



# **COUNSELING PRACTICUM AND INTERNSHIP MANUAL**

*for  
Clinical Mental Health Counseling,  
Rehabilitation Counseling,  
and School Counseling:  
Master's and Doctoral Levels*

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**Counseling Practicum and Internship Manual**  
**For Clinical Mental Health Counseling, Rehabilitation Counseling, and School**  
**Counseling:**  
**Master's and Doctoral Levels**

**Introduction**

This manual is intended to introduce students and supervisors to the Department of Counseling Educational Psychology and Research's (CEPR) Counseling programs' expectations and requirements for satisfactory completion of practicum and internship coursework for counseling (with concentrations in clinical mental health, clinical rehabilitation, and school). It provides information and an overview of information to help you get started for practicum and internship as well as guidelines for supervision. Included are recommendations for ensuring good communication between students, site supervisors, and university supervisors. For students, please be mindful that more information will be covered during the Practicum and Internship Orientation as well as during your group supervision on campus. For site supervisors, more information will also be given to you during the site supervisor training. For all, please do not hesitate to reach out to the Practicum and Internship Coordinator with any questions and/or concerns.

This is an exciting part of the program where counselors in training are able to further implement what they have been learning and practicing throughout the program. The practicum is designed to help students develop the required knowledge and counseling skills for the applied setting. The internships provide students with experience in all aspects of professional functioning applicable to their specific concentration. The internship is a culminating field experience intended to assume a broader spectrum of counseling roles and functions. As much as possible, interns are asked to participate in work activities that are similar to those of the supervising counselor.

While in practicum and internship, it is the responsibility of the counselor in training (the student) to follow professional dispositions outlined by the counseling program at The University of Memphis (i.e., CHORIS- please defer to the counseling program handbook for more information), to adhere to the ACA and/or ASCA Code of Ethics, to meet deadlines for practicum and internship paperwork and evaluations, to follow established procedures for application and enrollment in Practicum and Internship courses, to be familiar with site policies for placement(s), to know the program requirements, to know licensure/certification requirements, and to communicate any issues and/or concerns to the Practicum and Internship Coordinator. This manual is required reading for all practicum and internship candidates.

Additionally, all counselors in training must have personal professional liability insurance that is current and activated prior to starting at their practicum and/or internship site. Their personal liability insurance must be active for the duration of their practicum and internship experience. Students will submit their current liability insurance at the start of every semester that they are in practicum and/or internship and it will be placed in their file. Students must also complete a site agreement with their site supervisor at the start of each semester they are enrolled in practicum and/or internship. For school counseling students, they also must complete all security clearance procedures before working on school sites with children. These are requirements outlined in the

CACREP (2024) standards, the College of Education, and the State of TN. Some sites may also require additional medical tests and/or shot records outside of what is required through CEPR's counseling program. If a student wants to go to a site that requires additional documentation, that is up to the student's discretion.

A student's supervised field experiences (i.e., practicum and internship(s)) are crucial developmental steps in one's professional preparation. Students in CEPR's counseling programs concentrate their experiences in community settings such as mental health centers, community agencies, or hospitals; in rehabilitation centers; in city, county or private schools; or higher education settings. These field experiences are intended to assist students in the integration of knowledge learned in classroom academic experiences as well as to develop their counseling skills and professional identity.

This is an exciting opportunity for our students to become involved in their chosen profession under the guidance of experienced professionals. Please take the time to review this handbook to understand the expectations and requirements for these field experiences.

Lastly, the counseling faculty would like to thank our site supervisors for their willingness to work with our students during their field placement(s). With your guidance and support, we are further growing the quality and quantity of our counseling field.

## **The Counseling Concentrations' Mission and Goals**

As you move into your field experiences, please be reminded of the mission of our counseling program and the program's goals.

### ***Counseling Program's Mission Statement:***

The University of Memphis Counseling program is dedicated to producing future counselors who are competent and well-versed in various evidence-based counseling skills and approaches to work in diverse counseling settings. Our program is committed to cultivating a learner-centered environment that empowers students to focus on client well-being by focusing on the development of the counselor's ethical practice, multicultural competence and social justice, self-care, collaborative and consultative skills, self-reflection and self-awareness, ability to utilize pertinent technology, and understanding the importance of advocacy in the field.

### ***And of the Counseling Program's Objectives:***

- A. Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.
- B. Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community.
- C. Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.
- D. Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.
- E. Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.
- F. The students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.
- G. The students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.
- H. The students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

### ***Overview of counseling program concentrations:***

Individuals admitted into the program will learn in an environment created to afford students opportunities to achieve clinical, academic, professional, and personal success. The three concentrations within the counseling program include:

- School Counseling (48 hours/60 hours 2024), CACREP accredited
- Clinical Mental Health (60 hours), CACREP accredited
- Clinical Rehabilitation (60 hours), CACREP accredited

All areas require the successful completion of a practicum (150 total hours) and internship (600 total hours (either done part-time across two semesters or full-time across one semester), completion of a portfolio, and successfully passing a comprehensive examination.

The department also houses a doctorate (Ph.D.) in counselor education and supervision which is also CACREP accredited. Doctoral students in this program must also complete practicum and internship experiences.

### **Learning Goals for Field Placement Experiences (Practicum and Internship)**

The primary objective of the field placement experiences is the acquisition of competence in the skills required by the work role of a professional counselor in specific settings. The practicum or internship experience requires the Counseling students to:

- Demonstrate skills in developing a counseling relationship;
- Articulate a counseling approach consistent with theoretical beliefs;
- Conceptualize client concerns and issues;
- Assess clients from a multicultural perspective to understand their worldview, values, family structure and behavioral norms;
- Demonstrate the appropriate understanding and use of assessment instruments;
- Interpret data about clients regarding diagnosis and treatment planning and demonstrate familiarity with the DSM-5-TR classification of disorders (when appropriate to your site);
- Provide individual and group counseling services;
- Demonstrate an ability to provide information to a group through a presentation, workshop, or classroom guidance program;
- Develop plans for guidance programs (school counselors) or program evaluations;
- Demonstrate an understanding of evaluating professional effectiveness.
- Demonstrate sensitivity for legal and ethical dilemmas and conduct themselves in a professional and ethical manner;
- Demonstrate verbal communications that are professional, clear, and concise in daily interactions with co-workers and other professionals;
- Engage in consultation with professionals and during interdisciplinary team meetings;
- Learn more professional resources as well as becoming more familiar with professional activities;
- Learn to appropriately use psychoeducation with clients on such issues as self-care, daily living skills, parenting, education, and other support services;
- Demonstrate effective referral and collaboration skills;
- Write reports including progress notes and written client records;
- Maintain a professional log/portfolio;
- Utilize Tevera software for logging necessary hours and any other required documentation;
- Communicate with other professionals using appropriate terminology pertaining to counseling, psychopathology, special services, and psychotropic medication

## CACREP Standards (2024)

The counseling program at the University of Memphis adheres to CACREP's 2024 standards for practicum and internship. While several standards may be covered in your practicum and/or internship course(s) and at your site, the standards most aligned for every concentration during field placement(s) in the 2024 CACREP Standards are in Section 4. More specifically, Section 4 covers a lot of the protocol and procedures that need to be done for practicum and internship (as well as some of the content). Additionally, you may also find that additional standards are covered depending on your concentration which are covered in Section 5.

It is important to note some key terms that will be utilized significantly throughout this handbook. In alignment with 2024 CACREP Standards, the following definitions will be utilized to define the following:

- *Practicum*: A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
- *Internship*: A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.
- *Group supervision*: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.
- *Individual supervision*: A tutorial and mentoring relationship between a member of the supervision counseling profession and one counseling student.
- *Live supervision*: Direct observation of the counseling session with in- vivo communication from the supervisor influencing the work of the supervisee during the session.
- *Triadic supervision*: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

For a list of more terms and all of the 2024 CACREP Standards, please see:

<https://www.cacrep.org/wp-content/uploads/2024/04/2024-Standards-Combined-Version-4.11.2024.pdf>

If you are ever unsure why there is a step needed in the field placement process or have a question about the 2024 CACREP Standards, please feel free to ask your advisor, your university supervisor, and/or the Practicum and Internship Coordinator.

## How do I Choose a Placement Site for Practicum and Internship?

All students in clinical mental health, clinical rehabilitation, and the doctoral programs are responsible for selecting and securing their practicum and internship sites. Selecting an appropriate site is essential for the greatest benefit. The student's advisor and/or the Practicum and Internship Coordinator will assist the student in any way possible; nonetheless, securing a site is the student's responsibility.

Students in the school counseling program vary slightly in that they are responsible for turning in their paperwork on time for placements to the School Counseling Coordinator. Once the School Counseling Coordinator receives notification of the student's placement school, the School Counseling Coordinator and/or the Practicum and Internship Coordinator will notify the school counseling student.

Counseling students should discuss possible sites with their advisor and/or professors early in their program. The first term during which a counseling student is enrolled is not too early to begin thinking about practicum and internship. As the student and his/her advisor construct a degree plan, they will be projecting times for practicum and internship which will assist the student in planning well in advance.

It is wise to choose your site with some of these questions in mind: Can you find an onsite supervisor who meets the requirements? Is this person willing and able to supervise you weekly? Can you accrue the required number of direct contact hours? Is it possible to earn the total number of hours? Does this site have hours that I need (e.g., open 8-4, etc.)?

While you need to choose your site with these pragmatic questions in mind, you also need to consider the types of experiences available to you at a potential site. Consider the population of clients you may find at the site. Would this fit your interest? Consider the types of services, individual and group, that may be available for you at the site. Find out if there is a theoretical orientation preference (solution-focused, CBT, Gestalt, etc.) at the site. Does that orientation interest you? Would it be helpful to gain experience with that orientation?

Sites have the option of offering or declining to offer a student intern applicant a placement. The student applicant should approach each site visit just as he/she would a job interview. The student should take a resume and any other documentation that might be helpful to the person in charge of placing interns at the sites selected.

Some students prefer completing the internships at different sites so they can experience more than one professional environment. Other students prefer completing both internships at the same site so they can have a long-term, in-depth experience. There are advantages and disadvantages to both approaches that can be discussed with the student's advisor, course instructor, and site supervisor.

Please note that there is a list of sites that our counseling program has worked with previously. This is available on our counseling program's website. However, it is important to note that that list is not exhaustive. Sites are constantly changing and evolving. If you are interested in a site that is not on the list, please feel free to reach out to the Practicum and Internship Coordinator ***at least one month prior*** to starting practicum and/or internship to see if it meets the qualifications. Please also note that some sites fill up quicker and earlier than other sites. If you have a site in mind that you really want to be placed at, please make sure that you are aware of their deadlines so that you do not miss the opportunity to apply.

Prior to the start of the field placement experience, all internship and practicum students are expected to arrange an initial interview with their site supervisor. Students are expected to



participate in on-site orientation before beginning the internship. This orientation will enable the student to become acquainted with workers at the placement site and will provide an orientation to site procedures.

Last, please be mindful that an interview with a site does not guarantee placement. As you are entering the profession, it is important to learn professional and clear communication. If you are unable to get e-mails back, follow up with a phone call. If you receive multiple offers in one semester from various sites, please make sure you communicate with the ones you do not choose that you will not be going there. If you are unsure how to handle a professional situation, please feel free to reach out to the Practicum and Internship Coordinator.

## The Process of Applying for Practicum and Internship

### Practicum:

Practicum should be taken the semester before your first internship. All practicums are only offered in Fall and Spring semesters.

### Internship:

The internships are the culminating experience and should be the last courses taken in the program. Internships for school counseling are only offered in Fall and Spring semesters. clinical mental health and clinical rehabilitation are offered in Fall, Spring, and Summer semesters (Summer is not guaranteed to be offered as it depends on need and department availability).

### Here is a Breakdown of the Application Process for Practicum and Internship:

- 1) Have a plan in study in place with your advisor and make sure that you are ready for practicum and/or internship.
- 2) Complete the intent to take practicum/internship Form (for your specific concentration). If you are planning on taking practicum or internship in Fall and/or Summer, applications are due February 15<sup>th</sup>. If you are planning on taking practicum or internship in Spring, applications are due September 15<sup>th</sup>. **Please note that they must be turned in by the due date or you may not be able to take practicum or internship for that semester you are applying for it.** (Please make sure that you and your advisor sign it). Forms are due to the P/I Coordinator, Dr. Dempsey.
- 3) If you have not already, work on securing a site for your practicum and/or internship. There is a list of sites available on the website. That is a good place to start if you are unsure of where you want to go. **Please note that it is your responsibility to secure a site and communicate that to Dr. Dempsey prior to or by the due dates specified.** (Also note that if it is a new site, please make sure you talk with Dr. Dempsey to ensure it will meet qualifications. Additionally, it may take longer to get this site affiliated, so would be good to start this sooner rather than later as to not delay your starting at your site).

For clinical mental health and clinical rehabilitation, you must have your placements sites secured by the following dates: **Summer internship: May 15<sup>th</sup>; Fall practicum or internship: July 31<sup>st</sup>; Spring practicum internship: December 15<sup>th</sup>.** Failure to have one by these dates means that you might have to postpone taking practicum and/or internship. You will receive a Qualtrics link on filling out your site. If it is a new site or you want to let Dr. Dempsey know sooner, please feel free to e-mail her.

*\*Of note: if you are school counseling, the placement process is slightly different. Consult with Dr. Brasfield for more information.\**

- 4) Attend practicum and internship orientation (this is Mandatory for starting at your site). You will need to go to the one of the ones offered as make up ones are not offered.
- 5) Your site supervisor will be sent application paperwork for starting at your site. Please make sure that you follow up with them after orientation about this paperwork if it is not already completed.
- 6) Secure liability insurance that will remain active for the entire semester in which you are at your site.
- 7) Make sure that the student has Tevera software.
- 8) The student and the site supervisor will complete a Site Agreement/Contract before the student starts at the site (please note: this is on the website under clinical fieldwork forms).
- 9) You cannot start at your site until these steps are completed. If you do, there is potential that you cannot count your hours and it may impact your ability to complete practicum and/or internship (depending on the situation). Please confirm with the P/I Coordinator that they have everything from you needed to start.

## Concentration Specific Information

### *A few reminders per concentration related to internship placements:*

- Clinical Mental Health- the site must be clinical in nature for internship(s)
- Clinical Rehabilitation Counseling (CR)- if the student is seeking CRC licensure, must be supervised by CRC supervisor (CR core faculty are CRC certified)
- School Counseling- across practicum and each internship (2 total), you need to make sure that you have 3 different placements for: elementary, secondary, and high school (e.g., if you did elementary for practicum, you will need to do a secondary and high school placement for internship 1 and internship 2)
- Doctoral- for practicum, you will be doing a field placement at a site where you will be conducting counseling. For internship, doctoral students will complete two separate internships. The doctoral internship(s) will be covering different curricular areas and need to be discussed and approved by their advisor. In each internship, at least 3 areas need to be covered: supervision, teaching, research and scholarship, and leadership and advocacy. Our program requires that students complete at least one teaching experience as part of their internship.

### *For all concentrations:*

#### *Fieldwork Courses:*

Practicum students and internship students are not to be combined for group supervision. When the student is registering for courses, please make sure that you enroll in the correct field placement type course (e.g., practicum or internship) as well as the concentration aligning with that placement course (e.g., school counseling practicum). Practicum must be taken separately before internship and must be successfully completed before moving to internship.

#### *Sites:*

While some of the sites you may go to may use some telehealth options for clientele, since we are an in-person training program, the majority of your on-site hours need to be conducting in-person counseling. (If you do telehealth, please make sure to review the Technology in Practicum and Internship section thoroughly).

Additionally, the majority of your supervision hours (e.g., site, individual) need to be in person. We recognize that there may be instances where telehealth or virtual options may be needed. These should be used sparingly. If it seems to be used a lot (i.e., more than 10% of the time), please consult with your university supervisor and/or the P/I coordinator to consult about the situation.

#### *Grants/scholarships:*

Please make sure to be mindful if you are a grant or scholarship recipient, then your grant or scholarship may have specific guidelines on what you need for a placement- please make sure you check that and are aware of that before placements. That if the student's responsibility to know that information, not the Practicum and Internship coordinator's nor the advisor's. However, the Practicum and Internship coordinator and/or the advisor will help find placement(s) that meet those requirements if the requirements are known well ahead of placement.

*Licensure/Out of state:*

If you are planning on moving to another state after graduating and want to ensure that you are getting what you need for practicum and internship, please make sure that you check with that state and communicate needs as best as you can. Ultimately, it is up to the student to ensure that they are getting what they need for those requirements. This program prepares students to be licensed within the state of Tennessee.

*Evaluation procedures and requirements:*

Students are evaluated in their field placement courses through various means. In particular, students have multiple types of supervision occurring during their field placement courses and are receiving feedback throughout their field placement course from their supervisor.

Additionally, students who turn in tapes from their site (or Carkhuff ratings) receive additional evaluation and feedback.

More specifically, students in fieldwork courses receive a midterm and final evaluation from their site supervisor, individual supervisor (if applicable), and meet with their university/group supervisor for feedback at midterm and final evaluation for feedback. The evaluation form filled out by the site and individual supervisor(s) is the Professional Counseling Performance Evaluation (PCPE) that evaluates students across various areas. At the end of the semester, a student needs to get an average of at least 2 before successful completion of the course (in addition to other coursework requirements as outlined by the university supervisor).

*\*If unsure about something, please always consult with your advisor. You may also reach out to the program coordinator or to the P/I Coordinator.\**

## PRACTICUM

Practicum is a 3-credit hour course that the student registers for with the assistance of their advisor. A student must have crucial core courses completed and hold a 3.0 GPA in those major courses when registering for practicum. Practicum is **not** offered during the summer semester. Students must also make sure they meet the deadlines required for practicum registration (e.g., turning in their intent form on time, etc.) in order to take practicum in a given semester.

*(Doctoral students ONLY- please see Doctoral Fieldwork Information/Overview for more information on Practicum. Please note that the hours, forms, etc. as outlined below are relevant to you).*

### ***Practicum Requirements:***

- Students will spend 12-15 hours a week at their practicum site. Typically, students will attend one full day and one-half day each week at their site. Some sites may have additional requirements. Students need to set consistent schedules and follow them. In addition, students receive supervision one hour a week from the site.
- Students must stay at their site the duration of the academic semester (even if they meet their hours early).
- Must have active liability insurance
- Must complete a site contract with site supervisor
- 150 total hours are required for practicum. 60 of these hours need to be direct contact hours. 90 of these can be indirect hours. (Please see page 19 for a breakdown on the difference between indirect and direct hours).
- At least one of these direct hours must be the student leading or co-leading a group counseling session.
- Students in practicum must get at least 5 audio tapes of sessions (or may do these as Live Supervision with Carkhuff rating forms if taping is not allowed at the site). With taping, a few things to be mindful of:
  - It must be in compliance with applicable institutional, state, federal, and international privacy requirements. (Right now, may use HIPPA compliant Zoom or Microsoft Teams or a recorder. If want to use something else as technology is constantly changing, please make sure it is approved by the Practicum and Internship Coordinator).
  - After the tape is reviewed by the university supervisor, the student should destroy the tape for privacy purposes.
  - Additionally, the student should make sure to complete an informed consent with the client being recorded to ensure that: (a) there is permission from the client to be recorded and the taping be heard by faculty and (b) to let the client know the counselor in training is a current student. Each tape should be roughly 40-45 minutes in length.
- Meet weekly in a dyadic or triadic format with their on-site supervisor for at least an hour.
- Meet weekly with their individual supervisor on campus either in a dyad or triad for at least an hour.
- Attend group supervision/university supervision each week for an hour and a half (this must be a practicum section that aligns with your chosen counseling concentration)

- Midterm evaluation by the site supervisor
- Midterm evaluation by the individual supervisor and/or university supervisor
- Site presentation and program evaluation of the site
- Final evaluations at the end of the semester including:
  - Evaluation of the site
  - Evaluation of the site supervisor
  - Evaluation of the university supervisor
  - Evaluation by the site supervisor
  - Evaluation by the individual supervisor and/or university supervisor
  - Evaluation of the practicum placement process
- Weekly submission of Tevera hour logs
- Other coursework as outlined by the university supervisor

## INTERNSHIP

Internship is a more intensive experience than practicum and the candidate is expected to demonstrate broader skills in all aspects of professional functioning. A student must have successfully completed practicum in order to move to internship. The credit hours for internship vary depending on part-time, full-time, etc. Internship for school counseling is not offered during the summer semester (and the other concentrations typically are depending on need and department availability). Students must also make sure they meet the deadlines required for internship registration (e.g., turning in their intent form on time, etc.) in order to take internship in a given semester.

Candidates will want to work closely with the department's Practicum and Internship Coordinator and faculty to choose a site. Students should consider professional goals, interests, needs, and expectations for their clinical/field experiences. Multiple practice sites should reflect a diversity of experiences with different sites, agencies, and activities whenever possible.

When selecting a site, candidates should keep in mind the educational and work opportunities that may be outcomes from the clinical field experience. In addition, candidates should aim for a site placement that represent a "good fit" with their personal and professional needs, values, interests, program requirements, and State licensure/certification requirements.

When sites select students, they agree and understand their responsibility to supervise and train the candidates. The counseling faculty realize that these training experiences have a dual role and will work diligently to ensure that the needs of both the site and candidates are met during all clinical experiences.

### *Part-time internships:*

If you are doing part-time internships, you will need to do 2 separate part-time internships across 2 academic semesters. If you are working or taking additional classes, it is highly recommended to do part-time internships.

### *Full-time internships:*

There is the opportunity to do full-time internship, however, they are rare and are not available during the summer semester. Full-time internship is done in one academic semester (excluding summer). Additionally, the student will need to request approval from their advisor and the Practicum and Internship Coordinator to do so (they may be asked to supply additional paperwork for this request). The student must also be mindful that a full-time internship is 40 hours a week. If a student is wanting to take coursework with a full-time internship, this must be approved by their advisor and the Practicum and Internship coordinator prior to the start of full-time internship.

*(Doctoral students ONLY- please see Doctoral Fieldwork Information/Overview for more information on Internship. Please note that the hours, forms, etc. as outlined below are relevant to you in internship, but the setting may vary from below).*



***Part-Time Internship Requirements:***

- Successful completion of practicum (and if in part-time internship 2, successful completion of part-time internship 1 as well)
- Students will spend approximately 20 hours a week at their internship site (During the summer semester internship, this is approximately 30 hours a week as the semester is 10 weeks instead of the regular 15 week semester). Some sites may have additional requirements. Students need to set consistent schedules and follow them. In addition, students receive supervision one hour a week from the site.
- Students must stay at their site the duration of the academic semester (even if they meet their hours early).
- Must have active liability insurance
- Must complete a site contract with site supervisor
- 300 total hours are required for each part-time internship. 120 of these hours need to be direct contact hours. 180 of these can be indirect hours. (Please see page 19 for a breakdown on the difference between indirect and direct hours).
- At least one of these direct hours must be the student leading or co-leading a group counseling session.
- Meet weekly in a dyadic or triadic format with their on-site supervisor for at least an hour.
- Attend group supervision/university supervision each week for an hour and a half (this must be an internship section that aligns with your chosen counseling concentration)
- Midterm evaluation by the site supervisor
- Midterm evaluation by the individual supervisor and/or university supervisor
- Final evaluations at the end of the semester including:
  - Evaluation of the site
  - Evaluation of the site supervisor
  - Evaluation of the university supervisor
  - Evaluation by the site supervisor
  - Evaluation by the individual supervisor and/or university supervisor
  - Evaluation of the internship placement process
- Weekly submission of Tevera hour logs
- May be asked to record and turn in audio tapes (and then would follow the same protocol as outlined above for practicum taping)
- Other coursework as outlined by the university supervisor
- Students will complete 2 part-time internships across 2 academic semesters (and must get 300 hours each semester for a total of 600 total hours for both internships (and at least 240 total direct hours)). Hours do not carry over across semesters.

***Full-Time Internship Requirements:***

- Successful completion of practicum
- Students will spend approximately 40 hours a week at their internship site. Some sites may have additional requirements. Students need to set consistent schedules and follow them. In addition, students receive supervision one hour a week from the site.
- Students must stay at their site the duration of the academic semester (even if they meet their hours early).
- Must have active liability insurance

- Must complete a site contract with site supervisor
- 600 total hours are required for full-time internship. 240 of these hours need to be direct contact hours. 360 of these can be indirect hours. (Please see page 19 for a breakdown on the difference between indirect and direct hours).
- At least one of these direct hours must be the student leading or co-leading a group counseling session.
- Meet weekly in a dyadic or triadic format with their on-site supervisor for at least an hour.
- Attend group supervision/university supervision each week for an hour and a half (this must be an internship section that aligns with your chosen counseling concentration)
- Midterm evaluation by the site supervisor
- Midterm evaluation by the individual supervisor and/or university supervisor
- Final evaluations at the end of the semester including:
  - Evaluation of the site
  - Evaluation of the site supervisor
  - Evaluation of the university supervisor
  - Evaluation by the site supervisor
  - Evaluation by the individual supervisor and/or university supervisor
  - Evaluation of the internship placement process
- Weekly submission of Tevera hour logs
- May be asked to record and turn in audio tapes (and then would follow the same protocol as outlined above for practicum taping)
- Other coursework as outlined by the university supervisor
- Students will complete full-time internship over the Fall or Spring semester

## **Direct and Indirect Contact Hours During Practicum and Internship**

Before getting into hour specifics, it is important to note that the majority of your direct hours need to be in-person/face to face counseling instead of telehealth counseling. If you do get some direct hours via telehealth counseling, please make sure that you are well aware of what you are doing and are supervised during this process at your site.

### ***Direct Contact Hours:***

Direct contact hours (as defined by CACREP, 2024) include supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

If a practicum student or intern is observing the site supervisor's individual or group sessions, this is considered indirect contact hours.

### ***Indirect Contact Hours:***

Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with clients. Examples of indirect contact hours: supervision hours, record keeping, filing of records, planning sessions, or consultation, attending case staffings/treatment teams, attending conferences, or orientation and training sessions.

**Indirect hours do not include:** class homework, studying for comprehensive exams, or traveling to and from your site.

*Please note: there is an indirect hour resource list available that was created by the department. You can only count some indirect hours from this list. Please ask your university supervisor for this list and/or the P/I Coordinator if needed. Please make sure to follow the guidelines for counting those specific indirect hours as outlined on that document.*

### ***A Note About Hours:***

- ♦ Please note that these are just examples of each type of hours at your site. We recognize that each site may have its own unique activities that do not fall neatly into one or the other category. Please use your best judgment in trying to put the hour in the right category. If you are unsure, please always ask your university supervisor and/or the Practicum and Internship Coordinator.
- ♦ Your university supervisor should be able to supply you with resources for getting additionally indirect hours if needed. Please make sure to ask your university supervisor and/or the Practicum and Internship Coordinator if you need this resource.

- ♦ There will be opportunities for hours available at various points in the year through Chi Sigma Iota (CSI) and through the department and its events. However, please do not plan on these hours as they vary throughout the year and may not always work with your schedule. More notably, these hours are not meant to be in place of your site hours, but in addition to them.

## Doctoral Fieldwork Information/Overview

The Doctoral practicum needs to be counseling experience where the student is practicing counseling skills (150 contact hours- at least 60 hours being direct contact hours). If needed after completion of practicum, the doctoral student may be asked to complete additional skills work (at a site) for part of their internship experience. This would be discussed by the counselor education program through practicum evaluation and annual assessments and would be shared with the doctoral student prior to internship so they have adequate time to prepare.

For internship, the experience is a little different in that the student will choose three areas of focus (for each of their internship(s)). Typically, doctoral students complete 2 part-time internships (2 at 300 hours each (120 direct hours each time) for a total of 600 hours (240 being direct). There is the option of a full-time internship for doctoral students but must be applied for, discussed, and approved at least 6 weeks prior to the start of the internship semester.

These internship programs must demonstrate the professional philosophy of counselor education leadership within the context of supervision, teaching, research and scholarship, and leadership and advocacy. The intern may also do additional clinical work/skills work as part of internship. Candidates are expected to take the lead and initiative within these areas (i.e., teach courses and seminars, present data findings at conferences) as well as within professional organizations (Chi Sigma Iota, ACA, TCA, etc.). Further stipulations are outlined in the 2024 CACREP standards and students can contact the Doctoral Program Coordinators and/or the P/I Coordinator for more detailed information.

*Students must have the full support of their doctoral chair/advisor and design the internship agreement form with their input as well as the P/I Coordinator's feedback.*

*Please also note that based on assessment from the counselor educator program, doctoral students may be asked to include one of the areas as part of their internship (e.g., if it is assessed that more teaching experience is needed, the student may be asked to cover additional teaching experiences as part of their internship).*

If a doctoral student has entered from a different background and does not hold a Master's in counseling – they might consider a heavy clinical practice internship to increase chances at licensure as a mental healthservice provider (they may need to further consult with their advisor, the Doctoral Program Coordinators, and/or the P/I Coordinator to ensure they are meeting all requirements). A professional portfolio is also a key component of one's practicum or internship experience. Tevera is now the counseling program's method of portfolio and log maintenance.

Doctoral students must also maintain liability insurance throughout practicum and internship. During practicum, the doctoral student is expected to get at least 5 audio tapes of their practice (as outlined in the Practicum requirements above). If needed and requested, the doctoral student may need to complete additional tapes during their internship experience(s).

The doctoral student is also expected to attend weekly supervision with their on-site supervisor (either in individual or triadic format) and/or individual faculty supervisor (either in individual or

triadic format) for an hour a week (through both practicum and internship(s)). The doctoral student is also expected to attend weekly group supervision with a counselor education faculty member for at least 1.5 hours per week (both in practicum and internship(s)).

When a doctoral student completes teaching as part of their internship, courses that are typically taught by doctoral students include but are not limited to: foundations, practicum, internship, crisis, or spirituality (courses must be approved by the doctoral program coordinators as well as the department chair). Each doctoral student will have a mentor for teaching in addition to their group supervisor and individual supervisor. They will meet with their mentor every other week or as needed. Mentors can assist with syllabi development, CACREP principles, and general teaching guidance. This allows for more student/faculty contact and assessment.

## **Distance Training Policy for Fieldwork Experiences**

The counseling faculty do **NOT** recommend long distance clinical experiences for a variety of reasons. However, in some instances, the student may petition to have one in a variety of circumstances.

Distance placement(s) are defined as: any site that is over 40 miles from The University of Memphis.

If a student wants to do a distance fieldwork experience, here are some of the steps that need to occur (and please be mindful that these may change):

- Complete a practicum NOT at a distance (and pass satisfactorily/no major concerns);
- Apply for distance internship AT LEAST 2 months in advance of the semester starting (to ensure approval, paperwork, etc. can be completed);
- Ensure that the potential site supervisor and group supervisor have relevant training in distance supervision;
- Have discussed this option with their advisor AND the P/I Coordinator;
- Complete paperwork outlining: explanation of why the student needs the distance placement (this must be at least 5 pages in length); how the student will engage in group supervision if it needs to be done virtually; and potentially more information may be requested (the counselor education faculty will review the information and request and vote on this as a faculty. Either the student's advisor or the P/I Coordinator will inform the student of the faculty's decision);
- If the group faculty supervisor and/or the P/I Coordinator need to go the site for a visit, the student is responsible for accommodating the site visit (e.g., funding travel);
- The student must be responsible for arranging virtual supervision (if approved) and must be an active participant (if it is deemed they are not active in supervision, they may be requested to attend in-person supervision on campus);
- And any other requirements as outlined by the student's advisor and/or P/I Coordinator

## Technology and Fieldwork Experiences

Students have the opportunity to utilize technology as part of their fieldwork experience(s). More specifically, students will utilize an online software program, Tevera, to log their hours and complete documentation throughout their field placement experience(s) and will also utilize the University's software program, Canvas, to upload any required coursework. Throughout fieldwork experience(s), students will complete a variety of assignments utilizing technology and submit those assignments through electronic platforms.

If a student is at a site that utilizes technology for documentation and or any other paperwork, the student will get significant exposure to the use of technology in fieldwork at the site.

If a student needs to implement a telehealth service(s) at their site, the student must make sure that they follow the procedures for this at their site, that their site supervisor is aware of this, and that their site supervisor has appropriate training in technology for this supervision.

Throughout supervision and practicum and internship(s), the use of technology and its impact on fieldwork experience(s) will be discussed at various points. The counseling program at The University of Memphis wants to ensure that students are familiar with technology and its impact on fieldwork experience(s) prior to completing the program. *(Please be mindful that there are various platforms for documentation of counseling records for clientele and it is not expected that you will be proficient in them all as you complete your program. You may become very familiar with the one(s) utilized at your site(s) and you may utilize a different one upon graduation).*



## Developing Goals

During practicum and/or internship, you may be asked during supervision what your goals are. This may be a required assignment in your group supervision class, but is also a good thing to think about as you move into your field placement(s). Here are a few things to consider as you develop your goals for the semester (either in practicum or internship):

- ♦ **Collaboration between intern/practicum student and site supervisor to form individualized goals**

It is important to develop goals in the internship/practicum by completing an Individualized Plan/Goals (See website for this or ask the P/I Coordinator for it). This helps provide structure and focus for the student and for the onsite supervisor. Your ability to collaborate with the site supervisor to identify goals that are both helpful in promoting the student's professional needs, and consistent with the goals and needs of the site is vital. Within the first week of the placement, the student should meet with the on-site supervisor to devise the goals for the internship/practicum. During this, the first two sections of the Individualized Plan will be completed: Goals; and Activities to Meet Goals. The student may be asked to submit this to their university supervisor. At the end of the semester, the student and site supervisor should meet again to evaluate the progress made toward each goal. At this time the final column on the Individualized Plan/Goals will be completed and the student may submit this finished form to the university supervisor.

Each student comes to this experience with his or her own unique set of personal and professional experiences which will impact their personal needs during field placement(s). For example, some students enter field placement(s) after years of experience as a case worker. In this case, the student will possibly need less focus on consultation services with outside agencies and more on honing their personal counseling skills. Here an individualized goal has emerged that can help set the focus for the internship/practicum.

- ♦ **Individualized Plan should include:**

- ♦ **Specific Goals (minimum of three)**
- ♦ **Activities to meet those goals**
- ♦ **Means of evaluating progress toward goals**

Notice the three elements of an effective Individualized plan in the following example:

*Let's say one of the goals is for the student to improve their ability to conduct a counseling session. Activities to meet this goal could include observing the site supervisor counsel a client, having the student counsel a client, and eliciting feedback from the supervisor and client (at termination of the counseling relationship). To evaluate progress, the observations of the site supervisor and the results of the evaluations of the students could be listed.*

The intent of the Individualized Plan is to help focus the student on the most important elements of their counseling development.

## **Students' Roles and Responsibilities**

*In addition to what is outlined and highlighted in previous sections, the student must be mindful of the following roles and responsibilities throughout practicum and internship:*

- Selects potential sites in consultation with advisor and P/I Coordinator
- Schedules and completes interviews with on-site contacts.
- Submits application for practicum or internship placement in advance of deadline.
- Arranges a work schedule in conjunction with the site supervisor.
- Completes an agreement of duties between candidate and site.
- Make sure that all paperwork is submitted by due dates
- Have active and current liability insurance throughout field placement(s)
- Students are expected to adhere to the hours they have established with the site and to adhere to any dress or behavioral codes of their site, and to perform responsibilities in a professional manner as if a paid employee.
- In consultation with site and university supervisors, develops goals and objectives for their experience and submits this to their university supervisor early in the semester.
- Keeps an accurate ongoing log of practicum/intern activities & provides this to supervisors for review and signature
- They are punctual and prepared for individual and group supervision sessions taking an active role in the process and attend other on-campus meetings.
- Competently completes course requirements and assignments as laid out in the manual and course syllabus (in the class in which they are enrolled)
- Provides audio/ videotapes of sessions or transcriptions of sessions (5 tapes required for practicum and internship is on an as needed basis according to the university supervisor and/or P/I Coordinator).
- Arranges for site visit(s) from the university supervisor.
- Learn more professional resources as well as becoming more familiar with professional activities within counseling.
- Returns all paperwork in a timely manner (especially logs and final evaluations – or a class grade will not be given).
- Complies with all legal and ethical regulations; brings all potential legal and ethical issues to the attention of university and site supervisors and employs encrypted devices for any taping or storage of materials.
- Follows legal and ethical guidelines and adheres to the counseling program's dispositions
- Communicates any concerns to the university supervisor and/or P/I Coordinator
- Staying at the site for the duration of the semester (even if hours are met prior to the end of the semester).
- Students are to play an active role in their learning and be active and engaged in all levels of supervision (e.g., site, university, etc.).
- Students are to be respectful of colleagues and peers both at their site and during university/individual supervision and refrain from utilizing phones, etc. during this time.
- Is cooperative with the site and university supervisors, and open to constructive feedback.

## **On-Site Supervisor's Roles and Responsibilities**

*In addition to what is outlined and highlighted in previous sections, the on-site supervisor must be mindful of the following roles and responsibilities throughout practicum and internship:*

- Complete an online site supervisor application prior to a student starting at the site (as provided by the P/I Coordinator)
- Complete any additional paperwork (e.g., affiliation agreement) prior to the student starting at the site
- Complete necessary training/orientation as provided by the counseling program at The University of Memphis and any necessary acknowledgment paperwork of this training
- Have knowledge in (or planned upcoming training in) technology in counseling and distance supervision (as well as in-person supervision)
- Interviews potential practicum or internship students and indicates preferences among those students for site placement, without discrimination in relation to race, religion, gender, age, national origin, disability, or sexual orientation.
- Informs interviewed students regarding their placement. Note that the number and assignment of trainees will be mutually agreed upon between the site and the P/I Coordinator.
- Assigns accepted students to qualified on-site supervisors (a person who has a minimum
- of a Master's degree in counseling or a related field, at least 2 years experience in counseling or a related field, and has their license in counseling or a related field)
- The on-site supervisor must be willing to supervise the student for an hour a week in either an individual or triadic format
- The on-site supervisor must be willing to complete paperwork as required by the university on behalf of the student (e.g., hour logs, midterm/final evaluations, etc.)
- Provides adequate workspace, telephone access, training in site policies/methods, and supplies any necessary equipment for the student
- Negotiates practicum or internship hours and responsibilities with the students.
- Orients the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
- Develops goals and objectives with the student for their experience (and does this earlier in the semester)
- Ensures that the student has appropriate experience(s) during the placement based on student's goals and objectives.
- Ensures that the student can obtain the necessary hours needed for their placement (as long as the student is adhering to the hours outlined for being at the site)
- Ensure that the student has at least 1 opportunity during their placement to lead or co-lead a group counseling session
- Familiarizes the student with professional resources as well as with professional activities within counseling
- Maintains contact with university supervisor for assistance and consultation relating to student's progress.
- Will report any issues and/or concerns immediately to the P/I Coordinator and/or university supervisor of the student.
- Engages in ongoing assessment of the student's performance and communicates with the

university supervisor about any problems with the student's performance. If problems continue, the site supervisor, in consultation with the student and university supervisor, as well as PI coordinator will develop a remediation plan.

- Will respond to feedback requests as made by the student's university supervisor and will be willing to meet with the university supervisor and/or P/I Coordinator if needed.
- Maintains confidentiality (with the exception of the university supervisor) regarding information obtained during supervision.
- Site supervisors are also invited to attend the annual P/I Fair put on by the counseling program. Site supervisors need to be familiar with the P/I handbook for The University of Memphis's counseling program
- Site supervisors will have the opportunity for professional development opportunities offered by the program
- If for any reason a student needs to be terminated from a site, the site supervisor will supply sufficient documentation on reasons for termination, etc. and will meet with the university supervisor and/or P/I Coordinator for any additional information if needed

## **University Supervisor's Roles and Responsibilities**

*In addition to what is outlined and highlighted in previous sections, the university supervisor must be mindful of the following roles and responsibilities throughout practicum and internship:*

- Meeting with students on a weekly basis for an hour and a half each week for group supervision
- Ensure that during group supervision, students are behaving in a professional manner
- Ensure that students have turned in necessary paperwork prior to starting at their field placement site
- Discussing the timely concerns and issues of the student group enrolled in the Internship course;
- Ensures that student's are completing requirements for placement, and communicating any concerns to the student and/or P/I Coordinator
- Being available as another faculty consultant to provide feedback and guidance related to students' placement concerns.
- Connecting on a routine basis (at least 1-2 times a month) with the Site supervisors via e-mail and if needed, phone and/or virtual consultation.
- Offering individualized feedback on progress to the student at least twice in the semester (midterm and final) and more if needed.
- Reviewing tapes as needed.
- Review hour logs to ensure getting supervision, categorizing hours appropriately, etc.
- Communicating any issues to the P/I Coordinator
- Reviews student's goals and objectives to be pursued at site.
- Explains the requirements of the experience and provides pertinent information.
- Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
- Appropriately maintains privacy about information obtained during supervision.
- Collects logs, evaluations, and any other necessary paperwork
- Along with feedback from other supervisor(s), determines if the student is ready to move on from the field placement in which the student is enrolled
- Submits all evaluations and logs to P/I Coordinator at the end of term.
- Evaluates and assigns grades to students for the practicum and internship experience.
- Reports any ethical, legal, or disposition related issues to the P/I Coordinator
- Gives appropriate feedback and appropriately monitors student's progress throughout the duration of the semester

## **Practicum and Internship (P/I) Coordinator's Roles and Responsibilities**

*In addition to what is outlined and highlighted in previous sections, the P/I Coordinator must be mindful of the following roles and responsibilities throughout practicum and internship:*

- Reviews applications and approves or denies them.
- Coordinates with sites regarding the numbers of students to be placed at each site and with each supervisor and maintains appropriate contacts throughout the process with student, advisor, and university and site supervisors
- Maintains working relationships with sites
- Consults as needed with site/ university/group/individual supervisors regarding problems/issues.
- Completes and files affiliation paperwork with sites and with procurements and legal
- Checks in with sites for review/feedback on a consistent basis
- Works to recruit new sites for placement as they become available
- Collects and documents student paperwork/documentation for practicum and internship
- Conducts P/I Orientations each semester for fieldwork students
- Conducts P/I Orientation for site supervisors
- Reviews site supervisor applications and supply site supervisors with any needed training and/or information
- Ensures that supervisors and students are adhering to CACREP (2024) standards
- Communicate any major student issues to counselor education faculty and/or program coordinator and/or department chair
- Consults with program coordinator and/or department chair as needed
- Ensures that there are opportunities for professional development for supervisors
- Review evaluations at the end of semesters and determine any potential changes that need to be made
- Clearly communicate changes to P/I to sites, to faculty, and to students
- Work with Chi Sigma Iota for the annual P/I Fair
- Coordinate events with the College of Education and/or Career Services for professional development
- Update forms and paperwork as needed related to P/I
- Consult with university supervisors on an as needed basis
- Review P/I special requests and bring them to counselor education faculty as needed

## **Individual/Doctoral Student Supervisor's Roles and Responsibilities**

*In addition to what is outlined and highlighted in previous sections, the individual/doctoral student supervisor must be mindful of the following roles and responsibilities throughout practicum and internship:*

- Meeting with the student on a weekly basis for an hour a week either individually or in a triad
- Reviewing audio tapes (if applicable) of the student's work with clientele
- Reporting any issues and/or concerns of/by the student to the student's university supervisor, the P/I Coordinator, and the meta-supervisor (if a doctoral student supervisor)
- Critiquing and discussing the student's progress on a regular basis;
- Evaluating and providing feedback of the audio taped (or live) counseling sessions;
- Being available to discuss the student's placement concerns;
- Evaluating the Practicum student's progress and status of projects;
- Making a site visit/communicating during the course of the semester to meet with the Site Supervisor
- For doctoral student supervisors serving an individual or triadic supervisors for students in the Master's program, please note that they must meet the following CACREP (2024) requirements:
  - have completed entry-level counseling degree requirements consistent with CACREP standards;
  - have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
  - be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.

*(Based on program progression, this should be met by students in the doctoral program when they get to the supervision course. If there are any concerns related to not meeting the above, please let the student's advisor know and the P/I coordinator to help resolve the issue).*

- *(And for doctoral student supervisors, any other responsibilities outlined by the doctoral student's professor for their supervision course)*

### **Dealing with Issues or Problems During Field Placement(s)**

It is possible that an issue or problem will emerge during the field placement experience. It is reasonable to assume that counselors in training will make mistakes of varying degrees during their internship or practicum.

Supervision is a great resource during a student's field placement(s). It is also ongoing so that problems or issues may be avoided or addressed before they become significant. It is possible, though unlikely, that a larger issue will emerge that may be serious in nature. There are different types of problems and issues that arise. Depending on the problem, the best course of action is to try to work it out with the site/site supervisor first.

If for some reason this is not able to happen (due to the nature of the problem or the response of the site/site supervisor), the student should consult with their group supervisor and/or individual supervisor on campus and inform the P/I coordinator of the issue. The student is encouraged to be clear and concise in communicating concerns and if appropriate, supply any needed documentation.

If there is an issue with a student at the site, the site is also encouraged to address this with the student first and try to problem solve it together. If the problem persists or the nature of the problem is a larger concern, the site supervisor should contact the university supervisor and/or P/I Coordinator to consult.

If problems and/or issues arise during field placement, the most important step the student needs to take is to communicate this effectively to necessary supervisors so that the student can receive best support and consultation during this process.

If needed, the student may be asked to attend a student success meeting with some of the counselor education faculty to discuss next steps and best courses of action. (If students need additional information at any point or if this becomes applicable to them, the policy for student retention, remediation, and dismissal from the program is found in the program handbook for the counseling program).



## **Frequently Asked Questions**

*(A lot of the contents of the most frequently asked questions are covered above, however, here are a few more things students ask that might be helpful to know/review.)*

### ***Does the program secure me a field placement site?***

With the exception of school counseling (please consult with the School Counselor Coordinator on this process), students are responsible for securing and finding their field placement site.

### ***Where do I get the field placement forms and how do I submit them?***

Field placement paperwork is found under the Counseling Program's website under Fieldwork Placement Forms. If you are unable to find something, please contact the P/I Coordinator (as sometimes the webpage gets updated/modified).

Please pay strict attention to the due dates for these forms.

### ***What are the requirements for a potential onsite supervisor?***

In addition to your onsite supervisor being willing to meet with you for an hour of supervision each week of your placement, they must have:

- a) a minimum of a Master's degree, preferably in counseling, or a related profession;
- b) relevant certifications and/or licenses (e.g., LPC, LPC-MHSP);
- c) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
- d) knowledge of the program's expectations, requirements, and evaluation procedures for students;
- e) relevant training in technology utilized for supervision; and
- f) relevant training in counseling supervision (in-person and/or distance).

It would be good if they are an active member of counseling professional organizations and has experience as a supervisor, though this is not mandatory.

### ***What is meant by the direct hour requirement for practicum and internship of leading or co-leading a group counseling session?***

This is a CACREP (2024) requirement and is also, quite helpful to get some group counseling experience as it is utilized quite often in the field. More exposure and feedback and ensure well-roundedness upon graduation. To meet this requirement, students need to lead or co-lead a group counseling session at their site. The content of this group can vary and can either be process or psychoeducational in nature.

The student will be required to have their site supervisor observe this group counseling session and provide feedback on a form submitted to the student's university supervisor.

### ***How many P/I Orientations do I need to attend?***

You must attend P/I Orientation prior to your field placement(s). For practicum, you must attend one of the P/I Orientations. For internship(s), you must also attend one of the P/I Orientations. If you are doing 2 part-time internships, you do not have to go both times (you can just go for the first internship and must go for that one. You do not have to attend the other P/I orientation for

internship 2 unless you want to or otherwise noted by your advisor and/or the P/I Coordinator). So, you need to go for a total of 2 times.

*If you had a break in between doing practicum and internships, it is required that you attend orientation for P/I even if you have already done 2 of them.*

***Does driving to and from my site count towards my indirect hours?***

No.

***When can I begin to accrue hours for my field placement?***

**IF** you have submitted all necessary paperwork and gotten approval from the P/I coordinator (and are enrolled in practicum and/or internship as a course), you can begin at your site the week before a semester begins. **HOWEVER**, you can only accrue indirect hours during this week and you also must get approval from the P/I Coordinator to start the week before.

***Can I start my site if I haven't submitted all of my paperwork?***

No.

***What if I cannot complete all the required hours for the placement during a semester?***

Please make sure that you are monitoring your hours throughout your field placement and communicating any concerns on a consistent basis to the university supervisor and/or P/I Coordinator. From there, potential steps will be discussed.

***Can I complete my internship during the summer?***

Yes, you can complete a summer internship if it is offered and available by the department (this would just be for clinical mental health or clinical rehabilitation). However, you must be aware of a few things:

- (1) The summer term is shorter than the regular terms (Fall and Spring), but the required hours are not any shorter. That being said, you are still expected to accumulate 300 hours in the summer term.
- (2) You must find a placement that allows you to get the required direct contact hours. Again, the same amount of hours each time, but just be mindful that it is a shorter term.
- (3) You must have someone to supervise you that meets the supervision requirements.

***Can I carry over hours if I exceed the required hours in a semester?***

That's great that you got more experience! Unfortunately, you are not able to carry over hours from one semester to the next for a variety of reasons. (So if you are doing a part-time internship in the Spring semester and get 400 hours that semester, that's great. However, you will not be able to carry over the extra 100 hours you got in the first internship. You will still need to complete 300 hours for second part-time internship).

## **Final Thoughts**

We hope that this Handbook is a useful resource for you in preparing to enter your field experience.

*For Master's students:* This is an exciting time as you are nearing the end of your academic work and starting to work with clientele and applying what you have been learning. We hope you cherish your experience(s) during this time.

*For Doctoral students:* This is also an exciting time for you as you are starting to learning various other aspects of counseling and the counselor education field. We are exciting for you and hope you are also able to cherish what you learn during this time.

*Last, for site supervisors:* Thank you for your dedication to our program and to our students. You are having a great impact on their professional training and their personal lives and the experience(s) shared with the students will stay with them for years to come. We are thankful for your impact not only on our program and students but also on the profession.

## **Links and Information**

### **Field Placement Paperwork**

Paperwork will be located on the program's website under clinical fieldwork forms and includes paperwork for all levels and concentrations.

### **Liability Insurance**

Please make sure to have professional counseling student liability insurance. There are various avenues for getting this. However, most students get this through ACA and student membership with them.

### **Tevera**

Tevera is a field placement and course assignment management software that all counseling students must purchase. The program enables one to track and submit key assignments and manage supervisor sign-offs and log maintenance. This software also allows students to track hours towards licensure after graduation. Their membership is infinite and information is stored cloud based. One can learn more about student onboarding online at Tevera.com. (You should have purchased this earlier in your program. If you are unsure of the direct link for The University of Memphis's Tevera, please ask your advisor).

### **Other Important Sites/Links**

*(Please note these websites may change but the organization name should stay the same. If the link does not work, just simply search for the name):*

American Counseling Association: <https://www.counseling.org>

American School Counselor Association: <https://www.schoolcounselor.org>

Association for Counselor Education and Supervision: <https://acesonline.net>

American Mental Health Counselors Association: <https://www.amhca.org/home>

ACA Code of Ethics: <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

Chi Sigma Iota: <https://www.csi-net.org>

Tennessee Counseling Association: <https://www.tcacounselors.org>

CACREP (2024) Standards: <https://www.cacrep.org/wp-content/uploads/2024/04/2024-Standards-Combined-Version-4.11.2024.pdf>