Agreement of Best Practices for Supervision:
Site Supervisor, Faculty Supervisor, and Student Responsibilities
COUN 6803 – PRACTICUM

Term of Agreement:
_______________________________ to ______________________________
Month/Day/Year Month/Day/Year

Student Information
Student Name: ________________________________
Address: ____________________________________________________________
City: ____________________________ State: ________ Zip: __________________________
Mobile: ____________________________ Emergency Contact/Phone________________________
LU E-mail: ________________________________

Site Supervisor Information
Name of Site: _________________________________________________________
Site Supervisor (with degree and credentials): ________________________________
Address of Site: ____________________________________________________________________________
Office Phone: ____________________________ Mobile: ____________________________
Site Supervisor e-mail: _________________________________________________________________

Introduction to Supervision Contract
This document is intended to establish parameters of supervision and provide clarity for site supervisor, student, and faculty roles and responsibilities in order to best assist in the student’s professional development and to protect the client.

Site Supervisor Qualifications
The Site Supervisor meets the following qualifications:
1. Has a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Has a minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Has relevant training in counseling supervision.
4. Is knowledgeable of the program’s expectations, requirements, and evaluation procedures for students.
5. Has participated in supervision orientation with the Clinical Director.
6. Will take advantage of assistance, consultation, and professional development opportunities provided by counseling program faculty as needed
7. Will continue to pursue supervision training to maintain and cultivate competency in this area.
Agreement of Best Practices for Supervision: COUN 6803 Practicum (cont.)

**Site Supervisor Administrative Roles and Responsibilities**

1. Orient the student to the mission, goals, objectives, and procedures of the site/agency.
2. Negotiate practicum hours and responsibilities with the students, utilizing this agreement as a starting point. Students completing Practicum are required to complete 150 total hours. Direct service hours are defined below.
3. Provide on the job training which aids the student in being successful in the agency and the profession.
4. Provide weekly supervision with each practicum student that averages one hour per week of individual and/or triadic supervision throughout the practicum. Supervision meetings will meet at the following day and time: _______________________________. If the supervision time needs to be rescheduled by either party, notification of absence and new date/time should occur as quickly as possible, no later than the end of the same week.
5. Provide _____ hour(s) of group supervision per week, assuming group supervision is a normal event at the site. Group supervision meetings will meet at the following day and time: _______________________________.
6. Develop goals and objectives with the student for his/her experience early in the semester.
7. Observe a student’s interactions with clients through two audio/video recordings and/or live supervision each semester. Supervisor will offer feedback to the student from such observations.
8. Aid supervisee in securing video sessions, as help is needed, in order to meet course requirements, including securing a private office space for the student’s use.
9. Utilize a variety of modalities including review of tapes, progress notes, discussion of live observation, instruction, modeling, mutual problem solving, and role-play in supervision sessions.
10. Review student’s progress notes, intake paperwork, and treatment plans for accuracy and compliance on a weekly basis.
11. Ensure that there is a fully licensed individual on-site and available whenever a student is seeing clients. In addition, site supervisors or another qualified staff member must accompany students on all home visits or any direct service outside of the agency.
12. Complete formal mid-term and final evaluation of student performance. Site supervisors will discuss midterm and final evaluation with faculty supervisor and student, and will sign the evaluations along with faculty supervisors and students.
13. Meet with faculty supervisors upon request for midterm and, possibly, final evaluations. Communicate student’s progress at regular intervals throughout the semester, as requested by faculty supervisor, e.g., by email or phone call.
14. Communicate any concerns regarding supervisee’s performance or behavior to faculty supervisor as soon as possible.
15. Create appropriate case load for student, assisting the student in obtaining 40 hours of direct service (DSH) with clients during the semester (direct service hours are included as part of the 150 total hours).
   Direct service with clients may include conducting initial intakes, individual counseling, group counseling, and family or couples counseling. Direct service may only include hours spent in the above mentioned capacities to actual clients at the agreed upon site. Of the 40 DSH, 40% (16 hours) should be individual/family/couples; up to 60% (24) of the minimum/required can be group hours. After the 40 DSH minimum threshold is met, the additional DSH can be individual or group.
16. Sign student logs weekly which document the student’s completion of hours.
17. Discuss and model ethical and legal behavior, specifically in the areas of client confidentiality and necessary breaches of confidentiality.
18. Treat supervisee disclosures with discretion.
19. Be available to the supervisee as needed at ___________________________ (phone) or on-call supervisor at ___________________________. The supervisor must be contacted for all emergency situations.
20. Refrain from charging the student for site supervision.
Agreement of Best Practices for Supervision: COUN 6803 Practicum (cont.)

**Site Supervisor Clinical Roles and Responsibilities**

1. Establish informed consent for all aspects of supervision.
2. Oversee and monitor all aspects of client case conceptualization and treatment planning.
3. Review video/audio tapes outside of supervision session.
5. Assist in development of goals and tasks to achieve in supervision specific to assessed competencies.
6. Challenge and problem solve with supervisee.
7. Provide interventions for clients and directives for clients at risk.
8. Identify theoretical orientation(s) used in supervision and in therapy and takes responsibility for integrating theory in supervision process, assessing supervisee theoretical understanding/training/orientation(s).
9. Identify and build upon supervisee strengths as defined in competency assessment.
10. Introduce and model use of personal factors including belief structures, worldview, values, culture, transference, countertransference, parallel process, and isomorphism in therapy and supervision.
11. Identify and address strains or ruptures in the supervisory relationship.
12. Distinguish administrative supervision from clinical supervision and ensures the supervisee receives adequate clinical supervision.
13. Clearly distinguish and maintain the line between supervision and therapy.
14. Ensure a high level of professionalism in all interactions.
15. Discuss and ensure understanding of all aspects of the supervisory process in this document and the underlying legal and ethical standards from the onset of supervision.

**CACREP Competency Expectations**

It is expected that supervision will occur in a competency-based framework. Below you will find the course objectives that the supervisee is required to achieve in this course. Supervisees should self-assess clinical competencies (knowledge, skills, and values/attitudes), and supervisors should compare supervisee self-assessments with their own assessments based on observation and discussion of supervisee’s clinical work. Supervisors should observe, evaluate, and strive toward developing supervisee’s growth in the following CACREP standards:

**Practicum Course Objectives**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>OBJECTIVE</th>
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<tbody>
<tr>
<td>CORE II.G.5.B.</td>
<td>Counselor characteristics and behaviors that influence helping processes</td>
</tr>
<tr>
<td>CORE II.G.5.C.</td>
<td>essential interviewing and counseling skills</td>
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<tr>
<td>CORE II.G.5.G.</td>
<td>crisis intervention and suicide prevention models, including the use of psychological first aid strategies.</td>
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<tr>
<td>CMHC.A.2.</td>
<td>Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling</td>
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<tr>
<td>CMHC.A.3.</td>
<td>Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams</td>
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<tr>
<td>CMHC.A.6.</td>
<td>Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</td>
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<tr>
<td>CMHC.B.1.</td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</td>
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<tr>
<td>CMHC.C.7.</td>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</td>
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<tr>
<td>CMHC.D.1.</td>
<td>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</td>
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<tr>
<td>CMHC.D.2.</td>
<td>Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
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<tr>
<td>STANDARD</td>
<td>OBJECTIVE</td>
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<td>CMHC.D.5.</td>
<td>Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
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<tr>
<td>CMHC.D.6.</td>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
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<td>CMHC.D.7.</td>
<td>Applies current record-keeping standards related to clinical mental health counseling.</td>
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<td>CMHC.D.9.</td>
<td>Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.</td>
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<tr>
<td>CMHC.E.2.</td>
<td>Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
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<tr>
<td>CMHC.F.3.</td>
<td>Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.</td>
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<tr>
<td>CMHC.H.1.</td>
<td>Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.</td>
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<td>CMHC.H.2.</td>
<td>Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</td>
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<tr>
<td>CMHC.H.3.</td>
<td>Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.</td>
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<tr>
<td>CMHC.L.1.</td>
<td>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</td>
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<tr>
<td>CMHC.L.2.</td>
<td>Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.</td>
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**Student Duties and Responsibilities**

1. Uphold and adhere to ACA Ethical Principles of Counselors and Code of Conduct.
2. Review client video/audiotapes before supervision.
3. Come prepared to discuss client cases with files, completed case notes and prepared with conceptualization, questions, and literature on relevant evidence-based practices.
4. Present completed treatment notes for all sessions for the past week for supervisor review.
5. Is prepared to present integrated case conceptualization that is culturally competent.
6. Use supervision to discuss personal factors, transference, countertransference, and parallel process, as they relate to performance of counseling duties, specifically issues which may inhibit performance or appropriate engagement with clients.
7. Identify goals and tasks to achieve in supervision to attain specific competencies.
8. Identify specific needs relative to supervisor input.
9. Identify strengths and areas of future development.
10. Understand the liability (direct and vicarious) of the supervisor with respect to Student practice and behavior.
11. Identify to clients his/her status as Student, the supervisory structure (including supervisor access to all aspects of case documentation and records), and name of the clinical supervisor.
12. Disclose errors, concerns, and clinical issues as they arise.
13. Raise issues or disagreements that arise in supervision process to move towards resolution.
14. Provide feedback weekly to supervisor on supervision process.
15. Respond non-defensively to supervisor feedback.
16. Consult with supervisor or delegated supervisor in all cases of emergency.
17. Implement supervisor directives in subsequent sessions or before as indicated.
Faculty Supervisor Qualifications

1. Has doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Has relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
3. Has relevant supervision training and experience.

Faculty Administrative Roles and Responsibilities

1. Develop and agree to a supervision contract developed for each student to define the roles and responsibilities of the faculty supervisor, site supervisor and student during practicum.
2. Provide at least an average of 1.5 hours per week of group supervision provided on a regular schedule throughout the practicum. Group supervision meetings will meet at the following day and time: _______________________________. If the supervision time needs to be rescheduled by either party, notification of absence and new date/time should occur as quickly as possible, no later than the end of the same week.
3. Observe a student’s interactions with clients through audio/video recordings and/or live supervision and provide prompt feedback on such recordings.
4. Provide regular feedback to students they supervise about their development as counselors.
5. Consult with site supervisors regularly regarding student progression and specifically regarding mid-term and final evaluations.
6. Discuss such evaluations with students, offering feedback in a timely manner.
7. Intervene in student-site supervisor conflict in a timely and appropriate manner to maintain student learning.
8. Review a sample of student’s progress notes, intake paperwork, and treatment plans for accuracy and compliance.
9. Facilitate learning opportunities during group supervision through a variety of opportunities: didactic, discussion, student-led, videos, and other media/technology.
10. Complete an end-of-semester evaluation of the student, which includes feedback from the site supervisor, assigning the earned grade for the course.
11. Facilitate end-of-semester feedback regarding the final evaluation.

Faculty Clinical Roles and Responsibilities

In addition to normal teaching responsibilities of course requirements, the faculty supervisor will be responsible for the following.

1. Provide a safe environment for student growth within group supervision.
2. Assist in development of goals and tasks to achieve in supervision specific to assessed competencies.
3. Challenge and problem solve with supervisee.
4. Identify and build upon supervisee strengths as defined in competency assessment.
5. Monitor student counter-transference and provides safe place for discussion.
7. Identify and addresses strains or ruptures in the supervisory relationship.
Agreement of Best Practices for Supervision: COUN 6803 Practicum (cont.)

Statement of Agreement
The contract may be revised at the request of student or supervisor. Revisions will be made only with consent of student and approval of site supervisor and faculty supervisors.

We, ____________________________ (student) and ____________________________ (site supervisor) and ____________________________ (faculty supervisor) agree to follow the directives laid out in this supervision agreement and to conduct ourselves in keeping with the ACA Ethical Principles and Code of Conduct and Tennessee laws and regulations.

___________________________________________________     ______________________
Site Supervisor                          Date

___________________________________________________     ______________________
Student                          Date

___________________________________________________
Faculty Supervisor