email notification sent to them when an intern or the system sends a document.



2. Login to Tevera and review the mailbox for any pending communications or tasks from the Tevera system, the program, or the student interns:



Student Roles and responsibilities

Deadline Dates

April 1: Fall semester placement

September 15: Spring semester placement

February 1: Summer semester placement

All practicum and internship students across all specializations are required to obtain off campus field placement in addition to the CARE Center placement. Students are to use Tevera as a resource and contact sites directly.

Field Placement Site Supervisor: Off campus site placement

CARE Center Site Supervisor: Faculty for assigned day in the CARE Center clinic

Faculty Supervisor: Faculty for assigned day in the clinic & course

When completing practicum and internship experience, students are to keep in mind these critical areas of performance:

- Counselor professional identity
- Core Principles
- Legislation
- Documentation Management
- Counseling knowledge based theories framework, intervention and skills

Counseling Hours: Direct Vs Indirect Direct Hours

- Individual counseling. The client is in front of you -virtually- or in person- and you provide counseling. This can range in time from a few minutes (15) to longer sessions at

some sites. This would also include intakes, psychosocial assessments or other assessments with the client where you are asking the client questions and the client responds.

- Group counseling. This is when there is more than one client and you are providing psychoeducation or conducting a process-oriented group. The number of clients can range from 2 up to 15 or more.
- Consultation. You are with the client and another professional, perhaps your supervisor is sitting in the session with you to help. Another example, would be you attending the client's meeting with another professional to help the client understand the process (e.g. psychiatry appointment)
- Collaboration: Meeting with a health service or educational provider (e. g., psychologist, social worker, physician, teacher, assistant principal) regarding the client's case. Participating in a Child Study Team meeting to discuss a minor client's case and develop appropriate interventions.
- **All face-to-face contact with client.** The CIT can be observing a live session as part of the clinical team and provide feedback to the counselor of record, even if they are not the clinician of record. There is no SHADOWING of hours (observing without participation in the clinical session)

Indirect Hours

- Coordination: Telephone calls made on behalf of a client (e.g. follow up on services, talk to a case manager, arrange next level of care)
- Scheduling: This would include calls made to clients to schedule appointments.
- Admin/Other: This is for your note writing, paperwork or other administrative tasks at site. This includes reading and preparing for a group, reviewing notes, case preparation, or preparing treatment plans without the client present.
- Training/Workshop: attendance and participation in a training on site or elsewhere related to your work in field expertise. This could include mandatory training at your site in order to begin working. Other examples include CPR training, crisis training, specific counseling skills training.
- Professional Development
- Role play

Relational Hours: 200 hours total For Marriage, Couples, Family Counseling specialization, students should begin recording their family/ relational hours beginning in practicum and continuing through internship (s). If the student has multiple specializations, they will record relational hours for the entire (1) year of Licensed Marriage and Family Therapist Supervision. Students with MCFC specialization should approach client case(s) from a systemic perspective.

CACREP does **NOT** allow indirect hours to be recorded for anything not related to clinical practice (this includes zero hours for self-care)

There is no banking of hours from one semester to the next. All hours accrued stay within the semester they were accrued.

All students are to review hours with their faculty each semester to ensure experience hours requirements have been met for specialization and semester.

Group Counseling: All students should be recording at least 10 hours per semester of group counseling work to be documented in Tevera (lead or co-lead)

Students in the MCFC specialization are to secure off campus field site placement under the supervision of a Licensed Marriage and Family Therapist (LMFT). If a field site placement supervisor with the LMFT credentials cannot be identified, the student is to find a site supervisor with the LMHC, LPC or LCSW credentials and contact the Practicum and Internship Coordinator to make arrangements to request an LMFT site supervisor placement in the CARE Center. Please note that CARE Center LMFT site placement is extremely limited and on a first come first served basis. Students are to arrange to ensure properly credentialed supervisor(s) for their specialization.

Students in the School Counseling specialization are to be supervised by Credentialed School counselors and who have completed a site placement with the county in which they hope to serve. School Counseling off campus field site placements usually happen 6 months before the student's practicum semester.

The **PRACTICUM** semester is the initial counseling experience in a clinical setting. Student counseling practicum student interns have the following responsibilities:

- Complete 100 hours of clinical practice:
 - 40 (SC, CMHC) or 60 (MCFC) hours of direct service with clients, including experience in individual, couples, or family counseling and group work;
 - 40 (MCFC) or 60 (SC, CMHC) hours of indirect service including documentation, record keeping, orientation, training, supervision, meetings, etc;
- Attend the practicum class at the CARE Center, once a week on an assigned day from 4:00pm to 9:00pm for the entirety of the semester;
- Attend off campus site placement (this is in addition to the 1 day in the CARE Center) minimum of 2 days per week throughout practicum
- Receive an average of minimum one (1) hour per week of individual and/or triadic supervision at the off-campus site placement including notes as recorded in Tevera: recommendations/ summary/ takeaways;
- Receive live group supervision at the CARE Center once a week by a Faculty Course Supervisor and/or an Individual Supervisor (Doctoral Supervision Intern) and record in Tevera with notes: recommendation/summary/clinical feedback;
- 10 hours of group counseling (lead or co-lead group counseling or psychoeducational group)
- Complete the Practicum Assignments Portfolio in [Tevera](#)

- When completing the bi-weekly hours report, students are to choose the box to separate sites by supervisor, choose the box include notes as part of the bi-weekly summary.
- Students in Practicum are to attend the off-campus field placement an average of 2 days per week (10 direct hours/ 20 indirect hours) weekly.
- Students who do not meet appropriate skill development by the end of the semester will receive an (I) or an (F) for the course.
- At least (2) faculty supervisor individual supervisions throughout the semester and log in Tevera with notes: recommendation/ takeaways
- For MCFC Students, record Marriage, Couples, and Family hours beginning in practicum (students are required 200 relational hours recorded for MCFC)
- Report any concerns, questions or issues with an off-campus site placement or site supervisor immediately to the faculty supervisor and P/I Coordinator. **DO NOT WAIT UNTIL THE END OF THE SEMESTER**
- Students are to begin seeing individual clients at the off campus placement site by week 4 of practicum.
- Complete all assignments on CANVAS as outlined in the syllabus
- Complete all documentation in CareCloud as outlined in the CARE Center student handbook and orientation training

The **INTERNSHIP** semester begins after successful completion of practicum requirements. Students in internship have the following responsibilities:

- Students to understand what is their professional disposition roles as new professional counselors
- Complete 600 hours of clinical practice:
 - 240 hours of direct service with clients, including experience in individual, couples, family counseling and group work
 - 360 hours of indirect service including documentation, record keeping, orientation, training, supervision, meetings, etc;
 - A minimum of 10 hours per semester of (psychoeducational) group counseling
- Attend the internship class at the CARE Center once a week on an assigned day from 4:00pm to 9:00pm;
- Attend off campus site placement (this is in addition to the 1 day in the CARE Center) minimum of 3 days per week throughout internship
- Receive a minimum of one (1) hour per week of individual and/or triadic supervision at the off-campus site placement;

- Receive live group supervision at the CARE Center once a week by a Faculty Course Supervisor and/or an Individual Supervisor (Doctoral Supervision Intern);
- Students in Internship are to attend the offsite placement an average of 3 days per week to accrue direct client hours (16 hours weekly Fall/spring, 20 hours/ weekly in summer semester)
- Students in Internship are to attend the offsite placement an average of 3 days per week (18-22 direct hours/ 25-30 indirect hours) weekly dependent on whether you are in a 16 week or 12-week semester.
- Complete the internship Portfolio which includes all the documents listed on Appendix I.
- For MCFC Students record Marriage, Couples, and Family hours (students are required 200 relational hours recorded for MCFC at the end of 2nd internship)
- Complete all assignments on CANVAS as outlined in the syllabus
- Complete all documentation in CareCloud as outlined in the CARE Center student handbook and orientation training

Dress Code: Counselors-in-training & Clinical Faculty are expected to **dress professionally (Business Casual)** for in-person and virtual supervision and clinical sessions.

- Bring a light sweater or blazer as the CARE Center can be cool.
- Be aware of strong smells/odors that can be overpowering on your clothing or material when you come to the CARE Center.

Dont's: No tank tops, flip flops (sandals/open-toed shoes), shorts, short tight skirts, beach dresses, sun dresses, ripped jeans/pants, blouses showing cleavage, or t-shirts with inappropriate language or designs.

Remediation plan: A remediation plan may be implemented for students struggling with any number of clinical implementation concerns. Remediation plans are meant to support the counselor-in-training student in successfully completing the MS counseling program. Any practicum or internship student who is dismissed from a field placement site due to clinical concerns are to receive a remediation plan and will be enrolled in CSL700 the following semester.

CSL700 Any student who is unable to attain the amount of experience hours required in a single semester or has not completed all assignments is to receive an Incomplete (I) for the semester. The student is expected to register for CSL700 the following semester. CSL700 is a 1-credit course that is not covered by financial aid. Students in CSL700 will attend weekly in the CARE Center and complete all the assignments as they would in whatever course they have not yet completed. When a student completes all assignments/ hours for the course, they are remain active with the CARE center and the field placement site for the entirety of the semester.

Students released from an off-campus placement site during a practicum and/or internship semester are subject to receiving an Incomplete (I) and re-taking the course in the subsequent

semester as part of a CSL700 (1-credit course). The student is to remain in the assigned course and CARE Center placement for the entirety of the current semester and simultaneously work to find adequate off campus site placement to continue earning direct/indirect hours of experience.

Practicum and Internship Forms

Appendix A: Experience HOURS Overview for Practicum and Internship Master's Level Students

Specialization	Practicum 6 credits CSL694		Internship 4 credits CSL696A		Internship 4 credits CSL696B		
	Direct	Indirect	Direct	Indirect	Direct	Indirect	
MCFC	60	40	120	180	120	180	< 200 relational hours
	(100 hours)		(300 hours, 4 credit course)		(300 hours, 4 credit course)		

	Practicum 6 credits		Internship 6 credits		
	Direct	Indirect	Direct	Indirect	
CMHC	40	60	240	360	
	(100 hours)		(600 hours)		
SC (begin in fall)	40	60	240	360	Practicum and internship to be completed in a school setting with an applicable supervisor
	(100 hours)		(600 hours)		

	Practicum 6 credits (100 hours)		Internship 6 credits		Internship 6 credits		
	40	60	240	360	240	360	
SC/CMHC Multiple specialization	40	60	240	360	240	360	At least 1 semester of Internship at a school site
Starting in Fall	SC Practicum		SC Internship		CMHC Internship		
Starting in Spring	SC Practicum		CMHC Internship		SC Internship		
Starting in Summer	CMHC Practicum		SC Internship		SC Internship		
	MCFC Practicum		MCFC internship		CMHC Internship		

MCFC/CMHC Multiple specialization	60	40	240	360	240	360	Minimum of 200 relational hours recorded over 3 semesters
	100 hours		(600 hours)		(600 hours)		

1 hour individual supervision (weekly) with field placement supervisor
10 hours of group counseling (lead or co-facilitated by counselor in training)
1.5 hours group supervision (weekly) in CARE center with faculty supervisor
Practicum approximately 2 days per week (minimum of 10 hours)
Internship 15-20 direct client contact hours weekly
Students in MCFC should begin recording relational hours beginning in Practicum semester

Appendix B

Clinical Site Placement Process for Practicum and Internship for Masters Level Counseling Student Interns

To initiate clinical placement in practicum and internship students are to begin at least 9 months prior to practicum semester. It is advised for students to approach site placements directly, particularly if you are in school counseling or out of the south Florida tri-county. You can reach out via email, phone, or visit the site placement in-person. The counselor-in-training is responsible for conveying the requirements for the specialization to the field site placement, including requirements for hours and specific counseling experiences:

1. Meet with Academic Advisor to ensure eligibility for practicum (all courses complete)
2. Review the Counselor Education Field Experience Manual
3. Submit an Application for practicum and/or internship for intended semester
4. Attend the Practicum and Internship Orientation 2 semesters prior to practicum
- 5. Complete the Quiz in Canvas with 100% passing grade every semester**
6. Begin the site placement search in **Tevera by submitting the P/I Orientation Certificate** to be approved by P/I Coordinator
7. The **CERTIFICATE** is the first step once you enter Tevera and begin your site placement.
8. Search for field site placement sites according to counseling specialization, geographic location, & Areas of interest
9. Contact placement sites directly to arrange for potential site placement (contact a minimum of 4 sites to secure placement)
10. Students can choose from site on Tevera that Barry has worked with in the past, or they are able to find an field site placement on your own. All sites must abide by the guidelines outlined in this manual, and the most recent CACREP standards
11. The process for submitting a potential site placement for Practicum/Internship Interview are as follows:
 - Contact site directly for potential placement and provide the Counselor Education Field Placement Manual for site supervisor review
 - Email P/I Coordinator with
 - o Site Name
 - o Site Website
 - o Site location and contact information

- Site Supervisor name
- Site supervisor email and phone
- Site supervisor credentials

The responsibility of connecting the P/I coordinator and the field site placement is the students. The P/I coordinator will copy the student on all correspondence; however, it is up to the student to ensure the placement has been completed and accepted/ rejected.

12. Once site placement is secured by the student, complete the accompanying documentation in Tevera to add site placement.
13. It is up to the student to initiate the site placement in Tevera, and send the accompanying documentation to the off campus site supervisor AND the CARE Center site supervisor for completion.
14. Ensure that the site placement is under the correct specialization in Tevera
15. Students will complete site placement for field site placement and CARE Center every semester (including P/I & CARE Center orientation and quiz)

School Counseling site placement: School counseling placement process begins approximately 8 months before practicum start date.

For Miami Dade County Public schools site placement, students are to submit the following information:

Students applying for SPRING must submit application through the P/I coordinator by October 15

Students applying for FALL must submit application through the P/I coordinator by March 15

Placements are for 1 semester- so if a student applied in November and is secured a SPRING site placement, the same student must submit in April for a FALL site placement. This is the case whether the student is staying with the same placement or requesting a new school counseling internship placement.

Students are to submit the following information to the P/I Coordinator via email:

- Grade placement
- zip code they would like to work in
- If there is a specific school the SC student wants to intern, there must be a certified school counselor on staff and willing to oversee the student
- student who are currently MDCPS employee, are to submit the employee ID

- When the P/I coordinator emails the county for placement, include whether it is practicum (100 hours) or internship (600 hours) and the dates run for the academic semester.

There is a level 2 background check to be completed through the county if a level 2 background check has not been completed within 365 days.

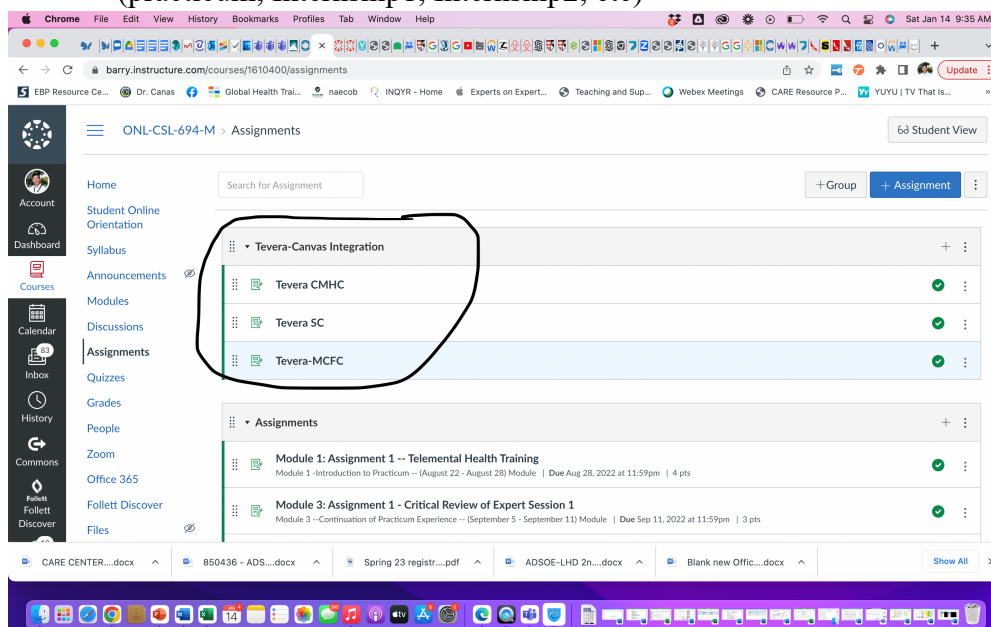
Appendix C: Course registration

1. Students will receive an email from P/I Coordinator with draft of CARE Center placement day according to specialization, practicum/internship, and modality.
2. Students located within the tri-county area are expected to attend their CARE Center placement and course in person at the Miami Shores location 11171 N. Miami Ave. Miami Shores, FL 33168
3. Students will receive an updated schedule with revisions. Please note that your day/modality may have been changed from the first draft.
4. Once given the go ahead, students are to register for the pre-assigned course and section in student planning PRIOR to day 1 of the semester beginning.
5. All CARE Center placements are on a first come first served basis and cannot be changed by the student once they have been placed. Months of planning go into the P/I schedule to ensure homogenous courses in accordance with CACREP guidelines. Every effort is made to accommodate student extenuating circumstances, if requests are made in the initial application phase of placement.

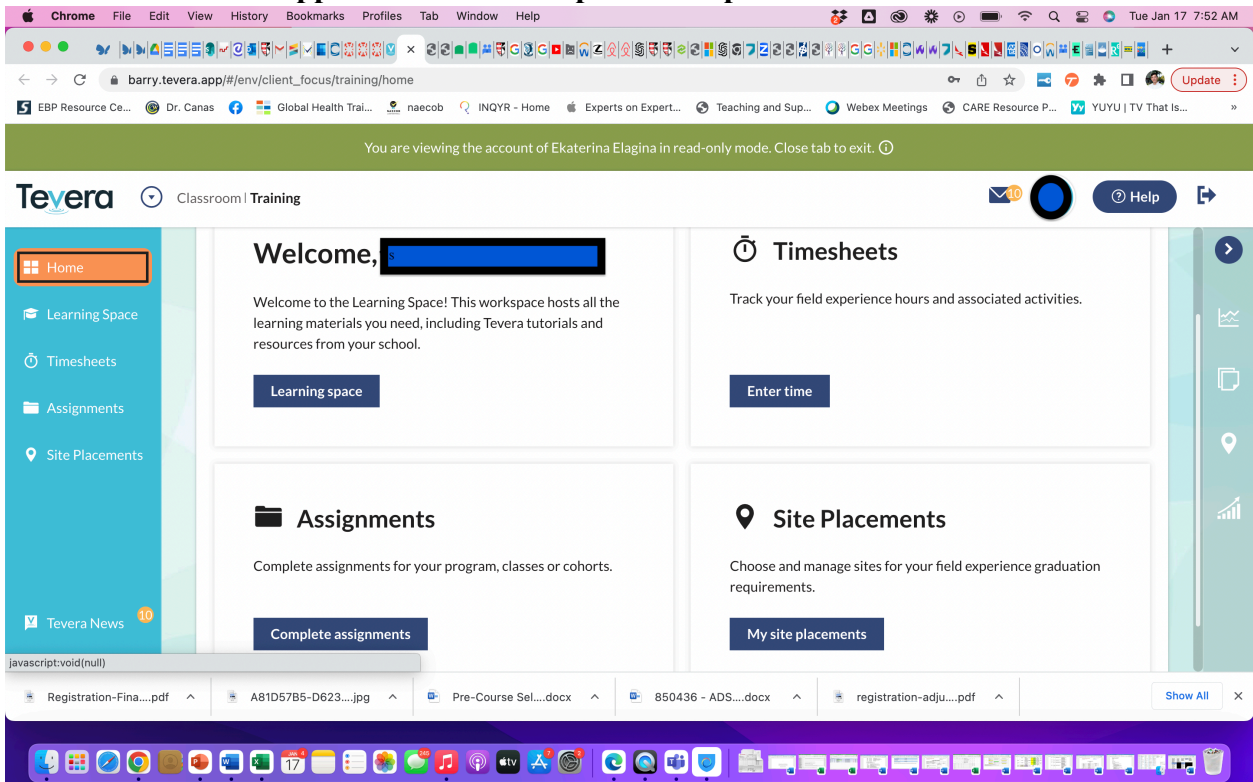
If student has a conflict with CARE Center placement, must contact P/I Coordinator via email within 1 week of 1st draft of schedule release. If there is no availability, student may need to register for the following semester to accommodate scheduling limitations.

Appendix D: TEVERA-CANVAS INTEGRATION

1. Once the course shell appears in Canvas, students are to review the syllabus
2. **Students complete the TEVERA-CANVAS INTEGRATION** through the link in the canvas shell for their specialization.
3. Tevera-Canvas link is chosen every semester, for every new Canvas course shell (practicum, Internship1, Internship2, etc)



Appendix E: Add site placement process in Tevera



The Site Placement Process

Students complete their site placement process each semester through the **Site Placement** option in Tevera. This process includes the following steps:

1. The intern sends the Practicum and Internship orientation certificate to the P&I Coordinator for approval (Pre Application Task in Tevera)
2. The intern contacts the site and applies for a position as intern. Once accepted,
3. The intern selects an approved site in Tevera or suggests a new site for placement
4. If it is a non-approved site yet, the intern sends the site profile form to the site supervisor. The site supervisor completes the form and submits it through Tevera.
5. The intern sends the affiliation agreement to the site supervisor. The site supervisor completes the form and submits it through Tevera.
6. The intern sends the site supervisor profile form to the site supervisor. The site supervisor completes the form and submits it through Tevera.
7. For already approved sites, the intern sends the affiliation agreement only, after they have secured a position as intern at a site.

Tevera Classroom | Training ED Help

Site Placements

MCFC Practicum/Internship My sites

START

- Pre-application tasks
- MCFC PRACTICUM/INTERNSHIP SITE 1
CARE Center Barry University
 - Site details
 - Supervisor details
- MCFC PRACTICUM/INTERNSHIP SITE 2
Alachua County Crisis Center
 - Site details
 - Supervisor details

Welcome to your program's site placement workspace!

Here you'll complete the necessary steps to get placed for your field experience.

First, choose the correct process for your placement experience from the tabs at the top of the screen.

Then, use the buttons to the left to complete the steps required by your program.

Note: You may need to complete paperwork or other tasks outside of this workspace given to you by your site administrator or faculty.

Tevera Classroom | Training SB Help

Site Placements

MCFC Practicum/Internship My sites

START

- Pre-application tasks
- MCFC PRACTICUM/INTERNSHIP SITE 1
CARE Center Barry University
 - Select site
 - Select supervisor

ADDITIONAL MCFC PRACTICUM/INTERNSHIP SITES

Optional: Add another site

Welcome to your program's site placement workspace!

Here you'll complete the necessary steps to get placed for your field experience.

First, choose the correct process for your placement experience from the tabs at the top of the screen.

Then, use the buttons to the left to complete the steps required by your program.

Note: You may need to complete paperwork or other tasks outside of this workspace given to you by your site administrator or faculty.

evera Classroom | Training

Site Placements

MCFC Practicum/Internship My sites

MCFC PRACTICUM/INTERNSHIP SITE 2

Select site

Select supervisor

ADDITIONAL MCFC PRACTICUM/INTERNSHIP SITES

Optional: Add another site

List view Map view

Name	City	State	Tag	Favorites	My Placement
4 Kids of South Florida	Fort Lauderdale	FL		☆	Start
ABCs for Success	Miami	FL		☆	Start
Advocate Program Inc.	Miami	FL		☆	Start
Advocate2Create	Doral	FL		☆	Start
Agape Network	Miami	FL		☆	Start
Alachua County Crisis Center	Gainesville	FL		☆	Start

< First < Prev 1 2 3 4 Next > Last >

Tevera Classroom | Training

Site Placements

MCFC Practicum/Internship My sites

Pre-application tasks

MCFC PRACTICUM/INTERNSHIP SITE 1

CARE Center Barry University

Select site

Select supervisor

ADDITIONAL MCFC PRACTICUM/INTERNSHIP SITES

Optional: Add another site

Complete your program's paperwork for MCFC Practicum/Internship Site 1: CARE Center Barry University.

CARE Center Barry University In Progress

Paperwork | MCFC Site Process

Name	Task Type	Status	Waiting On
Affiliation Agreement	Form	Completed	

When you submit this form please choose Marlene Kashton or Dr. Machuca to sign as the Practicum and Internship Coordinator.

The task is a(n) online form: Appendix H: Affiliation Agreement (BARRY-1012). It is required for all assignees.

Completed

Open

When everything says COMPLETE for 2 site placements every semester, you are all set to begin seeing clients.

Home Learning Space Timesheets Assignments Site Placements Tevera News

Site Placements

CMHC Practicum/Internship My sites

START

Pre-application tasks

CMHC PRACTICUM/INTERNSHIP SITE 1

Conerstone Consultants

Site details

Supervisor details

CMHC PRACTICUM/INTERNSHIP SITE 2

CARE Center Barry University

Site details

Supervisor details

Welcome to your program's site placement workspace!

Here you'll complete the necessary steps to get placed for your field experience.

First, choose the correct process for your placement experience from the tabs at the top of the screen.

Then, use the buttons to the left to complete the steps required by your program.

Note: You may need to complete paperwork or other tasks outside of this workspace given to you by your site administrator or faculty.

APPENDIX F: Trainings for CARE Center site placement MANDATORY

- Complete all trainings as assigned by CARE Center
 - Suicide training
 - Telehealth training
 - TF-CBT training
 - HIPPA training

Appendix F: CARE Center trainings

Trainings

The following are **Mandatory trainings** that must be completed

1. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT Web)

Time: Approx. 10 hours.
Location: Virtual <https://tfcbt2.musc.edu/>
Cost: \$35 (USD)

TF-CBTWeb2.0 incorporates all the most recent developments in the TF-CBT model. It is comprised of 11 learning modules that cover the foundations of TF-CBT and each of the treatment components. Each module has a concise explanation of the treatment component, video demonstrations of treatment procedures and techniques, and clinical materials and resources.

2. Suicide Prevention Training

Time: Approx. 2 hours
Location: Virtual <https://zerosuicidetraining.edc.org/>
Cost: Free

- * Create new account, confirm account via email
- * On 'Dashboard' select the 'Counseling on Access to lethal Means' option from the menu items
- * Scroll down and click 'Enroll Me'
- * Complete all the modules
- * Complete and pass the post-test(s)
- * Complete the course evaluation

Note: Also watch the video: <https://youtu.be/2qGpnkRkKm0>

Note: Also click to access Resources: <https://zerosuicide.edc.org/>

3. TeleMental Health Best Practices Overview

Time: Approx. 2 hours
Location: Online
Cost: \$45 use code "STUDENT10" for 10% off

Click on Training link:

<https://telementalhealthtraining.com/product/telemental-health-best-practices-online-self-study>

- Click on “**ADD TO CART**” TeleMental Health Best Practices
- Type **STUDENT10** when prompted for 10% Coupon

- Click Next
- It will prompt you to ‘log in or create a new account’
- Complete all the modules
- Complete and pass the post-test(s)
- Complete the course evaluation

4. HIPAA Training FREE

<http://www.myflfamilies.com/general-information/dcf-training>

1. HIPAA Information and Action Training (Done at the CARE Center orientation)
2. CLICK the LEARN MORE on the My FL Learn box
3. CLICK Create Account
4. FILL OUT THE FORM

For the drop-down “What DCF program are you affiliated with,” you can select substance abuse and mental health or other not specified. It doesn’t really matter.

5. CLICK on the little icon next to “Division” and select Not Applicable.
6. Type in Barry Care Center for Organization/Agency name
7. You do not need to select anything for Highest Foster Parent level
8. You can use your Barry email for the email address box
9. Confirm you are not a robot and then
10. CLICK log in.
11. It will then ask you to create a security question
12. CLICK View Learning Opportunities
13. CLICK DCF HIPPA BASICS

Completion certificates to be uploaded to Tevera

Please note that students are able to count these trainings toward indirect hours on their hours log

Certificates are to uploaded on Tevera and canvas

If you are going into internship and have completed these trainings and surveys- please make sure that you upload your certificates on Tevera & Canvas each semester. Students in internship do not need to re-take the courses, however it is advised to review the material to ensure best practices.

APPENDIX G: Student Liability Insurance for Clinical Practice MANDATORY

CACREP requires all students in practicum/ internship to purchase independent malpractice insurance. All counseling student interns must upload verification of insurance coverage to Tevera prior to engaging in any counseling with client(s).

Many professional associations offer professional practice insurance coverage for students, either as a part of membership or as an additional purchase.

Options include (but are not limited to):

American Counseling Association (ACA)

Healthcare Providers Service Organization (HPSO)
 American School Counselor Association (ASCA)

Appendix H: Affiliation Agreement

The Affiliation agreement is the contract between the student and the site placement. The student and faculty must ensure that the Affiliation Agreement is completed prior to the student counselor seeing any clients. The student counseling intern is not to earn any hours for the semester until the site placement including signed affiliation agreement is complete.

This AGREEMENT entered into on this date of: (FIRST DAY OF SEMESTER)

Agency Name: (CARE Center at Barry University) or Off Campus site placement name

Student Name: First and Last name

Site Supervisor Name: (FACULTY SUPERVISOR full name)

Program Name: (Specialization(s))

Example: Marriage, Couples and Family Counseling, School Counseling, Clinical Mental Health Counseling, or DUAL with the listed specializations

Site address: 11171 N Miami Ave, Miami Shores, FL, 33168 (CARE Center) or Off campus address

Phone Number: 305-899- 3726

Affiliation agreement term: Please refer to academic calendar- date for 1 year from term start date

As to the Agency: *Barry University CARE Center* or *Off Campus site placement name*

Student signature: (When you choose submit, you will be able to assign to student to complete their signature)

Site Supervisor: FACULTY SUPERVISOR or *off campus supervisor name*

PI Coordinator: Marlene Kashton

Dean or Designee: Raul Machuca

APPENDIX I: Checklist for Practicum and Internship Requirements (Portfolio)

The Practicum/Internship grades will be based upon feedback from the Site Supervisor, the Dr. Maureen Duffy Family Enrichment Center coordinator, the Individual Supervisor, and Faculty Course Supervisor. Completed Practicum and Internship portfolios are one of the graduation requirements and become a part of the student’s permanent record. It is the students’ responsibility to insure that all required documents are included in the Practicum/Internship portfolios. Incomplete grades used for practicum and/or internship courses are denoted by a grade of “IP”, In Progress. All students beginning their program on or after Fall 2009 are required to register for **CSL 700 Continuous Enrollment (1 credit)** each semester until all Practicum or Internship hours are complete. **A grade will not be issued until each of the following is submitted and included in the appropriate (either Practicum or Internship) portfolio:**

Due Date	For All Students – Practicum and Internship	Method of Submission
1 st day of classes	Copy of Student Intern Liability Insurance Certificate – through ACA or another professional association	Upload to Tevera

1 st day of classes or prior	Appendix A- Required Hours per specialization	
1 st day of classes or prior	Appendix B: Obtaining field placement Process	Tevera
1 st day of classes or prior	Appendix C- Course registration	Complete in Student planning
1 st day of classes or prior	Appendix D- TEVERA-CANVAS Integration	Complete in Canvas
1 st day of classes or prior	Appendix E: Add site placement process in Tevera	Complete in Tevera
Prior to day 1 of practicum	Appendix F: CARE Center trainings	Complete online
Prior to day 1 of practicum	Appendix G: Liability Insurance	Source Independently
1 st day of classes or prior to first class	Appendix H - Affiliation Agreement (Site Supervisor completes)	Complete in Tevera
	Appendix I- Checklist for practicum and internship portfolio requirements	MS Counselor Field Experience Manual
6 th week of classes	Appendix J: Midpoint Faculty & Site supervisor face to face meeting (at field site placement for all in-person courses)	On-site at off campus field site placement
	Appendix K Midterm Audit of Tevera, Canvas, Carecloud CLIENT SESSION AUDIO RECORDINGS	Tevera, Canvas, CareCloud
2 nd week of classes	Appendix L - Practicum/Internship Supervision Plan (Complete with the Site Supervisor)	Complete in Tevera
1 st week of classes	Appendix M - Student Intern Practicum/Internship: Self-Assessment	Complete in Tevera
Every week	Appendix N: Time Logs Practicum (Record time in Tevera Timesheets)	Complete in Tevera
Every week	Appendix O: Time Logs Internship(Record time in Tevera Timesheets)	Complete in Tevera
		Complete in Tevera
Every week	Appendix P- Individual and Group Supervision time recorded & recommendations/feedback/ summary in notes of hours log	Complete in Tevera
6 th -8 th week of classes	Appendix Q - Midterm Site Supervisor Evaluation of Student Intern Form	Complete in Tevera
12 th -15 th week of classes	Appendix Q - Final Site Supervisor Evaluation of Student Intern Form	Complete in Tevera
6 th -8 th week of classes	Appendix R - Midterm Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form	Complete in Tevera
12 th -15 th week of classes	Appendix R - Final Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form	Complete in Tevera
12 th -15 th week of classes	Appendix S - Student Intern Evaluation of Site Supervisor	Complete in Tevera

12 th -15 th week of classes	Appendix T - Counselor-in-Training Evaluation of Faculty Course/ Individual Supervision	Complete in Tevera
12 th -15 th week of classes	Appendix U – Evaluation of Site Placement	Complete in Tevera
12 th -15 th week of classes	Appendix V – Site Placement Monitoring Form (By faculty supervisor)	Complete in Tevera
12 th -15 th week of classes	Appendix W- Professional Performance Review (completed by faculty supervisor)	Complete in Tevera
12 th -15 th week of classes	Appendix X: Final Site Placement Hours Combined	Complete in Tevera
	Appendix Y: Practicum and Internship site placement evaluation	Complete in Tevera

APPENDIX L: Practicum/Internship Supervision Plan

BARRY UNIVERSITY COUNSELING PROGRAM

This form is to be filled out by the student in Tevera in collaboration with the site and the faculty supervisor

STUDENT

INTERN:

SITE:

SITE

SUPERVISOR:

PRACTICUM DATES From: _____

To: _____

INTERNSHIP DATES From: _____

To: _____

I. GOALS

1. _____

2. _____

3. _____

II. ACTION STEPS (LIST STEPS NECESSARY TO ACHIEVE EACH GOAL.)

GOAL #:

ACTION STEP:

1. _____

2. _____

3. _____

III. EVALUATION PROCEDURES

GOAL #: EVALUATION PROCEDURE:

1. _____

2. _____

3. _____

IV. SIGNATURES

SITE

SUPERVISOR:

DATE: _____

STUDENT

INTERN:

DATE: _____

FACULTY

COURSE

SUPERVISOR:

DATE: _____

APPENDIX M: Student Intern Practicum/Internship: Self-Assessment
Practicum or Internship (Please circle one)

- Purpose:**
1. To provide the student with an opportunity to review levels of competency in performance skills and cognitive skills.
 2. To provide the student with a basis for formulating supervision goals.
- Directions:**
1. Complete this form in Tevera with the Off Campus Field Site Supervisor, to be reviewed by the Faculty Supervisor.
 2. In section one, complete a history of experiences in counseling relationships. List related training for supervision.
 3. In section two, circle a number to indicate your assessment of current competency.

SECTION ONE: PREVIOUS EXPERIENCES IN COUNSELING RELATIONSHIPS

DATE	ROLE & SETTING	RELATED TRAINING/SUPERVISION

SECTION TWO: SKILLS ASSESSMENT

Directions Circle the desired rating for each item (1= improvement required; 2= improvement requested; 3= effective; 4= very effective; 5= outstanding; NA= not able to observe) and make comments in the space provided.

- | | |
|---|-----------|
| 1. Knowledge of facilitative skills (warmth, primary empathy, genuineness & concreteness) | 1 2 3 4 5 |
| 2. Ability to apply facilitative skills | 1 2 3 4 5 |
| 3. Knowledge of challenging skills (self-disclosure, advanced empathy & confrontation) | 1 2 3 4 5 |
| 4. Ability to apply challenging skills | 1 2 3 4 5 |
| 5. Ability to facilitate client self-exploration | 1 2 3 4 5 |
| 6. Ability to recognize and handle positive affect | 1 2 3 4 5 |
| 7. Ability to recognize and handle negative affect | 1 2 3 4 5 |
| 8. Ability to begin and end session | 1 2 3 4 5 |
| 9. Ability to establish continuity from session to session | 1 2 3 4 5 |

- | | | |
|-----|---|-----------|
| 10. | Awareness of meaningful client data | 1 2 3 4 5 |
| 11. | Ability to discriminate between meaningful and irrelevant client data | 1 2 3 4 5 |
| 12. | Ability to organize case material | 1 2 3 4 5 |
| 13. | Ability to recognize implications of case material | 1 2 3 4 5 |
| 14. | Ability to analyze counselor/client interaction | 1 2 3 4 5 |
| 15. | Ability to formulate clinical hypothesis | 1 2 3 4 5 |
| 16. | Ability to test and revise a clinical hypothesis | 1 2 3 4 5 |
| 17. | Ability to facilitate goal development with client | 1 2 3 4 5 |
| 18. | Knowledge of counseling theory-based techniques (Please list counseling approaches) | |
| | _____ | 1 2 3 4 5 |
| | _____ | 1 2 3 4 5 |
| | _____ | 1 2 3 4 5 |

19. Ability to apply theory-based techniques (Please list specific techniques)
- | | |
|-------|-----------|
| _____ | 1 2 3 4 5 |
| _____ | 1 2 3 4 5 |
| _____ | 1 2 3 4 5 |

Write a brief statement concerning your needs in supervision:

DATE: _____

STUDENT INTERN NAME: _____

STUDENT INTERN SIGNATURE: _____

SITE SUPERVISOR: _____

FACULTY COURSE SUPERVISOR: _____

Adapted from John C. Boylan, Patrick Malley, and Judith Scott, Practicum and Student Counselorship Textbook for Counseling and Psychotherapy, Moncie, In: Accelerated Development, Inc., 1988.

APPENDIX N: Practicum Time Log (total 100 hours)

APPENDIX O: Internship Time Log (total 600 hours)

Write the beginning date of the week for which the log applies (2) Record the total number of hours dedicated to each activity in the appropriate column. (3) Record weekly totals in the appropriate row and column. (4) Obtain Site Supervisor's signature if the hours were completed at the off-campus site; (5) Obtain Faculty Course and Individual Supervisor signature for the hours completed in the Clinic. **All hours are to be recorded via Tevera online system. Be sure to keep a copy for your personal files.**

Week Of: 20

DIRECT CLIENT CONTACT CLINICAL ACTIVITIES	M	T	W	Th	F	S / Su	TOTAL S Direct
Intake Interview							
Assessment/Evaluation/Testing							
Individual Counseling							
Group Counseling							
Family/Couples Counseling							
Crisis Counseling							
Milieu Therapy							
Career Counseling							
Psycho-Education (Individual)							
Other (specify)							
Daily Totals- Direct Contact							
RELATED COUNSELING ACTIVITIES- INDIRECT HOURS	M	T	W	Th	F	S / Su	TOTAL S Indirect
Report Writing/Record Keeping							
Case Preparation							
Case Conference/Presentation/Staffing							
Individual Supervision/Consultation							
Group Supervision/ Class							
Professional Development/Training							
Other (specify):							
Daily Totals- Indirect Related Activities							

Student Intern's Signature

Site Supervisor's Signature

Student Intern's Name

Individual Supervisor

Signature

Field Site

Faculty Course Supervisor Signature

When entering time in Tevera, ensure that the student is entering time on the correct **ACTIVE TRACK** the correct **PROGRAM** for the current semester. Choose the **SITE** for which you are recording time (CARE Center or field placement) and the **SUPERVISOR** that correlates to that site placement.

The screenshot shows the Tevera application interface for viewing a timesheet. The browser address bar shows the URL: `barry.tevera.app/#env/client_focus/training/time`. The page title is "Timesheets". The main content area displays a time log for "BARRY - CMFC Practicum Time Log" covering the period "Jan 22 - 28, 2023". The log shows a total of 22 hours, with 9 hours of direct hours. The table below shows the breakdown of hours by day and activity.

	Sun Jan 22	Mon Jan 23	Tue Jan 24	Wed Jan 25	Thu Jan 26	Fri Jan 27	Sat Jan 28	Weekly	Total
Total Hours									22h
Total Direct Hours									9h
Intake Interview				4:00 PM 1h 5:30 PM					

APPENDIX P: Clinical Supervision Summary Included in Hours Log Report

It is required that students are recording their supervision experience hours each week in the time log, including supervision takeaways in the notes section. Supervision notes are to be included for every Individual Supervision and Group Supervision.

APPENDIX Q/R: Site Supervisor/Faculty Supervisor Evaluation of Practicum/ Internship Student

BARRY UNIVERSITY COUNSELING PROGRAM

Instructions: The Site Supervisor/Faculty Supervisor is asked to complete this form via Tevera at the mid-term of the semester and at the conclusion of the practicum experience. The student is responsible for ensuring the evaluation is completed and turned into the Faculty Course Supervisor. The evaluation form is best utilized as a vehicle to provide ongoing feedback to the student throughout the practicum.

Indicate the desired rating for each item (1= improvement required; 2= improvement requested; 3= effective; 4= very effective; 5= outstanding; NA= not able to observe) and make comments in the space provided.

I. ACADEMIC PREPARATION

1. Knowledge of counseling theories	1 2 3 4 5 NA
2. Knowledge of counseling techniques	1 2 3 4 5 NA
3. Application of counseling theory and techniques	1 2 3 4 5 NA
4. Understanding of human problems	1 2 3 4 5 NA
5. Knowledge of legal & ethical issues	1 2 3 4 5 NA
6. Appreciation of social and cultural issues	1 2 3 4 5 NA
7. Knowledge of health and human services systems	1 2 3 4 5 NA

II. PROFESSIONAL SKILLS

1. Interviewing	1 2 3 4 5 NA
2. Case conceptualization	1 2 3 4 5 NA
3. Treatment planning	1 2 3 4 5 NA
4. Making referrals	1 2 3 4 5 NA
5. Record keeping	1 2 3 4 5 NA
6. Problem-solving	1 2 3 4 5 NA
7. Crisis intervention	1 2 3 4 5 NA
8. Group counseling	1 2 3 4 5 NA
9. Individual counseling	1 2 3 4 5 NA
10. Marriage and family counseling	1 2 3 4 5 NA
11. Conducting educational presentations	1 2 3 4 5 NA
12. Communication with staff	1 2 3 4 5 NA

13. Communication with the public	1 2 3 4 5 NA
14. Participation in staffing	1 2 3 4 5 NA
15. Demonstration of professional ethics	1 2 3 4 5 NA
16. Participation in 3 rd party reimbursement	1 2 3 4 5 NA
17. Demonstration of sensitivity to individual differences	1 2 3 4 5 NA
18. Use of technology in counseling	1 2 3 4 5 NA

III. PERSONAL ATTRIBUTES/WORK HABITS

1. Dependability (consistency and timeliness of performance)	1 2 3 4 5 NA
2. Adaptability (willingness to change-flexibility)	1 2 3 4 5 NA
3. 3. Responsibility (work with minimal supervision)	1 2 3 4 5 NA
4. Personal growth (knowledge of self and self-assurance)	1 2 3 4 5 NA
5. Professional growth (increase in knowledge and skills)	1 2 3 4 5 NA
6. Judgment (ability to arrive at sound decisions or conclusions)	1 2 3 4 5 NA
7. Quality of work	1 2 3 4 5 NA
8. Quantity of work	1 2 3 4 5 NA
9. Initiative (going beyond the minimum requirements for task performance)	1 2 3 4 5 NA
10. Creativity (new and innovate problem-solving)	1 2 3 4 5 NA
11. Response to supervision	1 2 3 4 5 NA

Site Supervisor Evaluation

Students regularly evaluate site experiences and site supervisors, providing feedback regarding their overall satisfaction with field experience via the online portal Tevera. These evaluations are assessed by faculty to establish credibility of sites and supervisors. Faculty contact sites and site supervisors who receive negative feedback to discuss students experiences. In situations when sites and site supervisors receive negative feedback from the majority of students who utilize their services, sites can potentially be removed from the site list.

If a site supervisor receives below 60% approval by two students, we will suspend use of that site and conduct a full inquiry before we consider allowing students to use site in the future.

APPENDIX Q/R: CSL 693 Site Supervisor/Faculty Supervisor Evaluation of School Counseling Intern

BARRY UNIVERSITY COUNSELING PROGRAM

Instructions: The Site Supervisor/Faculty Supervisor is asked to complete this form via Tevera at the mid-term of the semester and at the conclusion of the practicum experience. The student is responsible for ensuring the evaluation is completed and turned into the Faculty Course Supervisor. The evaluation form is best utilized as a vehicle to provide ongoing feedback to the student throughout the practicum.

Indicate the desired rating for each item (1= Below Expectations; 2= Near Expectations; 3= Meets expectations; 4= Exceeds Expectations; NA= not able to observe) and make comments in the space provided.

		4	3	2	1	N/A
FOUNDATIONS						
Knowledge of Models of School Counseling and career development (5.G.1.b) (5.F.1.c)	Counselor in Training demonstrates knowledge of school counseling programs					
Knowledge of Models of School-based collaboration and consultation (5.G.1.d)	Counselor in Training demonstrates knowledge of school counseling programs					
Application of Theory to Practice with Groups	Counselor in Training demonstrates knowledge and application of group counseling theories					
Assessments (5.G.1.e)	Counselor in Training demonstrates knowledge of principles and models of assessment and case conceptualization from a systems perspective					
CONTEXTUAL DIMENSIONS						
Roles & Settings of School Counseling (5.G.2.a)	Incorporates understanding of school counselor roles as leaders, advocates, and system change agents in P-12 schools					
Roles & Settings of School Counseling (5.G.2.b)	Incorporates understanding of school counselor roles in consultation with families, P-12 and postsecondary personnel, and community agencies					
Roles & Settings of School Counseling (5.G.2.c)	Incorporates understanding of school counselor roles in relation to college and career readiness					

Roles & Settings of School Counseling (5.G.2.d)	Incorporates understanding of school counselor roles in school leadership and multidisciplinary teams						
Roles & Settings of School Counseling (5.G.2.e)	Incorporates understanding of school counselor roles in relation to the school emergency management plans, and crises, disasters, and trauma						
Advocacy (5.G.2.f)	Incorporates competencies to advocate for school counseling roles						
Mental Health & Behavioral Disorder (5.G.2.g)	Incorporates awareness of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorder						
Psychopharmacology (5.G.2.h)	Incorporates awareness of common medications that affect learning, behavior, and mood in children and adolescents						
Substance Abuse (5.G.2.i)	Incorporates awareness of signs and symptoms of substance abuse in children and adolescents as well as signs and symptoms of living in a home where substance use occurs						
Leadership (5.G.2.j)	Incorporates qualities and styles of effective leadership in schools						
Community Resources and Referrals (5.G.2.k)	Incorporates knowledge of community resources and referrals						
Professional Standards (5.G.2.l)	Incorporates understanding of professional organizations, preparation standards, and credentials relevant to the practice of school counseling						
Legislation and government (5.G.2.m)	Incorporates knowledge and government policy information relevant to school counseling						
Legal & Ethical Issues (5.G.2.n)	Demonstrates an understanding of legal and ethical and legal considerations specific to school counseling						
PRACTICE							
Group Counseling	Counselor in Training demonstrates group counseling skills including encouraging participation of all group members, identifying group process events, attending to group member behavior, clarifying and summarizing group member statements						
Mission Statements and Objectives (5.G.3.a)	Counselor in Training demonstrates knowledge of the development of school counseling program mission statements and objectives and contributes to such as appropriate						

Design and Evaluation (5.G.3.b)	Counselor in Training designs and evaluates school counseling programs as appropriate						
Curriculum Design (5.G.3.c)	Counselor in Training effectively utilizes core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies						
Interventions (5.G.3.d)	Counselor in Training effectively provides interventions to promote academic development						
Career Interventions (5.G.3.e)	Counselor in Training effectively uses developmentally appropriate career counseling interventions and assessments						
Personal and Social Counseling (5.G.3.f)	Counselor in Training effectively uses techniques of personal/social counseling in school settings						
Promoting Transitions (5.G.3.g)	Counselor in Training effectively uses strategies to facilitate school and postsecondary transitions						
Social & Family Development (5.G.3.h)	Counselor in Training effectively uses appropriate skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement						
Promotion & Graduation (5.G.3.i)	Counselor in Training effectively uses approaches to increase promotion and graduation rates						
College & Career Readiness (5.G.3.j)	Counselor in Training effectively uses interventions to promote college and career readiness						
Strategies for Equity (5.G.3.k)	Counselor in Training effectively uses strategies to promote equity in student achievement and college access						
Collaboration (5.G.3.l)	Counselor in Training effectively uses techniques to foster collaboration and teamwork within schools						
Peer Intervention Programs (5.G.3.m)	Counselor in Training effectively uses strategies for implementing and coordinating peer intervention programs						
Use of Data (5.G.3.n)	Counselor in Training effectively uses accountability data to inform decision making						
Use of Data (5.G.3.o)	Counselor in Training effectively uses data to advocate for programs and students						
PROFESSIONAL BEHAVIORS							
Self-reflection	Counselor adequately demonstrates ability to self-reflect; can articulate how one's own						

	struggles can influence the counseling relationship.						
Openness to Feedback	Responds positively to feedback and seeks supervision as needed.						
Self-awareness	Understands how counselor's own values and ethnocentric biases can impact the counseling process.						
Professionalism	Demonstrates mature and professionally responsible behavior toward supervisors, peers, & clients						
Self-Care	Values the health and wellbeing of self by demonstrating personal balance, emotional health and self-care.						
Professional Growth	is committed to professional development through continued learning and growth in the community of professionals.						
Counseling Process	Respects the counseling process as a vehicle for change by honoring the human struggle, valuing the role of pain in the growth process, and valuing the use of self in the interpersonal process.						
Dependability	Counselor in Training arrives on time, provides documentation on time, and is consistent and timely in work product.						
Adaptability	Counselor in Training demonstrates a willingness to be flexible and adapt to changing situations						
Initiative	Counselor in Training takes initiative and goes beyond the minimum requirements for performance						

Modified from <https://www.cacrep.org/cacrep-2024-standards-resource-page/> and <https://www.uab.edu/education/home/graduate/counseling>

**APPENDIX Q/R: CSL 695 Site Supervisor/Faculty Supervisor Evaluation of Clinical
Mental Health Counseling Intern**

BARRY UNIVERSITY COUNSELING PROGRAM

Instructions: The Site Supervisor/Faculty Supervisor is asked to complete this form via Tevera at the mid-term of the semester and at the conclusion of the practicum experience. The student is responsible for ensuring the evaluation is completed and turned into the Faculty Course Supervisor. The evaluation form is best utilized as a vehicle to provide ongoing feedback to the student throughout the practicum.

Indicate the desired rating for each item (1= Below Expectations; 2= Near Expectations; 3= Meets expectations; 4= Exceeds Expectations; NA= not able to observe) and make comments in the space provided.

		4	3	2	1	NA
FOUNDATIONS						
Application of Theory to Practice with individuals (5.C.1.b)	Counselor in Training demonstrates knowledge and application of counseling theories and models to practice					
Application of Theory to Practice with Groups	Counselor in Training demonstrates knowledge and application of group counseling theories					
Case Conceptualization & Treatment Planning (5.C.1.c)	Counselor in Training demonstrates knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning					
Addiction & Co-occurring disorders (5.C.1.d)	Counselor-in-Training demonstrates knowledge of neurobiological, medical foundation, and etiology of addiction and co-occurring disorders					
Assessments (5.C.1.e)	Counselor in Training demonstrates knowledge of psychological tests and assessments specific to clinical mental health counseling					
CONTEXTUAL DIMENSIONS						
Roles & Settings of CMHC (5.C.2.a)	Incorporates appropriate counseling techniques and interventions for practice setting					
Roles & Settings of CMHC (5.C.2.a)	Provides individual and group counseling services that are appropriate to setting					
Roles & Settings of CMHC (5.C.2.b)	Understands and incorporates the etiology, terminology, treatment, referral, and prevention of mental and emotional disorders					
Service Delivery (5.C.2.c)	Incorporates awareness of mental health service delivery modalities with the continuum of care (e.g., inpatient, outpatient, aftercare, services networks)					

Diagnosis (5.C.2.d)	Incorporates diagnostic process, including differential diagnosis and the use of current diagnostic classification systems (DSM and ICD)					
Substance Abuse & Co-occurring disorders (5.C.2.e)	Incorporates knowledge of potential for substance use disorders to mimic and/or cooccur with a variety of neurological, medical, and psychological disorders					
Crisis & Trauma (5.C.2.f)	Incorporates the impact of crisis and trauma on individuals with mental health diagnoses					
Roles & Settings of CMHC (5.C.2.g)	Incorporates the impact of biological and neurological mechanisms on mental health					
Psychopharmacology (5.C.2.h)	Demonstrates knowledge of the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral & consultation					
CMHC policy (5.C.2.i)	Demonstrates understanding of clinical mental health policy and legislation					
Social & Cultural Issues (5.C.2.j)	Formulates a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client.					
Legal & Ethical Issues (5.C.2.k and 5.2.C.1)	Demonstrates an understanding of professional and ethical behaviors					
Record Keeping (5.C.2.m)	Counselor in Training completes all weekly record keeping activities correctly & promptly					
PRACTICE						
Group Counseling	Counselor in Training demonstrates group counseling skills including encouraging participation of all group members, identifying group process events, attending to group member behavior, clarifying and summarizing group member statements					
Case Conceptualization (5.C.3.a)	Counselor in Training effectively conducts intake interviews, for treatment planning and caseload management					
Case Conceptualization (5.C.3.a)	Counselor in Training effectively conducts mental status evaluations for treatment planning and caseload management					
Case Conceptualization (5.C.3.a)	Counselor in Training effectively conducts biopsychosocial history for treatment planning and caseload management					
Case Conceptualization (5.C.3.a)	Counselor in Training effectively conducts mental health history for treatment planning and caseload management					

Case Conceptualization (5.C.3.a)	Counselor in Training effectively conducts psychological assessment for treatment planning and caseload management					
Treatment Planning (5.C.3.a)	Counselor in Training constructs comprehensive & appropriate treatment plans					
Techniques & Interventions (5.C.3.b)	Counselor in Training utilizes relevant techniques and interventions for prevention & treatment of a broad range of mental health issues					
Collaboration (5.C.3.c)	Counselor in Training demonstrates strategies for engaging with the legal system regarding court-referred clients					
Collaboration (5.C.3.d)	Counselor in Training demonstrates strategies for engaging with integrated behavioral health care professionals					
Advocacy (5.C.3.e)	Counselor in Training demonstrates strategies to advocate for persons with mental health issues					
PROFESSIONAL BEHAVIORS						
Self-reflection	Counselor adequately demonstrates ability to self-reflect; can articulate how one's own struggles can influence the counseling relationship.					
Openness to Feedback	Responds positively to feedback and seeks supervision as needed.					
Self-awareness	Understands how the counselor's own values and ethnocentric biases can impact the counseling process.					
Professionalism	Demonstrates mature and professionally responsible behavior toward supervisors, peers, & clients					
Self-Care	Values the health and wellbeing of self by demonstrating personal balance, emotional health and self-care.					
Professional Growth	is committed to professional development through continued learning and growth in the community of professionals.					
Counseling Process	Respects the counseling process as a vehicle for change by honoring the human struggle, valuing the role of pain in the growth process, and valuing the use of self in the interpersonal process.					
Dependability	Counselor in Training arrives on time, provides documentation on time, and is consistent and timely in work product.					

Adaptability	Counselor in Training demonstrates a willingness to be flexible and adapt to changing situations						
Initiative	Counselor in Training takes initiative and goes beyond the minimum requirements for performance						

Modified from <http://www.usj.edu/files/9214/6730/8485/sc-practicum-internship-handbook.pdf>, <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>, and http://www.uab.edu/education/humanstudies/images/CE/Handbooks/Proposed_Clinical-Handbook.pdf

**APPENDIX Q/R: CSL 696 Site Supervisor/Faculty Supervisor Evaluation of Marital,
Couple and Family Counseling Intern**

BARRY UNIVERSITY COUNSELING PROGRAM

Instructions: The Site Supervisor/Faculty Supervisor is asked to complete this form via Tevera at the mid-term of the semester and at the conclusion of the practicum experience. The student is responsible for ensuring the evaluation is completed and turned into the Faculty Course Supervisor. The evaluation form is best utilized as a vehicle to provide ongoing feedback to the student throughout the practicum.

Indicate the desired rating for each item (1= Below Expectations; 2= Near Expectations; 3= Meets expectations; 4= Exceeds Expectations; NA= not able to observe) and make comments in the space provided.

		4	3	2	1	N/A
FOUNDATIONS						
Application of Theory to Practice with marriage, couples, and families (5.F.1.b) (5.F.1.c)	Counselor in Training demonstrates knowledge and application of family systems and dynamics as well as theories and models of marriage, couple, and family counseling to practice					
Application of Theory to Practice with Groups	Counselor in Training demonstrates knowledge and application of group counseling theories					
Assessments (5.F.1.e)	Counselor in Training demonstrates knowledge of principles and models of assessment and case conceptualization from a systems perspective					
Assessments (5.F.1.f)	Counselor in Training demonstrates knowledge assessments relevant to marriage, couple, and family counseling					
CONTEXTUAL DIMENSIONS						
Roles & Settings of MFT (5.F.2.a) (5.F.2.b)	Incorporates understanding of roles, settings, and structures of marriage, couple, and families counseling					
Service Delivery (5.F.2.c)	Incorporates awareness of family assessments including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.					
Diagnosis (5.F.2.d)	Incorporates diagnostic process, including differential diagnosis and the use of current					

	diagnostic classification systems (DSM and ICD)					
Human Sexuality (5.F.2.e)	Incorporates knowledge of human sexuality and its effect on couple and family functioning					
Human Sexuality (5.F.2.f)	Incorporates knowledge of aging and intergenerational influences and related family concerns					
Crisis & Trauma (5.F.2.g)	Incorporates the impact of crisis and trauma on marriages, couples, and families					
Addiction (5.F.2.h)	Incorporates the impact of addiction on marriages, couples, and families					
Interpersonal Violence (5.F.2.i)	Incorporates the impact of interpersonal violence on marriages, couples, and families					
Socioeconomic Issues (5.F.2.j)	Incorporates the impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families					
Work /Life related issues (5.F.2.j)	Incorporates the interactions of career, life, and gender roles on marriages, couples, and families					
Physical, Mental health (5.F.2.l)	Incorporates the impact of physical, mental health, and psychopharmacological factors affecting marriages, couples, and families					
Social & Cultural Issues (5.F.2.m)	Incorporates cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration					
Professional Standards (5.F.2.n)	Incorporates understanding of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling					
Legal & Ethical Issues (5.F.2.o)	Demonstrates an understanding of ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling					
Record Keeping (5.F.2.p)	Counselor in Training completes all weekly record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling					
PRACTICE						
Group Counseling	Counselor in Training demonstrates group counseling skills including encouraging participation of all group members, identifying group process events, attending to					

	group member behavior, clarifying and summarizing group member statements					
Working from a Systems Perspective (5.F.3.a)	Counselor in Training effectively conducts assessment, evaluation, and case management tasks to work with individuals, couples, and families from a systems perspective					
Family Wellness (5.F.3.b)	Counselor in Training effectively fosters family wellness					
Techniques & Interventions (5.F.3.c)	Counselor in Training effectively utilizes techniques and interventions of marriage, couple, and family counseling					
Treatment, Planning, & Interventions (5.F.3.d)	Counselor in Training effectively conceptualizes and implements treatment, planning, and intervention strategies in marriage, couple, and family counseling					
Advocacy (5.F.3.e)	Counselor in Training demonstrates strategies for engaging with the legal system relevant to marriage, couple, and family counseling					
PROFESSIONAL BEHAVIORS						
Self-reflection	Counselor adequately demonstrates ability to self-reflect; can articulate how one's own struggles can influence the counseling relationship.					
Openness to Feedback	Responds positively to feedback and seeks supervision as needed.					
Self-awareness	Understands how counselor's own values and ethnocentric biases can impact the counseling process.					
Professionalism	Demonstrates mature and professionally responsible behavior toward supervisors, peers, & clients					
Self-Care	Values the health and wellbeing of self by demonstrating personal balance, emotional health and self-care.					
Professional Growth	is committed to professional development through continued learning and growth in the community of professionals.					
Counseling Process	Respects the counseling process as a vehicle for change by honoring the human struggle, valuing the role of pain in the growth process, and valuing the use of self in the interpersonal process.					
Dependability	Counselor in Training arrives on time, provides documentation on time, and is consistent and timely in work product.					

Adaptability	Counselor in Training demonstrates a willingness to be flexible and adapt to changing situations						
Initiative	Counselor in Training takes initiative and goes beyond the minimum requirements for performance						

Modified from <http://www.usj.edu/files/9214/6730/8485/sc-practicum-internship-handbook.pdf>, <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>, and http://www.uab.edu/education/humanstudies/images/CE/Handbooks/Proposed_Clinical-Handbook.pdf
www.sfsu.com

APPENDIX S/T: Student Intern Evaluation of Site Supervisor/Faculty Supervisor

Practicum or Internship (Please circle one)

BARRY UNIVERSITY COUNSELING PROGRAM

Name of Site

Supervisor: _____

Name of Faculty Supervisor: _____

Period covered from: _____ to: _____

DIRECTIONS: The student intern is expected to make an evaluation of the supervision received. Circle the number which best represents how you, the student intern, feel about the supervision received. After the form is completed, your Faculty Course Supervisor or Individual Supervisor may suggest a meeting to discuss your evaluation.

Evaluation Criteria	Poor		Adequate			
	Good					
1. Gives time and energy in observing, tape processing and case conferences.	1	2	3	4	5	6
2. Accepts and respects me as a person	1	2	3	4	5	6
3. Recognizes and encourages further development of my strengths and capabilities	1	2	3	4	5	6
4. Gives me useful feedback when I do something well	1	2	3	4	5	6
5. Provides me the freedom to develop flexible and effective counseling styles	1	2	3	4	5	6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	1	2	3	4	5	6
7. Provides suggestions for developing my counseling skills	1	2	3	4	5	6
8. Helps me to understand the implications and dynamics of interventions	1	2	3	4	5	6
9. Encourages me to use new and different techniques when appropriate	1	2	3	4	5	6
10. Is spontaneous and flexible in the supervisory sessions	1	2	3	4	5	6
11. Helps me define and achieve specific concrete goals for myself during the site experience	1	2	3	4	5	6
12. Gives me useful feedback when I do something wrong	1	2	3	4	5	6
13. Allows me to discuss problems I encounter in my field setting	1	2	3	4	5	6
14. Focuses attention on both me and my clients	1	2	3	4	5	6
15. Focuses on both verbal and nonverbal behavior in my clients and in me	1	2	3	4	5	6
16. Helps me define and maintain ethical behavior in counseling	1	2	3	4	5	6
17. Encourages me to engage in professional behavior	1	2	3	4	5	6
18. Maintains confidentiality in material discussed in supervisory sessions	1	2	3	4	5	6

19. Deals with both content and affect when supervising	1	2	3	4	5	6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision	1	2	3	4	5	6
21. Helps me organize relevant case data in planning goals and strategies with my client	1	2	3	4	5	6
22. Helps me to formulate a theoretically sound rationale of human behavior	1	2	3	4	5	6
23. Offers resource information when I request or need it	1	2	3	4	5	6

APPENDIX U: Site Evaluation Form

Practicum or Internship (Please circle one)

BARRY UNIVERSITY COUNSELING PROGRAM

DIRECTIONS: Counselor-in-Training completes this form at the end of the practicum and/or internship. This should be turned in to the Faculty Course Supervisor.

Name _____ Site: _____

Date of Placement _____ Site Supervisor: _____

Faculty Course Supervisor: _____

Rate the following questions about your site and experiences: 4 = Very Satisfactory; 3 = Moderately Satisfactory; 2 = Moderately Unsatisfactory; 1 = Very Unsatisfactory.

Evaluation Criteria	Rating			
1. Amount of on-site supervision	1	2	3	4
2. Quality and usefulness of on-site supervision	1	2	3	4
3. Usefulness and helpfulness of faculty liaison	1	2	3	4
4. Relevance of experience to career goals	1	2	3	4

5. Rate all applicable experiences which you had at your site:

a. Report writing	1	2	3	4
b. Intake interviewing	1	2	3	4
c. Administration and interpretation of tests or formal assessments	1	2	3	4
d. Staff presentations/case conferences	1	2	3	4
e. Individual counseling	1	2	3	4
f. Group counseling	1	2	3	4
g. Family/couple counseling	1	2	3	4
h. Psycho/Educational activities	1	2	3	4
i. Consultation	1	2	3	4
j. Career Counseling	1	2	3	4

6. Exposure to and communication of school/agency goals	1	2	3	4
7. Exposure to and communication of school/agency procedures	1	2	3	4
8. Exposure to professional roles and functions within the school/agency	1	2	3	4
9. Exposure to information about community resources	1	2	3	4
10. Overall evaluation of the site	1	2	3	4
Total Score:				

COMMENTS: Include any suggestions for improvements in the experiences you have rated moderately or very unsatisfactory.

 Student's Signature (Date)
 (Date)

 Faculty Course Supervisor's Signature

APPENDIX V. Site Placement Monitoring Form

Barry University
 ADSOE School of Education – Counseling Program
 Practicum and Internship Coordination

As stated in the Practicum and Internship Manual, it is the responsibility of faculty and assigned doctoral student supervisors to maintain frequent communication with the placement sites throughout the semester. Please use this form to document any communication exchange made with the placement sites. At least one site visit per semester needs to be documented.

Student Name:

Placement Site:

Site Supervisor:

Date	Faculty /Individual Supervisor's Name	Type of Contact	Comments/Notes (e.g., name of contact, general impression of site, impression of site supervisor, general report on student, suggestions or recommendations)
		<input type="checkbox"/> Site Visit <input type="checkbox"/> E-Mail <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	
		<input type="checkbox"/> Site Visit <input type="checkbox"/> E-Mail <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	
		<input type="checkbox"/> Site Visit <input type="checkbox"/> E-Mail <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	
		<input type="checkbox"/> Site Visit <input type="checkbox"/> E-Mail <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	
		<input type="checkbox"/> Site Visit	

		<input type="checkbox"/> E-Mail <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	
		<input type="checkbox"/> Site Visit <input type="checkbox"/> E-Mail <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	

Faculty Course Supervisor's Signature

FACULTY Supervisor Manual
Faculty Supervisor Qualification Requirements
Best Practices in Clinical Supervision
Practicum and Internship Processes
Tevera Instructions for Site Supervisors
Practicum and Internship Forms
Checklist for Practicum and Internship Requirements (Portfolio)
Practicum/Internship Supervision Plan
Student Intern Practicum/Internship: Self-Assessment
Practicum/Internship Log
Clinical Supervision – Included in Hours Log Report
Site Supervisor/Faculty Supervisor Evaluation Forms
Evaluation of Practicum Student
CSL 693 Evaluation of School Counseling Intern
CSL 695 Evaluation of Clinical Mental Health Counseling Intern
CSL 696 Evaluation of Marital, Couple and Family Counseling Intern
Student Evaluation Forms
Student Intern Evaluation of Site Supervisor/Faculty Supervisor
Student Site Evaluation Form
Additional Forms
Supervisor Site Placement Communication Monitoring Form
<u>References</u>

The faculty supervisor must meet all of the following **qualifications**:

Be a licensed mental health professional with clinical experience in the program area in which they are providing supervision. A faculty supervisor must be credentialed as a License Marriage and Family Therapist, a Licensed Mental Health Counselor, a Licensed Clinical Social Worker, a Licensed Psychologist, Licensed Professional Counselor, or a licensed psychiatrist.

If you are supervising a student in the Marriage, Couples and Family Counseling specialization, it is important to ensure the student is being overseen by an Licensed Marriage and Family Therapist at their offsite placement throughout the entire (1) year of practicum and internship.

Supervisory functions include consultation, counseling, training, evaluation, and research related to the direct services provided by the interns. The supervisor’s role is to enhance the

professional functioning of a supervisee and serve as a gatekeeper for those who are to enter the counseling profession (Bernard & Goodyear, 2013).

P/I Faculty supervisors are expected to:

1. Verify the field placement of master's-level practicum and internship students at an off-campus placement site for both their practicum and internship experiences the first week of courses. This is in addition to their placement at the CARE Center. Doctoral students have the CARE Center as their only placement;
2. Review **student planning portal** to ensure that the students are listed in the correct sections, under the correct faculty.
3. At least 2 weeks before the semester, faculty are to review and update the course syllabus and CANVAS course shell. Once the updates are complete, faculty are to publish the courses.
4. **TEVERA-CANVAS supervision link** to be clicked to link on each course shell, for the specialization in that course, every semester
5. Create a Supervision link for students attending virtual Supervision (through Microsoft Teams)

- 3.. Assign a variety of tasks and responsibilities commensurate with the intern's level of skills and clinical responsibilities;
4. Provide an opportunity to interns for **direct client contact** in individual, group, crisis, family, or couple counseling contexts through the Barry CARE Center;
5. Provide opportunities to interns for **indirect related activities** such as: case management, record keeping, orientation/training, clinical presentation or other relevant professional activity;
6. Faculty Supervisors are to provide **a minimum of one hour of individual face-to-face live supervision at least 2 times throughout the semester between student and faculty supervisor.** For in-person and virtual P/I courses, the meeting may be virtual (camera on) and the student should document the individual supervision with faculty in their hours log along with takeaways
7. Utilize the TF-CBT protocols for the CARE Center minor clients (IN PERSON and VIRTUAL)
8. Verify bi-weekly direct and indirect hours logged by the intern using the bi-weekly hour reports produced by the interns in Tevera. See Appendix B for details about how to verify the student intern's hours using the Tevera. Appendix N/O is the paper version of this hour log.
9. Verify individual supervision is being provided weekly for a minimum of (1) hour and is being recorded weekly with supervision recommendations/ takeaways in the notes section of biweekly report. Supervision notes should be included on the biweekly supervision summary.

10. There should be one site entry per bi-weekly hours report with direct and indirect hours activities specified on the report
11. Audit hours to ensure that the student is recording hours in Tevera on the correct specialization track, that the student has the appropriate amount of hours for their specialization, and is on track with the amount of direct/ indirect hours needed for the semester
12. Communicate with the Off-Site placement Supervisor regarding intern progress, *a minimum of 3 times throughout the semester* (beginning 2nd week of semester, midpoint week 7/8, close to the end), through e-mail, telephone consultations, and site visits (document contact with site supervisors using the Site Monitoring Form in Tevera). Our P/I faculty supervisors are the bridge to the offsite placements for students and Barry University Counseling program relies on the P/I faculty to support and foster these important relationships.
13. Visit the field placement for midpoint check in **IN PERSON** for all in-person P/I courses at the placement site location and virtual face-to-face for virtually placed students via WebEx or Microsoft Teams. Please record all interactions in Tevera. Do not submit the interactions log until the FINAL WEEK of the semester.
14. Complete **two evaluations** of intern progress, one at mid-term and the other at the conclusion of the semester for both Practicum and Internship. These evaluations are done through Tevera. Confirm the field site placement supervisor has also completed these documents. Appendix Q/R is the paper version of this evaluation.
15. As a faculty Supervisor you will be overseeing up to 3 sessions simultaneously. If you are virtual, you will need to have 3 separate screens to utilize to view sessions and login to ZOOM the secured wireless connection utilized by the CARE center
16. If after 3 weeks you have internship student(s) (4 weeks with a practicum student) without a client, they will need to begin recording sessions at their field site and upload to Tevera (this requires an additional fee the student will incur)
17. For practicum students, complete the performance review in Tevera
18. Review and sign final hours log for student counseling intern (Final hours log includes both field placement site and CARE Center hours)
19. Evaluates the student's completion of the course requirements and performance. The Faculty Supervisor will assign a letter grade based on (a) the assessment of the student's completion of course requirements, (b) the *Site Supervisor's Evaluation of Student Performance* completed by the Site Supervising Counselor, and (c) *The Evaluation of Student Performance* completed by the Faculty Supervisor at both the midpoint (at the 6-7 week mark) and end of the Field Experience

CANVAS

Students are assigned a variety of tasks via the CANVAS course for their practicum and internship semesters.

Please review the syllabus and canvas shell to ensure that all dates and assignments are in alignment.

Students in practicum are expected to complete a Case Conceptualization and have it uploaded to Canvas

POLICIES AND PROCEDURES

The Counseling Program faculty has a **responsibility to society and the profession to matriculate and graduate only ethical and competent counseling professionals**. Therefore, the following professional standards are required for matriculation and graduation from the Counseling Program:

- Must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be digitally recorded for the purposes of developing skills and receiving feedback, and without advance knowledge of the scenario or preparation for the role-play (Crisis).
- Must be able to conduct a counseling session with real clients under live or recorded supervision.
- The student must be able to communicate and interact respectfully and sensitively with clients, all referral sources (e.g., court and community agencies), members of a clinical and CARE Center team.
- Must possess the emotional and mental health needed for the full use of one's intellect, perception, and sound judgment. Such emotional and mental health is required for the efficient completion of all responsibilities related to diagnosis, treatment, and referral of clients and to the communication with others in the mental health care network.

Evaluation and Final Grades

The Faculty Supervisor will assess the student with a letter grade based on (a) the completion of all course requirements (b) the *Site Supervisor's Evaluation of Student Performance* completed by the Site Supervising Counselor at the midpoint and end of the semester, and (c) *The Evaluation of Student Performance* completed by the Faculty Supervisor. Course requirements are listed on the course syllabi and include, but may not be limited to, the following:

1. Completion of the required on-site hours.
2. Attendance at all individual and group supervision meetings scheduled by the Faculty Supervisor/Clinical Instructor and Site Supervising Counselor.
3. Completion of all required documentation, to include the time log signed by the Site Supervising Counselor and Faculty Supervisor.
4. Completion of any additional course requirements specified on the course syllabus. Other course requirements may include portfolios, case analyses, class presentations, and audiotapes or videotapes of counseling sessions. Any student who audiotapes a counseling session with an adult or child must have the signed written consent of the client. When counseling children and adolescents, signed written consent must be obtained from the parent or legal guardian of the child.
5. Uploading of all Canvas assignments required in practicum and internship courses.

The faculty in the Counseling Program reserves the right to recommend entry into personal counseling or psychotherapy for assessment and/or treatment as a condition of continuation in the Counseling Program. **Graduation from the program is recommended when students are determined by the Counseling Program faculty to be personally, academically, and clinically ready for entry into the counseling profession.**

Attendance policies for Practicum and Internship course

Faculty and Students are expected to be in attendance (virtual or in-person) for the CARE Center assigned night and time **beginning the first week of the semester on your assigned clinic night from 4pm-9pm (we ask that you arrive/check-in 10-15 minutes prior to 4pm)**

Faculty Supervisor and Counselors-in-training are to attend session weekly in the modality for which they are assigned (In person attends in the Barry CARE Center).

Faculty must be present in the CARE center for the entirety of the clinic night (4:00pm-9:00pm est) for in-person sessions. Please do not leave the CARE center for extended periods of time as the faculty are legally and ethically responsible for the well-being of the counselors-in-training and CARE center client(s) during your assigned course.

If Faculty is teaching virtually, reliable internet connection is mandatory for the entirety of the clinic evening. Please do not leave the CARE center for extended periods of time as the faculty are legally and ethically responsible for the well-being of the counselors-in-training and CARE center client(s) during your assigned course.

If a student should have consistent internet connection issues, please discuss that having any extended periods of absence online may result in a class absence for that day. More than 1 absence will result in a failure to pass the course.

Faculty Protocol for Reporting Absence/Tardiness:

- Please arrange all absences first with Dr Reid (Program director) and copy Elizabeth Sanchez and Marlene Kashton on any prospective absences to ensure that an appropriate substitute has been confirmed and assigned.
- Ensure that the person covering your clinic night has the appropriate credentials to supervise for the evening
- If the clinic is in-person, the Faculty Supervisor needs to also be in-person. This applies to a substitute faculty due to an absence.

Clinical Faculty Supervisors please contact Dr. Sade Reid immediately and in advance to inform of absence and coverage for your assigned night.

It is up to the Faculty Supervisor to coordinate with Dr. Reid to find appropriate coverage for their absence from the CARE center clinic. If you anticipate an absence in advance, please plan ahead to find coverage.

Record Keeping & Documentation

Clinical faculty supervisors understand their gatekeeping role and are responsible for ensuring that counselors-in-training complete documentation in a timely manner and comply with CARE Center and University policies, protocols, and procedures.

Because of the legal, ethical, and clinical imperative of clinical documentation, **no practicum and internship hours (neither direct nor indirect) will be approved by the clinical faculty supervisors until all clinical documentation is completed and up to date.**

If counselor-in-training fails to complete their progress note or other required clinical documentation (e.g., progress note, biopsychosocial assessment, treatment plan, discharge summary) on the day they provide a counseling service, they **will not be able to accrue any hours towards their practicum and internship experience in the CARE Center until they complete and are up to date with all the clinical documentation.**

Evaluation

- **Clinical Faculty supervisor** will explain all methods and procedures for the evaluation of the counselor-in-training. Supervision will include evaluation of and education in legal and ethical issues, as well as client treatment issues.
- Please note that your ethical work, professional behavior, response to supervision and feedback, completed trainings/assignments, timely delivery and completion of documentation on Tevera, carecloud etc. are taken into consideration for your final earned grade.
- If **Clinical Faculty supervisor** shall have concerns regarding the counselor-in-training's abilities and qualifications to provide clinical, and ethical interventions while under their supervision and cannot be resolved between himself/herself and supervisee, the **Clinical Faculty supervisor** will consult Counselor-in-training's advisor and Director of the Counseling program. Documentation of such concerns will be reflected in *formal letters and remediation plans*.

Clinical Faculty concerns regarding student progress:

Should P/I faculty have concerns about a student, the Faculty should email Dr. Reid (sreid@barry.edu for master's students) AND email (cc) the P/I coordinator Marlene Kashton (mkashton@barry.edu) as soon as possible. Early intervention and communication is often a key component in determining a student's success throughout the semester. For doctoral student concerns, please contact Dr. George Vera (gvera@barry.edu).

Concerns may include but not limited to: Tevera recording of hours and supervision, Course assignments, student participation/behavior, CareCloud timely submission of documentation, concerns from or about the field placement site

Chain of Communication. When students seek resolution of an academic, administrative, or personal issue they are to attend to this chain of communication:

1. Student-to-Instructor:

When a student encounters an issue related to course content, assignments, grading, or any academic matter, they should initiate contact with the instructor of the course. Students are encouraged to communicate respectfully and professionally using institutional communication channels.

2. Student-to-Academic Advisor:

If the issue remains unresolved after contacting the instructor or if the concern relates to academic planning, program requirements, or other program-specific matters, students should

reach out to their academic advisor. Academic advisors are responsible for providing guidance and support on academic issues and can escalate concerns as needed.

If the issue is related to Practicum and Internship, student/faculty should contact P/I Coordinator and cc: Faculty Supervisor

If the issue is related to CARE center, student/faculty should contact CARE center and cc: Faculty Supervisor

3. Student-to-Program Director:

If the issue persists or pertains to program-wide concerns, students may contact the Program Director for the MS in Counseling, Miami, Dr. Sade Reid, or the Program Director for MS in Counseling, The Bahamas, and The Ph.D. in Counseling Program, Dr. George Vera. The program directors oversee the counseling program and are responsible for addressing program-related issues and facilitating communication with appropriate parties.

4. Student-to-Associate Dean:

In cases where the issue cannot be resolved through the program director or if the matter extends beyond the program's purview, students have the option to contact the Associate Dean responsible for the Counseling Program, Dr. Raul Machuca. The Associate Dean can assist in addressing complex or cross-departmental concerns.

5. Student-to-Dean:

If all previous communication channels have been exhausted and the issue remains unresolved, students may contact the Dean of the ADSOE-LHD, Dr. Jill Farrell. The dean will oversee the escalation of the matter and work towards a resolution.

Timeliness and Documentation

Students should initiate communication regarding their concerns in a timely manner. It is advisable for students to document all relevant communications, including dates, emails, and any supporting documents related to the issue.

Role Modeling

Faculty Supervisors play a critical role in demonstrating for counselors-in-training professional behaviors in the counseling setting. As such, we rely on Faculty to provide ethical, legal, thorough guidance throughout the students time in practicum/ internship.

Referring clients to the CARE Center

Caring for our community is a **shared responsibility** amongst many. Our communities today are **dissipated and fragmented. Individuals, children and families** are increasingly **isolated** and are not eager to ask for, or provide help to, others. Family breakdown, economic pressures, long working hours, trauma, loss of jobs and loved ones, and increased mobility have all contributed to **people feeling less connected with increase feelings of depression and anxiety.**

You are an important part of the CARE Center team in providing mental health and well-being support to individuals and families living with adversity.

Help the CARE Center increase community access to necessary Mental Health and Assessment Services by sharing the CARE Center's information

www.barrycarecenter.com or 305-899-3726

- Dr. Sade Reid (MS Director) sreid@barry.edu
- Dr. George Vera (PhD & Bahamas Director) gvera@barry.edu
- Dr Raul Machuca (Dean) Rmachuca@barry.edu
- Dr. Beda Bjorn, LMHC Bbjorn@barry.edu
- Dr. Philippa Chin, LMFT pchin@barry.edu 305-899-3714
- Dr. Jane Simmons, LMFT jsimmons@barry.edu
- Dr. Guillermo Cancio-Bello Gcanciobello@barry.edu
- Elizabeth Sanchez esanchez@barry.edu 305-989-6808
- Hillary Pierre Hpierre@barry.edu 305-899-3726
- CARE Center Care-center@barry.edu 305-899-3726
- Marlene Kashton (Practicum & Internship Coordinator) Mkashton@barry.edu

Suggested Schedule of Tasks to Complete for Practicum and Internship

Due Date	For All Faculty – Practicum and Internship	Method of Submission
2-3 weeks before class	Adjust syllabus dates and assignments in Canvas shell	Complete in canvas
1 week before class	Publish courses in Canvas	Complete in Canvas
	TEVERA-CANVAS Integration	
1 st day of classes	Copy of Student Intern Liability Insurance Certificate – through ACA or another professional association	Upload to Tevera
1 st day of classes	Confirm ALL students have off-site placement, gather off-site Name, Location, Supervisor and contact information and email to CARE Center and copy P/I coordinator. Identify any students without offsite placement and email P/I coordinator and Counseling director	Tevera
1 st day of classes	Appendix H - Affiliation Agreement for 2 sites, CARE center and offsite EACH SEMESTER (even if continuing at the same site)	Complete in Tevera
1 st week of classes	Appendix M - Student Intern Practicum/Internship: Self-Assessment (completed with field site supervisor)	Complete in Tevera
2 nd week of classes	Appendix L - Practicum/Internship Supervision Plan (Complete with the Site Supervisor)	Complete in Tevera
2 nd week of classes	Appendix V Confirm P/I students are uploading hours log, App P for CARE center AND off-site	Audit in Tevera
2 nd week of classes	Confirm students are on the correct hours track to log hours in Tevera	Audit in Tevera
2 nd week of classes	1 st email contact with each student's off-site supervisor (welcome email) Site monitoring form	Email via outlook, log in Tevera Appendix V
2 nd week of classes	Review Student Planning Portal to ensure all students attending clinic are registered to the correct course and section	
2 nd week of classes	Email site supervisor to confirm CIT attendance at field placement site	Complete in Tevera Appendix V
2 nd week of classes	Review Tevera for Affiliation Agreement, Liability Insurance, Trainings, & Hours	Tevera AUDIT
3 rd week of classes	AUDIT Tevera to ensure all Appendix P, Hours logs and miscellaneous documentation has been completed by student accurately, according to specialization, all bi- weekly reports have only 1 site listed	Complete in Tevera
3 rd week of classes	Confirm Supervision summaries weeks 1-3 Confirm time log on correct time track in Tevera AUDIT proper documentation of hours (direct/indirect/relational)	
Every week	Time Logs (Record time in Tevera Timesheets)	Complete in Tevera
Every week	Students complete CareCloud progress notes on same evening as service (including no-show notes)	CIT complete in CareCloud

Every week	Faculty Supervisor signs CareCloud documentation within 24 hours of service	Complete in Carecloud
Bi-weekly	Complete the Bi-weekly Hour Report for the off-campus site and the CARE Center separately with notes from supervision included	Complete in Tevera
Every week	Appendix P – Individual and Group Supervision Time recorded with recommendations/ takeaways in the notes section	Complete in Tevera
Every week	Confirm students are recording correct categories for hours & comp	
4 th week of classes	Review Canvas, Tevera and Carecloud to identify any students of concern and email P/I coordinator and advisor	Complete in Tevera, Canvas, CareCloud
4 th week of classes	Schedule individual supervision with practicum/ internship student	Complete via email
5 th week of classes	Schedule Face-to-face meeting with field site supervisor(s) for each student	Complete in Tevera Appendix V site monitoring form
6 th -8 th week of classes	Appendix Q - Midterm Site Supervisor Evaluation of Student Intern Form	Complete in Tevera
6-7 th week of classes	Midsemester site visit (locally) or virtual meetings (beyond tri-county area) Site monitoring form	Visit/ Virtual visit Log in Tevera
7 th week of classes	AUDIT Tevera for outstanding documentation and bi- weekly hours log with only 1 site listed per report, AUDIT Canvas for completed assignments, AUDIT Carecloud client files for completeness and signature(s),	CareCloud, Tevera, CANVAS
6 th -8 th week of classes	Appendix R - Midterm Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form	Complete in Tevera
10 th week of classes	AUDIT Tevera for outstanding documentation and bi- weekly hours log with only 1 site listed per report, AUDIT Canvas for completed assignments, AUDIT Carecloud client files for completeness and signature(s),	Complete in Tevera, Canvas, CareCloud
12 th -15 th week of classes	Appendix Q - Final Site Supervisor Evaluation of Student Intern Form	Complete in Tevera
12 th -15 th week of classes	Appendix R - Final Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form	Complete in Tevera
12 th -15 th week of classes	Appendix S - Student Intern Evaluation of Site Supervisor	CIT Complete in Tevera
12 th -15 th week of classes	Appendix T - Counselor-in-Training Evaluation of Faculty Course/ Individual Supervision	CIT Complete in Tevera

12 th -15 th week of classes	Appendix U – Evaluation of Site Placement (By student intern)	CIT Complete in Tevera
12 th -15 th week of classes	Appendix V – Site Placement Monitoring Form (By faculty supervisor)	Complete in Tevera
12 th /15 th week of classes	FINAL AUDIT of CareCloud, Tevera, and Canvas	Complete in Carecloud, Tevera & Canvas
14 th week of class	Email field site Supervisor Thank You for working with CIT's over the semester	Complete in Outlook, cc P/I Internship Coordinator

1 hour individual supervision (weekly)

10 hours of group counseling (lead or co-facilitated by counselor in training)

1.5 hours group supervision (weekly, in CARE center)

PRACTICUM AND INTERNSHIP REQUIREMENTS DOCTORAL STUDENTS

The Advanced Counseling Practicum and the Counseling Supervision Internship in the Counseling Program at Barry University is completed in one semester each and according to the number of hours and experience required for completion.

During the **ADVANCED COUNSELING PRACTICUM (CSL794)** semester interns have the following responsibilities:

- Complete 100 hours of clinical practice:
 - 40 (MCFC) hours of direct service with clients, including experience with couples, or family counseling;
 - 60 (MCFC) hours of indirect service including documentation, record keeping, orientation, training, supervision, meetings, etc;
- Attend the advanced practicum class at the CARE Center **IN PERSON** or **VIRTUAL**, once a week on an assigned day from 4:00pm to 9:00pm; (students in the tri-county area are expected to attend the CARE center in person)
- Complete the site placement process in Tevera for assignments to be sent for signature to site and faculty supervisor. Your site placement is CARE Center.
- Receive an average of one (1) hour per week of live individual supervision from the individual site supervisor at the CARE Center; (this is the person on your assigned clinic day) and record notes: Recommendations/ Feedback /Summary in tevera
- Receive group supervision on a regular basis by a Faculty Course Supervisor (CSL 794 course instructor);

- Complete the Advanced Practicum Assignments Portfolio in [Tevera for CSL 794](#).

During the **COUNSELING SUPERVISION INTERNSHIP (CSL 786)** semester interns have the following responsibilities:

- Complete 200 hours of supervision practice:
 - 100 hours of direct supervision to master's-level counseling students in both group and individual formats;
 - 100 hours of indirect supervision-related hours including documentation, record keeping, orientation, training, supervision received, etc;
- Attend the advanced practicum class at the CARE Center IN PERSON or VIRTUAL, once a week on an assigned day from 4:00pm to 9:00pm; (students in the tri-county area are expected to attend the CARE center in person)
- Your site placement is **Barry University Counseling Program** to submit your hours and have your CSL786 faculty sign off on your documentation.
- Complete the site placement process in Tevera for assignments to be sent for signature to site and faculty supervisor.
- Receive an average of one (1) hour per week of live individual supervision at the CARE Center by their individual supervisor; (this is the person on your assigned clinic day) and record notes: Recommendations/ Feedback/ Summary in Tevera
- Receive group supervision on a regular basis by a Faculty Course Supervisor and/or group Supervisor;
- Complete the internship Portfolio for CSL 786 in Tevera.

During the **COUNSELING TEACHING INTERNSHIP (CSL795)** semester interns have the following responsibilities:

- Your site placement is **Barry University Counseling Program** to submit your hours and have your CSL795 faculty sign off on your documentation.
- Complete the site placement process in Tevera for assignments to be sent for signature to site and faculty supervisor.
- Receive an average of one (1) hour per week of live individual supervision at the CARE Center by their individual supervisor; (this is the person on your assigned clinic day) and record notes: Recommendations/ Feedback/ Summary in Tevera
- Receive group supervision on a regular basis by a Faculty Course Supervisor and/or group Supervisor;

- Complete the internship Portfolio for CSL 795 in Tevera.

Any **student who identifies and/or demonstrates difficulties** in maintaining these personal and professional beliefs, attitudes, and/or behaviors **may be required to implement a remediation plan** or be **dismissed from the program**.

American Counseling Association's (ACA) Code of Ethics (2014):
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Practicum and Internship Coordinator Responsibilities

1. Process student applications for field experiences.
2. Coordinates with agency personnel to finalize placements and obtain contractual agreements
3. Researches and assigns homogeneous student placement in CARE Center for practicum and internship, IN PERSON and virtual modalities
4. Site placement interviews for new site placements
5. Assists students with finalizing site placement
6. Monitors the field experience process to assure quality of site placements and satisfactory experiences for counseling students.
7. Consults with faculty as needed regarding student progress and completion of field experiences.
6. Coordinates the Student and Site Supervising Counselors Orientation.
7. Maintains evidence of student liability insurance
8. Maintains and revises the Field Experience Handbook as needed.

Professor Marlene Kashton coordinates with district personnel, CARE Center and Barry faculty to finalize placement sites and obtain contractual agreements for counseling students.

References

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