



ULM COUNSELING PROGRAM



2025-2026 School Counseling PRACTICUM AND INTERNSHIP HANDBOOK

SCHOOL OF ALLIED HEALTH

Counseling Program

College of Health Sciences

University of Louisiana at Monroe

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Welcome to your School Counseling Practicum and Internship experience at the University of Louisiana Monroe! This handbook is here to help you understand what to expect and what will be expected of you during your time in the field.

As a school counseling student, this guide outlines the key responsibilities for you, your site supervisors, your university supervisor, and ULM. It is designed to help ensure that your fieldwork experience is meaningful, aligned with professional school counseling practice, and supportive of your development as a future school counselor.

This handbook also ensures that we are meeting the standards set by our national accrediting body, CACREP, so that your experience in the field supports both your personal growth and professional preparation.

If you have any questions after reading the handbook, please contact:

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Introduction to Practicum & Internship

Practicum and Internship will be some of the most important training experiences you have during your time in the counseling program. These courses give you the opportunity to apply the knowledge and skills you've learned in class to real-world settings as you grow into a confident and professional counselor. Please visit the ISC Canvas and view the Orientation to School Counseling Practicum & Internship video.

The ISC Canvas Page



To support you in your practicum and internship experience, we've created a dedicated ISC Canvas page, The ULM Practicum & Internship Hub, with a wide range of resources. On this page, you'll find helpful tutorials to help with completing forms, logging hours, and understanding evaluations.

The page includes tips for finding a site, sample outreach emails, and a list of previously approved locations. You'll also have access to important documents such as the most current Practicum & Internship Handbook, Site Supervisor Manuals, and sample forms.

A techniques section is available to help you build counseling skills and learn creative strategies you can use in sessions.

In addition, the page offers ideas for professional development and a collection of recommended books and documentaries on a variety of counseling topics to broaden your knowledge and support lifelong learning.

We encourage you to visit the ISC Canvas page regularly, as it will be updated regularly with new tools, reminders, and announcements. This page is available to you starting your first semester at ULM.

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.

		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

Practicum Overview

What is School Counseling Practicum?

School Counseling Practicum is a field-based clinical course taken near the end of your master's program. It is designed to help you begin applying the counseling skills you have developed throughout your training in a professional school setting. During Practicum, you will work at approved school site(s), receive regular supervision, and begin building your identity as a professional school counselor.

Starting with the cohort of 2024, the following will be required for Practicum. School counseling students who are currently in the program are not impacted by this change.

Practicum Requirements

- Practicum consists of a minimum of 100 total clock hours earned over the semester.
- A minimum of 40 of these hours must be direct contact hours; the remaining hours may be indirect professional activities related to the school counseling role.
- You must complete experience at both P–6 and 7–12 grade levels as part of your Practicum.
- You may complete Practicum at:
 - One P–12 school site that allows you to obtain required experiences at both levels, or
 - Two separate school sites — a Primary Site and a Secondary Site — with Site Supervisors at each site.

- You must complete at least 15 hours of direct student contact and at least 10 hours of indirect professional activities at your Secondary Site — the site serving the developmental level not served by your Primary Site.
- The remaining required Practicum hours may be completed at your Primary Site, provided that activities at both sites include a [range of counseling-related experiences](#) aligned with the professional school counselor role.
- Students must obtain site approval from the Internship Coordinator prior to beginning Practicum and before confirming sites and supervisors.

How Do I Choose Which Site is Primary?

You have some flexibility in how you structure your Practicum experience based on your interests and professional goals.

Some students discover they enjoy working with one population more than another (for example, they feel more comfortable counseling elementary students or prefer working with middle/high school students). If you know that you prefer a certain developmental level, you can choose to use that as your Primary Site and complete the majority of your Practicum hours there.

Other students may already be working or placed in a school at one level through their job or an existing partnership. In this case, it often makes sense to use that school as the Primary Site, and then add a Secondary Site to gain required experience at the other level.

If you are interested in gaining balanced experience across both levels — or if you want to explore both equally — you can choose to split your Practicum hours more evenly across two sites. This can be a great way to broaden your professional skill set and prepare for working in a variety of school settings.

Supervision Requirements

- Students will receive 1.5 hours of weekly group supervision from a ULM faculty member as part of their Practicum course.
- Students must receive 1 hour of weekly individual or triadic supervision from an approved Site Supervisor at their Primary Site. If the student is actively working at their Secondary Site during a given week, they must also receive 1 hour of supervision at that site for that week.

Site Visit Requirements

- ULM faculty will conduct two virtual site visits via Zoom during the semester:
 - One with the Primary Site Supervisor
 - One with the Secondary Site Supervisor (if applicable)

Scheduling

Please note: ULM's *School Counseling Practicum* course is only offered during the **spring semester** because most school sites are not available for Practicum placements in the summer.

Clinical Practicum or Internship courses cannot substitute for School Counseling Practicum or Internship. School Counseling students must complete their field experience in an approved PK–12 school setting under the supervision of a certified school counselor to meet program and certification requirements.

Eligibility to Apply for Practicum

To be eligible for Practicum, you must meet the following requirements:

- Successfully attend and complete the online, synchronous summer workshop.

- Earn a grade of **B or higher** in all of the following prerequisite courses (verified with a ULM transcript):
 - COUN 5001: Intro to Professional Counseling
 - COUN 5002: Theories of School Counseling
 - COUN 5010: Methods of Counseling
 - COUN 5011: Advanced Techniques in Counseling
 - COUN 5022: Lifespan Development
 - COUN 6052: Multicultural Counseling
 - COUN 6063: Law and Ethics in Counseling
 - COUN 6061: Group Counseling in Schools
 - COUN 5049: School Assessment and Psychometrics
 - COUN 5021: Diagnostics in Counseling

No exceptions to these prerequisites will be made.

Internship Overview

What is School Counseling Internship?

School Counseling Internship is a continuation of your professional practice experience and occurs after successful completion of Practicum. Internship provides the opportunity to further develop and refine your counseling skills while deepening your professional identity as a school counselor.

You will continue working in a school setting under the supervision of an approved site supervisor while receiving additional guidance from ULM faculty. Internship allows you to apply advanced counseling skills and gain experience across a wide range of school counseling roles and functions.

Internship Requirements

Internship must include a minimum of 600 total clock hours earned over the course of two semesters (Internship I & II). A minimum of 240 of these clock hours must be direct, and the remaining 360 may be indirect.

- Internship I includes 300 total clock hours per semester, with a minimum of 120 direct hours and 180 indirect hours earned each semester.
- Internship II includes 300 total clock hours per semester, with a minimum of 120 direct hours and 180 indirect hours earned each semester

Internship Site Options

School counseling students may choose the grade level(s) where they complete their Internship hours:

- You may complete all 600 hours in one grade range: P–6 or 7–12
- You may choose to complete Internship hours across both grade levels (P–6 and 7–12) if you wish to gain broader experience.
- If you choose to complete Internship at two different sites or grade levels, you must have an approved Site Supervisor at each site and will participate in two site visits (one per site) each semester.
- If you complete Internship at a single site that serves P–12 or serves the grade levels you select, one Site Supervisor is sufficient.

Students must consult with the Internship Coordinator prior to finalizing their site(s) and supervision plan.

Supervision Requirements

- Students will receive 1.5 hours of weekly group supervision from a ULM faculty member within their internship course.
- Students will receive 1 hour of weekly individual and/or triadic supervision from their approved site supervisor.

Site Visit Requirements

ULM internship faculty will conduct a minimum of one virtual site visit per site per semester:

- If a student completes Internship at one site, they will participate in one site visit per semester.
- If a student completes Internship at two sites, they will participate in two site visits per semester — one with each Site Supervisor.

Small Group Counseling Requirement (Internship II)

As part of your School Counseling Internship II experience at ULM, you are required to complete a small group counseling project as part of your professional practice. This project is designed to help you demonstrate leadership, collaboration, group counseling skills, culturally responsive practices, and program evaluation — key competencies of the school counseling role.

You will be required to:

- Use school data (such as attendance, behavior, discipline, or academic data) to assess and identify an area of student need within your site.
- Design a 4-week small group counseling intervention to address this identified need.
- Lead or co-lead all 4 group sessions with a consistent group of students.
 - You must conduct all 4 sessions in order to meet this program requirement.

- Collect relevant data before and after the group to evaluate the effectiveness of your intervention.
- Reflect on your experience and submit documentation as part of your Internship II course.

The hours spent delivering these group sessions will count toward your required direct contact hours for Internship II.

This project is a required component of Internship II and is intended to help you develop essential group leadership skills and the ability to use data to drive student support services.

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](#).

Direct and Indirect Hours

During Practicum and Internship, you will track your activities as either direct or indirect hours.

Direct contact hours include face-to-face interactions where you are actively applying counseling skills, such as individual counseling, group counseling, classroom guidance lessons involving counseling content and student interaction, crisis counseling, and consultation meetings with students and/or families.

Indirect contact hours include tasks that support your role as a school counselor but do not involve direct counseling interaction. Examples include planning and preparing counseling sessions and lessons, consulting with teachers and staff about student needs, attending

RTI/MTSS/504/IEP meetings, reviewing and analyzing student data, participating in program development or evaluation, and completing professional development related to school counseling.

Supervision hours—your weekly individual or triadic site supervision and group supervision with your ULM faculty supervisor—are required but are tracked separately.

If you are uncertain if an hour should be logged as direct or indirect, follow up with your university supervisor. Click [here](#) for a detailed table on direct and indirect hours for School.

What Happens in Supervision?

Supervision is one of the most valuable parts of your Practicum & Internship experience — it's where you get to step back from your day-to-day work at your site and reflect on your growth as a future school counselor.

Each week, you'll participate in:

- **Group supervision** with your ULM Faculty Supervisor and classmates, where you can share successes and challenges, learn from one another, and get new ideas and strategies.
- **Individual supervision** with your Site Supervisor, where you'll receive personalized feedback on your counseling skills, case conceptualization, professional identity, and your work with students.

In both settings, you'll have opportunities to:

- Present video or audio segments of your counseling work and reflect on your practice.
- Talk through ethical considerations and complex situations.
- Come prepared with information you reviewed prior to class so you can share and discuss.

- Explore ways to build stronger relationships with students and families.
- Develop your own style as a school counselor.
- Celebrate your progress!

Supervision is a safe space to ask questions, take risks, and grow. Both your Faculty Supervisor and your Site Supervisor are there to support you and help you become the best school counselor you can be.

General Professional Experiences – School Counseling

During practicum and internship, school counseling students are expected to participate in a [variety of professional experiences](#) beyond direct counseling with students. These may include attending student support team (SST) or IEP meetings, collaborating with teachers and administrators, assisting with school-wide programs and classroom guidance lessons, contributing to student documentation such as behavior plans or academic interventions, participating in parent-teacher conferences, supporting student advocacy and referral processes, and observing or assisting with crisis response procedures. These experiences are essential for developing a well-rounded professional identity and understanding the multifaceted role of the school counselor within the educational setting.

Technology at Your Site

During your practicum and internship, you are encouraged to learn about the technology used at your site to support counseling services. At school sites, this could involve student information systems like PowerSchool, behavior tracking tools, or communication platforms used with families and staff. Gaining experience with these tools helps you build practical skills that are essential in today's counseling settings.

Please remember that any use of technology must comply with your site's confidentiality policies, and you should only access systems with your site supervisor's guidance and permission.

Emergency Procedures at Your Site

At the start of your Practicum or Internship, you will be expected to familiarize yourself with your site's emergency procedures. This includes understanding how to respond to medical emergencies, mental health crises, natural disasters, lockdowns, or other critical incidents. You should ask your Site Supervisor about these protocols and follow all site-specific guidelines in the event of an emergency.

If you encounter a client who may be at risk of harm to themselves or others—or any situation that causes serious concern—you must notify your Site Supervisor and University Supervisor immediately. When in doubt, always err on the side of caution and seek supervision right away.

For a complete list of student responsibilities, review the [Student Responsibilities During Practicum & Internship](#) located in the Appendix.

Practicum & Internship (P&I) Coordinator

Dr. Poppy Moon is the Practicum & Internship Coordinator. She will help you with site selection, entering information into Tevera, completing MOUs, and navigating the overall Practicum and Internship process. For support or questions, email moon@ulm.edu.

Site Approval Timeline for Practicum Placement

A timeline for P & I placement by semester is located [here](#). Staying on track is essential to ensure your site is vetted and approved in time to begin collecting hours.

Practicum/Internship Site Selection

You are responsible for identifying sites to complete your practicum and internship experiences. However, you are not alone in this process! The Practicum & Internship Coordinator and program faculty actively support you in identifying, preparing for, and securing placements that meet CACREP requirements.

Program Involvement and Support

You'll begin exploring potential practicum and internship sites in COUN 5010: *Methods of Counseling* and COUN 5011: *Advanced Techniques in Counseling*. These courses include assignments and activities that help you identify appropriate sites, build interview skills, and understand what to expect during fieldwork. You'll also have access to helpful tools in the Practicum & Internship Information Hub, located in the International Society for Counseling (ISC) Canvas course. This hub includes a list of pre-approved sites, contact information, and sample interview questions to guide your search. This course is located in your Canvas dashboard and is available starting your first semester at ULM.

Advising Meetings for Practicum & Internship Planning

You will participate in two required advising meetings with your faculty advisor to help you prepare for Practicum and Internship. Your first meeting will take place during *COUN 5001: Introduction to Professional Counseling*, where you will review your academic plan, learn about the purpose of clinical fieldwork, and begin considering the types of sites that interest you. You will meet again during *COUN 5060: Career Counseling*. In this second meeting, you will take a deeper dive into placement requirements, site expectations, and the steps you need to take to begin the site approval process. These meetings are designed to keep you informed, supported, and on track for a successful clinical experience.

You're encouraged to begin your site search early and reach out regularly for support throughout the process. It is never too early to find a site!

Selecting an Appropriate Site

When choosing your practicum or internship site, you are responsible for confirming that it meets all requirements outlined in this handbook. Your site must:

- Provide supervision by a certified school counselor with at least two years of post-master's experience
- Offer the opportunity to complete required direct and indirect hours, including a group counseling experience during Internship II
- Allow for audio or video recording of client sessions for supervision purposes
- Have a signed Memorandum of Understanding (MOU) with ULM on file

Examples of Acceptable Sites:

Site Type	Notes
Public Elementary School (P-6)	Excellent for P-6 experience
Public Middle School (6-8)	Excellent for 7-12 experience
Public Junior High (7-9)	Excellent for 7-12 experience
Public High School (9-12)	Excellent for 7-12 experience
Public School (P-12)	Excellent for entire P-6 and 7-12 experience
Charter School (P-12, or appropriate grade range)	Must provide comprehensive school counseling program (not just academic advising); site supervisor must be qualified
Magnet School (P-12, or	Must provide opportunity for

appropriate grade range)	counseling interventions
Private School (P–12)	Must provide school counseling services (not just academic or college advising); site supervisor must be qualified
Alternative School/Program	Must provide opportunities for individual/group counseling, SEL programming, and other counseling interventions, site supervisor must be qualified
Specialty School (Behavioral, Therapeutic, or Residential School)	Acceptable if role is primarily school counselor, not therapist; must align with ASCA role and CACREP standards, site supervisor must be qualified
Virtual/Online School	May be used as secondary site only with strong supervision and opportunities for meaningful counseling work, only allowed for Internship II placements, site supervisor must be qualified
Career/Technical School (7–12)	Acceptable if school counseling services are provided beyond academic scheduling, site supervisor must be qualified

Virtual placements must follow all requirements outlined in the [ULM Virtual School](#)

[Policy.](#)

Interviewing with Sites

Once you find a site that interests you, it's time to reach out and request an interview. Contact the site by phone or email, introduce yourself as a graduate counseling student at ULM, and explain that you are seeking a practicum or internship placement. Mention the term you plan to begin (e.g., Spring or Fall) and ask if they are currently accepting students.

If the site is open to working with you, schedule a professional interview—either in person or virtually. Remember, this is a two-way conversation. While the site is evaluating you, you are also evaluating whether the site and supervisor are a good match for your learning needs.

In preparing for your interview:

- Bring an updated resume that highlights your counseling coursework and relevant experience and some sample coursework to share (ex. your Counselor Collective assignment).
- Be ready to explain ULM's SC Practicum & Internship requirements, including hours, supervision, recordings, group requirement, and counseling expectations.
- Ask about what responsibilities you'll have, and the site's policies on recording sessions
- Confirm that the site meets ULM and CACREP requirements and that the supervisor has the proper qualifications
- Provide the site with a copy of the current Site Supervisor Manual. The most up to date copy is located [here](#).

It might be tempting to say yes to the first site that shows interest—but take the time to choose a placement that feels like the right fit. You'll be spending a lot of hours there, so it's important to work in a setting and with a supervisor that you genuinely connect

with. Look for a site where you feel supported, respected, and aligned with the supervisor's style and values. Take your time during the interview process—your placement plays a big role in your development as a future counselor.

What to Look for in a Site

During your interview, make sure the site can:

- Provide appropriate experiences for your practicum & internship. Click [here](#) for a list of activities.
- Offer orientation to the site's mission, expectations, and procedures
- Ensure client sessions are held in a private, confidential, and HIPAA-compliant space
- Allow you to lead or co-lead a group during your internship
- Provide the resources, space, and support you'll need for your responsibilities
- Permit audio/video recordings for supervision
- Use informed consent documents that clearly explain your role as a practicum & internship student
- Offer a variety of meaningful learning opportunities under supervision

For a complete list of site responsibilities, review the [Responsibilities of the Site](#) located in the Appendix.

What to Expect from a Site Supervisor

Your Site Supervisor is a key part of your training and must:

- Hold a master's degree in counseling or a related field and is certified as a school counselor
- Have at least two years of experience as a school counselor and is currently working as a school counselor
- Provide one hour of individual supervision weekly and sign your weekly logs

- Help orient you to the site, including privacy, policies, and emergency procedures
- Complete midterm and final evaluations of your performance using Tevera
- Be present when you are seeing clients or ensure another certified person is available
- Allow you to create and lead a group during Internship II
- Review your recordings and/or live observations and complete related evaluations
- Consult regularly with your University Supervisor and participate in a site visit each semester
- Complete the required Site Supervisor trainings.

If your site or supervisor has questions about expectations, they are encouraged to contact the Practicum & Internship Coordinator directly.

For a complete list of site supervisor responsibilities, review the [Site Supervisor Responsibilities](#) located in the Appendix.

ULM's counseling program maintains strong relationships with many sites and supervisors. When needed, the Practicum & Internship Coordinator can contact potential sites on your behalf, clarify questions about eligibility or supervision, assist if you're having trouble finding a placement, and offer direct guidance to help you select a site that aligns with your specialization and state requirements.

The Site Vetting & Approval Process

Even if a site agrees to take you, it must still be vetted and formally approved before your courses start. This approval process happens in Tevera and includes:

Even if a site agrees to take you, it must still be vetted and formally approved before your courses start. This approval process happens in Tevera and includes:

1. **Site Information Form** – Describes services, populations served, supervision experiences, recording rules, telehealth policies, and other CACREP requirements.
2. **Supervisor Information Form** – Confirms licensure, certifications, experience, & qualifications.
3. **Supervisor Documents** – Includes proof of liability insurance, license, and resume/CV
4. **Site Supervisor Orientation Manual** – Verifies that your site supervisor has reviewed the required trainings and materials prior to the start of the semester.
5. **Field Site Agreement** – Confirms the responsibilities of the site, site supervisor, student, university supervisor, and ULM. It also asks for the dates of the semester you will be working in either practicum or internship. The Practicum & Internship Coordinator will remind you of the dates. A copy of the Field Site Agreement is located in the [Appendix](#). A video tutorial is located in the ISC Canvas.
6. **MOU (Memorandum of Understanding)** – A legal agreement between ULM and the site (required before logging hours)

Only sites that meet **all** of these requirements will be approved. You must do this process for both primary and secondary sites.

If you have questions about the suitability of your potential site or site supervisor, contact the Internship Coordinator at moon@ulm.edu. Please do this before you start the site process in Tevera.

If you are switching to a new internship site or extending your current placement, you are still required to follow the same approval process and meet the deadline.

Students who do not have their site(s) and site supervisor(s) approved by the [deadline](#) will be **removed from the course**. There are **no exceptions** to this policy.

A video walkthrough of the most current Tevera Practicum & Internship Application Walkthrough can be found in the ISC Canvas.

Liability Insurance

All students must maintain active professional liability insurance throughout Practicum and Internship. Free coverage is available to student members of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Proof of current insurance must be uploaded and kept up to date in Tevera.

Proof of current individual insurance must be uploaded to Tevera prior to site approval and must be kept up to date throughout the duration of the field experience. While liability insurance is not required throughout your entire enrollment in the counseling program, it must be in place before you are approved to begin Practicum or Internship and remain active for the full term of your placement.

Site Supervisors need to have professional liability coverage in place while supervising students. If your Site Supervisor is employed by a public school district, they are typically covered under the district's professional liability policy. If this is the case, we ask that the site supervisor upload a brief signed statement confirming that they are covered under the district's policy.

If your Site Supervisor is not employed by a public school district, such as a charter or alternative school, they will need to upload proof of individual professional liability insurance.

If they are a member of ASCA, they may also be covered. Ask them to check their policy limitations.

Students are responsible for checking the expiration date of their supervisor's policy and reminding them to update it if needed. If either your policy or your supervisor's policy lapses and is not updated in Tevera, any hours accrued during that time cannot be counted toward your required field experience.

As part of the site approval and site extension process each semester, you will be required to verify the expiration date of your insurance policy. You must upload your renewed policy to Tevera prior to expiration.

The Practicum & Internship Coordinator will review all uploaded insurance documents in Tevera as part of the site approval process and will track policy expiration dates. Students will receive a reminder notification at least two weeks before their policy expires.

Tevera – Experiential Learning Cloud (ELC)

Tevera (ulm.tevera.app) is the online platform ULM uses to manage all aspects of the Practicum and Internship process. You'll use it to submit required documents, track approvals, and maintain up-to-date records for your field experience. Understanding how to navigate Tevera - and starting early - will make your site approval process much smoother.

Site Approval in Tevera

Step 1: Complete Pre-Application Tasks

Before you can enter your site and supervisor information into Tevera, you must complete three pre-application tasks. These tasks can be done as early as your first semester at ULM, and you should complete them no later than the **first month of the semester prior to Practicum**. You can find a tutorial in the ISC Canvas.

1. Upload Proof of Your Liability Insurance

2. Upload a ULM Transcript

An unofficial transcript is fine—you can download it directly from Banner.

3. Complete a Background Check

Visit www.castlebranch.com and use code **UH46BG** (Background Check Only). Upload the completed report to Tevera once it is available. ULM does not require a drug screen.

Step 2: Enter Site and Supervisor Information

Once the pre-application tasks are completed, you'll unlock the ability to enter your proposed site and site supervisor into Tevera. You'll be responsible for sending the following documents to your site via the platform and working with your supervisor to ensure everything is completed:

- Site Information Form
- Field Site Agreement
- Supervisor Information Form
- Supervisor Resume/CV
- Supervisor License
- Supervisor Proof of Insurance
- Site Supervisor Orientation Manual

A video walkthrough of the most current Tevera Practicum & Internship Application Walkthrough can be found in the ISC Canvas.

Note: In practicum you will be entering two sites, the primary and secondary (unless you are at a P-12 school).

Step 3: Confirm the MOU (Memorandum of Understanding)

If your proposed site/school district hasn't previously partnered with ULM, a Memorandum of

Understanding (MOU) must be completed before you begin Practicum or Internship. The MOU is a legal agreement between ULM and your site.

The MOU usually needs to be signed for your school district, not individual schools. The person who can sign the MOU for the district is typically the Head of Guidance and Counseling or someone in the central office, not your site supervisor or principal. Make sure you identify the correct contact person early.

As soon as you select your site, email The Practicum & Internship Coordinator at moon@ulm.edu with the following information:

- School District name
- School District Address
- Contact's phone number
- Name of the site contact who is authorized to sign legal documents on behalf of the site (this may or may not be your site supervisor) and their email address

The Practicum & Internship Coordinator will use this information to initiate the MOU process. Sometimes this can take several weeks, so be proactive and get this information in as soon as possible.

Background Checks and Site Requirements

Most school districts require students to complete a background check, fingerprinting, or additional screenings before beginning Practicum or Internship. These processes can take time to complete. It is your responsibility to contact your site early, ask about their specific requirements, and begin the clearance process as soon as possible. Failure to do so may delay your start and impact your ability to meet hour requirements.

Site Approval and Enrollment Requirements

- Deadlines

Students may not register for practicum or internship until they have been officially cleared by The Practicum & Internship Coordinator. This includes approval of both the site and the site supervisor in Tevera.

Extending a Site into Internship

If you're continuing at the same site with the same supervisor from:

- Practicum to Internship I, or
- Internship I to Internship II,

you must submit a site extension request in Tevera for the upcoming semester. This must be approved before the new semester begins. Be sure you do this while your current class is still in session.

The site extension request will require you to complete a new Field Site Agreement and Site Supervisor Orientation Manual, and to submit updated copies of both your liability insurance and your site supervisor's liability insurance.

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

A video walkthrough of the site extension process is in the ISC Canvas.

University Faculty Supervisor

The University Supervisor is the ULM faculty member that teaches the practicum or internship course. They are responsible for providing students with 1.5 hours of group supervision each week. Prior to the start of practicum or internship, check the options of dates and times for these courses (ex. Tuesdays from 5-6:30) in Banner. Enroll in the class that best fits your schedule.

Your University Supervisor plays a vital role in guiding and supporting you during your field experience. They will clearly outline the expectations and requirements for the Practicum or Internship course, including assignments and grading criteria.

The University Supervisor also supplements site-based learning by providing opportunities to engage in a variety of professional activities and resources. This may include access to counseling-related technology, case consultations, mock documentation practice, and discussions of professional issues. They encourage participation in professional development events and help you reflect on and document your exposure to activities such as treatment planning, advocacy, and the use of assessment tools. These supports ensure that all students, regardless of site limitations, gain the breadth of experience expected in the counseling profession.

Consultation Between Site and University Supervisors

To support your professional development and ensure alignment with CACREP expectations, your University Supervisor will engage in planned consultation with your Site Supervisor throughout the semester. These consultations are designed to monitor your learning and performance, identify areas of strength or concern, and ensure you are receiving adequate supervision and clinical experiences.

Consultation between University and Site Supervisors typically occurs at three key points: the start, midpoint, and end of the semester. These check-ins include discussions of your progress, counseling responsibilities, and any site-specific needs or concerns. In addition to these planned contacts, University Supervisors remain available throughout the term to provide support or address emerging issues.

All consultations—whether by email, phone, or video conference—are documented by the University Supervisor through supervision notes and Tevera logs. These records demonstrate that regular and substantive communication is occurring to support your success.

The Midpoint Site Visit

Around the middle of the semester (typically Weeks 7–8), your University Supervisor will conduct a formal midpoint site visit via Zoom with you and your Site Supervisor. This structured consultation serves to:

- Review your counseling activities and progress toward required hours
- Discuss how you're applying counseling knowledge and skills
- Address any challenges or supervision concerns
- Gather feedback from your Site Supervisor
- Confirm alignment with CACREP fieldwork standards

Following the visit, your University Supervisor will complete the Midpoint Progress Summary Form in Tevera. If needed, the form will be used to initiate a support or remediation plan in collaboration with you and your Site Supervisor.

Note: Each course instructor has the authority to determine class-specific requirements and expectations. Students enrolled in a course must follow the guidelines established by their professor.

For a complete list of university supervisor responsibilities, review the [Responsibilities of the University Supervisor](#) located in the Appendix.

Student Evaluation Process

The CCS-R: Formative and Summative Evaluation of Counseling Competencies

Throughout both Practicum and Internship, your counseling development will be assessed using the Counseling Competencies Scale – Revised (CCS-R). This standardized tool serves as both a formative evaluation at midterm and a summative evaluation at the end of the semester. The CCS-R is completed by both your Site Supervisor and University Supervisor to evaluate your counseling skills, professional dispositions, and overall performance. It includes both quantitative ratings and a narrative section to provide personalized feedback on your strengths and areas for continued growth.

The CCS-R allows faculty to monitor your ability to integrate and apply counseling knowledge in real-world settings and to identify patterns of progress or concern. During midterm evaluations, most students are expected to receive ratings of 3 (“Near Expectations / Developing”) or 4 (“Meets Expectations / Competent”), with the goal of achieving ratings of 4 or 5 (“Meets or Exceeds Expectations / Advanced Competency”) by the final evaluation.

As part of this process, University Supervisors engage in structured consultation with Site Supervisors to review evaluation results, clarify expectations, and collaboratively support your development. These consultations ensure that feedback from both supervisors is used to provide a comprehensive picture of your performance and to identify any concerns early in the semester. This collaboration helps ensure consistency between site-based learning and university-level expectations.

If your performance is not progressing as expected, your University Supervisor and program faculty will develop a remediation plan in accordance with the program’s remediation policy (see [Appendix](#)).

The CCS-R is used programmatically throughout your clinical training to track growth across field experiences. In addition to supporting grading and supervision, CCS-R data is reviewed each term by the program faculty to monitor student development, identify trends, and support ongoing improvement across the counseling program. This consistent and intentional use of the CCS-R ensures a comprehensive and developmentally appropriate evaluation process aligned with CACREP standards. There is a video in the ISC Canvas that explains the CCS-R

evaluation process.

Practicum CCS-R

If you are completing your Practicum using a Primary and Secondary Site structure and you are completing only the minimum required hours at your Secondary Site (15 direct hours + 10 indirect hours), your Secondary Site Supervisor will complete one CCS-R (Counselor Competencies Scale–Revised) when you complete your hours.

Your Primary Site Supervisor will complete both a midterm and final CCSR, as they are overseeing the majority of your Practicum hours and supervision.

Observations & Your Site Supervisor

Practicum Observations

As part of the evaluation process during Practicum, your Site Supervisor will observe and assess your direct work with students.

During Practicum, you are required to be observed conducting:

- 2 individual counseling sessions at your Primary Site
- 1 individual at your Secondary Site
- 1 large group classroom lesson at your Primary Site
- 1 large group classroom lesson at your Secondary Site

For each of the observations, your Site Supervisor must complete the [ULM Site Supervisor Rating Form](#). These forms are to be:

- Given directly to you (the student),

- Reviewed during your weekly individual supervision meetings, and
- Used as part of your developmental feedback process.

At least two of these observations—and the corresponding rating form—must be completed before the midpoint site visit so that feedback can be discussed in collaboration with your University Supervisor.

Internship Observations

During Internship, you are required to be observed conducting:

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

Following these observations, your Site Supervisor(s) will complete the [ULM Site Supervisor Rating Form](#) to provide written feedback on your counseling skills and areas for continued growth. This feedback should be reviewed and discussed during your weekly individual supervision meetings and serves as an additional tool to support your professional development and ensure you are progressing toward competency as a school counselor. Be sure to complete at least two observations prior to the site visit.

Recording and Video Review Requirement

As part of your supervision experience, you are required to record and submit segments of your counseling work to be reviewed during group supervision with your ULM Faculty Supervisor.

- During Practicum, you must record and submit:
 - One individual counseling session, and
 - One large group classroom guidance lesson.

- During Internship, you must record and submit:
 - One individual counseling session,
 - One small group counseling session, and
 - One large group classroom guidance lesson.

You may choose whether to complete your required recordings at your Primary Site or your Secondary Site, depending on where you have appropriate opportunities and where district policies allow recording.

Observations completed through recorded sessions may also be used to meet the recording requirement. This means your Site Supervisor's review of a recorded session can fulfill both the observation and recording expectations.

From these recordings, you will select one 10-minute segment to submit for class review. Recordings must be uploaded to Acclaim, ULM's secure, HIPAA-compliant video platform.

Each 10-minute clip will be:

- Viewed by your University Supervisor and peers prior to class,
- Accompanied by written narrative feedback in Acclaim, and
- Discussed during weekly group supervision for deeper clinical reflection and skills integration.

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

Recording Procedures and Consent

Before recording any session, you must:

- Obtain informed consent from the student & guardians.

- Record directly into Acclaim, or securely upload the recording shortly after the session.
- Delete all recordings within six months, as required by ULM policy.

You should collaborate with your site to ensure students, and their parents/guardians are provided with adequate informed consent regarding this process and have signed a release to be recorded. If the site does not have a consent release for recording, you may use ULM's Consent Forms:

[Individual Counseling Consent Form](#)

[Small Group Counseling Consent Form](#)

[Large Group Classroom Guidance Consent Form](#)

Recordings of classroom guidance lessons that capture only the intern's teaching do not require parental consent, but principal permission must be secured. If student interactions or responses are to be captured, parental consent is required.

If any part of the recording will include student interactions, responses, images, or voices, the counselor-in-training must obtain signed parental consent prior to recording. Students must also follow all applicable district policies regarding classroom recording and student privacy.

You are expected to uphold all ethical and legal standards for confidentiality, including those outlined in the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors. All recording practices must align with professional and site-specific guidelines.

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. One must be observed by the site who completes a 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.

Support & Site Selection Guidance

The Practicum & Internship Coordinator is available to help you identify appropriate sites that meet observation and recording requirements. If you are placed at non-recording site, you must request and review the appropriate Alternative to Recording Forms with the P & I Coordinator prior to the start of the semester.

Acclaim

Technology, Privacy, & Security

ULM uses Acclaim, a HIPAA-compliant platform that securely houses recorded videos. Students record their sessions directly into Acclaim, where faculty review and provide feedback within a secure environment. All recordings must be stored and shared exclusively through Acclaim. Students are not permitted to download, store, or transmit recordings using email, USB drives, personal devices, or unapproved cloud storage services. Recordings are automatically deleted from Acclaim after six months, and no copies may be retained, saved, or distributed.

Because there is a \$25 fee per course, Acclaim is only used during these field experiences with real clients. The platform is user-friendly, and tutorials will be provided when you begin Practicum to help you get started.

Ethics, Privacy, & Legal Compliance – HIPPA, FERPA, and Informed Consent for Counseling Students

All students must watch the *Ethics, Privacy, and Legal Compliance* training at the start of every semester during Practicum and Internship and sign off on completion in Tevera. 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. It can be found in the ISC Canvas.

Supervision via Digital Platforms

When recordings are shared or discussed during digital supervision (e.g., via Zoom), the following privacy practices must be followed:

- Students must join supervision from a private, confidential location
- Headphones must be worn to prevent others from hearing client information unless student is in a private setting where no one can overhear.
- Screen sharing must only occur during secure faculty-led sessions
- Students must never record supervision sessions themselves

Using Tevera in your P & I Courses

All Tevera tutorials are in the ISC Canvas Practicum & Internship Hub.

Logging Hours in Tevera

You will use Tevera to track and submit all direct and indirect hours during Practicum and Internship. Logs must be completed weekly, signed by your Site Supervisor(s), and reviewed by your University Supervisor. Once you sign off on your hours, your site supervisor will receive an email notification to approve your hours electronically.

Selecting a Track in Tevera

At the beginning of each term, you will need to select the appropriate track in Tevera that corresponds with your current field experience (e.g., *Practicum*, *Internship I*, *Internship II*). A track connects you to the correct set of forms, hour logs, and evaluations needed for your Practicum or Internship.

To add a track in Tevera:

1. Log in to <https://ulm.tevera.app>.
2. Click the “Timesheets” area, then “More Actions”, then “Manage Tracks.”

3. Click the “+ Add Track” button.
4. Choose the correct track from the list based on your course enrollment and field placement.
5. Click “Submit” to confirm your selection.

Practicum & Internship Handbook Acknowledgement Form

At the start of each semester, you will be asked to sign the Practicum & Internship Handbook Acknowledgement Form. This form notes that you have read the current P & I Handbook and are understand what is expected of you during this time. If you have any questions, be sure to ask your university supervisor or the P & I Coordinator for clarification. The most current copy of the School Counseling P & I Handbook can be found [here](#). It also verifies that you have reviewed the Ethics, Privacy, and Legal Compliance training.

Fieldwork Goals & Agreement Review Form

During Week 1 of Practicum or Internship, you will complete the Fieldwork Goals & Agreement Review Form with your Site Supervisor. This form helps ensure that both you and your supervisor understand the expectations of your placement from the start. Together, you’ll review key elements from the Field Site Agreement, discuss supervision and emergency procedures, and set personal goals for your growth as a counselor-in-training.

If you have more than one site, you will complete this form for each site.

Internship II Group Counseling Log

As part of your Internship II, you will be required to lead a group. To document this experience, you will complete the Internship II Group Counseling Log in Tevera. On this form, you will describe the purpose and goals of your group and provide a short summary of each session. Once your group ends, you and your site supervisor will both sign the form.

Opportunities and Resources Tracking Form

At the end of each Practicum or Internship semester, you will complete the Opportunities and Resources Tracking Form in Tevera. This form allows you to document the types of counseling services, professional activities, and resources you had access to at your site.

You'll be asked to check off activities you engaged in—such as individual or group counseling, attending faculty meetings, participating in IEP/504 meetings, or using technology like electronic records or virtual platforms. You'll also provide a brief reflection on how these experiences supported your development as a counselor.

Feedback on the Placement Process

As part of our commitment to continuous improvement, you will have the opportunity to complete a P & I Site Placement Process Feedback Form in Tevera at the end of your practicum or internship semester. This form allows you to share your experience with finding and securing your site, including what was helpful and where you may have encountered challenges.

Completion of this form is optional, but your feedback is valuable. It helps the program identify ways to improve the placement process and better support students in the future. Responses are confidential and reviewed for program development only.

Student Evaluation of the Site and Site Supervisor

At the end of each semester, you will complete the Evaluation of Site and Site Supervisor Form in Tevera. This form gives you the opportunity to provide honest, constructive feedback about your experience with both your placement site and your site supervisor. You will rate various aspects of your experience—such as the quality of orientation, supervision, ethical guidance, and access to diverse client experiences. You'll also have space to share written comments.

Your feedback is important. It helps our program ensure the quality of field placements, identify areas for improvement, and continue building strong partnerships with our sites. Completing this form is a required part of the course and supports our accreditation standards

School Counseling Praxis #5422

School counseling students are expected to take the [Professional School Counselor Praxis \(5422\)](#) during the last two semesters of their program—typically during Internship I or II. Taking the exam during this time ensures that you have gained the knowledge and experience needed to be successful on the test and that your scores are available for certification purposes soon after graduation. ULM considers the minimum passing score to be 159.

To register, visit the ETS (Educational Testing Service) website at www.ets.org. You'll need to create an account, select the Praxis 5422 exam, choose a testing location or online option, and pay the registration fee. Be sure to send your scores to the appropriate state department of education and the university. You can designate this during the registration process.

We recommend registering early to secure your preferred testing date and to allow time for any retakes if necessary.

Additional State Requirements

If you plan to work as a school counselor, it's important to check that state's certification requirements early in your program. Each state sets its own rules, and you may need to take additional courses or pass specific exams. ASCA has a page that lists licensing, certification, and renewal requirements for each [state](#).

For example, the state of Georgia requires school counseling candidates to pass the GACE (Georgia Assessments for the Certification of Educators) in School Counseling and to complete a course in Exceptional Children. These requirements may not be part of your current program, so it's important to plan ahead.

ULM offers a course called SPED 5045 – Educational Techniques for Exceptional Children in Regular Classrooms that fulfills Georgia’s Exceptional Children requirement. Students may count this as one of their electives. Check ULM’s catalog to find when this course is offered.

While your program faculty can offer guidance, it is ultimately your responsibility to contact the appropriate state department of education and ensure you meet all certification requirements for the state where you intend to work. Usually this will be called the [Your State’s Name] State Department of Education (ex. Louisiana State Department of Education). The information is often housed in the “Teacher Certification” section.

FAQs

What sites are not appropriate for School Counseling Practicum or Internship?

- Contracted Mental Health Services in Schools

Some behavioral or mental health agencies contract with school districts to provide on-site counseling services. In these arrangements, licensed therapists or clinical interns from the agency work in the school building but are not considered part of the school staff. Their role is to provide therapy, not school counseling, and they typically follow the agency’s clinical model rather than the school counseling model aligned with ASCA standards.

While these services play an important role in supporting student mental health, they are not appropriate placements for School Counseling Practicum or Internship. These roles do not reflect the duties, responsibilities, or expectations of a certified school counselor and would not meet CACREP requirements for a school counseling field experience.

- College/University Counseling Center

These settings serve postsecondary students, not PK–12 students. The developmental, organizational, and cultural context of college counseling is different from that of school counseling.

- Juvenile Justice Facility - Not acceptable as Primary site; limited observation only. Juvenile justice settings are not educational settings and do not provide experience in delivering school counseling programs. While understanding the needs of justice-involved youth is valuable, this setting does not allow a student to function in the role of a school counselor within a school system.

Observation or limited hours as part of a Secondary experience may be approved with faculty permission, but the Primary site must be a PK–12 school.

- Community Youth Programs (Boys & Girls Club, YMCA, etc.)

These programs are valuable community supports for youth but are not school-based environments and do not operate under the same structure or expectations as school counseling programs.

Can I start at my practicum or internship site before the semester begins?

You may visit your site prior to the semester for orientation activities (such as meeting your site supervisor, touring the building, or setting up materials), but you cannot begin logging any Practicum or Internship hours until the semester officially begins and you are enrolled in the corresponding course.

In addition, your professional liability insurance coverage typically does not go into effect until the semester begins. For this reason, you may not provide any direct services to students or engage in counseling-related activities before the official start of the term.

If your site wishes to invite you for early orientation activities, please discuss this with the P & I Coordinator first to ensure that the activities are appropriate and that you are not placed at risk.

Am I able to continue working at my school in the gap between Fall Internship I and Spring Internship II?

Yes, in some cases — but only with approval. School counseling students who are continuing at the same site with the same supervisor may be eligible to accrue hours during the winter break through a GAP Agreement.

To qualify, you must:

- Be returning to the same site and same site supervisor in the upcoming semester.
- Submit a signed [GAP Agreement](#) at least two weeks before the gap begins.
- Participate in weekly university supervision offered by ULM during the break.
- Continue receiving weekly on-site supervision (1-hour individual minimum) during active weeks.
- Log all hours through Tevera using the designated break log.

GAP hours are only available during the winter break because university faculty are not on contract during other academic breaks and cannot provide the required supervision. Since weekly university supervision is a CACREP requirement when students are seeing clients, we are only able to offer this option in December and early January, when a special supervision arrangement can be provided.

If I complete my hours requirement before the semester ends, do I still have to attend my internship class and continue at my site?

Yes. Practicum and internship are designed to be semester-long experiences, not just a race to complete a minimum number of hours. Even if you meet the 100-hour (Practicum) or 300-hour (Internship) requirement before the semester ends, you are still expected to remain active at your site and attend your weekly internship class until the term officially concludes.

The hour requirement is a minimum, not a cap. Students should plan to spread their hours out over the course of the semester, allowing for a more consistent, reflective, and educational experience. Finishing early and disengaging from your site or supervision responsibilities is not in line with CACREP expectations or the goals of professional development.

For Practicum: If you complete your required hours early at your Secondary Site, you are not required to continue attending the Secondary Site. However, you must maintain your full participation at your Primary Site and in your Practicum/Internship class until the end of the semester.

What if I cannot complete all my practicum or internship hours during the semester?

If believe you will not be able to complete your hours, please contact your University Supervisor and the P & I Coordinator.

What if I am fired from/asked to leave my site?

Students who are fired or asked to leave their site must notify both their University Supervisor and P&I Coordinator immediately. ULM faculty will thoroughly investigate the circumstances of the termination. The outcome of an investigation may result in formal remediation of the student and a failing grade in the practicum/internship course. If [remediation](#) is required, the student will be unable to return to Practicum or Internship until the remediation is successfully completed.

How do I get help if I am struggling at my site?

If you're having difficulty at your practicum or internship site—whether it's related to supervision, workload, communication, or personal well-being—you don't have to navigate it alone. Start by discussing your concerns with your University Faculty Supervisor, who is here to support you throughout the semester and can help you process the situation, clarify expectations, and develop next steps.

You can also reach out directly to the Practicum & Internship Coordinator for additional support, especially if you're considering a site change or if the issue involves your site supervisor.

If you're feeling emotionally overwhelmed, we strongly encourage you to seek personal support. This may include reaching out to a trusted faculty member for guidance or accessing counseling services through providers of your choice. While ULM does not cover the cost of personal counseling, there are affordable virtual options available through providers like [Sol Health](#) or [Open Path Collective](#), which offer reduced-rate counseling services.

What is the difference between Site Supervision and University Supervision?

You will receive Site Supervision on-site from your Site Supervisor. You are required to meet with them for at least one hour each week to discuss your progress, challenges, and clinical experiences. This hour of supervision doesn't have to happen all at once—it can be spread out across the week.

You will also participate in University Supervision as part of your practicum or internship course. This supervision is provided by your University Supervisor during your scheduled class time. University Supervision sessions vary by course, so before you enroll, be sure to check the schedule in Banner to make sure the class time works for you.

What if I am having problems with Tevera and cannot log hours or have my hours logs signed by my site supervisor? Can I print off the logs, have my site supervisor sign them, and give them to my professor?

No. Paper hours logs are not allowed. If you are having technical issues in Tevera, notify the P & I Coordinator. If for some reason you are unable to log your hours, keep a paper log for your records. Once the issue is resolved, you can go back into Tevera and enter your time.

Where does University Supervision occur?

University supervision is held on Zoom. Different classes meet at different times. When you enroll in a course in Banner, you can see when the class is offered. Be sure you select a class that you will be able to attend.

What etiquette rules should I follow during class?

- **Please do not attend Practicum or Internship class from your car.**

These courses are designed to support your professional growth through active participation, discussion, and supervision. Being in a car—even if you're not driving—can be distracting, unsafe, and unprofessional. If you're commuting, please plan ahead so you can join class from a quiet, private, and stable location where you can be fully present and engaged.

- **Please do not attend Practicum or Internship class while at an event, such as a child's ball game, school event, or similar activity.**

These classes are part of your professional training and require your full attention and engagement. Logging in with headphones while walking around, holding your phone, or trying to participate from a noisy or distracting environment is not appropriate. Please plan to attend from a quiet, private space where you can focus, interact, and uphold the expectations of a clinical learning environment.

- **Please do not attend Practicum or Internship class while actively participating in a school event—even if you are there in your role as a counselor.**

While your involvement in school-based activities is valuable, Practicum and Internship courses are not drop-in or passive. Attending class while walking

through a pep rally, field day, or assembly—even if it is technically “on site”—is not acceptable. Please speak with your university supervisor prior to the event.

What would the hours breakdown look like for practicum & internship?

- Practicum (spring only) – 100 hours over 14 weeks (approx. 7 hours per week)
- Internship (fall/spring) – 300 hours over 14 weeks (approx. 20 hours per week)

You are responsible for meeting with your site supervisor(s) to plan out your practicum/internship experience at the beginning of the semester. Your schedule may differ from the above breakdown.

If I am hired as a school counselor while in the program, can I use that job for my practicum or internship?

Yes, in many cases this is allowed — but it must be approved in advance. If you are hired as a school counselor while still completing your degree, you may be able to use your employment site to meet practicum or internship requirements. This is a common pathway in school counseling, especially in districts that hire intern-level counselors.

Even though you are employed, your internship remains an educational experience. It is not considered complete simply because you are doing the work of a school counselor. You must still demonstrate skill development, self-reflection, and professional growth throughout the semester. If you are hired during or before your field experience, notify the Practicum & Internship Coordinator to begin the approval process.

Can I get paid while completing my practicum or internship?

Yes, you can be paid during your practicum or internship, but it’s not guaranteed and depends entirely on the site.

Do I need a drug screen or background check before starting at my site?

This will depend on the rules and regulations of your site, so be sure to ask prior to selecting your site. ULM does not require a drug screen, only a background check.

What if I fail the background check due to a felony?

It is important to recognize that while the university strives to support all students, certain legal and professional restrictions related to felony convictions may limit practicum or internship placement options. Contact The Practicum & Internship Coordinator at the start of your ULM program to discuss options.

Professional Development

Students are encouraged to join and maintain membership in a variety of professional counseling organizations. These memberships provide valuable learning opportunities and introduce students to the professional world of counseling. Through engagement with these organizations, students gain exposure to current professional issues and can connect with leaders in the counseling field.

Many organizations also offer student access to listservs that include job postings, announcements, and invitations to participate in job fairs or interviews at annual conferences. These connections can be especially beneficial as students prepare for graduation and seek employment opportunities.

ULM encourages students in courses such as Practicum and Internship to pursue ongoing professional development through these organizations, particularly by engaging with technology-related resources such as webinars, virtual trainings, and online journals.

Additionally, the ISC Canvas site features a curated list of professional development opportunities, including links to webinars, articles, podcasts, and conferences. Students are encouraged to explore these resources throughout the semester to enhance their learning,

strengthen their professional identity, and remain informed about trends and best practices in the field.

Below is a list of names and websites of different professional counseling organizations:

American Association for Counselor Education and Supervision (<http://acesonline.net/>)

American Association for Marriage and Family Therapy (<https://www.aamft.org/>)

American Counseling Association (<http://www.counseling.org/>)

American Mental Health Counseling Association (<http://www.amhca.org>)

American Rehabilitation Counseling Association (<http://www.arcaweb.org/>)

American School Counseling Association (<http://www.schoolcounselor.org/>)

NAADAC The Association for Addiction Professionals (<https://www.naadac.org/>)

Southern Association of Counselor Education and Supervision (<http://www.saces.org/>)

Each state has its own counseling association. It is recommended that counseling students join the professional counseling association of the state they intend to pursue certification/licensure.

Appendix

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.

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 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 or co-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.

Responsibilities of the 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, School Counseling, or Addictions 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.

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.

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, behavioral, academic, or	Direct

	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	Supervision (tracked separately)

	Supervisor (required, but does not count toward Direct or Indirect hours).	
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 competence and responsiveness in	Practicum & Internship

	interactions with students, families, and staff. - Advocating for underserved populations.	
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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

For Site Supervisors:

1. 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

2. 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.



ULM Site Supervisor Rating 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: _____

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.

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

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



The University of Louisiana Monroe Department of Counseling
Consent to Record Individual 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.

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.

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 CACREP and the American Counseling Association Code of Ethics, 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 the ULM Student Handbook. 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.



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
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Field Site Supervisor	Date
-----------------------	------

ULM Internship Coordinator	Date
----------------------------	------

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

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	Supervised use of counseling or related professional skills with clients to promote change.
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