



ULM COUNSELING PROGRAM



Practicum and Internship Site Supervisor Manual 2025-2026

SCHOOL OF ALLIED HEALTH

**Counseling Program
College of Health Sciences
University of Louisiana at Monroe, LA 71209-0230**

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Dear Site Supervisor,

Thank you for undertaking the role of supervising our students in your professional setting as they commence their path toward becoming professional counselors.

As you reflect on your own practicum and internship experiences, you likely appreciate the lasting influence your site supervisor had on your professional growth. Our students will rely on you for various forms of support, including guidance, encouragement, and a reassuring presence during challenging times.

This manual is designed to acquaint you with the essential components of a practicum/internship experience at the University of Louisiana Monroe. It aims to provide direction for the site supervisory process and clarify the roles and responsibilities of the student, the university, the university instructor, and the site supervisor, as mandated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting organization.

Along with a general section, there are also dedicated sections for CMHC and School Counseling practicum & internships. Be sure you review the sections relevant to your student.

The counseling faculty sincerely appreciates your willingness to offer our students the opportunity to gain real-world experience and share your valuable knowledge and expertise with them. We trust that, in return, the students will contribute valuable service to your counseling site.

Your ideas and suggestions are welcomed as we strive continuously to enhance the quality of our program, the field experiences, and the collaborative relationship between us.

Feel free to reach out at any time; we are here to address any questions you may have.

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ULM Site Supervisor Training Center



During your approval process as a site supervisor, you will receive an email invitation granting you access to the ULM Site Supervisor Training Center in Canvas. This dedicated online space was created to support and guide you throughout your supervision of practicum and internship students in the counseling program.

The Training Center includes everything you need to feel confident in your role. You'll find orientation materials specifically for site supervisors, including relevant training for in-person & distance supervision. You'll also have access to step-by-step tutorials on how to use Tevera (ELC)—our field placement platform—to review and approve student documentation, hours logs, and complete evaluations.

The site includes a video walkthrough of the Counselor Competency Scale – Revised (CCS-R), which is the tool you'll use to evaluate your student's progress. You'll learn how to provide meaningful feedback that supports their professional development. Downloadable forms are available, along with ULM's current policies on group counseling, supervision, recording requirements, and telehealth.

The Practicum & Internship Coordinator

You will work closely with Dr. Poppy Moon, the Practicum & Internship Coordinator for the counseling program. She will assist you with site approval, completing Memorandums of Understanding (MOUs), gaining access to Tevera, and providing ongoing support throughout the Practicum and Internship experience. If you have questions or need help at any point, you can reach her at moon@ulm.edu. For a complete list of the P & I Coordinator's responsibilities, check the [Appendix](#).

Site Supervisor Practicum & Internship Timeline for New Sites

This timeline outlines the key steps and responsibilities involved when a new site agrees to host a ULM counseling student for Practicum or Internship. As a site supervisor, you play a vital role in helping ensure that the placement meets CACREP accreditation standards and provides a meaningful training experience for the student. The process begins prior to the start of the semester, when the student initiates contact and provides key documents. From there, the university works collaboratively with the site and supervisor to complete all necessary agreements, confirm qualifications, and ensure alignment with the student's specialized practice area. The following table provides an overview of what to expect throughout this process.

For a more detailed look at the site vetting process, review a copy of the student CMHC or School Counseling Handbook.

Semester	Activity	Description
Prior to Start of Semester	Student Contact	Prior to the start of a student's Practicum or Internship, they will research and contact potential sites.

		Students will request an interview with the potential site supervisor. During the interview they will provide the potential site supervisor with a copy of the: 1. Site Supervisor Manual 2. Practicum & Internship Handbook (for CMHC or School) This interview is an informal conversation to determine mutual fit. Students will have a list of questions and other information to share with the potential site supervisor. If both the student and the site supervisor agree to proceed, ULM will initiate the formal site vetting process.
	The MOU	The Memorandum of Understanding (MOU) is a formal agreement between ULM and the site outlining the roles, responsibilities, and expectations for student training during Practicum or Internship.
	The Site Vetting Process	Students will begin the site vetting process, which involves sending the site/supervisor several documents in Tevera (ELC): 1. Site Information Form - Describes services, populations served, supervision experiences, recording rules, telehealth policies, and other specialized CACREP alignment. 2. Supervisor Information Form – Confirms licensure, certifications, experience, & qualifications.

		3. Supervisor Documents – Includes proof of liability insurance, license, and resume/CV 4. Supervisor Orientation Manual – Verifies site supervisor has completed relevant trainings and understands ULM’s policies and expectations. 5. Field Site Agreement – Confirms the roles and responsibilities of the faculty supervisor, the site supervisor, and the student. It reviews emergency procedures, and details the format and frequency of consultation between the counselor education program and the site to monitor student learning. A copy of the Field Site Agreement is in the Appendix. The P & I Coordinator will provide the new site supervisor access to ULM’s Site Supervisor Training Canvas, that houses our Site Supervisor Manual, Student Handbooks, relevant training for in-person & distance supervision, and relevant training in technology used for supervision. A ULM representative will be in contact with the potential site supervisor to discuss site & site supervisor responsibilities and to ensure the site can meet the needs of the CACREP specialized practice area. Once the MOU is signed and site & site supervisor is vetted, a Field Site Agreement is signed.
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Site Supervisor P & I Timeline for Established Sites

This timeline outlines the key steps and responsibilities when a student is continuing at your site for a subsequent Practicum or Internship semester. While the student has already established a relationship with your site, the university is still required to complete updated documentation and ensure continued alignment with CACREP accreditation standards.

Semester	Activity	Description
Prior to Start of Semester	Student Site Extension	If the student is staying at their current site for the next semester, the student will complete an extension in Tevera. This includes updating: 1. Supervisor Orientation Manual 2. Field Site Agreement 3. Licenses, certification, or liability insurance that may have expired

Deadlines

All site approvals or extensions must be completed in Tevera by the following deadlines:

- **Fall** – 3rd Friday of July
- **Spring**: 1st Friday of December
- **Summer**: 4th Friday in April

General Example of Site Supervisor Responsibilities During the Semester

The table below gives you a general idea of what to expect when supervising a counseling student for Practicum or Internship. While some details may vary depending on whether your student is in the Clinical Mental Health or School Counseling track, this overview highlights the common responsibilities and key checkpoints you'll encounter during the semester.

Semester	Activity	Description
Start of Semester	Consultation with University Supervisor	At the start of the semester, your student's university supervisor will contact you by phone or Zoom to introduce themselves, go over your role as a site supervisor, and answer any questions you might have. This initial conversation is a chance to clarify expectations, build communication, and ensure you feel supported as you begin working with the student.
First Week of the Semester	Student Orientation	You will orient your student to your site's daily operations, including site policies and procedures, confidentiality and privacy standards, and crisis or emergency response protocols. This orientation ensures your student is prepared to work safely and ethically within your setting.
First Two Weeks of the Semester		You will complete a ULM Fieldwork Goals & Agreement form with your intern. This form reviews key responsibilities outlined in the Field Site Agreement, covers emergency procedures, and outlines the student's individual goals for the term.

	Site Visit	The university supervisor will meet with you and your student virtually to observe their progress, offer feedback, and provide support as part of the site visit process.
Between the Midpoint and End of the Semester	Evaluate Student Work	You will conduct an observation of your student working with clients or students and provide feedback using the Site Supervisor Rating Form.
End of the Semester	Final Evaluation	You will complete a formal evaluation of your student's progress at the end of the semester, including narrative feedback to support their continued development.
	Final Hours Log	Your student will submit a record of all hours completed to date, and you will verify and approve these hours in Tevera.
	Consultation with Site Supervisor	The university supervisor will check in with you to discuss your student's progress, consult on any concerns, and ensure the placement continues to support the student's development.

Student Readiness for Field Experience

Before beginning their Practicum or Internship, students must be evaluated and approved by the counseling faculty to ensure readiness for fieldwork. This includes successful completion of prerequisite coursework, a review of their professional dispositions, and a faculty evaluation of

their academic and interpersonal readiness. Only students who meet these criteria and receive formal approval from the program are allowed to proceed with securing a field placement. This process ensures that students entering field experiences are prepared to engage ethically and professionally in counseling settings.

Appropriate Sites for Practicum & Internship

CMHC Sites

For Clinical Mental Health Counseling (CMHC) students, appropriate settings include community mental health agencies, university-affiliated clinics and counseling centers, government agencies (such as the Department of Veterans Affairs), substance use treatment facilities, specialized clinics (e.g., eating disorder treatment or family therapy), and telehealth platforms that meet HIPAA and supervision standards.

Important Notes:

1. ULM does not allow students to complete their practicum or internship in individual private practices (i.e., settings operated by a solo practitioner). These sites typically cannot provide the breadth of experiences or qualified supervision required by CACREP. Group practices—where multiple counselors collaborate—are allowed, provided all other requirements are met.
2. Home visits are generally not allowed unless approved in advance and under very specific conditions. They must be part of the site's regular services. A licensed professional must always accompany students on home visits.

ULM does allow CMHC students to work at telehealth sites, as long as the student, site, and supervisor meet certain [criteria](#).

School Sites

For School Counseling students, suitable placements include public school districts, charter schools, virtual schools, and alternative education settings that employ credentialed school counselors and follow state and district policies.

ULM does allow School students to work at virtual sites during Internship II, as long as the student, site, and supervisor meet certain [criteria](#).

Learning Opportunities for CMHC and School Counseling Students

Because CACREP has distinct expectations for each counseling specialization, sites must offer learning experiences that align with the student's program track:

Clinical Mental Health Counseling Sites Should Provide Opportunities Related To:

- Diagnosis, treatment planning, and referral for mental, behavioral, and neurodevelopmental disorders
- Service delivery across the continuum of care (e.g., outpatient, inpatient, integrated behavioral health)
- Intake assessments, mental status exams, and biopsychosocial histories
- Counseling techniques for a range of mental health issues
- Interfacing with legal systems and court-referred clients
- Interdisciplinary collaboration with behavioral healthcare providers
- Advocacy for clients with mental health conditions
- Navigating third-party reimbursement and clinical documentation

School Counseling Sites Should Provide Opportunities Related To:

- Delivering comprehensive school counseling programs (individual, small group, and classroom guidance)
- Facilitating PK–12 college and career readiness and transitions
- Engaging in school-based consultation and collaboration
- Leadership, advocacy, and systemic change in school settings
- Supporting academic, social-emotional, and behavioral development
- Identifying and responding to student risk factors and mental health needs
- Using trauma-informed, culturally sustaining, and evidence-based interventions
- Promoting equity in achievement and access to postsecondary opportunities
- Participating in school crisis response and support planning

Additional Site Responsibilities

Here are additional site responsibilities for [CMHC](#) and [School](#) sites.

Site Supervisors

Qualifications to Serve as a Site Supervisor

As a valued site supervisor, you bring your expertise and experience to help shape the next generation of counselors. Below are the qualifications you'll need based on the program area.

CMHC

If you are supervising a Clinical Mental Health Counseling (CMHC) student, you will:

- Hold at least a master's degree in counseling or a related field.

- Hold appropriate licensure within your discipline (e.g., LPC, LMFT, LCSW, or Licensed Psychologist).
- Have a minimum of two years of relevant professional experience and currently be practicing in your area of expertise.

If you'll be supervising students who are providing telehealth services, you will also:

- Have documented training in [telehealth](#) (e.g., certificates, coursework, or credentials).
- Have at least one year of experience providing telehealth services.

CMHC Site Supervisors have the following [responsibilities](#).

School

If you are supervising a School Counseling student, you will:

- Hold a master's degree in counseling or a related field.
- Hold a valid School Counseling Certificate.
- Have a minimum of two years of experience as a practicing school counselor.
- Be currently working as a school counselor in a school setting.

School Site Supervisors have the following [responsibilities](#).

Supervisors from Related Professions

While our program prioritizes supervision by licensed professional counselors, we recognize that highly qualified professionals from related disciplines—such as social work, psychology, marriage and family therapy, and school psychology—may also be appropriate site supervisors when their experience and training align with the goals of our counseling program and CACREP standards. We use this [selection criteria](#) for supervisors from related professions.

Technology at Your Site

Students are encouraged to become familiar with the technology your site uses to support counseling services. This may include electronic health records, telehealth platforms, scheduling systems, or student information systems like PowerSchool. Exposure to these tools helps students build the practical skills needed in today's counseling environments.

Please guide your student in learning site-specific technologies and ensure that any access aligns with your organization's confidentiality and privacy policies. Students should only use systems with your permission and under appropriate supervision.

Emergency Procedures at Your Site

At the start of the placement, students are expected to learn and follow your site's emergency procedures. This includes protocols for medical emergencies, mental health crises, natural disasters, lockdowns, or any other critical situations. Please review these procedures with your student early in the semester.

If a student encounters a client who may be at risk of harm to self or others—or any situation that raises serious concern—they are instructed to notify both you and their University Supervisor immediately. Students are advised to always err on the side of caution and seek supervision without delay.

Students

General Overview of Student Expectations

Both CMHC and School students are expected to follow a consistent, agreed-upon schedule at the site and fulfill all duties assigned by the Site Supervisor. They will attend weekly university-led group supervision (1.5 hours) and participate in at least one hour of weekly individual or triadic supervision with you, their Site Supervisor.

Throughout the experience, students are required to maintain confidentiality and uphold all applicable privacy laws (e.g., HIPAA, FERPA). Any recordings of sessions must be conducted with proper consent and stored in accordance with ULM and legal guidelines. Students are expected to demonstrate ethical behavior, cultural competence, and sensitivity to diverse populations, and they are held accountable to the ACA and ASCA Codes of Ethics.

Each student will participate in a site visit once per semester with you and their University Supervisor. Students are expected to be familiar with the site's emergency and crisis protocols. If engaging in telehealth, students must complete ULM's required telehealth training in advance. At the conclusion of each placement, students will complete an evaluation of their site and Site Supervisor to support program quality and feedback.

Click here for a list of general [student responsibilities](#).

Liability Insurance Requirement

All ULM counseling students are required to maintain active individual professional liability insurance during Practicum and Internship. This is a CACREP requirement and a condition for site approval. Free coverage is available through student membership in the American Counseling Association (ACA) or the American School Counseling Association (ASCA). Proof of insurance must be uploaded to Tevera before fieldwork begins and kept current throughout the placement.

Site supervisors must also maintain active professional liability coverage. If covered under an employer policy, a signed statement confirming coverage must be uploaded to Tevera. Students are responsible for checking the expiration date of their supervisor's policy and ensuring it is updated if needed.

If either the student's or supervisor's insurance lapses, any hours accrued during that time will not count toward required field experience. The P & I Coordinator monitors insurance documentation and sends reminders before expiration dates.

The University Supervisor

The University Supervisor is the ULM faculty member who teaches the Practicum or Internship course. They provide students with 1.5 hours of weekly group supervision, guide their professional development, and ensure alignment with CACREP standards. Students are required to register in advance for a supervision time that fits their schedule.

The University Supervisor oversees course expectations, grading, and assignments while also supplementing site-based learning with professional development opportunities such as case consultation, documentation practice, and discussions on advocacy, assessment, and treatment planning.

Consultation with University Supervisors

You'll hear from the University Supervisor at a minimum of three points during the semester—typically at the start, midpoint, and end. These check-ins are an opportunity to discuss your student's progress, strengths, supervision needs, and any concerns you may have.

Communication may happen by email, phone, or Zoom and will be documented by the University Supervisor in Tevera.

Midpoint Site Visit

Around the middle of the semester (usually Weeks 7–8), the University Supervisor will schedule a formal midpoint site visit with you and your student via Zoom. During this meeting, you'll talk through the student's counseling activities, progress toward required hours, and any supervision or site concerns. After the visit, the University Supervisor will complete a Midpoint Progress Summary Form in Tevera. If needed, this form will help guide a support or remediation plan in collaboration with you and the student.

What Is Supervision?

Supervision is a structured, collaborative process that supports the growth and development of counseling students as they apply their skills in real-world settings. It involves regular, intentional meetings between the student and a qualified supervisor who provides guidance, feedback, and support.

Supervision helps students:

- Integrate theory into practice
- Develop clinical and professional skills
- Reflect on their counseling work
- Address ethical and multicultural considerations
- Build confidence and competence as emerging professionals

In the context of practicum and internship, supervision includes both:

- University supervision (provided by ULM faculty in a group setting), and
- On-site supervision (provided by you, the Site Supervisor, in an individual or triadic format)

What Do I Do During My On-Site Supervision?

During your weekly on-site supervision sessions (at least one hour per week), you'll meet individually or in a triadic format with your student to provide focused guidance and support. This hour does not need to happen all at once. This can happen in increments throughout the week. These meetings are essential for helping your student grow into a competent, ethical counseling professional.

During on-site supervision, you will:

- Discuss client cases and provide feedback on clinical work
- Review recorded sessions or conduct live observations (especially in Practicum)
- Explore counseling techniques and help students apply theory to practice
- Address ethical, legal, or multicultural considerations as they arise
- Assist with documentation and treatment planning, using your site's tools and expectations
- Review and verify hours logged by the student
- Help your student reflect on their strengths, challenges, and goals for growth
- Complete midterm and final evaluations using ULM's Site Supervisor Rating Form

Supervision is not just about oversight—it's an opportunity to mentor, model professionalism, and shape the next generation of counselors.

If you are concerned about how to structure on-site supervision, check the ULM Site Supervisor Training Center for ideas. You can also discuss this when you consult with your student's university supervisor at the start of the semester.

Ongoing Supervisee Evaluation and Feedback

As a Site Supervisor, one of your most important roles is to give your student regular feedback—both informally during supervision and formally at key points in the semester. This ongoing feedback helps students understand what they're doing well and where they need to grow. It also helps you catch any concerns early, so they can be addressed before they become bigger issues.

At ULM, we use the Counselor Competencies Scale–Revised (CCS-R) to evaluate student progress during both the midterm and final points of Practicum and Internship. This form

provides a structured way to assess the student's counseling skills, professional behaviors, and overall development. You'll complete the CCS-R in Tevera and receive an email invitation when it's time to do so. Please review the CCS-R with your student during supervision and talk through any areas where growth is needed. If you feel your student is struggling and might need more support than you can provide, let the University Supervisor know right away so we can work together to help.

In addition to completing the formal midterm and final evaluations, you are encouraged to provide ongoing formative feedback throughout the semester. During your weekly supervision meetings, take time to offer constructive input on your intern's counseling skills, professionalism, and areas for growth. This regular feedback helps your intern make adjustments, build confidence, and continue developing as a counselor.

These regular evaluations—both formative and summative—are essential to a successful practicum or internship experience. They help students learn, grow, and become more confident in their counseling abilities. A comprehensive training on using the CCS-R is located in the Site Supervisor Training Center Canvas.

How Your Evaluation Supports the Program

When you complete the Counselor Competency Scale–Revised (CCS-R) for your student, you're not just evaluating their performance—you're helping us assess how well our counseling program is working. Your feedback gives us a clear picture of the student's growth in areas like counseling skills, professionalism, and ethical decision-making.

We review all CCS-R ratings and comments together across students to look for trends, track development, and make needed updates to our training. This helps us stay in line with CACREP standards and ensures our graduates are well-prepared and ethical counselors.

Addressing Student Concerns and Remediation

If you have concerns about your student's professional dispositions, counseling skills, or ethical conduct, you'll complete the [Site Supervisor Concern Form](#) and return it to the University Supervisor. This helps start ULM's [remediation process](#) if needed. Once the form is received, the University Supervisor will reach out to you to gather more information. Then, they'll schedule a meeting with you and the student to talk through the concerns, create a remediation plan, and set a date to review the student's progress.

If the student fails to demonstrate satisfactory progress during the review, the University Supervisor will notify the P & I Coordinator. At that point, a formal faculty review may be initiated, and a comprehensive remediation plan will be developed. If the student continues to demonstrate insufficient progress, dismissal from the program may be considered in accordance with university policies.

This process ensures that all concerns are addressed collaboratively, with fairness, transparency, and a focus on student growth.

Using Tevera: A Guide for Site Supervisors

Tevera is the online software program ULM uses to track all Practicum and Internship paperwork. As a Site Supervisor, you will use Tevera to sign off on students' weekly hours logs and complete both the midterm and final evaluations. Throughout the semester, you may also be asked to review or approve specific student assignments. These will appear in your Tevera account under the student's "Tasks" section, and your student will notify you when one needs your attention. Detailed Tevera tutorials are in the Site Supervisor Training Center Canvas.

Acclaim: Technology, Privacy, & Security

ULM uses Acclaim, a HIPAA-compliant video platform that securely houses recorded counseling sessions for supervision and feedback. Students are required to record their sessions directly into Acclaim, where faculty review and provide feedback within a protected environment. All recordings must be stored and shared exclusively through Acclaim.

Students may not download, email, store on USB drives or personal devices, or upload recordings to unapproved cloud services. Recordings are automatically deleted from Acclaim after six months, and no copies may be saved, retained, or distributed.

The system is user-friendly, and students receive training and tutorials at the start of Practicum to ensure they are prepared to use it appropriately.

Site Supervisor Orientation & Training

Prior to the start of each semester, all site supervisors must review ULM's orientation and training materials. These are located in the Site Supervisor Training Center Canvas. You will document this each semester by signing the Site Supervisor Orientation Manual form in Tevera. Site Supervisors will receive a 2 NBCC CEU certificate (1.5 supervision & .5 ethics).

Practicum & Internship Orientation for Site Supervisors Presentation

This presentation provides a general overview of ULM's Practicum and Internship process, including key responsibilities, supervision expectations, documentation requirements, and support resources available to site supervisors throughout the semester.

Technology for Supervision Training

A training that covers the secure and ethical use of tools used for in-person, distance and hybrid supervision. This includes training on Zoom, Tevera, Acclaim (for reviewing recorded sessions), and any other technology used to support supervision and student documentation.

Supervision of Counseling Interns: Online Training for Field Supervisors

This presentation provides a general overview of the supervision process, including key responsibilities and supervision expectations. The training also covers general counselor supervision theory, best practices in clinical supervision, and strategies to support supervisor competence throughout the field experience. It prepares site supervisors for multimodal supervision (in-person, hybrid, and online).

Ethics, Privacy, & Legal Compliance – HIPAA, FERPA, and Informed Consent

This presentation provides an overview of HIPAA and FERPA regulations, reviews student responsibilities related to client and student confidentiality, and outlines proper procedures for obtaining informed consent for recordings. The training includes examples for working with children, teens, and adults, and reinforces secure practices in alignment with CACREP standards.

Live Orientation

Site Supervisor Orientation Workshop

On the second Wednesday of each semester from 12:00–1:00 PM CST, we host a live orientation workshop just for Site Supervisors. It is a great opportunity to ask questions about our program, using Tevera, completing evaluations, and sharing best practices in supervision. While attendance is not mandatory, we hope you will join us. The P & I Coordinator will send you an invitation with the Zoom link. A recording of the orientation will be posted in the Site Supervisor Training Center Canvas.

Site Supervisor Support & Professional Development

Lunch and Learn

From September through April, we offer a monthly Site Supervisor Lunch and Learn on the second Wednesday of each month. These informal sessions run from 12:00–

1:00 PM CST and cover helpful supervision topics like how to complete evaluations, give constructive feedback, handle ethical concerns, and support student growth. It's also a great time to connect with other supervisors and the ULM faculty for questions or consultation. You'll receive an invitation with the Zoom link before each session, and you'll earn 1 NBCC CEU for attending.

Fall International Society for Counseling Virtual Conference

Each fall, Site Supervisors are invited to attend our International Society for Counseling Virtual Conference. The registration fee is waived, and you'll receive CEUs for each session you attend. It's a great way to stay connected with current trends in counseling and professional development. If you're interested in sharing your expertise, we also encourage Site Supervisors to submit presentation proposals for the conference.

Telehealth Training

If a Site Supervisor has at least one year of telehealth experience but does not have formal training or documentation, ULM offers a specialized telehealth supervision training. This training is a total of 10 NBCC CEUS and covers telehealth best practices, supervision strategies, and key ethical considerations. It also fulfills 1.5 hours of ethics and 3 hours of supervision CEU credit. Completion of this training is required before supervising students conducting telehealth sessions if no formal telehealth training or credential can be provided.

Even if you do not practice telehealth, you can still participate in the training for the free CEUS.

Access to the Telehealth Course (COUN 5091) is located on your Canvas Dashboard. You can start the course at any time.

Code of Ethics

As a Site Supervisor, it's important to know that all ULM counseling students are required to follow the ethical standards outlined by the [American Counseling Association \(ACA\)](#) or the [American School Counselor Association \(ASCA\)](#), depending on their track. In addition to these codes, students must also follow all applicable laws, agency policies, and any rules governing professional conduct at your site. They are held to the same ethical responsibilities to clients as licensed professional counselors.

The ACA Code of Ethics also emphasizes that students should not provide counseling services if they are experiencing physical, mental, or emotional difficulties that could interfere with their ability to help others. If you notice signs of impairment in a student—or have concerns about their ability to provide safe, effective services—it's essential that you contact the University Supervisor right away so we can step in and provide support.

FAQ's

Starting at the Site Before the Semester

Site Supervisors should be aware that, in most cases, students are not allowed to begin practicum or internship activities before the official start of the ULM semester. This includes shadowing, client contact, group screenings, or reviewing client records—none of these can begin early.

There is one exception for this policy.

- Pre-Semester Orientation or Training

Some sites may require a short orientation or training before the semester starts. These activities are allowed only if they do not involve client interaction or access to client files,

and they must be approved in advance by the Practicum & Internship Coordinator. These hours do not count toward the student's required practicum or internship hours.

If you have questions about start dates or believe one of these exceptions may apply, please reach out to the Practicum & Internship Coordinator before any activities begin.

Can My Student Continue Seeing Clients Between Summer Practicum and Fall Internship?

No. Students are not permitted to accrue hours, volunteer, or provide client services at their practicum or internship site during breaks between academic terms unless they are officially enrolled in a university course with supervision.

Any hours completed during this gap will not count toward program requirements and may create liability concerns for both the student and the university. Supervision and university oversight must be in place for all fieldwork activities to be considered valid.

Earning Hours During the Winter Break (GAP Agreement)

In some cases, students may be eligible to continue earning hours during the winter break through a [GAP Agreement](#)—but only with prior approval. This option is available to school counseling and clinical mental health counseling students who are returning to the same site with the same site supervisor in the upcoming semester.

To qualify, students must submit a signed GAP Agreement at least two weeks before the break begins, continue weekly on-site supervision during active weeks, and participate in special weekly university supervision provided by ULM over the break. All hours must be logged in Tevera using the designated break log.

Please note that GAP hours are only available during the winter break, as faculty are not under contract during other university breaks and cannot meet the CACREP requirement for weekly university supervision. Please work with your student to make arrangements for client care between fall and summer breaks.

If a Student Finishes Hours Early

Even if your student finishes their required hours—100 for Practicum or 300 for Internship—before the semester officially ends, they still need to stay active at your site and keep attending their weekly university class. Practicum and Internship are meant to be full-semester learning experiences, not something to rush through just to hit a number.

The hour requirement is the minimum, not the finish line. We ask students to spread their hours out over the whole semester so they have time to grow, reflect, and stay fully engaged in the work. Wrapping up early and stepping back from the site or supervision doesn't meet CACREP expectations and doesn't support the kind of professional development we're aiming for.

When a Student Is Struggling at the Site

If you notice that your student is having difficulty at the site—whether it's with clinical skills, professionalism, communication, or handling responsibilities—it's important to address it early. Start by discussing your concerns with the student during supervision and offering clear, supportive feedback. If the issues continue or feel more serious, please reach out to the University Supervisor or the P & I Coordinator as soon as possible. We're here to help and can work with you to put support measures in place, such as additional supervision, skill-building strategies, or even a remediation plan if needed. Our goal is to help students succeed while maintaining high standards of care at your site.

What the Hours Breakdown Might Look Like

Here's an example of how students might spread out their hours during Practicum and Internship. These are just estimates to help with planning, but they give a good idea of the weekly time commitment:

Practicum (Summer): 100 hours over 9–10 weeks (about 8–10 hours per week)

Practicum (Fall/Spring): 100 hours over 14 weeks (about 7 hours per week)

Internship (Summer): 300 hours over 10 weeks (about 30 hours per week)

Internship (Fall/Spring): 300 hours over 14 weeks (about 20 hours per week)

Students are encouraged to maintain a steady schedule and not frontload or rush their hours. This allows for a more meaningful and consistent learning experience.

Student Sessions and Supervision Availability

As a Site Supervisor, please ensure that students are never seeing clients in person at the site without a supervisor physically present in the building. Either you or a designated secondary site supervisor must be on-site and available during all in-person sessions. This is essential for maintaining student safety, providing real-time support, and meeting ethical and legal supervision standards.

For telehealth sessions, the supervisor does not need to be physically present but must be immediately reachable—by phone or other direct communication—during the session. This allows students to access support if something urgent arises.

If there's ever a question about supervision coverage or what's appropriate in a particular situation, don't hesitate to reach out to the University Supervisor or the Practicum & Internship Coordinator.

Multiple Practicum or Internship Sites

Students can have more than one practicum or internship site if needed. This often happens when the primary site can't provide enough hours or isn't able to offer a required group counseling experience—especially during Practicum. If a secondary site is needed, it must go through the same approval process in Tevera as the primary site.

As a Site Supervisor, please be aware that the student is responsible for managing their time and ensuring that any commitments made at a secondary site do not interfere with their responsibilities at your site. If scheduling becomes an issue or affects performance, reach out to the University Supervisor for support.

Dual Enrollment in Internship

Students may request to enroll in both *Internship I* and *Internship II* during the same academic semester. This option is intended for highly motivated students who have demonstrated strong performance in Practicum and have obtained a site capable of supporting the full 600-hour internship requirement. See the Dual Enrollment Requirements in the [Appendix](#).

Understanding Direct and Indirect Hours

Site Supervisors are responsible for ensuring that students are engaging in appropriate activities that support their development as professional counselors. Fieldwork experiences must include a mix of direct and indirect service hours, as defined by CACREP and the ULM Counseling Program.

Direct Contact Hours

ULM uses the terminology “direct contact” or “direct contact hours” to refer to supervised use of counseling or related professional skills with clients to promote change. Interaction with others and may include: assessment, counseling, psycho-educational activities, and consultation.

Our general rule of thumb is, “It is direct contact as long as you are directly working with a client”.

In school settings, this includes individual counseling, small group counseling, large-group classroom guidance lessons, and consultation with teachers, parents, or other school staff.

In clinical settings, this includes counseling sessions, intake interviews, assessments, psychoeducation, and co-facilitating therapy or support groups.

CACREP refers to direct contact hours as “direct service”.

Indirect Hours

ULM uses the terminology “indirect hours” to refer to activities that support clinical work but do not involve direct interaction with clients or students. These may include case documentation (e.g., progress notes), supervision, staff meetings, treatment planning, training workshops, and professional development activities.

A detailed chart of appropriate direct and indirect activities for both [School](#) and [CMHC](#) students can be found in the Appendix. If you are ever uncertain about how a particular activity should be logged, please contact the student’s University Supervisor for clarification.

Student Evaluation of the Site and Site Supervisor

At the end of each semester, your student will complete the Evaluation of Site and Site Supervisor Form in Tevera. This gives them a chance to reflect on their practicum or internship experience and offer feedback on the support and supervision they received.

Students rate areas such as your orientation process, the quality of supervision, ethical practices, and the opportunities they had to work with diverse clients. They can also share written comments about their overall experience.

This feedback is part of our ongoing quality improvement process. It helps us strengthen site partnerships, ensure students have meaningful placements, and maintain the standards required for accreditation. We encourage you to view it as a helpful tool for growth and development.

CMHC Practicum & Internship



What Is Practicum?

Practicum is a clinical training course your student will take near the end of their master's program. It is designed to help them begin applying the clinical skills they've learned in real-world settings. As a Site Supervisor, you will play a key role in supporting your student as they step into their first supervised counseling experience.

Practicum Requirements

- Your student must complete a minimum of 100 total clock hours over the course of the semester. At least 40 of those hours must be direct client contact, including individual and group counseling, intake interviews, assessments, and co-facilitated psychoeducational sessions. The remaining 60 hours may be indirect (e.g., case notes, staff meetings, trainings).
- Your student will receive 1.5 hours of weekly group supervision with their ULM University Supervisor. They are expected to bring a short video or audio segment of their clinical work to class for review and discussion.
- You will provide 1 hour of individual or triadic supervision each week. Supervision should include review of the student's recordings and/or live observation of their counseling work. Feedback and developmental guidance are essential during this early training experience.
- The ULM University Supervisor will schedule at least one virtual site visit via Zoom during the semester. This 20-minute meeting includes you, your student, and the University Supervisor and is used to review student progress, answer questions, and ensure that ULM policies and CACREP standards are being followed.

The Group Experience

As part of Practicum, your student must lead or co-lead a group counseling experience for 4–5 sessions. These sessions count toward their direct hours. The group may be psychoeducational or process-oriented and can involve any appropriate population served at your site.

Please note: These group sessions do not need to be recorded.

What Is Internship?

Internship is a continuation of your student's clinical training and takes place after they complete Practicum. During Internship, your student will continue developing their counseling skills at a more advanced level. They may choose to remain at your site if it meets CACREP specialization requirements, or they may select a new site to gain broader or different clinical experience.

Internship Requirements

- Internship spans two semesters (Internship I & II) and requires a minimum of 600 total clock hours. Of those, at least 240 must be direct contact hours and the remaining 360 may be indirect hours.
- Each semester includes 300 total hours:
 - 120 direct hours
 - 180 indirect hours
- Direct hours include individual and group counseling, intake interviews, assessments, and co-facilitated psychoeducational sessions.
- Indirect hours include supervision, documentation, treatment planning, staff meetings, and trainings.
- Your student will receive 1.5 hours of weekly group supervision from their ULM University Supervisor. They are expected to come to class prepared with short video or audio clips of their counseling work for discussion and feedback.
- You will provide 1 hour of weekly individual or triadic supervision. This should include review of student recordings and/or live observation of counseling sessions to support clinical development.
- A virtual site visit via Zoom will be scheduled by the ULM University Supervisor once per semester. This 20-minute check-in includes you, your student, and the faculty

supervisor. During the visit, you'll have an opportunity to discuss the student's progress, share feedback, and collaborate with the university to ensure the experience meets CACREP standards.

CMHC Recordings, Live Observation, and Supervision Feedback

As a CMHC site supervisor, you play a key role in supporting the observation and evaluation process that is essential to your student's clinical training and professional development. Both live observations and secure recordings are required to meet ULM Counseling Program expectations and CACREP accreditation standards.

Practicum Recording Requirements

All students in Practicum are required to record client sessions. If your site does not allow recording due to policy or confidentiality concerns, the student must secure a secondary site that permits recording before the semester begins.

For more details, refer to ULM's [Practicum Recording Policy](#) in the Appendix.

Your Role: Site Supervisor Observations

Each semester, you are expected to observe at least two counseling sessions, either by:

- Watching a recorded session, or
- Conducting a live observation

For each observation, you will complete the [ULM Site Supervisor Rating Form](#). These forms should be:

- Given directly to the student,
- Reviewed during your weekly supervision meetings, and
- Used to provide written feedback as part of the student's ongoing development.

At least one observation and form must be completed before the midpoint site visit, so it can be discussed with the University Supervisor. The second should be completed later in the semester to support continued growth.

Recording Procedures and Consent

Before any session is recorded, your student must:

- Obtain informed consent from the client using your site's release form or the [ULM Consent to Record Form](#)
- Record directly into Acclaim or upload securely immediately after the session
- Delete all recordings within six months, per ULM policy

You are expected to collaborate with the student to ensure all recordings are ethically conducted, securely stored, and fully consented to. These practices must align with HIPAA, FERPA, and the ACA Code of Ethics.

Alternative Arrangements and Non-Recording Sites – Internship Only

If your site does not permit audio or video recording due to client population or agency policy, alternative arrangements may be possible—but must be approved in advance.

To request an alternative to recordings, you will need to:

- Notify the Practicum & Internship (P & I) Coordinator before confirming the student's placement.
- Participate in a meeting with the student and the P & I Coordinator to discuss whether the site can meet ULM's minimum observation requirements.
- Work with the student and coordinator to create an alternative observation plan, which includes increased live supervision and additional documentation.
- Understand that sites unwilling to support ULM's observation expectations may not be approved for internship.

Support & Site Selection Guidance

The P & I Coordinator is available to help students and supervisors identify sites that meet ULM's observation and recording standards. If your site is unable to allow recording, the student is responsible for scheduling a planning meeting with the coordinator at least 2–3 weeks before the placement deadline.

If approved, you and your student will receive the appropriate Alternative to Recording Forms, which must be completed and reviewed prior to the start of the semester.

School Counseling Practicum & Internship



The following section outlines key expectations, responsibilities, and policies for supervising school counseling practicum and internship students at the University of Louisiana Monroe. Site Supervisors play a vital role in shaping future school counselors by providing real-world experience, professional guidance, and developmental feedback. All requirements described here align with ULM program standards and CACREP accreditation expectations specific to school counseling fieldwork.

A timeline for the School Counseling process is in the [Appendix](#).

What is School Counseling Practicum?

School Counseling Practicum is a field-based clinical experience designed for students nearing the completion of their master's program. It provides students with the opportunity to apply counseling skills in a real-world school setting under the supervision of qualified professionals. Practicum marks the beginning of a student's transition into the professional role of a school counselor.

Starting with the cohort entering in 2024, new requirements will apply to Practicum placements. These updates do not affect students who entered the program prior to that time.

Practicum Requirements for School Counseling Students

- Students must complete a minimum of 100 total clock hours during the semester.
- Of the 100 hours, at least 40 must be direct contact hours with students. The remaining hours may be indirect but must still align with the role of a school counselor.
- Students are required to gain experience at both P–6 and 7–12 grade levels.

- Practicum may be completed at:
 - One P–12 school site that allows the student to meet requirements at both developmental levels, or
 - Two separate sites — a Primary Site and a Secondary Site — with an approved Site Supervisor at each location.
- At the Secondary Site, students must complete at least 15 direct hours and at least 10 indirect hours.
- The remaining required hours may be completed at the Primary Site, provided the student’s experiences across both sites reflect the full scope of school counseling responsibilities.
- All sites and supervisors must be approved by the Practicum & Internship (P & I) Coordinator prior to the start of the semester.

Selecting a Primary Site

Students are given flexibility in how they structure their Practicum. Some may choose a Primary Site based on their career goals, developmental preferences (e.g., elementary vs. secondary), or existing school employment. Others may divide hours more evenly between two sites to gain experience with a broader range of students. Regardless of structure, students must obtain meaningful, developmentally appropriate counseling experiences at both levels.

Supervision Requirements

- Students must participate in 1.5 hours of weekly group supervision with their ULM faculty supervisor as part of the Practicum course.

- Students are required to receive 1 hour of weekly individual or triadic supervision from a qualified Site Supervisor at their Primary Site.
- If students are actively working at their Secondary Site in a given week, they must also receive 1 hour of supervision at that site during that week.

Site Visit Requirements

ULM faculty will conduct two virtual site visits via Zoom during the semester:

- One visit with the Primary Site Supervisor
- One visit with the Secondary Site Supervisor (if applicable)

Scheduling Note

ULM's School Counseling Practicum course is only offered during the spring semester. School placements are not available during the summer due to calendar limitations within partner districts.

What is School Counseling Internship?

School Counseling Internship is the capstone fieldwork experience for graduate students and takes place after the successful completion of Practicum. This experience allows students to further develop, refine, and demonstrate the counseling skills and professional competencies they have been building throughout their training.

During Internship, students continue working in a school setting under the supervision of an approved Site Supervisor while also participating in weekly supervision with ULM faculty. The

Internship provides students with the opportunity to apply advanced counseling skills, engage in the full range of school counseling roles and responsibilities, and deepen their professional identity.

Internship Requirements

Students must complete a minimum of 600 total clock hours over the course of two semesters: Internship I and Internship II. This includes:

- 240 direct contact hours
- 360 indirect hours

Each semester includes:

- Internship I: 300 total hours (minimum 120 direct, 180 indirect)
- Internship II: 300 total hours (minimum 120 direct, 180 indirect)

Internship Site Options

School counseling students may complete Internship hours at one site or across two sites, depending on their professional goals and site availability.

Options include:

- Completing all 600 hours at a single site serving either P–6 or 7–12 grade levels.
- Splitting hours across two grade levels (P–6 and 7–12) to gain experience at both developmental levels.
- If two separate sites are used, the student must have a qualified Site Supervisor at each site and will participate in two virtual site visits per semester.
- If a student’s Internship site serves a P–12 student population, only one Site Supervisor is required, provided that the student gains experience across the desired grade levels.

All site placements and supervision arrangements must be discussed with and approved by the Practicum & Internship (P & I) Coordinator prior to the start of Internship.

Supervision Requirements

- Students are required to participate in 1.5 hours of weekly group supervision with a ULM faculty supervisor.
- Students must also receive 1 hour of individual or triadic supervision each week from their approved Site Supervisor.

Site Visit Requirements

ULM faculty will conduct virtual site visits via Zoom during each semester to review student progress and confirm alignment with program expectations:

- Students completing Internship at one site will have one site visit per semester.
- Students completing Internship at two sites will have two site visits per semester, one at each location.

Small Group Counseling Requirement (Internship II)

During Internship II, students are required to complete a 4-week small group counseling project. This assignment is designed to help students build core competencies in leadership, data-driven decision making, and culturally responsive group work.

Site Supervisors can expect students to:

- Use school data (e.g., attendance, behavior, academics) to identify an area of student need.
- Design and implement a 4-week counseling group to address the identified concern.
- Lead or co-lead all four sessions with a consistent group of students.
- Collect pre- and post-intervention data to evaluate the group's effectiveness.
- Reflect on the experience and submit documentation as part of their Internship II course.

Time spent delivering these sessions will count toward the student's direct contact hours. This project is a required component of Internship II and supports CACREP standards for group counseling and program evaluation.

Appropriate Activities for School Practicum & Internship

Site Supervisors must ensure that students are engaged in developmentally appropriate activities that reflect the roles and responsibilities of a professional school counselor. These experiences should provide opportunities for direct and indirect service delivery, support skill development, and align with CACREP standards.

A detailed list of appropriate activities for both Practicum and Internship is provided in the [Appendix](#). Supervisors are encouraged to review this resource when assigning tasks or verifying logged hours in Tevera.

School Recordings, Live Observation, and Supervision Feedback

Observations & Your Role as the Primary Site Supervisor

As the Primary Site Supervisor, you will observe and assess your student's direct work with PK–12 students as part of their field experience requirements for both Practicum and Internship. These observations play a vital role in helping your student grow as a future school counselor.

Practicum Observations

During Practicum, you will observe your student conducting the following at your site:

- 2 individual counseling sessions
- 1 large group classroom guidance lesson

For each observation, you will complete the [ULM Site Supervisor Rating Form](#). These forms should be:

- Given directly to your student
- Reviewed during your weekly supervision meetings
- Used to provide developmental feedback on counseling skills

At least two of these observations—along with the completed rating forms—should be done before the midpoint site visit so they can be reviewed in collaboration with the University Supervisor.

Internship Observations

During Internship, you will observe your student conducting:

- 2 individual counseling sessions
- 2 small group counseling sessions
- 2 large group classroom guidance lessons

After each observation, you will complete the [Site Supervisor Rating Form](#) to offer written feedback. This feedback should be discussed during your weekly supervision meetings and used to support the student's professional growth.

Please ensure that at least two of these observations are completed prior to the site visit.

Observations & Your Role as the Secondary Site Supervisor

As the Secondary Site Supervisor, you will support your student by observing and evaluating their counseling work within your school setting. These observations are an important part of the student's overall assessment during Practicum and Internship.

Practicum Observations

During Practicum, you will observe your student conducting the following at your site:

- 1 individual counseling session
- 1 large group classroom guidance lesson

For each observation, you will complete the [ULM Site Supervisor Rating Form](#). These forms should be:

- Given directly to your student
- Reviewed during supervision discussions
- Used to provide developmental feedback on their counseling skills

One observation across both primary and secondary sites—must be completed before the midpoint site visit, so timely completion of your observations is essential.

Internship Observations

During Internship, you may also be asked to observe your student, depending on the counseling activities they are assigned at your site. If observations are conducted, please complete the Site Supervisor Rating Form and review your feedback with the student during supervision.

Recording and Video Review Requirement

As part of your student's supervision experience, they are required to record and submit segments of their counseling work to be reviewed during weekly group supervision with their ULM University Supervisor.

You will play an important role in supporting this requirement by helping your student identify appropriate opportunities to record, ensuring informed consent is obtained, and reviewing recordings when appropriate.

Recording Requirements

Your student must complete the following recordings during their field experience:

Practicum:

- One individual counseling session
- One large group classroom guidance lesson

Internship:

- One individual counseling session
- One small group counseling session
- One large group classroom guidance lesson

Recordings may take place at either the Primary or Secondary Site, depending on where appropriate opportunities are available and whether district policies allow for recording.

In some cases, you may choose to observe and review a recorded session rather than a live one. When this occurs, the recorded session may be used to meet both the observation requirement and the student's video submission requirement.

Use of Recordings

From each recorded session, your student will select a 10-minute segment to:

- Upload to Acclaim, ULM's secure, HIPAA-compliant video platform
- Receive written feedback from the University Supervisor and classmates
- Discuss during group supervision for skill development and clinical reflection

This process ensures the University Supervisor directly observes and evaluates your student's counseling performance throughout the semester.

Consent and Recording Procedures

Before any recording is made, your student must:

- Obtain informed consent from the student and their guardians
- Record directly into Acclaim, or securely upload the video immediately after the session
- Delete the recording within six months, as required by ULM policy

If your site does not already have a recording consent form, your student may use ULM's provided templates:

- [Individual Counseling Consent Form](#)
- [Small Group Counseling Consent Form](#)
- [Large Group Classroom Guidance Consent Form](#)

Classroom recordings that show only the intern's teaching do not require parental consent, but principal permission must be secured. If student voices, images, or responses are recorded, signed parental consent is required.

ULM recognizes that some school sites may have district policies or site restrictions that prohibit recording of student counseling sessions, even with appropriate consent. You must discuss this with the P & I Coordinator prior to selecting the site.

In such cases, the student, Site Supervisor, and P & I Coordinator will collaborate to implement an acceptable alternative to meet CACREP expectations. The following requirements will apply if recording student counseling sessions is not permitted. These are in **addition** to the live observations.

1. The student must complete and submit detailed process notes for two individual counseling sessions conducted with actual students at their site. These notes must include session goals, counseling interventions used, student responses, counselor reflections, and ethical considerations. These will be reviewed and discussed in both site and university supervision. One must be observed by the site supervisor who completes a Site Supervisor Rating Form.

2. The student must also complete and record two individual counseling sessions with adult faculty/staff members at the school site or with other adult volunteers approved by the site supervisor. These recorded sessions will be submitted to Acclaim for review and feedback in group supervision. These must be done in person, not via Zoom.
3. The student must submit written summaries of two large group classroom guidance lessons they have delivered. These summaries should include the topic, objectives, activities used, student engagement, and reflections on the effectiveness of the lesson. The site supervisor must observe one of these lessons and complete the Site Supervisor Rating Form.
4. If the student is enrolled in Internship II, they must also submit written summaries for two small group counseling sessions they have led. These should include group goals, session plans, student participation, counseling strategies used, and reflections on group progress. One must be observed by the site supervisor who completes a Site Supervisor Rating Form.

School Counseling Praxis Exam (#5422)

ULM school counseling students are expected to take the Professional School Counselor Praxis Exam (#5422) during the final two semesters of their program—typically during Internship I or II. Taking the exam at this stage ensures they have the necessary coursework and field experience to be successful and that their scores are available in time for state certification. ULM recognizes a minimum passing score of 159.

Students register for the exam through the ETS (Educational Testing Service) website at www.ets.org. They must create an account, select the Praxis 5422 exam, choose a test center or online option, and pay the registration fee. During registration, students should designate both ULM and the appropriate state department of education to receive their official scores.

We recommend that students register early to secure their preferred testing date and allow time for a retake if needed.

Additional State Certification Requirements

As a site supervisor, you should remind your intern that certification requirements vary by state. Students planning to work outside Louisiana should check the certification requirements of their intended state early in the program.

For example:

- Georgia requires school counseling candidates to pass the GACE in School Counseling and complete a course in Exceptional Children.
- ULM offers SPED 5045 – Educational Techniques for Exceptional Children in Regular Classrooms, which fulfills Georgia’s requirement and can count as an elective in the student’s program.

While ULM faculty provide guidance, it is ultimately the student’s responsibility to contact their intended state’s Department of Education and ensure they meet all licensure or certification requirements. This information is usually found under the “Teacher Certification” section of the department’s website.



The ULM Department of Counseling
Consent to Record Individual School Counseling Sessions [←](#)

Dear Parent/Guardian,

Your child has been invited to participate in a one-on-one counseling session with _____, a school counselor-in-training from the University of Louisiana Monroe. Your student was selected for this special opportunity because of their positive attitude and leadership qualities.

As part of the counselor-in-training's professional development, they are required to record one session to receive supervision and feedback from experienced faculty or site supervisors. This helps ensure that future school counselors receive the best possible preparation to support students like yours.

Participation in the recorded session is entirely voluntary. This is not based on any concern or issue with your child. Rather, it is a unique way to help a future counselor learn and grow, while giving your child a chance to receive some extra support and attention.

About the Recording

Only the counselor-in-training will review the recording with approved university supervisors or site supervisors for professional feedback. No recordings will be used outside of that purpose.

All recordings are:

-  Stored securely and deleted within six months
-  Reviewed only by professionals who follow strict confidentiality guidelines
-  Voluntary — your child’s participation is not based on any problem or concern

Students typically enjoy these sessions and the counselor’s extra attention. We appreciate your willingness to be part of something that benefits both your child and the future of school counseling.

Consent Statement

By signing below, I give permission for my child to participate in a recorded individual counseling session. I understand the recording will be used only for training and supervision purposes, kept confidential, and deleted once no longer needed. I may withdraw my consent at any time.

Student’s Name: _____

Parent/Guardian Signature: _____

Date: _____

If you have any questions, please contact your child’s school counselor.



The University of Louisiana Monroe Department of Counseling
Consent to Record Classroom Guidance Sessions [←](#)

Dear Parent/Guardian,

Your child's class will soon take part in a school counseling lesson led by _____, a school counselor-in-training from the University of Louisiana Monroe. As part of their graduate internship, the counselor-in-training is learning how to provide high-quality support to students and is seeking permission to record the lesson for professional supervision purposes.

We'd love for your child to be a part of this! Your support helps ensure that future school counselors receive the best possible training — and students like yours get the benefit of creative, compassionate guidance.

Students will take part in a fun, interactive activity designed to help them build confidence and practice important life skills.

About the Lesson

This lesson will cover:

(Example: friendship skills, conflict resolution, goal-setting, etc.)

About the Recording

Only the counselor-in-training will review the recording with approved university supervisors or site supervisors for professional feedback. No recordings will be used outside of that purpose.

All recordings are:

-  Stored securely and deleted within six months
-  Reviewed only by professionals who follow strict confidentiality guidelines
-  Voluntary — your child’s participation is not based on any problem or concern

Students typically enjoy these lessons and the counselor’s extra attention. We appreciate your willingness to be part of something that benefits both your child and the future of school counseling!

Consent Statement

By signing below, I give permission for my child to be recorded during this lesson. I understand the recording is for supervision and training only, will be kept confidential, and that I can withdraw my consent at any time.

Student’s Name: _____

Parent/Guardian Signature: _____

Date: _____

If you have questions, please contact your child’s school counselor.



The University of Louisiana Monroe Department of Counseling
Consent to Record Small Group Counseling Sessions [←](#)

Dear Parent/Guardian,

Your child has been invited to participate in a small group counseling session led by _____, a school counselor-in-training from the University of Louisiana Monroe. This group is part of the counselor-in-training's internship experience and is designed to help students build important social and emotional skills. The group may focus on topics such as friendship, managing emotions, confidence, or academic success—skills that support all students as they grow.

To help this future school counselor grow professionally, they are required to record a session for educational supervision. The recording allows university faculty and site supervisors to provide the intern with supportive feedback and guidance as they learn to be the best counselor they can be.

We want you to know that allowing your child to participate in this recorded session is a generous gift—not only to the counselor-in-training, but also to the counseling profession. It's a big favor, and we truly appreciate your partnership in helping educate compassionate and skilled school counselors for the future.

This request is not based on any concern or problem with your child. In fact, students often enjoy group sessions and benefit from having a safe place to learn and grow with their peers.

Participation in the recording is completely voluntary and will never affect your child's access to counseling services.

About the Recording

Recordings are:

-  Stored securely and deleted within six months
-  Reviewed only by approved supervisors who follow strict confidentiality policies
-  Used solely for counselor education and never shared beyond supervision

Consent Statement

By signing below, I give permission for my child to participate in a small group counseling session that will be recorded for training and supervision purposes. I understand that the recording will only be used to help the counselor-in-training improve their skills and will be kept confidential. I may withdraw my permission at any time.

Student's Name: _____

Parent/Guardian Signature: _____

Date: _____

If you have questions, please contact your child's school counselor.

Appendix

ULM Faculty

[Click here for an introduction to the ULM Faculty](#)

Thomas Foster, Ph.D.

Program Director

Counseling Program

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Poppy Moon, Ph.D., LPC-S, NCC

Associate Professor

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Student Responsibilities During Practicum and Internship←

- The student is responsible for working with the Practicum & Internship (P&I) Coordinator and following all program procedures related to contacting and securing an approved site.
- The student must obtain professional counseling liability insurance that remains active for the entire duration of Practicum and Internship. Proof of current insurance must be uploaded to Tevera prior to the start of each term. Hours accrued while uninsured will not be counted.
- The student will be present at the agreed-upon location and follow a schedule coordinated with the Site Supervisor.
- The student will fulfill all assigned duties and responsibilities as agreed upon by the student, Site Supervisor, and University Supervisor.
- The student will attend an average of 1.5 hours of weekly group supervision with the University Supervisor.
- The student will attend a minimum of one hour of weekly individual or triadic supervision with the Site Supervisor.
- The student is responsible for maintaining client confidentiality and privacy in all settings, including at the site and during supervision.
- The student will ensure that all audio/video recordings of counseling sessions are conducted and stored in compliance with institutional, state, federal, and international privacy regulations (e.g., HIPAA, FERPA).
- Students are expected to demonstrate respectful and effective counseling with individuals from a wide range of backgrounds and life experiences. This includes recognizing and appropriately responding to differences in areas such as personal values, family traditions, communication styles, and life circumstances. Students should apply the interpersonal and cultural understanding developed through their coursework and are encouraged to seek supervision when they encounter challenges. The ability to work respectfully and effectively with all clients will be an important part of the student's evaluation during practicum and internship.
- The student will read and follow the ACA and ASCA Codes of Ethics as a foundation for

ethical and professional practice.

- The student will participate in a site visit each semester with their Site Supervisor and University Supervisor to review progress, expectations, and performance in accordance with the supervision agreement.
- The student will consult with the Site Supervisor to become familiar with the clinic or school's emergency and crisis response procedures. If a student encounters a client in immediate danger to self or others, they must seek immediate consultation.
- The student will complete an evaluation of the site and Site Supervisor at the conclusion of both Practicum and Internship.
- The student will complete all necessary forms in Tevera.
- If the student wishes to consider a virtual secondary placement, they must meet all ULM telehealth training and policy requirements before beginning telehealth counseling.
- Regularly reviews the ICS Canvas Practicum & Internship Hub for up-to-date information, tutorials, deadlines, and required materials related to Practicum and Internship.
- Student will complete the required recordings/observations for Practicum & Internship

School Site Supervisor Responsibilities←

Site Supervisors agree to uphold the following responsibilities to support the professional growth and ethical development of ULM counseling students during their Practicum and Internship experiences:

- Provide documentation of the following to the ULM Practicum & Internship (P & I) Coordinator:
 - Proof of current, independent, active, and unencumbered certification and/or licenses
 - A copy of active malpractice insurance coverage
 - A current résumé or curriculum vitae
- Complete required paperwork in Tevera

- Complete the Site Supervisor Orientation Manual (signed by both the student and supervisor in Tevera), required supervision training, and any additional technology training (e.g., Tevera, Zoom), as provided by ULM.
- Demonstrate understanding of the ULM Counseling Program's expectations, student evaluation procedures, and supervision requirements.
- Orient the student to the site and their specific duties, including:
 - Site policies and procedures
 - Confidentiality and privacy expectations
 - Emergency and crisis response protocols
- Provide weekly individual or triadic supervision for at least one hour and monitor the student's professional performance.
- Sign off on the student's weekly hours log in Tevera to verify accurate documentation of both direct and indirect hours.
- Understands how the Primary and Secondary site requirements work in Practicum.
- Ensure the student meets minimum hour requirements:
 - Practicum: 40 direct client contact hours and 60 indirect hours
 - Internship I & II: 300 hours per term (120 direct contact hours / 180 indirect hours)
- Be present on site when the student is providing counseling services. If unavailable, ensure another qualified, licensed professional is accessible.
- Provide students the opportunity to:
 - Engage in a range of professional activities (e.g., faculty meetings, documentation, treatment planning, parent meetings, IEP/504 meetings),
 - Lead a counseling or psychoeducational group during Internship II,
 - Learn about and engage with the technology used at the site (e.g., virtual platforms, PowerSchool, behavior tracking tools)
- Review and provide narrative feedback on counseling sessions—either through live observation or review of secure recordings—and complete written evaluations of the student's clinical work, including both individual and group sessions. These observations contribute to the formative evaluation of the student's progress.

- Submit formal midterm (formative) and final (summative) evaluations of the student's performance using the Counseling Competencies Scale–Revised (CCS-R) in Tevera. The Site Supervisor will receive access to a Tevera account for this purpose. The final course grade will be assigned by the University Supervisor and will incorporate input from both the Site Supervisor and University Supervisor.
- Participate in a site visit each semester with the University Supervisor and student to discuss progress, expectations, and feedback.
- Maintain regular communication/consultation with the University Supervisor and/or the Practicum and Internship Coordinator. Promptly report concerns or challenges regarding the student, site expectations, or supervision.
- If supervising a student engaged in virtual counseling, ensure that they and the site meet all ULM telehealth supervision requirements.
- Ensure any audio/video recordings are made in accordance with applicable institutional, state, federal, and international privacy regulations.
- If a student is considering a nonrecording, the potential site supervisor must discuss this possibility with the P & I Coordinator during the site vetting process.
- Reviews the ICS Canvas Practicum & Internship Hub to stay informed on current Practicum and Internship policies, procedures, tutorials, and supervision materials.
- Primary and Secondary sites/supervisors assist students with recordings and live observations in P & I.
- Reviews recordings/completes live observations and completes required paperwork.

Responsibilities of the School Site

To support the training of ULM counseling students and meet CACREP-accredited program expectations, sites agree to provide the following:

- Provide appropriate clinical experiences aligned with the student’s specialty area (School Counseling).
- Orient the student to the site’s mission, structure, policies, procedures, ethical guidelines, and expectations for professional conduct.
- Ensure a HIPAA-compliant (or FERPA-compliant for school sites) environment where students can conduct counseling sessions in a private and confidential space.
- Provide School Counseling Internship II students the opportunity to develop and lead a small group
- Assign responsibilities that are developmentally appropriate and support the student’s growth in counseling skills, values, and professional identity. These tasks may include:
 - Direct service with students
 - Collaboration with staff and external stakeholders
 - Participation in staff or treatment team meetings, IEP/504 meetings, etc.
- Provide exposure to a variety of professional counseling activities beyond direct service, such as:
 - Developing academic, career, and personal/social support plans
 - Maintaining documentation and using school-based data systems
 - Engaging in consultation with teachers, parents, and administrators
 - Making referrals to school-based or community resources
- Provide adequate workspace, technology, and materials needed for the student to complete their responsibilities (e.g., office space, computers, phones, forms).
- Ensure that students receive weekly individual or triadic supervision from a qualified site supervisor, with ongoing feedback and support.
- Allow students to audio or video record counseling sessions (with written guardian consent and site approval) for supervision. If the site does not permit recordings, the student must contact the Practicum & Internship Coordinator before site approval to discuss the alternative.

- Ensure all recordings are stored, shared, and used in compliance with institutional, state, federal, and international privacy regulations (e.g., HIPAA, FERPA).
- Provide clients or students with informed consent documents that clearly explain the intern's role, supervision status, and consent for any recordings.
- Review emergency procedures and safety protocols with the student at the start of the placement to ensure preparedness for crisis situations.

CMHC Site Supervisor Responsibilities ←

Site Supervisors agree to uphold the following responsibilities to support the professional growth and ethical development of ULM counseling students during their Practicum and Internship experiences:

- Provide documentation of the following to the ULM Practicum & Internship (P & I) Coordinator:
 - Proof of current, independent, active, and unencumbered professional license(s) and/or certification(s)
 - A copy of active malpractice insurance coverage
 - A current résumé or curriculum vitae
- Complete the Site Supervisor Orientation Manual (signed by both the student and supervisor in Tevera), required supervision training, and any additional technology training (e.g., Tevera, Zoom), as provided by ULM.
- Demonstrate understanding of the ULM Counseling Program's expectations, student evaluation procedures, and supervision requirements.
- Orient the student to the site and their specific duties, including:
 - Site policies and procedures
 - Confidentiality and privacy expectations
 - Emergency and crisis response protocols
- Provide weekly individual or triadic supervision for at least one hour and monitor the student's professional performance.

- Sign off on the student's weekly hours log in Tevera to verify accurate documentation of both direct and indirect hours.
- Ensure the student meets minimum hour requirements:
 - Practicum: 40 direct client contact hours and 60 indirect hours
 - Internship I & II: 300 hours per term (120 direct contact hours / 180 indirect hours)
- Be present on site when the student is providing counseling services. If unavailable, ensure another qualified, licensed professional is accessible.
- Provide students the opportunity to:
 - Engage in a range of professional activities (e.g., case staffing, documentation, treatment planning, workshops, etc.)
 - Lead or co-lead a counseling or psychoeducational group during practicum
 - Learn about and engage with the technology used at the site (e.g., EHR, telehealth platforms, behavior tracking tools, billing)
- Review and provide narrative feedback on at least two counseling sessions—either through live observation or review of secure recordings—and complete written evaluations of the student's clinical work, including both individual and group sessions. These observations contribute to the formative evaluation of the student's progress.
- Submit formal midterm (formative) and final (summative) evaluations of the student's performance using the Counseling Competencies Scale–Revised (CCS-R) in Tevera. The Site Supervisor will receive access to a Tevera account for this purpose. The final course grade will be assigned by the University Supervisor and will incorporate input from both the Site Supervisor and University Supervisor.
- Participate in a site visit each semester with the University Supervisor and student to discuss progress, expectations, and feedback.
- Maintain regular communication/consultation with the University Supervisor and/or the Practicum and Internship Coordinator. Promptly report concerns or challenges regarding the student, site expectations, or supervision.
- If supervising a student engaged in telehealth, ensure that they and the site meet all ULM telehealth supervision requirements.

- Ensure any audio/video recordings are made in accordance with applicable institutional, state, federal, and international privacy regulations.
- If a student is considering a nonrecording site for internship, the potential site supervisor must discuss this possibility with the P & I Coordinator during the site vetting process.
- Reviews the ICS Canvas Practicum & Internship Hub to stay informed on current Practicum and Internship policies, procedures, tutorials, and supervision materials.
- Reviews recordings/completes live observations and completes required paperwork.

Responsibilities of the CMHC Site ←

To support the training of ULM counseling students and meet CACREP-accredited program expectations, sites agree to provide the following:

- Provide appropriate clinical experiences aligned with the student's specialty area (Clinical Mental Health Counseling).
- Orient the student to the site's mission, structure, policies, procedures, ethical guidelines, and expectations for professional conduct.
- Ensure a HIPAA-compliant (or FERPA-compliant for school sites) environment where students can conduct counseling sessions in a private and confidential space.
- Provide practicum students the opportunity to lead or co-lead a counseling or psychoeducational group.
- Assign responsibilities that are developmentally appropriate and support the student's growth in counseling skills, values, and professional identity. These tasks may include:
 - Direct service with clients
 - Collaboration with staff and external stakeholders
 - Participation in staff or treatment team meetings, etc.
- Provide exposure to a variety of professional counseling activities beyond direct service, such as:

- Intake and assessment
- Case conceptualization and treatment planning
- Record keeping and site technology
- Consultation and referral
- Provide adequate workspace, technology, and materials needed for the student to complete their responsibilities (e.g., office space, computers, phones, forms).
- Ensure that students receive weekly individual or triadic supervision from a qualified site supervisor, with ongoing feedback and support.
- For Practicum: Allow students to audio or video record counseling sessions (with written client consent and site approval), as this is required for supervision.
- Ensure all recordings are stored, shared, and used in compliance with institutional, state, federal, and international privacy regulations (e.g., HIPAA, FERPA).
- Provide clients or students with informed consent documents that clearly explain the intern's role, supervision status, and consent for any recordings.
- Review emergency procedures and safety protocols with the student at the start of the placement to ensure preparedness for crisis situations.

Responsibilities of the University Faculty Supervisor ←

- Maintains consultation with the site supervisor to monitor student learning and performance. At minimum, this includes contact at the start, midpoint, and end of the semester. Consultation may occur through site visits, phone calls, video conferencing, or email, and additional communication may be initiated as needed.
- Is available throughout the semester to assist supervisors with any issues or problems.
- Reviews and discusses the Site Supervisor's midterm and final evaluations of the student.
- Schedules and conducts a site visit each semester with the student and Site Supervisor to monitor student learning and performance in accordance with the supervision agreement.

- Is available to consult with Site Supervisors by phone or Zoom as needed.
- Ensures that all audio/video recordings of student-client interactions comply with applicable institutional, state, federal, and international privacy regulations.
- Provides students with opportunities to engage in professional activities such as case consultation, documentation practice, and the use of counseling-related technology. Students are also encouraged to participate in professional development and reflect on experiences such as treatment planning, advocacy, and assessment. These supports help ensure all students receive a well-rounded training experience, regardless of site limitations.

Responsibilities of the Practicum & Internship Coordinator ←

The role of the Practicum/Internship (P & I) Coordinator is to organize all matters related to the Practicum and Internship courses. This includes supporting students in identifying practicum and internship sites, creating Memorandums of Understanding (MOU) with sites, and resolving problems students may have with their site or site supervisor. Other specific responsibilities are as follows:

- Receives and responds to inquiries from students and potential students regarding practicum and internship experiences
- Provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.
- Provides students with the most current copy of the Practicum and Internship Handbook.
- Works with students and the university to ensure the MOUs are completed by the time students begin Practicum/Internship
- Reviews and approves student Practicum and Internship applications and all required paperwork

- Provides a comprehensive fieldwork handbook to all students and site supervisors, outlining program expectations, policies, and procedures for practicum and internship. The handbook includes CACREP definitions and standards, supervision agreements, evaluation procedures, and the program's policies on student retention, remediation, and dismissal. This resource is shared across all program delivery formats to ensure consistency and clarity in the fieldwork experience.
- Provides written supervision agreements that define the roles and responsibilities of the University Supervisor, Site Supervisor, and student during practicum and internship. These agreements include emergency procedures and outline the format and frequency of consultation between the counseling program and the site to monitor student progress and support learning.
- Oversees supervisor training for site supervisors. Provides a NBCC CEU certificate to Site Supervisors once they complete initial supervision training.
- Provides Site Supervisors with the most current copy of the Site Supervisor Manual.
- Coordinates the Site Supervisor Workshop at the beginning of each term. Site Supervisors are invited to attend to ask questions and orient themselves to supervision. The Internship Coordinator will send an invitation at the beginning of the semester.
- Provides regular NBCC CEU trainings for Site Supervisors relating to common supervision issues. These are usually held the second week of each month on Wednesdays from 12-1 p.m. CST from September-April. Summer times will differ.
- Ensures instructor and site supervisor adherence to program policies regarding Practicum and Internship experiences
- Assists site supervisors with any problems that may arise during practicum or internship.
- Assists site supervisors with Tevera.
- Maintains the ICS Canvas Practicum & Internship Hub with up-to-date information on all aspects of P & I, including tutorials, relevant materials, etc.



ULM Site Supervisor Session Rating & Evaluation Form

Student's Name: _____

Date: _____

Session Time: From _____ to _____

Client/Group: _____

Instructions: Please rate the student counselor's performance in the following areas on a scale of 1 to 5, with 1 being "Poor" and 5 being "Excellent." Provide specific comments where applicable to offer constructive feedback.

1. Rapport Building

- Did the counselor establish a positive and trusting relationship with the client/group?
 - 1 2 3 4 5
- Comments:

2. Communication Skills

- Did the counselor communicate clearly and effectively, including listening actively and responding appropriately?

- 1 2 3 4 5

- Comments:

3. Assessment and Goal Setting

- Did the counselor accurately assess the client's needs and collaboratively set appropriate goals?

- 1 2 3 4 5

- Comments:

4. Intervention Strategies

- Did the counselor apply relevant and effective intervention strategies to address the client's issues?

- 1 2 3 4 5

- Comments:

5. Professionalism

- Did the counselor demonstrate professionalism in their demeanor, confidentiality, and adherence to ethical standards?

- 1 2 3 4 5

- Comments:

6. Cultural Sensitivity

- Did the counselor show awareness and respect for the client's cultural background and individual differences?
 - 1 2 3 4 5
- Comments:

7. Client/Group Engagement

- Did the counselor effectively engage the client/group and maintain their involvement throughout the session?
 - 1 2 3 4 5
- Comments:

8. Overall Effectiveness

- Overall, how effective was the counselor in managing the session and supporting the client's needs?
 - 1 2 3 4 5
- Comments:

Additional Observations:

Suggestions for Improvement:

Site Supervisor's Name: _____

Signature: _____



University of Louisiana at Monroe Practicum Recording Policy [←](#)

Purpose:

The purpose of this policy is to ensure that students enrolled in practicum experiences at the University of Louisiana at Monroe (ULM) have access to valuable learning opportunities through the ability to record counseling sessions for educational and training purposes. As a CACREP school, ULM must ensure that the program is meeting requirements for accreditation.

The ability to record counseling sessions is an essential aspect of experiential learning and skill development for students pursuing careers in counseling and related fields. Recording sessions allows students to review their performance, receive constructive feedback from supervisors, and engage in reflective practice to enhance their counseling skills.

Policy Statement:

1. **Recording Requirement:** Students participating in practicum courses at ULM must select practicum sites that permit the recording of counseling sessions.
2. **Secondary Site Requirement:** In the event that a selected practicum site does not allow recording of counseling sessions, students are required to identify and secure a secondary practicum site that permits recording.

Responsibilities:

- Students: It is the responsibility of students to ensure compliance with this policy by selecting practicum sites that align with ULM's recording requirements and promptly securing alternative sites if necessary.
- Practicum & Internship Coordinator: The Practicum & Internship Coordinator is responsible for assisting students in identifying suitable practicum sites and ensuring that sites meet ULM's recording policy requirements.

Timeline of P & I Activities with CMHC Students

Semester	Activity	Description
Year 1-Fall Semester	New Student Orientation	P & I is introduced generally during orientation. Students receive the Practicum & Internship Handbook to familiarize themselves with expectations.
	COUN 5001: Intro to Professional Counseling	Students meet with their faculty advisor to discuss key expectations of the P & I process and potential sites.
	COUN 5010: Methods of Counseling	Students complete a Practicum Preparation Assignment where they identify potential sites, contact a site representative, and learn

		about site expectations and services.
Year 1 – Spring Semester	COUN 5011: Advanced Methods of Counseling	P & I is discussed during synchronous class meetings. Students begin more focused conversations about requirements and site preferences.
Year 2 - Fall	P & I Info Session	The P & I Coordinator holds a session on the 2nd Wednesday of the Fall semester to explain the full P & I process, required paperwork, and site selection strategies. Dates and deadlines for practicum applications, site approvals, and paperwork submission are provided. Students meet with their advisor to review site requirements and discuss the P & I placement process.

	COUN 5062: Clinical Assessment & Psychometrics	
Year 2 – Spring	Site Selection	CMHC students select sites and work with P & I Coordinator to finalize MOUs, complete Tevera forms, and confirm site eligibility for Spring Practicum
Year 2 - Summer	Site Extension	CMHC students take Practicum CMHC students update placement details in Tevera if they are staying at the same site for Internship I. The P & I Coordinator ensures any new sites complete the approval process.
Year 3 - Fall		CMHC students take Internship I

	Site Extension	Students again update site placements in Tevera for Internship II for the spring semester. The P & I Coordinator supports adding or modifying internship sites.
Year 3 – Spring		CMHC students take Internship II

Timeline of P & I for School Counselors

Semester	Activity	Description
Year 1-Fall Semester	New Student Orientation	P & I is introduced generally during orientation. Students receive the School Counseling Practicum & Internship Handbook to familiarize themselves with expectations.
	COUN 5001: Intro to Professional Counseling	Students meet with their faculty advisor to discuss key expectations of the P & I process and potential sites.
	COUN 5010: Methods of Counseling	Students complete a Practicum Preparation Assignment where they identify potential sites, contact a site representative, and learn about site expectations and services.

Year 1 – Spring Semester	COUN 5011: Advanced Methods of Counseling	P & I is discussed during synchronous class meetings. Students begin more focused conversations about requirements and site preferences.
Year 1 – Summer	COUN 5060 - Career	Students meet with Dr. Moon to review site requirements and discuss the P & I placement process. Students are responsible for setting up a meeting within the first 4 weeks of class.
Year 2 - Fall	P & I Info Session	The P & I Coordinator holds a session on the 2nd Wednesday of the Fall semester to explain the full SC P & I process, required paperwork, and site selection strategies. Dates and deadlines for practicum applications, site approvals, and paperwork submission are provided. School Counseling students select sites and

	Site Selection	work with P & I Coordinator to finalize MOUs, complete Tevera forms, and confirm site eligibility for Spring Practicum.
Year 2 – Spring		School Counseling students take Practicum
Year 2 - Summer	Site Extension	SC Students update placement details in Tevera if they are staying at the same site for Internship I. The P & I Coordinator ensures any new sites complete the approval process.
Year 3 - Fall	Site Extension	School Counseling students take Internship I SC students again update site placements in Tevera for Internship II for the spring semester. The P & I Coordinator supports

		adding or modifying internship sites.
Year 3 – Spring		School Counseling students take Internship II

ULM Counselor Education Program Telehealth Policy for Practicum & Internship

This policy aims to ensure that both students and site supervisors are adequately prepared to engage in telehealth counseling within the ULM Counselor Education Graduate Program. It prioritizes competency, ethical practice, and compliance with legal standards to uphold the highest standards of care and professionalism.

Prerequisite Telehealth Course:

- Students intending to utilize telehealth in their practicum or internship must complete a mandatory 1-credit hour course.
- The course will comprehensively cover all aspects of utilizing telehealth formats in counseling settings.
- The aim is to equip students with the necessary competencies, ethical understanding, and legal knowledge to practice telehealth effectively.
- Tuition for this course is set at \$500 plus tax and any fees from the Graduate School.
- This course will be available each semester, and students must complete it before commencing their practicum or internship involving telehealth.
- Students who do not intend to incorporate telehealth into their practicum or internship are exempt from taking this course.

For Site Supervisors:

1. Telehealth Site Supervisor Eligibility:

- Site Supervisors who have been offering telehealth services at their site for a minimum of one (1) year are eligible to become Telehealth Site Supervisors.

2. Documentation and Training Requirement:

- Potential Site Supervisors must provide documented evidence of their training in telehealth counseling and supervision.
- If a Potential Site Supervisor lacks adequate training despite having one (1) year of telehealth experience, ULM will offer a specialized training program.
- The training program will provide ten (10) NBCC CEUs and focus on telehealth best practices, supervision techniques, and ethical considerations. This training will satisfy 1.5 ethics and 3 supervision hours. For more information on the training, contact the Internship Coordinator at internship@ulm.edu
- Completion of this training is mandatory before a supervisor can oversee telehealth sessions for students if they cannot provide documentation or a credential in telehealth.

For Students and Site Supervisors - Liability Insurance Coverage for Telehealth:

- Both students engaging in telehealth practicum or internship activities and Site Supervisors overseeing such sessions must ensure that their liability insurance policies cover telehealth services.
- It is essential to verify coverage, as requirements may vary from state to state.
- Adequate liability insurance coverage is crucial to protect all parties involved in telehealth sessions from potential risks and liabilities.
- Students and Site Supervisors are responsible for understanding the specific terms and conditions of their insurance policies related to telehealth services.

- Any discrepancies in coverage should be addressed and resolved promptly to ensure compliance with legal and ethical standards. This must be done prior to engaging in telehealth counseling.

Telehealth Emergency Procedures:

If a student is conducting a telehealth session and the client expresses thoughts of self-harm or poses a safety concern, the site must have a clear emergency protocol in place. Site Supervisors should ensure that students are trained in these procedures and know how to respond. At minimum, the emergency plan should include the following:

- The student should immediately assess the level of risk using site-approved suicide risk assessment protocols.
- If there is imminent risk, the student must stay connected with the client and notify the Site Supervisor or designated clinical contact at the site without delay.
- The student should verify and document the client's location and emergency contact information at the start of each telehealth session.
- The site should have a plan to contact local emergency services or a mobile crisis team near the client's location if necessary.
- The student must follow up with the Site Supervisor and University Supervisor to report and document the incident according to site and university procedures.
- Supervisors should debrief with the student after the incident and ensure appropriate emotional and clinical support is provided.

Supervisors must review these expectations with students prior to any telehealth sessions and ensure the emergency plan is clearly understood.

Student Retention and Remediation Policy←

All students are expected to make satisfactory progress towards their academic and professional goals. The faculty meet each semester to review student progress as well as to identify areas for student and program improvement.

In accordance with the American Counseling Association Code of Ethics Standards F.5.b, F.9.b, and F.9.c and the Council for Accreditation of Counseling and Related Educational Programs, faculty members are to assist in addressing any concerns that might impede student performance. If a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified will a process for program dismissal be initiated. In all other cases, the Counseling faculty will work diligently with students to ensure that the concerns are resolved, and that the student remains in good standing in the program.

Policy on the Retention and Remediation of Students

The purpose of this policy is to clarify the areas of competent and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described earlier in this handbook.

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible. The Student Remediation Plan is listed below.

Problematic behaviors. Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status. These

behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide counseling services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the American Counseling Association Ethical Guidelines (2014) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future counselors in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of counselors and counselors-in-training to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

Identification and Verification of Problems Requiring Remediation or Dismissal

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

Informal Identification of Problems

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Counseling faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Counseling faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Counseling faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary and/or the advisor of the student concerned will gather additional data and will report to the Counseling faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible problematic behavior has been identified, the faculty will meet with the student to review the evaluation, and to determine whether a problem exists. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?

- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to

discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the ULM Student Handbook. Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the remediation plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Remediation Interventions

Remediation interventions may consist of, but are not limited to the following:

- Personal therapy
- Increased faculty contact
- Increased supervision
- Repeat academic/clinical courses
- Removal from clinical work
- Additional assignments (journaling, research papers, tutoring)
- Require extra courses
- Leave of absence
- Workshops
- Dismissal from program

Site Supervisor Concern Reporting Form

Use this form to document and report any concerns about a practicum or internship student to the university supervisor. Please complete all applicable sections and submit it via email. The university supervisor will quickly follow up with you.

- Student Name:
- Site Name:
- Your Name and Title:
- Date of Report:
- University Supervisor Name:
- Type of Placement (Practicum or Internship):

- Brief Summary of Concern:

(Note: Describe the issue or behavior that prompted this report.)

- Dates or Timeframe of Concern:

(Note: Include specific dates or date range.)

- Observed Behaviors or Performance Issues:

(Note: What did you observe? Be as specific as possible.)

- Steps Taken So Far:

(Note: Include any discussions, feedback, or actions already taken.)

- Impact on Site or Clients (if applicable):

- Requested Support or Recommendations for Next Steps:

- Preferred Method and Time for Follow-Up:

ULM Policy on Concurrent Enrollment in Internship I and Internship II

Students may request to enroll in both *Internship I* and *Internship II* during the same academic semester. This option is intended for highly motivated students who have demonstrated strong performance in Practicum and have obtained a site capable of supporting the full 600-hour internship requirement.

Eligibility Requirements:

- Successful completion of all prerequisite coursework, including Practicum
- Approval from the P & I Coordinator and Program Director.
- A signed Site Agreement confirming that the internship site can accommodate at least 600 total hours (with a minimum of 240 direct hours).
- The student must be at the same site for all 600 hours. They may not have a secondary site for additional hours.
- A site supervisor qualified to support the student through the entirety of the internship experience.

Enrollment Guidelines:

- CMHC students must register for both Internship I and Internship II in the same semester.
- School Counseling students must register for both Internship I and Internship II in the same semester.
- The student should register for both courses with the same faculty supervisor, if possible.
- The student will designate one course section as their primary course for university supervision purposes.

Faculty Supervision & Evaluation:

- The assigned faculty member will:

- Conduct the weekly 1.5-hour group supervision (required for CACREP compliance).
- Serve as the sole point of contact for grading, Tevera documentation, and communication.
- Sign off on total hours and all required evaluation forms.

Assignment Completion:

- The student is responsible for completing all required assignments for both Internship I and Internship II within the semester, including:
 - Key Performance Indicator (KPI) assignments for both courses.
 - All course-specific assignments & evaluations
- Failure to complete both sets of course requirements may result in a grade of Incomplete or No Credit.

Recording Requirement for Students Enrolled in Internship I and II Concurrently

Students enrolled in both Internship I and Internship II during the same semester must complete two full sets of required recordings. The ability to record at the site is required.

- For CMHC this includes separate recordings for individual counseling to meet the expectations for both courses.
- For School this includes separate recordings for individual counseling, small group counseling, and large group/classroom guidance to meet the expectations for both courses.

Each recording must be uploaded to Acclaim and evaluated by the site supervisor, with documentation submitted through Tevera. These recordings cannot be duplicated across courses and must reflect distinct sessions to demonstrate continued skill development.

Additional Notes:

- Students are strongly encouraged to plan their semester carefully to accommodate the intensive workload.
- This option is not available during summer semesters due to shortened timelines

Table of Direct and Indirect Hours for School Counseling←

Category	Examples of Activities	Counts Toward
Individual Counseling	One-on-one counseling sessions with students addressing academic, career, social/emotional, or behavioral concerns.	Direct
Group Counseling	Small group counseling sessions (e.g. social skills, coping skills, anger management, grief groups).	Direct
Classroom Guidance Lessons	Classroom lessons involving counseling content and student interaction (e.g. SEL, bullying prevention, conflict resolution, career awareness).	Direct
Crisis Counseling	Providing immediate individual or group support during a student crisis or emergency.	Direct
Consultation with Students and Families	Meetings with students and/or families about student concerns where the primary focus is counseling-related (social/emotional,	Direct

	behavioral, academic, or career development) for that <u>specific</u> student.	
Intake Interviews/Assessments	Conducting structured interviews or assessments with students for counseling purposes (including initial sessions and follow-up assessments).	Direct
Co-facilitation of Psychoeducational Sessions	Assisting in delivering psychoeducational content in small group or classroom settings with active student participation.	Direct
Parent/Family Outreach (Non-Counseling Focus)	General parent communication not focused on direct counseling (e.g. parent night, informational presentations).	Indirect
Consultation with Teachers/Staff	Collaboration and consultation with teachers or staff about student needs, behavior interventions, academic planning, or SEL supports.	Indirect

Participation in RTI/MTSS/504/IEP Meetings	Participation in meetings to support the academic, behavioral, and social/emotional needs of students.	Indirect
Data Collection and Analysis	Reviewing, analyzing, and interpreting data (attendance, behavior, academic performance) to guide counseling interventions and programs.	Indirect
Planning and Preparing Counseling Lessons/Sessions	Preparing materials, lesson plans, and activities for individual, group, or classroom counseling interventions.	Indirect
Program Development/Coordination	Developing, coordinating, or evaluating school counseling programs (e.g. SEL initiatives, career awareness events, prevention programming).	Indirect
Professional Development	Attending training sessions, workshops, or conferences relevant to the school counseling profession.	Indirect

School-Wide Activities (Counseling Role)	Participation in school-wide events where the counselor is actively promoting student wellness (e.g. wellness fairs, anti-bullying campaigns).	Indirect
Supervision with Site Supervisor	Weekly supervision meetings with Site Supervisor (required, but does not count toward Direct or Indirect hours).	Supervision (tracked separately)
University Group Supervision	Weekly group supervision with ULM faculty member (required, but does not count toward Direct or Indirect hours).	Supervision (tracked separately)
Administrative/Clerical Tasks (Non-Counseling)	General clerical work not directly tied to the counselor role (e.g. filing, lunch duty, hall monitoring).	Does not count

Counseling Experiences School Counselors Should Have at Their Site [←](#)

Category	Examples of Experiences	Expected In
Individual Counseling	- Short-term individual counseling with students on academic, social/emotional, or behavioral concerns. - Crisis counseling. - Intake and assessment sessions. - Academic planning and goal setting.	Practicum & Internship
Group Counseling	- Planning and leading/co-leading small counseling groups (e.g. social skills, coping skills, grief, anger management, self-esteem). - Conducting psychoeducational groups.	Practicum & Internship
Classroom Guidance Lessons	- Designing and delivering classroom lessons that align with ASCA Mindsets & Behaviors (e.g. SEL, bullying prevention, career awareness, academic skills). - Collaborating with teachers to support lesson delivery.	Practicum & Internship

Consultation & Collaboration	- Consulting with teachers about student academic and behavioral needs. - Collaborating with administrators to support school-wide initiatives. - Consulting with parents/families to support student success. - Working with community agencies and referral sources.	Practicum & Internship
Data-Driven Counseling	- Analyzing school data (attendance, grades, behavior, SEL screeners). - Using data to identify needs, design interventions, and evaluate outcomes. - Documenting and presenting data-informed program results.	Primarily Internship
Program Development & Evaluation	- Planning and coordinating school counseling programs. - Developing materials to support counseling initiatives. - Conducting needs assessments.	Internship

	- Evaluating program outcomes.	
Crisis Prevention & Response	- Participating in school safety and crisis response planning. - Assisting with crisis intervention. - Providing post-crisis counseling and support.	Practicum & Internship
School Counseling Leadership	- Participating on school leadership teams. - Advocating for students and the school counseling program. - Supporting equity initiatives. - Presenting to faculty, staff, or parents.	Internship
Professional Development	- Attending professional development sessions on counseling-related topics. - Participating in school or district in-service training. - Engaging in supervision and reflection activities.	Practicum & Internship
Ethical and Culturally Responsive Practice	- Applying ethical decision-making models in counseling practice. - Demonstrating cultural	Practicum & Internship

	competence and responsiveness in interactions with students, families, and staff. - Advocating for underserved populations.	
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Specific Examples of Direct and Indirect Hours for CMHC [←](#)

Direct Hours (CMHC)	Indirect Hours (CMHC)
Individual counseling sessions	Case notes and documentation
Group counseling sessions	Treatment planning
Intake interviews	Site Supervision/University Supervision
Psychoeducational sessions	Staff meetings
Crisis intervention	Training or professional development, conferences, webinars
Administering assessments	Client-related phone calls/emails
Case consultations that focus on specific client and contributes directly to the clients care	Seminars/Workshops
Observing a counselor providing services where you co-lead the session, provide feedback or guidance under supervision in real time, or actively participate in the counseling activity.	Role Plays with other therapists
	Observing others providing counselor or related services via recording, watching behind a mirror, or sitting in a session.

Required Site-Based Activities for CMHC Practicum & Internship Students

The following table outlines key activities and support CMHC students should receive from their practicum and internship sites and site supervisors.

Required Activity	Site or Supervisor Responsibility
Provide opportunities for individual counseling sessions	Assign clients appropriate for student's skill level and supervise student's work
Provide opportunities to lead or co-lead a counseling or psychoeducational group	Assist in identifying a group and ensuring student has an active leadership role
Allow participation in professional meetings (e.g., staffings, consultations)	Invite and encourage student participation in relevant site meetings
Offer observation or participation in crisis intervention	Include student in safety planning or emergency response activities when appropriate
Support access to assessments and clinical documentation tasks	Train student in agency procedures for assessments, treatment planning, and case notes
Provide weekly individual or triadic supervision (1 hour average)	Ensure supervision is scheduled consistently and conducted by a qualified supervisor
Offer feedback on counseling skills and professional development	Provide ongoing constructive feedback during supervision and throughout placement
Foster ethical practice and confidentiality awareness	Model and reinforce adherence to professional and legal standards

Provide exposure to client advocacy and referral processes	Include student in case management and resource coordination as appropriate
Complete required evaluations of student performance	Participate in midterm and final evaluation processes using program forms



The University of Louisiana Monroe Department of Counseling

Consent to Record ←

I hereby give permission to _____, a counselor-in-training
at the University of Louisiana Monroe who is completing clinical requirements at
_____ (site name), to record our counseling sessions.

I understand that these recordings will be used only for the purpose of providing clinical supervision to the counselor-in training, either at the University of Louisiana Monroe or at the student's clinical placement. Any person involved in providing or receiving clinical supervision is bound to the same ethical principles of confidentiality as professionals providing counseling. All recordings of counseling sessions will be erased no later than the end of the present semester.

By signing below, I acknowledge that the policies of the recording procedure, supervision, and confidentiality have been explained to me and I have had the opportunity to ask questions. I understand I can withdraw this permission to record at any time.

Client) (Signature of Witness) (Signature of

(Date of Signature) (Date of Signature)

IF THE CLIENT IS A MINOR (UNDER THE AGE OF 18 YEARS) THEIR PARENT OR LEGAL GUARDIAN MUST ALSO SIGN THIS AGREEMENT, BELOW.

(Parent or Legal Guardian's signature)

(Date of Signature)

CACREP Standards Related to Practicum & Internship (Section 4)

The following standards apply to entry-level programs for which accreditation is being sought. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.
- B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:

1. CACREP standards and definitions related to supervised practicum and internship;
2. supervision agreement;
3. evaluation procedures and requirements; and
4. policy for student retention, remediation, and dismissal from the program.

H. Written supervision agreements:

1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
2. include emergency procedures; and
3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.

K. The counselor education program provides professional development opportunities to

fieldwork site supervisors for all program delivery types.

L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

SUPERVISOR QUALIFICATIONS

N. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

1. relevant certifications and/or licenses,
2. relevant training for in-person and/or distance counseling supervision, and
3. relevant training in the technology utilized for supervision.

O. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:

1. have completed entry-level counseling degree requirements consistent with CACREP standards;
2. have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
3. be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.

P. Fieldwork site supervisors have:

1. a minimum of a master's degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is

placed, preferably in counseling or a related profession;

3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
4. relevant training for in-person and/or distance counseling supervision;
5. relevant training in the technology utilized for supervision; and

knowledge of the program's expectations, requirements, and evaluation procedures for students.

PRACTICUM

Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision

agreement.

T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

INTERNSHIP

U. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

V. Internship students complete a minimum of 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

W. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

X. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

PRACTICUM AND INTERNSHIP COURSE LOADS AND RATIOS

Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

AA. Practicum and internship students are not combined for group supervision.

BB. Group supervision for practicum or internship students should not exceed 12 students per group.

CACREP Standards for Entry Level Specialized Practice Areas (Section 5)

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

Clinical Mental Health Counseling

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. third-party reimbursement and other practice and management issues in clinical mental health counseling

School Counseling

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. strategies for implementing and coordinating school-based interventions
14. techniques of social-emotional and trauma-informed counseling in school settings
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates
17. interventions to promote postsecondary and career readiness
18. strategies to facilitate school and postsecondary transitions
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

CACREP Practicum & Internship Terminology

Term	Definition
Academic Term	The institutionally defined unit of course delivery time (e.g., semester, quarter).
Community Partners	Individuals and organizations who collaborate with or support the program and its graduates.
Continuous and Systematic Efforts	Efforts that are regular, planned, and ongoing.
Cultural Identity	A person's intersecting identities, such as age, gender, race, language, and life experiences.
Direct Contact Hours (aka Direct Service)	Supervised use of counseling or related professional skills with clients to promote change. Interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.
Entry Level	Indicates preparation appropriate to master's-degree programs.

Field Site Agreement	A formal document outlining roles, responsibilities, and expectations for fieldwork.
Fieldwork Hours	Hours accrued during practicum/internship and categorized as direct or indirect contact.
Formative Evaluation	Ongoing feedback provided to support student development during a course or fieldwork experience.
Indirect Hours	Activities that support counseling work but do not involve direct client interaction (e.g., documentation, planning, supervision).
Internship	A post-practicum, supervised capstone field experience to refine and integrate counseling skills.
Internship Student	A student completing advanced field experience to demonstrate integration of skills and knowledge.
Orientation	Initial training provided to students and site supervisors on fieldwork policies and expectations.
P & I Coordinator	The designated faculty responsible for overseeing practicum and internship placements.

Practicum	An entry-level, supervised field experience to develop basic counseling skills and apply professional knowledge.
Practicum Student	A student completing entry-level field experience to build foundational counseling skills.
Professional Dispositions	Commitments, values, and behaviors that reflect a counselor's professional conduct and growth.
Program Evaluation	The collection and interpretation of data to assess program effectiveness and guide improvements.
Service Delivery Modalities	The formats for providing counseling services (e.g., in-person, telehealth).
Site Placement	A field site where counseling services are provided by students under supervision.
Site Supervisor	A qualified professional at the field site who oversees and supports the student's counseling work.
Student Assessment	The systematic collection of data on a student's knowledge, skills, and dispositions.
Summative Evaluation	Final evaluation used to assess student achievement at the end of a course or field experience.

Supervision	A structured relationship where a more experienced counselor supports a student's development through guidance and feedback.
Triadic Supervision	Supervision involving one supervisor and two students in a shared learning and feedback process.
Underrepresented	A group or population that has a smaller presence in the program compared to the community served.
University Supervisor	Faculty member responsible for instructing and supervising practicum/internship students.

Practicum & Internship Field Site Agreement

This Agreement, by and between

College of Health Sciences School of
Allied Health Counseling Program
University of Louisiana at Monroe
700 University Avenue, Monroe LA 71209 | 318-342-1298

AND

Agency or School:

Agency or School Address:

City:

State:

Zip Code:

Agency or School Phone:

Supervisor E-mail:

AND

Student Name:

Student Address:

City:

State:

Zip Code:

Student Phone:

Student E-mail:

Start Date of Term:

End Date of Term:

Track:

☐ Practicum

☐ Internship I

☐ Internship II

Specialty Area:

☐ Clinical Mental Health

☐ School Counseling

for the purpose of providing a practicum/ internship in counseling for the above-named student.

Site Information:

Audio/Video Recording:

☐ Is allowed at Site

☐ Is not allowed at Site

If recording is not allowed at the site, alternative arrangements have been made with the P & I Coordinator.

☐ Yes

☐ No

For CMHC Practicum: Students have the ability to lead or co-lead a group for 4-5 sessions:

☐ Yes

☐ No

☐ N/A

For School Internship II: Students have the ability create and lead a 4-week small group counseling program:

☐ Yes

☐ No

☐ N/A

It is mutually agreed:

A. That the above named SITE SUPERVISOR will:

1. Provide one hour of weekly on-site supervision
2. Provide orientation to site and the specific duties of the student, including site policies and procedures, technology, confidentiality and privacy expectations, emergency and crisis response protocols.
3. Sign off on the student's weekly hours log in ELC to verify accurate documentation of both direct and indirect hours.
4. Provide the students the opportunity to engage in a variety of counseling experiences, professional activities, and resources (including technology) as noted in the Site Supervisor Manual.
5. Submit formative and summative evaluations of the student's performance using the CCS-R in ELC at the midpoint and end of the semester.
6. Review student work via live observations and secure recordings and provide narrative feedback.
7. Participate in a Site Visit each semester with the student and the University Supervisor to monitor student learning and performance in accordance with this agreement.
8. Maintain regular communication with the University Supervisor.
9. Ensure any audio/video recordings are made in accordance with applicable institutional, state, federal, and international privacy regulations.
10. Hold a master's degree in counseling or a related field, possess appropriate licensure or certification, and have a minimum of two years of post-master's experience in the student's specialty area (CMHC or School Counseling). Provide updated copies of licenses, certifications, and liability insurance each term.
11. Read the most current version of the Site Supervisor Manual and understand Site

Supervisor responsibilities prior to the start of the semester.

12. Be on site when the student is seeing clients. If the supervisor is off site, there must be another licensed or responsible individual who can be available for the student if needed.
13. Ensure the student meets the number of direct & indirect hours needed for successful completion of Practicum & Internship.
14. Complete all required documents in ELC each semester.
15. Telehealth only: Follow the requirements in the ULM Telehealth/Virtual Policy.
16. Emergency Procedures: In the event of an emergency involving the student or a client, the student must follow the site's emergency response procedures and immediately notify the Site Supervisor. The Site Supervisor will notify the University Faculty Supervisor as soon as possible. If the Site Supervisor is unavailable, the student should contact the designated backup staff member listed in the site's emergency plan and notify the University Supervisor without delay.

B. That the above named SITE will provide/allow:

1. Provide adequate workspace, technology, and materials needed for the student to complete their responsibilities. This includes a confidential space for individual, small group, and large group classroom guidance (school).
2. Allows students to record counseling sessions for supervision purposes, in accordance with ULM's recording policy outlined in the Supervisor Information Form and Site Supervisor Manual. The site ensures appropriate informed consent is obtained prior to any recording. If recording is not permitted, alternative arrangements have been made with the P & I Coordinator.

Provide appropriate clinical experiences aligned with the student's specialty area (CMHC or School)

4. Provide access to a private, confidential setting and ensure that any use of technology (e.g., electronic health records, telehealth platforms, behavior tracking systems) is compliant with HIPAA (CMHC) or FERPA (School) regulations
5. Allows students to meet ULM's group counseling expectations as outlined in the Supervisor Information Form and Site Supervisor Manual.

C. That the STUDENT will:

1. Be at the agreed upon location at times scheduled by the site supervisor and student.
2. Understand specific duties and responsibilities, site policies, procedures, technology, emergency and crisis protocols.
3. Attend one hour of weekly individual/triadic supervision with the Site Supervisor and 1.5 hours of group supervision with their University Supervisor
5. Keep weekly timesheets in ELC for each site that will be sent to the Site Supervisor for signature.
6. Complete all required forms in ELC.
7. Read the ACA Code of Ethics (CMHC) and the ASCA Ethical Standards (School) and use them as a guide for ethical and professional practice.
8. Complete all required recordings, groups, and sessions as noted in the CMHC and

School Counseling P & I Handbooks & Practicum & Internship syllabi.

9. Provide an updated copy of their liability insurance each semester.

10. Participate in a Site Visit every semester for each site.

Review the CMHC or School Counseling Practicum & Internship Handbook each semester.

D. That ULM COUNSELING PROGRAM will:

1. Provide a handbook/manual to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including CACREP Standards and definitions related to supervised practicum and internship, supervision agreement, evaluation procedures and requirements and ULM's policy for student retention, remediation, and dismissal from the program.

2. Host an Orientation Workshop for Site Supervisors at the beginning of the semester regarding program requirements and expectations & provide training for new site supervisors.

3. Provide professional development CEU opportunities throughout the semester on topics related to counselor supervision.

4. Maintain a virtual Canvas for Site Supervisors and Students housing the most up to date information, handbooks, syllabi, how-to videos, training in the technology used in supervision, and other relevant P & I Information.

5. Maintain periodic contact with the site supervisor at the start, midpoint, and end of the semester.

6. Be available to consult with Site Supervisors at any time to discuss questions or concerns.

E. The ULM FACULTY SUPERVISOR will

1. Provide students and Site Supervisors a syllabus describing specific practicum/internship requirements, assignments, and ELC forms.

2. Provide 1.5 hours of group supervision each week.

3. Provide supplemental learning opportunities and resources to support the site supervisor and student, which may include professional development seminars, access to audio/video recording tools, live supervision opportunities, and referral information for both client services and student support needs.

4. Maintain consultation with the site supervisor to monitor student learning and performance. At minimum, this includes contact at the start, midpoint, and end of the semester. Consultation may occur through site visits, phone calls, video conferencing, or email, and additional communication may be initiated as needed.

5. Be available to consult with Site Supervisors at any time to discuss questions or concerns.

6. Schedule a site visit at the midpoint of the semester with each of the student's sites. This visit will monitor student learning and performance in accordance with this agreement.

7. Submit formative and summative evaluations of the student's performance using the CCS-R in ELC.

8. Review student videos and offer constructive feedback during university supervision.

It is the expectation of all three parties involved that the above conditions be met. All responsibilities are in alignment with Section 4 of the 2024 CACREP Standards on Professional Practice.

Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement of the stated conditions:

_____	_____
Student Signature	Date

_____	_____
Site Supervisor Signature	Date

_____	_____
University Instructor Signature	Date



ULM School Counseling Internship Policy for Virtual School Counseling←

The following policy outlines expectations for ULM School Counseling students completing Internship in a virtual school setting and providing individual or group counseling services to K-12 students. This policy ensures that both students and Site Supervisors are fully prepared to deliver services that meet ULM, CACREP, ASCA, and legal & ethical standards. The goal is to support high-quality, student-centered counseling practice while prioritizing safety and counselor competency in virtual environments.

If you are considering a virtual school as a secondary site in Internship, please contact the P & I Coordinator to discuss options.

Virtual School Sites

Virtual school experiences may be used only during Internship II — not during Practicum.

A virtual school may be used as a Secondary Site only. Students must maintain a Primary Site placement in a traditional brick-and-mortar school serving P-6 or 7-12 students.

The virtual site must allow the student to engage in [appropriate counseling activities](#) consistent with the ASCA National Model and CACREP standards for school counseling practice.

Experiences limited to academic advising, monitoring attendance, or technical support do not meet program expectations.

Prerequisite Telehealth Course

If a student will engage in virtual counseling (providing counseling services via video or other remote formats to K-12 students) through a virtual school site, the following expectations apply:

- Students intending to utilize a virtual setting during internship must complete COUN 5091, ULM's 1-credit hour telehealth course. Students will register for the course in Banner at least one semester before they begin working in a virtual setting.
- The course will comprehensively cover all aspects of utilizing telehealth formats in counseling settings.
- The aim is to equip students with the necessary competencies, ethical understanding, and legal knowledge to practice telehealth effectively.
- Tuition for this course is set at \$500 plus tax and any fees from the Graduate School.
- This course will be available each semester, and students must complete it before commencing their practicum or internship involving virtual counseling.
- Students who do not intend to incorporate virtual counseling into their practicum or internship are exempt from taking this course.

Virtual Site Supervisor Requirements

Virtual Site Supervisor Eligibility:

- Hold a valid school counseling certification
- Possess a master's degree in school counseling or a related field
- Have at least two years of experience as a certified school counselor in a traditional brick-and-mortar school setting
- Have at least one year of experience providing virtual school counseling services at their current site

Documentation and Training Requirement:

- Potential Site Supervisors must provide documented evidence of their training in virtual counseling and supervision.

- If a Potential Site Supervisor lacks adequate training despite having two (2) years of virtual school experience, ULM will offer a specialized training program.
- The training program will provide ten (10) NBCC CEUs and focus on telehealth best practices, supervision techniques, and ethical considerations. This training will satisfy 1.5 ethics and 3 supervision hours. For more information on the training, contact the Internship Coordinator at moon@ulm.edu.
- Completion of this training is mandatory before a supervisor can oversee telehealth sessions for students if they cannot provide documentation or a credential in telehealth.

Liability Insurance

- Both students engaging in virtual internship activities and Site Supervisors overseeing such sessions must ensure that their liability insurance policies cover telehealth/virtual school services.
- It is essential to verify coverage, as requirements may vary from state to state.
- Adequate liability insurance coverage is crucial to protect all parties involved in telehealth sessions from potential risks and liabilities.
- Students and Site Supervisors are responsible for understanding the specific terms and conditions of their insurance policies related to telehealth services.
- Any discrepancies in coverage should be addressed and resolved promptly to ensure compliance with legal and ethical standards. This must be done prior to engaging in virtual counseling.
- Virtual site supervisors may not be covered under their school district's policy. If this is the case, they will need to purchase a policy that covers virtual supervision.

Telehealth Emergency Procedures

If a student is conducting a virtual session and the student expresses thoughts of self-harm or

poses a safety concern, the site must have a clear emergency protocol in place. Site Supervisors should ensure that students are trained in these procedures and know how to respond. At minimum, the emergency plan should include the following:

- The student should immediately assess the level of risk using site-approved suicide risk assessment protocols.
- If there is imminent risk, the student must stay connected with the student and notify the Site Supervisor or designated clinical contact at the site without delay.
- The student should verify and document the student's location and emergency contact information at the start of each telehealth session.
- The site should have a plan to contact local emergency services or a mobile crisis team near the student's location if necessary.
- The student must follow up with the Site Supervisor and University Supervisor to report and document the incident according to site and university procedures.
- Supervisors should debrief with the student after the incident and ensure appropriate emotional and clinical support is provided.

Supervisors must review these expectations with the student and the P & I Coordinator prior to any telehealth sessions and ensure the emergency plan is clearly understood.

Selection Criteria for Supervisors from Related Professions←

While our program prioritizes supervision by licensed professional counselors, we recognize that highly qualified professionals from related disciplines—such as social work, psychology, marriage and family therapy, and school psychology—may also be appropriate site supervisors when their experience and training align with the goals of our counseling program and CACREP standards.

To ensure quality supervision, individuals from related professions may serve as site supervisors only if they meet the following criteria:

Educational Background: The individual must hold a minimum of a master’s degree from a regionally accredited institution in a discipline closely related to counseling. Acceptable degrees include social work (MSW), clinical or counseling psychology, school psychology, psychiatric nursing, or marriage and family therapy. The degree must include clinical training and coursework relevant to counseling competencies (e.g., ethics, diagnosis, counseling techniques).

Relevance to Specialized Practice Area: The supervisor’s education and professional experience must be clearly applicable to the student’s specialized practice area (e.g., Clinical Mental Health Counseling or School Counseling). For example, an LCSW with extensive experience in community mental health settings may be appropriate to supervise a CMHC student.

Institutional Review: Each supervisor’s qualifications are reviewed by the Practicum and Internship Coordinator to ensure alignment with CACREP expectations and program learning outcomes.



Winter Semester GAP Agreement←

Name:	Semester/Year:
Field Site:	Site Supervisor:

This agreement between the field site and the student intern permits the student to accrue supervised direct and indirect counseling hours at the current field site during the winter break.

Eligibility

- This agreement is only for students who are continuing at the same site with the same site supervisor into the next semester.

- It does not apply to students beginning at a new site or with a new supervisor in the upcoming

semester.

Academic Status

- To meet CACREP and University requirements, students participating in the GAP will receive an incomplete grade for Internship I.
- Internship I will be extended through the first week of January. After this period, the Practicum & Internship (P&I) Coordinator will submit paperwork to the Graduate School to change the grade to “complete.”

University Supervision

- ULM will provide alternative university supervision during the break.
- This supervision is required to meet university supervision standards and will be scheduled and announced prior to the break.

Site Supervision

- The site supervisor agrees to continue providing an average of one hour of individual supervision per week during the weeks the student is actively accruing hours.

Logging Hours

- Instructions and access to the appropriate logging form will be made available before the GAP

period begins.

Communication

- Because the university is not officially in session during the break, reaching faculty may be delayed.

- If any urgent issues arise, students or site supervisors should contact Dr. Poppy Moon at moon@ulm.edu or 205-799-5661 (please text first).

Signatures:

Counseling Intern

Date

Field Site Supervisor

Date

ULM Internship Coordinator

Date

Commitment to Student Success

The Counseling Program at ULM is committed to advancing and advocating for all students who are admitted to the program. We consider and invite a variety of applicants into the Counseling Program each year and attempt to foster and maintain a safe environment of respect and acceptance for faculty, staff, students, and members of the communities we serve.

We educate and encourage our students to support the ones they work with as clinical mental health and school counselors through our curriculum and clinical experiences that reflects and values respect for all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

If you have accommodations your professor needs to be aware of, contact them within the first two days of class.

Special circumstances. If you encounter any unforeseen circumstances during the semester that may affect your performance (e.g., physical, or mental illness, family emergency), please let your professor know within 7 days so we can discuss possible accommodations or alternative arrangements. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.