



ULM COUNSELING PROGRAM

Practicum and Internship Site Supervisor Orientation Manual 2025

SCHOOL OF ALLIED HEALTH

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

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Dear Site Supervisor,

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

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

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

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

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

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

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Practicum and Internship Requirements

Practicum

Practicum is a clinical course taken near the conclusion of a student's master's program. The course is designed to allow students to begin integrating the clinical skills they have developed throughout the program in professional practice. Students will identify and apply to a local practicum site to serve as a student intern. Students will receive regular supervision from both an approved site supervisor and program faculty.

Practicum must include a **minimum of 100 total clock hours** earned over the course of the semester. A **minimum of 40 of these clock hours must be direct**, and the remaining **60 may be indirect**.

Practicum students are required to complete a minimum of 1 hour of individual supervision with their Site Supervisor and 1.5 hours of group supervision with their University Supervisor each week. Students will also participate in a virtual site visit with their Site Supervisor and University Supervisor during the semester.

Change in School Counseling Practicum starting with the 2024-2025 Cohort

Starting in the Fall of 2024, the incoming school counseling cohort will have a new practicum experience. ULM's School Counseling Practicum course will be offered only in the spring, since schools are not in session during the summer.

Practicum will be 100 hours.

- 50 hours will be completed in grades P-6 with 20 direct contact hours.
- 50 hours will be completed in grades 7-12 with 20 direct contact hours.

Students will need to find a site supervisor for each placement. If a student is selecting a school that serves grades K-12, or a middle school that has grades 6-8, they may only need one site supervisor.

Practicum Group Component

Students are **required** to lead or co-lead a group for 5 sessions during their practicum experience. Prior to selecting a practicum site, students should confirm that this opportunity is available.

Internship

Internship is a continuation of professional practice experience, taken after the completion of practicum. The course is designed to continue integrating their professional counseling skills at a heightened pace. Students may elect to continue in their practicum site through internship if the site meets the student's specialization experience requirements. Alternatively, students may identify a new local internship site to apply to for varied clinical experience. Students will receive regular supervision from both an approved site supervisor and program faculty. Details of the experience are outlined below.

School Counseling students have the option to choose the grade area (P-6 or 7-12) where they want to complete their internship hours. They can do the full 600 in one grade area, or they can choose to do a combination of hours in each level.

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**
- Students will receive **1.5 hours** of weekly group supervision from a ULM faculty member within their internship course. Internship students **must** be prepared for class with a minimum of 1 weekly video or audio recording of their interactions with clients.
- Students will receive **1 hour** of weekly individual and/or triadic supervision from their approved practicum site supervisor. Site supervision should include a review of the student's audio/video recordings and/or live supervision of student interactions with clients.

Recording Requirements

All internship sites should allow students to do video and/or audio recording to ensure adequate supervision. Video/audio recordings stored in a HIPAA compliant manner in accordance with site regulations.

ULM uses Acclaim, a HIPAA-compliant video platform, to securely house recorded client sessions for Practicum and Internship courses. Acclaim is user-friendly, and tutorials will be provided when students begin their Practicum to ensure they are comfortable with the platform.

While practicum and internship students do not need to record each session, students **must** be prepared for class with a minimum of 1 weekly video or audio recording of their interactions with clients. Students must be able to present 2 unique client cases per semester.

If video or audio recording is not allowed by the site, the student should notify the ULM Internship Coordinator prior to starting the practicum or internship placement process. The coordinator will meet with both the student and potential site supervisor for a Zoom meeting to discuss options.

Arrangements can possibly be made for other opportunities for students to be evaluated in their work with clients. Not allowing audio or video recordings, while not ideal, does not mean a site is excluded from being a student's Practicum or Internship site.

If a student is working at a school, recording may not be a possibility. If this is the case, the site supervisor will need to personally evaluate individual, small group, and large group counseling sessions.

The student should collaborate with their site to ensure clients are provided with adequate informed consent regarding this process and have signed a release to be recorded. The student can use the site's release, or use ULM's Consent Release located in the Appendix.

Do students have to record every session with clients?

No, students are not required to record every session. However, students must have a session recording available to review in each class and a minimum of two unique clients to present throughout the semester. All ULM faculty and fellow practicum and internship students are beholden to the same professional ethics regarding client confidentiality.

Virtual Site Visit

ULM University Supervisors will schedule a minimum of **1 virtual site visit** via Zoom during each individual internship semester. This meeting will be approximately **30- minutes in length**, and include the faculty supervisor, site supervisor, and student. The internship faculty supervisor will use this visit to confirm student and site adherence to ULM policies and evaluate the students' progress through the internship experience. The ULM supervisor will email site supervisor a Zoom link for the site visit.

If you are unfamiliar with Zoom and how to attend meetings, review this short training:
https://youtu.be/pAMDxH_H_Cs?si=q0SWHTKSpfa_EW92

Student Responsibilities During Practicum and Internship

1. The counseling student is responsible for working with the Practicum/Internship placement coordinator and following the counseling program's procedures regarding contacting sites and securing a Practicum/Internship site.
2. The counseling student is responsible for securing professional counseling liability insurance that will remain in effect for the duration of the Practicum and Internship experiences. The student is responsible for updating their insurance in Tevera prior to the start of each term. Students who allow their insurance to lapse during Practicum or Internship will not be able to count uninsured hours.
3. The student will be at the agreed upon location at times scheduled by the Site Supervisor and student.
4. The student will fulfill assigned duties and responsibilities as agreed on by the student, Site Supervisor, and the University Supervisor.
5. The student will attend an average of 1.5 hours of weekly group supervision meetings with the University Supervisor.
6. The student will attend minimum of one hour of weekly supervision with Site Supervisor.
7. The student will ensure that protocol for maintaining privacy and confidentiality both at the site and in supervision.
8. Students will ensure that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements.
9. The student will read and use the ACA and ASCA Codes of Ethics as guides for ethical and professional practice.
10. The student will participate in a site visit each semester with their site supervisor and university supervisor to monitor their learning and performance in accordance with the supervision agreement.
11. The student will consult with the site supervisor to familiarize themselves with the

specific clinic or school policies and procedures for handling emergencies. If the student encounters a client who they believe is in immediate danger to themselves, others or have other concerns, they should seek immediate consultation.

12. The student will complete an evaluation of their site and Site Supervisor at the end of Practicum and Internship.

13. If the student wishes to provide telehealth services at their site, they must meet all ULM telehealth requirements (see page 12).

Practicum/Internship Site Selection

Students are responsible for identifying sites to complete their practicum and internship experiences. When selecting a site, students must confirm that the site is able to meet all requirements outlined in this handbook.

For CMHC students, ideal sites would be community mental health agencies, university affiliated clinics & counseling centers, some government agencies (ex. Department of Veterans Affairs), substance abuse treatment centers, specialized clinics (ex. eating disorders, family therapy), and telehealth platforms.

School Counseling students should seek placements in local school districts, charter schools, virtual schools, and alternative schools.

Note: ULM does not allow students to select sites in individual private practices. An individual private practice is a counseling practice that is run by one practitioner. Students can select a site in a group practice, where several counselors are working together. Individual practices are not able to provide some of the experiences that are required by CACREP.

Responsibilities of the Site

1. The site can provide clinical experiences within the student's specialty area (CMHC, School, Addictions).

2. The site shall provide orientation for the student regarding site's purpose, function, and administrative procedures.
3. The site shall provide a HIPAA compliant environment in which student can provide counseling in a private and confidential setting.
4. The site will allow students to have the opportunity to lead or co-lead a group during their practicum experience.
5. The site shall be responsible for the assignment and administrative supervision of tasks within the student's capabilities which allows him/her to use and further develop her/his counseling knowledge, attitudes, values, and skills. This may include direct work with clients, relationships with staff and other agencies or schools, and attendance at staff meetings.
6. The site will provide space, equipment, and supplies as needed by the student to carry out site assignments.
7. The site will allow the student to gain a variety of supervised experiences.
8. With written permission of the site and the clients involved, the site will allow the student to obtain audio and/or videotapes for supervision of the student's interactions with clients. If the site does not permit recordings, contact the Practicum & Internship coordinator prior to placement to discuss possible alternate arrangements.
9. The site will provide adequate informed consent documents to clients regarding their treatment related to student interns.
10. Sites will ensure that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements.

Site Supervisor Selection/Qualifications

Clinical Mental Health Counseling Site Supervisors:

- Hold a minimum of a master's degree counseling or a related field
- Hold relevant certifications and/or licenses. All supervisors must be licensed within the discipline they are working in, e.g., Licensed Professional Counselor,

Licensed Psychologist, Licensed Marriage and Family Therapist, Licensed Social Worker, Licensed Addictions Counselor, etc.)

- Have a minimum of two years of pertinent professional experience in the specialty area and is currently practicing in that specialty area.
- Have training in supervision that can be demonstrated through transcripts, credentials, certificates, etc. or takes training provided by ULM.
- Have training in telehealth that can be demonstrated through transcripts, credentials, certificates, etc. **if** this format is to be used.
- Have a minimum of one year of experience in the telehealth format **if** this is to be used.

School Counseling Site Supervisors:

- Hold a master's degree in counseling or a related field
- Hold a School Counseling Certificate
- Have at least two years of experience as a School Counselor and currently practicing as a school counselor.
- Have training in supervision that can be demonstrated through transcripts, credentials, certificates, etc. or takes training provided by ULM.

Responsibilities of the Site Supervisor

1. The Site Supervisor provides proof of (a) independent, active, and unencumbered professional licenses and/or professional certifications, (b) a copy of active malpractice insurance, and (c) a current resume/CV.
2. The Site Supervisor will orient the student to the site and specific duties as well as include protocol for maintaining privacy and confidentiality at the site.
3. The Site Supervisor will demonstrate knowledge of the ULM Counseling Program's expectations, requirements, and evaluation procedures.
4. The Site Supervisor will meet with the student one hour weekly, supervise the

student's performance, and sign the student's weekly log.

5. The Site Supervisor will provide a mid-term and final written evaluation (CCS-R) of the student's knowledge, skills, and personal and professional development during each term of the Practicum and Internship experience, using forms located in Tevera. The site supervisor will receive a Tevera account from the Counseling Program. The Practicum or Internship grade will reflect the evaluation of both the on-site and University Supervisor, with the University Supervisor having the final responsibility for grade assignment.
6. If the Site Supervisor provides telehealth services and wishes to supervise a practicum or internship student in telehealth, they must meet all ULM requirements.
7. The Site Supervisor will provide students with the opportunity to lead or co-lead a counseling or psychoeducational group during their practicum experience.
8. The Site Supervisor will review recordings of the student's individual, small group/ and large group and complete evaluations.
9. The Site Supervisor is expected to initiate contact with the university instructor, or Practicum and Internship Coordinator as soon as there are any questions or concerns regarding the student, expectations, or responsibilities.
10. The Site Supervisor must 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.
11. The Site Supervisor will complete Site Supervisor Orientation and any additional required training for in-person and/or distance counseling supervision.
12. The Site Supervisor will complete relevant training in the technology used for supervision, including Tevera and Zoom. The Internship Coordinator will provide site supervisors with a link to trainings.
13. The Site Supervisor will familiarize students with the specific clinic or school policies and procedures for handling emergencies.
14. Site Supervisors will ensure that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international

privacy requirements.

15. The Site Supervisor will participate in a site visit each semester with the student and their University Supervisor to monitor student learning and performance in accordance with the supervision agreement.

University Supervisor

The University Supervisor is the ULM faculty member that teaches the practicum or internship course. The University Supervisor will contact the Site Supervisor periodically throughout the semester to offer support and guidance.

ULM faculty supervisors will schedule a minimum of **1 virtual site visit** via Zoom during each individual practicum/internship semester. This meeting will be approximately **30 minutes in length**, and include the faculty supervisor, site supervisor, and student. The faculty supervisor will use this visit to confirm student and site adherence to ULM policies and evaluate the students' progress through the internship experience. A Zoom link will be sent to the student and site supervisor prior to the meeting.

Responsibilities of the University Supervisor

1. Provides students with the opportunity to incorporate technology into their counseling practice.
2. Reviews and discusses mid-term and final evaluations completed by Site Supervisor.
3. Maintains periodic contact with the Site Supervisor to discuss the student's progress.
4. Ensures students are covered by professional liability insurance and have completed the any necessary verified background check required for students in the program.
5. Is available to meet with Site Supervisors via phone or Zoom when they have concerns.
6. Ensures that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy

requirements.

7. Schedules a site visit each semester with the student and their site supervisor to monitor student learning and performance in accordance with the supervision agreement.
8. Provides students with the opportunity to learn about technology in the field of counseling, including preparation on using technology ethically and effectively in their future professional roles. This includes using technology for counseling services, record keeping, communication, and staying updated with professional resources.

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. This will begin during COUN 5010 (Methods of Counseling) and will continue in CO 5011 (Advanced Techniques in Counseling), and during Summer Workshop.
- 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

- 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 you 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.

The current P & I Faculty Coordinator is Dr. Poppy Moon. Please email her at moon@ulm.edu if you have questions about practicum, internship, or your intern.

The University of Louisiana Monroe Counselor Education Program Telehealth Policy for Practicum & Internship

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

Prerequisite Telehealth Course:

- Students intending to utilize telehealth in their practicum or internship must complete a mandatory one-credit hour course.

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

For Site Supervisors:

1. Telehealth Site Supervisor Eligibility:

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

2. Documentation and Training Requirement:

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

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

- Both students engaging in telehealth practicum or internship activities and Site Supervisors overseeing such sessions must ensure that their liability insurance policies cover telehealth services.
- It is essential to verify coverage, as requirements may vary from state to state.
- Adequate liability insurance coverage is crucial to protect all parties involved in telehealth sessions from potential risks and liabilities.
- Students and Site Supervisors are responsible for understanding the specific terms and conditions of their insurance policies related to telehealth services.
- Any discrepancies in coverage should be addressed and resolved promptly to ensure compliance with legal and ethical standards. This must be done prior to engaging in telehealth counseling.

Tevera

Tevera is the online software program ULM uses to track Practicum & Internship paperwork. Site Supervisors will use Tevera to sign off on weekly hours logs and to complete midterm and final evaluations.

When the student starts the site selection process, site supervisors will receive a welcome email inviting them to setup their Tevera account. If a site supervisor does not receive an invitation for Tevera, it is important the supervisor check the spam or junk folder of their email inbox. If the invitation is not there, email moon@ulm.edu for assistance.

Site supervisors will fill out and/or approve assignments for their students throughout the semester. Students will send these assignments to their site supervisor(s) and alert them. Site supervisors will find these assignments in their student “Tasks” section in Tevera.

Training

A general overview and orientation of ULM's Practicum and Internship for site supervisors can be found [here](#).

All site supervisors must review a 50-minute pre-recorded PowerPoint lecture on the foundations of supervision. This training is located [here](#). Once site supervisors complete the training, they will receive a 1 NBCC CEU certificate.

At the start of each semester, ULM holds a live orientation workshop for site supervisors. While this orientation is not mandatory, it is a time when site supervisors can ask questions about our program, Tevera, evaluations, and best practices in supervision. Site supervisors will be notified of the date and time once they have been approved.

Memorandum of Understanding

Students completing their Practicum or Internship at a site that has not previously worked with ULM must confirm that a Memorandum of Understanding (MOU) has been completed for their site before enrolling in the course. The MOU is the supervision agreement between the site and the university. The Internship Coordinator will work with the site to complete this document. MOUs are good for five years.

Supervisee Evaluations

It is important for supervisors to provide ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions with supervisees throughout the supervisory relationship. Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance.

The supervisor understands that evaluation is fundamental to supervision and accepts his/her evaluation responsibilities. The supervisor provides both **formative** and **summative** evaluations on a regular basis. In general, formative evaluation occurs in every supervision session and informs the supervisee of his/her incremental progress or lack of progress. Summative evaluation occurs at regular, stated intervals (e.g., mid-term and end of semester) and includes a written statement of supervisee performance.

ULM uses the *Counselor Competencies Scale-Revised* (CCS-R) to assess student skills development and professional competencies at the midterm and final segments of practicum and internship. The CCS-R provides students with direct feedback regarding their demonstrated ability to apply counseling skills, facilitate therapeutic conditions, and rate their overall counseling dispositions (dominant qualities) and behaviors. A copy of the CCS-R is available upon request. Send an email to moon@ulm.edu.

Site supervisors will complete the CCS-R in Tevera. Supervisors will receive an e-mail invitation to gain access to complete and submit these evaluations. Supervisors are responsible for reviewing the feedback provided in this form with the student during supervision, and supporting in remediating skills when necessary. Should significant remediation be required, the supervisor is responsible for notifying the University Supervisor to elicit further program support.

Code of Ethics

All supervisees are required to adopt the [American Counseling Association](#) (ACA) or [American School Counseling Association](#) (ASCA) code of ethics. Supervisees are to follow applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Supervisees have the same obligation to clients as those required of professional counselors.

According to the ACA Code of Ethics, it is imperative that supervisees refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm others. If a supervisor becomes aware of signs of impairment and or the supervisee is unable to effectively provide services, they should immediately notify the university supervisor.

FAQs

What is CACREP?

CACREP stands for the Council for Accreditation of Counseling and Related Educational Programs. This council is the premier accrediting body for determining the quality and credibility of a graduate Counseling program.

CACREP develops and maintains standards and procedures that ensure students in counseling and related programs receive the highest quality education, so they are fully prepared for their state's licensing exam and to find success in their professional careers.

A counseling program with a CACREP accreditation means that the program's curriculum includes appropriate counseling coursework and skill development opportunities for students. CACREP accreditation also shows that the professors and instructors within the program are committed to ongoing assessment, to maintain and improve their program's quality.

ULM is proud to be a CACREP accredited program.

What counts as direct or indirect hours?

- **Direct hours** are defined as those in which students are providing services directly to clients. Examples include one-on-one or group sessions, consultation, administering clinical assessments, providing psychoeducational content/guidance. In schools, individual counseling, small group counseling, large group classroom guidance, and consultation count as direct contact.
- **Indirect hours** are defined as those in which students are engaged in an activity that contributes to their clinical work outside of providing services. Examples include completing progress notes/clinical documentation, attending conference sessions/supplemental clinical trainings, workshops, and attending supervision.
- Students may do **some** of their indirect hours away from their site. The bulk of their indirect hours should be on-site.

What does it mean if a student is dual-track (School/CMHC; School/Addictions; Addictions/CMHC)?

- Dual track students are required to complete a minimum of **one additional internship semester** in their supplemental specialty area, for a minimum of **three internship semesters total** (Internship I, II, & III). This involves earning an additional 300 total clock hours across the course of a semester, to include a minimum 120 direct hours and 180 indirect hours.

School/CMHC dual track:

- Students should complete 2 internship semesters at a School site, and 1 internship semester at a CMHC site*
- Practicum semester must be completed at a CMHC site

Addictions/CMHC dual track:

- Students should complete 2 internship semesters at an Addiction site and 1 internship semester at a CMHC site*
- Practicum semester must be completed at a CMHC site

Addictions/School dual track:

- Students should complete 2 internship semesters at a School site, and 1 internship semester at Addiction site*
- Practicum semester must be completed at an Addiction site

** Each state has individual internship requirements for licensure and certifications the student may be seeking. Students are advised to review requirements specific to their state and consult with their advisor before finalizing their internship sequence.*

Can students have more than one internship site?

- Yes. Students may hold a secondary internship site to support them in reaching their required hours and gaining varied experiences. Secondary sites must meet all previously outlined requirements. Students are responsible for ensuring that commitments made at secondary internship sites do not impact their ability to fulfill commitments made at primary internship sites.

Does ULM support telehealth counseling in Practicum & Internship?

- Yes. Review the Telehealth section in the handbook.

Are students able to continue seeing clients between semesters?

- Students might want to continue seeing clients in the gap between semesters to provide continuity of care. This applies only for students who have completed their first semester in Internship I. They must be staying at the same site and with the same site supervisor. Students cannot do a gap between Practicum & Internship.
- Students who plan to continue hours between semesters need to notify the P & I Coordinator at least two weeks before the end of the term and complete an Internship GAP agreement.
- A GAP Agreement is used when a student plans to stay at their site during a school break. The form is signed by the site supervisor, the student, and the university representative. The student's Internship class will be extended. They must participate in 1.5 hours of university supervision weekly with a ULM faculty member. If a student does not attend university supervision, they cannot count hours during that week.

What happens to clients if students cannot see them between semesters?

- To support continuity in care, it is important for students to coordinate with their site to ensure the level of need of their assigned clients are a fit for the gap in

services that will occur between semesters, or that there are alternate services/providers in place for clients to support during semester breaks.

Can students leave a site mid-semester to attend another site?

- No. Students make a commitment to their site and the clients they serve through this site. Leaving a site mid-semester will disrupt hours and have other consequences.

If a student anticipates that extenuating circumstances necessitate leaving a site mid-semester, they must notify their site supervisor, university supervisor, and the P & I Coordinator immediately.

What if a student is fired from or 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 continue working with clients until the remediation is successfully completed.

What if my site doesn't have groups?

- All sites must provide the student with the opportunity to lead or co-lead a group for at least 4-5 sessions during Practicum. It is important for students to ask when interviewing potential sites if they can provide this experience. Group sessions do not have to be recorded.

Would attending meetings like AA, Al-Anon, or NA count as group experiences in practicum?

- AA (Alcoholics Anonymous) meetings or similar groups, while valuable as a form of peer support and recovery, do not count as supervised counseling group experiences in a practicum setting. This is because these meetings are not facilitated by professional

counselors in a therapeutic context, but rather are peer-led support groups.

For practicum experiences, CACREP requires that group work involve active counseling and facilitation skills under the supervision of a qualified professional, which aligns more with structured therapeutic groups rather than peer support meetings.

If a student completes the required number of hours before the semester ends, do they still have to work at my site?

- Yes, practicum and internship experiences span the entirety of the semester, regardless of if the student accrues the required hours prior to the end of the semester. Students should spread their hours over the course of the semester.

What if a student cannot complete all their practicum or internship hours during the semester?

- Students cannot pass the course. As soon as you believe your student will not be able to complete their hours, please contact your University Instructor and Dr. Moon.

What is the difference between Site Supervision and University Supervision?

- Site Supervision is provided on-site with the student's site supervisor. Students will meet with them at least one hour a week to discuss their progress and experiences. The hour does not need to be completed in one entire session. It can be accumulated over the course of the week.
- University Supervision is a part of the practicum or internship class. It is provided by the university faculty member. Students receive 1.5 hours of university supervision per week.

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

- Practicum (summer) – 100 hours over 9/10 weeks (approx. 8-10 hours per week)
- Practicum (fall/spring) – 100 hours over 14 weeks (approx. 7 hours per week)
- Internship (summer) – 300 hours over 10 weeks (approx. 30 hours per week)
- Internship (fall/spring) – 300 hours over 14 weeks (approx. 20 hours per week)

Students are responsible for meeting with their site supervisor to plan out their practicum/internship experience at the beginning of the semester. Their schedule may differ from the above breakdown.

Can students use their place of employment as a practicum or internship site? Can students be paid during practicum or internship?

- Sometimes this can work, but not every time. Please check with Dr. Moon for approval.

Can students complete my practicum or internship hours at the same place where they receive counseling?

- No, this would create a dual relationship that has the potential to be unethical.

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

- This will depend on the rules and regulations of your site. ULM does not require a drug screen, only a background check.

Can students see clients on site if no one else is on site?

- No, site supervisors or a designated secondary site supervisor must be on site for students to see clients.

Can students do home visits with clients?

- Students are not allowed to go to a client's home alone. Students can go with site supervisors and participate, but they cannot go alone. If your site that mainly does home visits, it might not be a suitable placement.

Appendix

ULM Faculty

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

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Field Placement Terminology

Practicum – A supervised field experience course in which the counseling student develops basic individual counseling and case conceptual skills and integrates professional knowledge under close supervision.

Internship – A distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

P & I Coordinator – Counseling Program individual responsible for coordinating experiences in practicum & internship courses, including site placements for practicum/internship in conjunction with students and sites.

Practicum Student – Counseling Program student seeking or fulfilling practicum experiences.

Internship Student - Counseling Program student seeking or fulfilling Internship experiences.

University Supervisor – the faculty member or instructor who is responsible for the student’s overall learning and growth in practicum/internship and the person who teaches the student’s practicum/internship course.

Site Placement– Human service and counseling agencies where counseling students provide counseling and counseling-related services to clients under supervision from both the field site supervisor and the Counseling Program.

Hours – The activities making up practicum/internship experiences are counted as direct or indirect hours. With parental and client permission, some of the direct hours must be recorded (video or audio recording). Recordings are accordance with site rules.

Direct Service – Involves hours of actual clock time of face-to-face client and/or student contact in individual or group counseling.

Supervision – A tutorial and mentoring form of instruction in which the supervisor monitors

Site Supervisor – An experienced mental health professional familiar with the particular agency in which the student is working. The site supervisor must be readily accessible to the Practicum/Internship student.

University Supervisor – The instructor for the practicum/internship course. All faculty members teaching and supervising practicum/internship hold appropriate licenses and certification for the relevant fields. The university faculty instructor or supervisor leads group supervision in class.

Orientation - Orientation for new students is held in fall and spring semesters. Training will be provided by the faculty supervisor or other counseling faculty members to convey and clarify expectations in the practicum/internship requirements. Site supervisors will be trained online in models of supervision when necessary. Other supervisory information will be available periodically to site supervisors. Faculty maintain open communication with site supervisors in order to offer support and to address any questions or concerns the field site supervisor may have.

CACREP - CACREP stands for the Council for Accreditation of Counseling and Related Educational Programs. This council is the premier accrediting body for determining the quality and credibility of a graduate Counseling program.

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.

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

- I. 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.
- J. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.
- K. Students have opportunities to evaluate their experience with the practicum and internship placement process.
- L. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

SUPERVISOR QUALIFICATIONS

- M. 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.

N. 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.

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

PRACTICUM

P. 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.

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

PRACTICUM SUPERVISION

R. 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.

- S. 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

- T. 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.
- U. Internship students complete a minimum of 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

- V. 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.
- W. 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

- X. 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.

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

Addiction Counseling

1. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
2. risk and protective factors for substance use disorders
3. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
4. strategies for enhancing client motivation to change, managing cravings, and preventing relapse
5. abstinence and harm reduction models of addiction recovery
6. evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery
7. pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention
8. substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
9. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process
10. culturally and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process
11. regulatory processes, continuum of care, and service delivery in addiction counseling
12. strategies for interfacing with the legal system and working with court-referred clients
13. third-party reimbursement and other practice and management issues in addictions counseling

Clinical Mental Health Counseling

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare

3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. third-party reimbursement and other practice and management issues in clinical mental health counseling

School Counseling

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans.

ULM Commitment to Diversity and Accommodations for Students

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building a faculty, staff, and student body that reflects these cultural values.

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 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.

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



**The University of Louisiana Monroe Department of Counseling
Consent to Record**

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

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

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

(Signature of Client)

(Signature of Witness)

(Date of Signature)

(Date of Signature)

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

(Parent or Legal Guardian's signature)

(Date of Signature)

Student Retention and Remediation Policy

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

In accordance with the American Counseling Association Code of Ethics Standards F.5.b, F.9.b, and F.9.c and the Council for Accreditation of Counseling and Related Educational Programs, faculty members are to assist in addressing any concerns that might impede student performance. If a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in the 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.