



AUBURN UNIVERSITY

Counselor Education &  
Supervision (CED) Doctoral  
Program Fieldwork  
Experiences Handbook

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*PRACTICUM & INTERNSHIP INFORMATION*

2024 - 2025

*REVISED MARCH 2025 |*

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# THE CED PROGRAM FIELDWORK EXPERIENCES HANDBOOK

## 2024 - 2025

The Counselor Education Doctoral program requires four practicums and internship. These experiences are meant to enhance competency and skill development. Practicums are in the areas of teaching, counseling, supervision, and research. The doctoral internship focuses on expanding students' professional and educational training experiences to further develop knowledge and skills in the areas of teaching, supervision, counseling, research and scholarship, and leadership and advocacy.

These are all digitally delivered courses that include the use of digitally delivered instructional, supervisory, documentation, and evaluation tools. This includes utilizing technology and digitally delivered instructional formats including Canvas, Box, Zoom, and Tevera to facilitate both in-person and online learning.

This fieldwork experiences handbook is an essential guide for successful matriculation in the CED doctoral program, specifically in the areas of practicums, internship, written comprehensive exam (Portfolio), and dissertation. While this handbook covers essential information specific to the Auburn University CED program it remains a living document and will be updated as needed to include the most up to day university and program information. Students will be notified of any changes to the handbook on an as needed basis. *Hyperlinks are noted by italics.*

All documents provided in this handbook are also provided electronically (e.g., CANVAS, BOX, and Tevera, AU website) through course instruction and program orientation. This includes materials provided as part of the orientation in COUN 8510 Contemporary Issues, and as part of enrollment in all sections of COUN 8910 Practicum (Teaching, Advanced Counseling, Supervision, and Research) and COUN 8920 Internship.

## Navigating the Digitally Delivered Program

All platforms used in the Counselor Education programs meet ethical and legal requirements (HIPAA, FERPA, ACA, 2014) as required by Auburn University. In addition, all technology utilizes a 2-factor authentication process that requires the individual to use their log in credentials and a secondary device to verify their identity.

### Technology Support Services

Students and Faculty are provided support services for the use of technology through Auburn University:

- [\*Biggio Center\*](#)
- [\*The College of Education Learning Resource Center\*](#)
- [\*The Auburn University Office of Informational Technology\*](#)

## **CANVAS**

Canvas is a learning management system that delivers dynamic engaging learning experiences and is used in all digitally delivered classes to manage and house course content, material, and assignments as a digital foundation for all aspects of higher-ed learning. Students will utilize Canvas for information on all course materials, syllabus, assignments, and grades.

## **Box**

Box is an online storage system that provides a secure means of storing course materials, recordings, and other documents. Students will utilize Box to upload class recordings, upload recordings and documentation for practicum and internship, and to store any other documents pertaining to the counseling program as instructed. When storing work samples students are required to secure all materials; work samples cannot contain identifiable data and can only be shared with approved University supervisors.

## **Tevera**

Tevera is a secure online assessment software system used for program assessment. Each semester, students will be informed on which assignments need to be uploaded to the platform. Tevera is also used to track practicum and internship hours, complete supervisor evaluations and other practicum/internship site documentation. Students' costs for Tevera includes providing students with unlimited access to this software for use of professional services such as tracking licensure hours. Tevera is only used for assessment purposes and tracking clinical practice hours, it is not used to housework-samples associated with these experiences.

## **Zoom**

Zoom is a web-based conferencing system that allows faculty and students to interact in real-time within an online space. Students will utilize zoom for class meetings, recording class role/plays or activities, advising meetings, supervision, and any other interactions that are necessary. Auburn University provides a HIPAA compliant zoom platform for professional and clinical meetings requiring this protection.

*[BIGGIO Center Zoom Help](#)*

## **Qualtrics**

Qualtrics is a web survey tool that is used for assessment purposes in the program. This is used to complete the annual student review Process. CED Doctoral students will also use Qualtrics for Internship planning and application(s). Students also have access to Qualtrics for their research or assessment needs through AU Access.

## DOCUMENTATION & RECORDING

### Documentation

As noted, all documentation and recording needs to follow ethical standards and include the consent of the client and/or supervisee. Storage of demonstrations, work samples, and documentation should also follow site policies, course syllabi, and program requirements. Once counseling sessions are recorded, they are immediately uploaded to a secure password protected BOX folder (AU) and deleted from the recording device. Supervisors will upload sessions to a secure password protected BOX folder immediately after the session and cannot store sessions on the computers in the Counseling Labs. You will be required to select the Link Settings in Box that include the option of a password protected file. You are only permitted to share these files with your supervisor.

Teaching demonstrations are also to be stored in a secured BOX folder. All required documentation follows confidentiality policies and practices (ACA, 2014, site specific) and can only be retained in a secured password protected BOX folder. As a reminder, you are required to notify students that the session is being recorded.

Auburn University Counselor Education policies require that all counseling and supervision work samples and corresponding documentation (not site-specific documentation except approved consent documents that address recording) **must be destroyed and erased at the conclusion of the semester**. The only exception is when a University Supervisor requests or requires the documentation; in this case the University Supervisor will retain the documentation and/or work sample in a separate secured BOX folder.

### Work Samples & Demonstrations

Specific practicums and the doctoral internship require work samples and documentation which are specified in course syllabi. Work samples may include recorded sessions or demonstrations. In all instances, students should follow ACA Ethical Standards (2014) and related HIPAA and FERPA policies. Students are required to provide documentation and work samples within the timeframe specified in course syllabi (e.g. 48 hours prior to supervision or evaluation meetings). The Counselor Education Doctoral Program specifies the following in reference to policies regarding recording and documentation during Practicums and Doctoral Internship.

### Recording

In practicums that require work samples (e.g., Counseling, Supervision) students are required to use the appropriate consent documents to record all sessions. The consent documents may also include site specific documents in addition to AU consent documents. If those are not provided, students will use the AU consent document provided as part of the course materials.

During Teaching Practicum, the Instructor (Doctoral Student) should review class policies related to recording the class session. If the class does not have a policy related to recording sessions, the

Instructor (Doctoral Student) must notify students (digital or live delivery) that the session is being recorded and the purpose of the recording, following Auburn University guidelines regarding recording of class sessions. These policies also apply to Internship components that include the taping of demonstrations and work samples.

## **Methods of Recording**

In reference to recording methods, please refer to site specific policies and procedures related to recording and retaining recordings (HIPPA, ACA 2016, FERPA). In addition, course syllabi provide specific requirements related to the type and nature of recordings in Practicums and Internship. Students can only use approved encrypted devices, provided by the [COE Learning Resource Center](#), to record work samples and recordings must be deleted no later than the end of classes unless requested by instructor and/or supervisor.

Auburn University Counselor Education Program also provides students with the facilities to record, including the Counseling Labs (1220, 1219, 1218). Supervision sessions conducted at Auburn University by Doctoral Supervisors must be recorded in the individual rooms provided in the Counseling Labs. Teaching demonstrations can be recorded in classrooms that have smart technology or using other formats or technology to record the demonstration. Students can use Panopto or Zoom to record class demonstrations.

Auburn provides HIPAA Compliant Zoom for students in clinical practice areas that require the use of recorded work samples. Work samples and documentation must not contain identifiable information. Samples and documentation (including all practicum and internship experiences) can be stored in secured BOX folders with access provided only to the doctoral student and approved University supervisors. When documenting and evaluating supervisee work or academic teaching experiences (COUN 8910 Teaching Practicum) Doctoral students also need to adhere to FERPA policies pertaining to student records.

## **CED PRACTICUM EXPERIENCES**

### **COUN 8910**

Students complete supervised practicums in teaching, counseling, supervision, and research. The following areas address the components, requirements, and descriptions of these professional practice courses.

All Practicums in the Counselor Education Doctoral Program are 3 credit hours. These are variable credit hour courses (1-3). In registering for the course, check your registration and if you are not registered for 3 hours. contact the SERC office to have this corrected.

### **Advanced Counseling Practicum**

This practicum provides students with an opportunity to engage in supervised advanced clinical counseling practice.

### **Course Description and Advanced Counseling Practicum Placements**

The following description of COUN 8910 Advanced Counseling Practicum is aligned with the CACREP 2024 specifications for Counselor Education and Supervision Doctoral Curriculum (B.1a-f).

- Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services.
- During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with a specialized expertise to advance the student's knowledge and skills.
- Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
- Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty: student ratio. Individual supervision can be provided in a synchronous online format (Zoom) or in individual face to face on-campus formats.
- Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty: student ratio. When Group Supervision is provided in digital delivery format (Zoom) it is only provided in a synchronous format.
- Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum. \*

- As outlined in the CED Doctoral Program Handbook - Doctoral students are required to follow all professional legal and ethical standards (ACA 2014), program and University policies including those pertaining to FERPA and HIPAA.

\*Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while enrolled in a counseling or supervision internship. Students are also required to purchase their own professional liability insurance and document this as part of course enrollment.

Students will be required to apply for placement by completing the COUN 8910 Advanced Counseling Practicum Application for Placement Form. This form will be sent out by the CED Practicum/Internship Coordinator the semester prior to the course. Students will have two weeks to submit their applications. The CED Coordinator will inform students of approved placements. Students are permitted to identify additional placements. All placements must meet CACREP 2024 guidelines for clinical placement sites and supervision and be approved by the CED Program Coordinator.

### **Advanced Counseling Practicum Requirements**

Students will provide the CED Practicum/Internship Coordinator and the Instructor of COUN 8910 Advanced Counseling Practicum with a signed Site Information and Memorandum of Agreement forms. This will be submitted in the online assessment portal (e.g., Box, Tevera).

Students will be required to have one hour of individual supervision per week and a minimum of 2 hours of group supervision per week during the semester. In instances where the placement site does not have a supervisor who meets the CACREP 2024 and program requirements, the individual supervisor will be provided by the AU counselor education program faculty.

Supervision of Advanced Practicum requires live/taped observation and other forms of work samples. All submitted and required work samples must be submitted through the identified and secured portals (e.g. BOX) by the required dates to allow for review and evaluation.

- COUN 8910 Advanced Counseling Practicum Placement Application
- COUN 8910 Site Information and Memorandum of Agreement Form
- COUN 8910 Counseling Log – submitted in Tevera
- COUN 8910 Counseling Practicum Midterm and Final Evaluation – Final submitted in Tevera
- Signed Written Supervision Agreement

Supporting and Additional Materials (These forms are provided to students through CANVAS during the course enrollment)

- Adult Consent Form
- Adult Intake Form
- Child/Adolescent Consent Form
- Individual Treatment Plan
- Progress Note
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## Teaching Practicum

Teaching practicum provides students with supervised teaching experiences. Students engage in a range of class instructional activities including lecturing, creation and implementation of class experiential and discussion activities, students and course level evaluation, syllabi development, and development of course materials and resources.

### Course Description and Teaching Practicum Placements

Students can register for COUN 8910 Teaching Practicum after successful completion of COUN 8550 Counselor Education Pedagogy. Only master's level Counselor Education courses (this includes ERMA 7200 which meets program CACREP requirements) are eligible for this practicum. Full time CED Doctoral students complete Teaching Practicum in the Spring of their second year in the program.

Students are required to submit to the CED Program Coordinator their request for Teaching Practicum placements at least one semester prior to placements.

- Requests can be submitted via email no later than the 8th week of the prior semester.
- It is recommended that students submit at least 3 courses for placement options.
- Students should specify any scheduling issues related to specific days or times.
- The CED Program Coordinator will work with counselor education program faculty to finalize these placements.
- Curriculum course sequences (master's Programs Course Sequences: Clinical Rehabilitation Counseling, Clinical Mental Health Counseling, School Counseling) are provided to help with this process.

Students will enroll in COUN 8910 Teaching Practicum in the semester they are completing the course requirements (Fall Y2). Doctoral students will be supervised and evaluated by the instructor of COUN 8910, peers, and the instructor of the course they are teaching in.

Students will also work with the instructor of the course to which they are assigned for their Teaching Practicum. In consultation with the instructor, they will work on scheduling teaching demonstrations (minimum of 2) and engagement in other class activities and COUN 8910 requirements. Students wishing to have additional teaching experiences after completing COUN 8910 can work with individual faculty to establish these opportunities.

### Teaching Practicum Requirements

Students will be evaluated by their supervisor at the mid-term and final points in the semester. This will require two teaching demonstration modules as specified in the COUN 8910 Teaching Practicum syllabus. This will include a live or taped teaching demonstration. As a component of the Counselor Education program assessment, students will work with the Course Instructor of COUN 8910 Teaching

Practicum to submit the following materials in the electronic online portal for assessment (e.g., Tevera, Canvas):

- Teaching Demonstration Modules
- Completed Midterm and Final Evaluation by Supervisor (Final is submitted for the assessment plan)
- COUN 8910 Teaching Practicum Midterm and Final Evaluation

## Supervision Practicum

Supervision practicum provides students with the opportunity to develop their skills by engaging in supervised experiences with master's level counseling practicum students. This includes providing individual and group supervision and receiving group and individual/triadic supervision.

### Course Description and Supervision Practicum Placements

Students participate in COUN 8910 Supervision Practicum the semester after successfully completing COUN 8540 Counseling Supervision: Theories and Practice. Supervision Practicum can **only** be conducted at Auburn University.

### Supervision Practicum Requirements

During the COUN 8910 Supervision Practicum, supervision assignments and coordination will be completed by the **CED Program Coordinator** and master's program coordinators.

Doctoral students will provide one hour of individual supervision per week to each of their assigned supervisees.

Doctoral students will be engaged in group supervision to master's level counselor trainees enrolled in COUN 7910.

Doctoral students will be provided one hour of **individual or triadic supervision** per week by a qualified counselor education program faculty member who has a doctoral degree in counseling or related field, completed course work in supervision, and has provided supervision to master's level counselors in training.

Doctoral student supervisors will be provided **group supervision** by a qualified counselor education program faculty member who has a doctoral degree in counseling or related field, completed course work in supervision, and has provided supervision to master's level counselors in training.

Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while enrolled in a counseling or supervision internship. **Students are also required to purchase their own professional liability insurance.**

### Evaluation and Practicum Documents

- COUN 8910 Supervision Practicum Midterm and Final Evaluation – Final submitted in Tevera

- COUN 8910 Supervision Log
- Supporting and Additional Materials

These forms are provided to students through CANVAS during the course enrollment:

- COUN 8910 Supervision Session Summary Form

## Research Practicum

Research practicum provides students with the opportunity to expand their research skills in the areas of research writing, development of research proposals, professional scholarship and publication, and other activities to enhance applied research competencies.

### Course Description and Research Practicum Requirements

Students can enroll in Research Practicum after completing COUN 8300 Research Design. It is recommended that students will have completed or are concurrently enrolled in courses meeting the ERMA research sequence.

This course focuses on development of applied research skills and competencies. This includes research writing for the dissemination of research outcomes, development of research proposals, and academic research writing competencies including writing for publication or grants. Research writing competency development will also integrate ethics, diversity, and social justice components.

Students will complete assessment of their research practicum through completion of research modules, demonstrating their ability to engage in data-based (qualitative, quantitative, or mixed-methods), ability to develop an IRB proposal, research and the development of a research proposal/manuscript.

Evaluation of the research practicum includes assessment of final research module in the online electronic assessment portal (e.g., Tevera, Canvas).

#### Evaluation and Practicum Documents

- COUN 8910 Research Practicum Midterm and Final Evaluation – Final submitted in Tevera.
- Research Modules
- Reflections
- Participation in individual supervision meetings

## CED DOCTORAL INTERNSHIP GUIDE

The internship process integrates accreditation and program priorities while also incorporating the student's professional goals. Students are required to complete a minimum of 600 hours in Internship. Specific information about hours, requirements and areas of internship practice are included in this document.

Please note internship **has required areas and minimum hour requirements in these areas:** Counseling, Teaching and Supervision. Students will be able to complete additional hours in any of these areas and/or in one or both Cognate areas: Leadership/Advocacy, Research.

During Internship - Students will be provided Group Supervision bi-weekly from a qualified program faculty member.

### REQUIRED INTERNSHIP AREAS

**Counseling:** Students will be required to complete **a minimum of 150 hours** in Counseling during their Internship.

- This can be completed during any semester of internship.
- Students will be required to identify their sites and identify a Site Supervisor who meets the requirements for Individual Supervision (minimum of 1 hr. per week).
  - Students will work with the CED Doctoral Coordinator and/or CED Doctoral Clinical Coordinator to approve and identify sites and supervisors.
- Students will have to submit the required approval materials (e.g., memo of agreement for counseling, site supervisor vita/resume) as part of their internship plan and documentation.
- Student will be required to submit a signed written supervision contract prior to engaging in counseling internship hours.

**Teaching:** Students will be required to complete **a minimum of 150 hours** in Teaching in masters-level counseling courses during their internship.

- Students will be required to complete their initial hours during the Summer semester of Internship. This first experience will be completed at Auburn University (AU).
  - These experiences will be supervised by an approved qualified University Supervisor (core or affiliate faculty) who is also the assigned instructor for the master's level course.
  - Students will work with the CED Doctoral Coordinator and/or CED Doctoral Clinical Coordinator to identify and coordinate placements.
- If needed students can complete additional hours in the Fall and/or Spring semesters.
- Additional hours may be completed at approved Universities, this will require that students have an approved Supervisor at this site.
- Students will have to submit the required approval materials (e.g., memo of agreement for teaching, site supervisor vita/resume) as part of their internship plan and documentation.

**Supervision:** Students will be required to complete **a minimum of 150 hours** in Supervision during their Internship. This will include group and individual supervision hours.

- Students will be required to engage in supervision at AU during the Fall and Spring semesters of Internship.

- Students will be required to be engaged in both group and individual supervision of master's level supervisees.
- Supervision of these experiences will be conducted at Auburn University by the following qualified Supervisors:
  - Fall: University assigned Individual Supervisor
  - Spring: University Instructor of the master's Internship section to which the student is assigned.
- Additional hours can be completed at approved Universities. This will require that students have an approved Supervisor at this site. Students will have to submit the required approval materials (e.g., memo of agreement for supervision, site supervisor vita/resume) as part of their internship plan.

## COGNATE AREAS

Students can complete **up to a total of 150 hours** across any of the following areas and should develop their internship plan in collaboration with their Major Professor/advisor and CED program coordinator in alignment with their professional goals. These areas will be supervised by the Group Supervisor and can be conducted in any semester of Internship.

**Research:** Research engagement during Internship will require the identification of a specific research project(s) and related activities as identified in the Internship Plan.

**Leadership and Advocacy:** Leadership and Advocacy engagement during Internship will require the identification of a specific project(s), leadership role(s), professional service and leadership involvement in the Internship Plan.

### Registering for COUN 8920 Internship

- Students cannot begin internship until they have completed **the majority of their coursework** (excluding dissertation hours). This includes **completing all practicums and prerequisites for practicums.**
- Students are required to complete a total of **9 credit hours of COUN 8920 Internship.**
- The 9 credit hours are to be spread out over three consecutive semesters (Summer, Fall, and Spring).
- As a variable credit hour course students will be able to only register for 1 credit hour. It is the student's responsibility to contact the SERC Department to adjust their hours as needed.
- Students are responsible for tracking their credit hours during these 3 semesters to make sure they have completed all hours and requirements.

***The Counselor Education Doctoral Program Internship is aligned with the following CACREP 2024 standards:***

- Prior to the internship, the counselor education program assesses the doctoral student's counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship. This is assessed through COUN 8910 Counseling Practicum.
- Doctoral students are required to complete internships that total a minimum of 600 hours. The minimum 600 hours must include supervised experiences in counseling and at least two or more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy).
- Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while they are providing counseling or supervision as part of their doctoral program. Students are also required to purchase their own professional liability insurance through an organization (e.g., ACA, HPSO, ASCA, AMHCA).
- Evaluation of performance and ability to integrate and apply knowledge are conducted as part of the doctoral internship. Measured through the use of internship midterm and final evaluations of the student by their supervisors.
- Students have regular, systematic opportunities to evaluate doctoral internship experiences and supervisors. This is done through the CED Student Evaluation of Internship Experiences form that is collected as part of the final documentation for internship each semester.
- Individuals serving as doctoral internship supervisors for supervision, teaching, research and scholarship, and leadership and advocacy have (a) a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills and (b) knowledge of the program's expectations, requirements, and evaluation procedures for students.
- During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. This may include synchronous supervision (Zoom) or in-person supervision.
- Doctoral Internship students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be performed by a qualified core or affiliate counselor education program faculty member.

As outlined in the **CED Doctoral Program Handbook** - Doctoral students are required to follow all professional legal and ethical standards (ACA 2014), program and University policies including those pertaining to FERPA and HIPAA.

*\*Doctoral students are covered by individual professional counseling liability insurance policies of Auburn University while enrolled in a counseling or supervision internship. Students are also required to purchase their own professional liability insurance and document this as part of course enrollment.*

## INTERNSHIP REQUIREMENTS

To be eligible for internship, a student must have completed all academic coursework except for their final 6 credit hours. Dissertation hours are not included in this requirement.

A student must be in good academic standing. Students on remediation may not be considered for internship if it is determined by their Academic Committee that completion of remediation is necessary prior to the start of internship.

Students should be aware that failure to perform at an appropriate level (see the *Counselor Education Evaluation, Remediation, and Retention Policy* in the *Counselor Education Program Handbook*) at any point in the internship process may result in them being dismissed from internship or delayed in completing their internship until these issues are resolved.

Students may be dismissed from internship if a supervisor determines that their performance or behavior is inappropriate or unprofessional. Students who are dismissed from internship sites will be reviewed by their Academic Committee. Student remediation or dismissal from the program may result from such review.

A student who does not meet all course requirements may be given an IN or U for the course that semester. A student must receive an S in the preceding semester to move onto the next semester of internship.

Students need to be prepared to provide any documentation required for placement at specific internship sites (e.g., transcripts, background checks). In addition, students should be prepared to complete all required training for specific sites prior to starting their internship activities at that site.



## INTERNSHIP PLANNING GENERAL GUIDELINES

Internship consists of a minimum of 600 clock hours that include the following requirements:

- Students will be required to submit to the CED Program Coordinator an **Internship Application** for all three semesters of internship. A link to the (Qualtrics survey/Tevera Form) application will be provided by the CED Program Coordinator on a semester basis prior to the start of internship.
- Students are required to *consult with their major professor/advisor and CED program coordinator in the development of the semester internship plans*. This planning will take into consideration the student's previous experiences and professional goals.
- **Students will be required to submit an application prior to each semester of internship.**
- The application will require that the student has identified and appropriate supervisors and received approval for supervision of all components.
- Students will follow the guidelines in this document for placements at Auburn University as well as approval of external placements.
- The application must be received by the 12<sup>th</sup> week of classes prior to starting the Internship.
- Please refer to the Planning Materials in this document to assist with this process.

Students will submit all evaluations, logs and required documentation of meeting internship requirements to the Group Supervisor at both midterm and final evaluation. All documentation and work samples follows ethical and legal requirements (including FERPA and HIPAA).

**COUNSELING AND SUPERVISION:** Students will be required to have an average of **one hour per week** of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.

- Students will be required to submit all required work samples and documentation to their supervisors (per policies outlined in this handbook).
- Supervisors will be required to complete midterm and final evaluations for supervisees.

**TEACHING, LEADERSHIP/ADVOCACY, AND RESEARCH:** The Group Supervisor will be responsible for individual or triadic supervision on a regular basis and evaluation of these components of the internship.

- Students will be required to provide documentation, demonstrations and other evidence required to evaluate performance in these areas.
- Teaching will also require that students submit all completed evaluations by their supervisors to the Group Supervisor.



## INTERNSHIP COMPONENTS

Each of the five areas of internship are described below including general information, supervisor qualification, and guidelines for providing documentation of activities. Students participating in counseling and supervision activities will need to designate direct and indirect hours. Examples of countable activities and ways to document and record hours can be found below. Specific information regarding CACREP 2024 requirements for internship and fieldwork supervisors can be found [here](#).

### COUNSELING

Counseling components will include the provision of direct and indirect counseling activities including group and individual counseling.

#### *Supervision and Placements*

- Students will be required to identify placements for counseling activities.
- The **CED Program Coordinator** and Internship Instructor will have to approve all placements for counseling activities. This approval will be linked to the **Internship Application Form** and process.

Once a site has been approved, the student will provide the CED Program Director and the Instructor of COUN 8920 Internship with a signed Site Information and Memorandum of Agreement Form. This will be submitted in the online assessment portal (e.g. Tevera).

Students will be required to have an average of **one hour per week** of individual and/or triadic supervision, provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.

Counseling activities can include group and individual counseling. Hours will also include weekly individual supervision. Refer to the **COUN 8920 Internship Checklist and Planning Guide** for examples of documenting these areas.

**Internship Direct Hours:** Face-to-face individual and group counseling activities are direct hours. CACREP (2024) defines direct service as “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 other and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.” CACREP (2024) states “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.”

- Calculating Hours: *Hours are calculated per hour engaged in direct provision of services.*

**Internship Indirect Hours:** May include individual supervision, preparation for counseling sessions, administrative activities, program development, and other approved support activities.

- **Calculating Hours:** *Hours are calculated per hour engaged in activities: 0.5 hours of preparation is allowable for every direct hour.*

Per requirements of the individual supervisor, students will need to provide work samples that allow for the evaluation of counseling activities.

- **COUN 8920 Counseling/Supervision Internship Log:** Signed by approved supervisors weekly and submitted at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.
- **COUN 8920 Internship Evaluation Form:** Students will be required to submit to the Group Supervisor midterm and final evaluations signed and approved by the individual supervisor. Final assessments will be submitted in online assessment portals (e.g. Canvas, Tevera).

## SUPERVISION

Supervision will include the provision of direct and indirect hours. Students are required to complete a minimum of 150 hrs. of supervision during the Internship. The initial supervision experience will be completed at Auburn University (Fall Semester).

### *Supervision and Placements*

Supervision will be required to have an average of one hour per week of individual and/or triadic supervision, provided by a counselor education program faculty member or an individual with a doctoral degree in counselor education.

Auburn University will assign an approved individual supervisor for the initial supervision experience (Fall Semester) and make final supervisee/supervisor assignments.

Students wishing to complete additional experiences will need to have approval of the site and site supervisor by the CED Program Coordinator as part of the Internship Application process.

- Students will provide the CED Program Director and the Instructor of COUN 8920 Internship with a signed Site Information and Memorandum of Agreement Form. This will be submitted in the online assessment portal (e.g. Tevera).

### **Description and Hours**

Supervision activities can include group and individual supervision. Hours will also include weekly individual supervision. Refer to the COUN 8920 Internship Checklist and Planning Guide for examples of documenting these areas.

**Internship Direct Hours:** Face-to-face individual and group supervision activities are direct hours.

- **Calculating Hours:** *Hours are calculated per hour engaged in direct provision of services.*

**Internship Indirect Hours:** May include the intern's supervision of their supervision activities, preparation for supervision sessions, development of supervisory materials and resources, and reviewing recorded counseling sessions for supervision session.

- *Calculating Hours: Hours are calculated per hour engaged in activities (typically 1.5 hours of preparation is allowable for every direct hour with one supervisee when tapes are reviewed and 0.5 hours when tapes are not reviewed.)*

Per requirements of the individual supervisor, students will need to provide work samples that allow for the evaluation of supervision activities (e.g., supervision notes, recorded sessions, supervisee evaluations).

- COUN 8920 Counseling/Supervision Internship Log: Signed by approved supervisors and submitted at midterm and final evaluation. The final document will be submitted in online (Tevera) assessment portals and approved by the Group Supervisor.
- COUN 8920 Internship Evaluation Form: Students will be required to submit to the Group Supervisor midterm and final evaluations signed and approved by the individual supervisor. Final assessments will be submitted in online assessment portals (e.g., Canvas, Tevera).

## TEACHING

Students must complete a minimum of 150 hrs. in Teaching during the Internship. The initial teaching experience(s) must be completed at Auburn University. Additional teaching experiences can be completed at other institutions with approval by the Counselor Education Program Coordinator.

### *Supervision and Placements*

Students completing their teaching experiences at Auburn University must submit to the CED Program Coordinator their preferences for courses and semester sections of courses. Students can refer to the master's Programs Course Sequence for information on course scheduling.

- Requests should be emailed by the CED Coordinator at least one semester prior to placement (for Fall placements it is recommended that they be provided in the Spring prior).
- Students should provide at least 3-4 course options and identify any scheduling conflicts. The coordinator will work with program faculty on placements.
- Non-AU Teaching Placements: Students must complete their initial experience at Auburn University.
- Students completing additional teaching experiences at other Universities (in CACREP accredited MS counselor education programs) must include as part of their Internship Application the site and the Site Supervisor information.
- The supervisor must be a counselor education program faculty member at that institution and hold a doctoral degree in counselor education.
- Students will be required to provide the CED Program Coordinator and Instructor of Internship with an approved Site Information and Memorandum of Agreement Form. This will be submitted in the online assessment portal (e.g. Tevera).
- Supervision for teaching experiences will include the observation of teaching and evaluation of teaching demonstrations (e.g., course and lecture materials, ppt presentations, development of assessment and course materials, engaging in evaluation, development of activities).

- Supervision of Teaching experiences at Auburn University will be the responsibility of the Group Supervisor of the COUN 8920 Internship (Instructor) in conjunction with faculty that may be providing supervision of teaching experiences.

### **Description and Hours**

Internship activities in Teaching may include teaching instruction and co-instruction. It also includes the development of course materials, lecture materials, activities, engagement in evaluation or other course/lecture development activities.

Other activities may include meeting with faculty for additional supervision of teaching and participating in educational sessions to expand and enhance teaching competence (e.g., workshops, presentations, and training sessions).

- *Calculating Hours: Hours engaged in teaching and direct instruction are calculated based on actual hours of direct instruction. Hours in development for teaching are calculated per hour engaged in activities; 1.5 hours of course preparation is allowable for every hour of direct instruction.*

Per requirements of the individual supervisor, students will need to provide work samples that allow for evaluation of teaching activities (e.g. teaching demonstrations, lesson plans, students evaluations, developed materials, engagement in evaluation).

- COUN 8920 Research/Lead. & Adv., Teaching Internship Log: Signed by approved supervisors and submitted at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.
- COUN 8920 Internship Evaluation Form: These will be completed by the appropriate supervisor.
- Students will be required to submit to the Group Supervisor midterm and final evaluations signed and approved by the individual supervisor at other institutions. Final assessments will be submitted and approved in the online assessment portals (e.g. Canvas, Tevera).

## **RESEARCH**

Research activities for this component of internship cannot include time corresponding to the dissertation process and dissertation research. Students already receive credit for these activities through COUN 8990 Dissertation.

### *Supervision*

Internship experiences in Research are evaluated by the Group Supervisor (instructor). Students will be required to document their engagement in research activities and outcomes linked to these activities.

### **Description and Hours**

Research and scholarship activities may include participation in research projects, grant work, presenting at professional conferences, preparing and submitting scholarly manuscript(s), attending professional training sessions related to research skills or knowledge development, and other related research engagement activities.

Students' hours in research require demonstration of actual outcomes related to identified activities.

- Calculating Hours: *Hours are calculated per hour engaged in activities. Students should not project hours in their plans that they will not have the ability to demonstrate completion (or progress) of by the end of the semester.*

Students will need to provide the Group Supervisor with documentation of meeting the outlines hours in their plans.

- COUN 8920 Research/Lead. & Adv., Teaching Internship Log: Approved by the Group Supervisor at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.
- COUN 8920 Internship Evaluation Form: Approved by the Group Supervisor at midterm and final evaluation. The final document will be submitted in online assessment portals (e.g., Canvas, Tevera) and approved by the Group Supervisor.

## **LEADERSHIP AND ADVOCACY**

### *Supervision*

Internship experiences in Leadership and Advocacy are evaluated by the Group Supervisor (Instructor). Students will be required to document their engagement in leadership and advocacy activities and outcomes linked to these activities.

### **Description and Hours**

Leadership and Advocacy activities may include serving in a leadership, membership, and /or mentoring role within a counseling organization, engagement in advocacy activities on behalf of clients or the counseling profession, and involvement in professional development activities that promote the intern's development as a leader or advocate.

Student's hours in Leadership and Advocacy require documentation of actual outcomes related to identified activities.

- Calculating Hours: *Hours are calculated per hour engages in activities. Students should not project hours in their plans that they will not have the ability to demonstrate completion (or progress) in by the end of the semester.*

Students will need to provide the Group Supervisor with documentation of meeting the outlines hours in their plans.

- COUN 8920 Research/Lead. & Adv., Teaching Internship Log: Approved by the Group Supervisor at midterm and final evaluation. The final document will be submitted in online assessment portals (Tevera) and approved by the Group Supervisor.
- COUN 8920 Internship Evaluation Form: Approved by the Group Supervisor at midterm and final evaluation. The final document will be submitted in online assessment portals (e.g., Canvas, Tevera) and approved by the Group Supervisor.

# APPENDICES

# APPENDIX A: COUN 8910 ADVANCED COUNSELING PRACTICUM MATERIALS



AUBURN UNIVERSITY  
COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

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**INFORMATION SHEET**  
**COUN 8910 Advanced Counseling Practicum**

Name of Student:

Date of Enrollment:

E-mail:

Site Supervisor:

Site Supervisor E-mail:

Site:

Site Address:

Site Telephone:

University (Individual/Triadic) Supervisor:

University Group Supervisor:

**IMPORTANT:** Please complete this form and submit to your University Group Supervisor.





AUBURN UNIVERSITY  
COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

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**MEMORANDUM OF AGREEMENT**

**To:** Site Supervisors of Counselor Education Practicum Students  
**From:** University Supervisor  
**Subject:** Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our advanced practicum student. This is an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. If you have any questions or need to discuss a practicum student's performance or development before the formal midterm evaluation period, please contact the student's university supervisor at [lkp0004@auburn.edu](mailto:lkp0004@auburn.edu).

**The University is expected to:**

1. Provide weekly group supervision that includes two hours of group supervision focused on student growth and development related to their counseling knowledge and skills.
2. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to students their professional responsibilities to clients and the site.
5. All doctoral students enrolled in COUN 8910 Advanced Practicum *are required to have professional liability insurance* in addition to what is provided by the University.

**The Fieldwork Supervisor is expected to:**

1. Have a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills, minimum of two years independent professional experience
2. Provide the practicum student with a minimum of 1 hour per week of individual and/or triadic supervision.
3. Review 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 (e.g. HIPPA).
4. Audit practicum students' documentation and hours throughout the practicum experience.
5. Sign off on counseling hours logs weekly and final hours log at the completion of the practicum experience.
6. Complete a midterm and final evaluation to monitor student performance and learning.

**The Site is expected to:**

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. Students can have a

total of 8-10 hours on-site per week.

2. When the site does not provide the opportunity for students to develop work samples the site may be asked to provide observation or evaluation of the student's counseling practice.
3. Assist the student in obtaining consent agreements to audio record counseling sessions for use in individual and group supervision. *When sending forms home with minors, it is helpful for the supervisor to include information about why their child has been invited to participate in counseling sessions.*
4. Make provisions for orientating the practicum student to the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.
5. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
6. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
7. Assist in the evaluation of the practicum student's clinical counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and finals.
8. If the student is providing tele-mental health services, the site must assure that the student will be properly supervised by a counselor with a graduate degree in counseling or a related profession and with a state counseling license.

**The student is expected to:**

1. Obtain and submit a signed written supervision contract (includes all roles, and emergency procedures)
2. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
3. Establish and maintain a consistent schedule throughout the term of enrollment.
4. Meet all requirements specified in the syllabus.
5. Participate fully and reflectively in supervision on site and at the university.
6. Attend all supervision (group and individual/triadic).
7. Notify, in advance, when possible, all supervisors of absences.

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Fieldwork Supervisor Signature

Date

---

Fieldwork Supervisor Name (Printed) with Credentials

---

University Supervisor

Date

---

University Supervisor Name (Printed) with Credentials

---

Practicum Student

Date

---

Practicum Student Name (Printed) with Credentials

**COUN 8910**  
**Advanced Counseling Practicum**  
**Midterm and Final Evaluation**



**Practicum Student's Name:** \_\_\_\_\_

**Date of Evaluation: Midterm:\_\_\_\_\_ or Final: \_\_\_\_\_**

**Please check who is completing this evaluation:**

**University Supervisor, Name:** \_\_\_\_\_

**Site Supervisor, Name:** \_\_\_\_\_

**Student (Self-Evaluation):** \_\_\_\_\_

Competency	Comments	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Not Observed
The ability to accept and assume control over his/her emotions. Counselors accept responsibility for their feelings concerning the client.					
An awareness of the human capacity to change and the appropriateness of a client's goals.					
A consistency of professional identity that is apparent from client to client and from session to session. This identity should be closely aligned with a particular theory .					
The ability to appropriately solicit and use professional consultation/supervision.					
An awareness of one's own limitations, and the ability to seek further education or access research regarding differing cultural and ethnic patterns, and a developed process of guarding against inadvertent bias against others.					

The ability to integrate and understand a variety of skills and techniques necessary to cope with most clients' problems. This includes using techniques and theories related to systems, groups, career counseling, and individual counseling.					
Demonstrates ethical and legal decision making in clinical practice.					
Demonstrates evidence based practice across diverse populations.					
An ability to actively engage in treatment planning, implementation, and evaluation for each client.					
An ability to utilize assessment techniques and/or information in making clinical decisions about treatment planning, client progress and termination.					
The ability to discern and utilize support/evidence for treatment found in the professional literature.					
Responsibility for supervision based on specific concerns relative to the client, counselor self-awareness, and goals established for supervision.					
A systematic method for keeping accurate and updated records for the purposes of case conceptualization, treatment planning (developing goals and objectives), evaluation of client progress, and termination.					
An ability to consider all client information, (e.g., progress, lack of motivation for treatment, counselor/client relationship, counselor expertise) in making appropriate decisions regarding termination/referral.					
A working knowledge of group dynamics such as: content and process variables; leadership styles; and group intervention techniques; client rights and responsibilities.					

**Additional Comments:**

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Supervisor Signature

Date: \_\_\_\_\_

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Supervisor Name & credentials(printed)

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Student Signature

Date: \_\_\_\_\_



AUBURN UNIVERSITY  
COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

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**Progress Note & Session Summary**

**COUN 8910 Advanced Counseling Practicum**

Client Code/Group Title: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor-in-Training: \_\_\_\_\_ Session Number: \_\_\_\_\_

Session Start Time:

Session End Time:

What is the Presenting Problem?

What were the session objectives?

What therapeutic intervention(s) did you attempt?

How did you evaluate progress this session?

What are your plans for the next session?

**Session Process Questions**

To be completed for **each** taped client session and turned into supervisors weekly.

Supervisor: \_\_\_\_\_

1. Identify any critical incidents that occurred in the session. Describe these incidents and how they may have related to the counseling relationship, counseling outcomes, or your development as a counselor?

2. Discuss your goals for the session and the specific methods, processes or interventions you used to accomplish these goals.
3. Discuss specific questions or concerns you want to address in supervision. This can include identifying a specific segment of the counseling session tape.
4. Discuss any goals you may have related to this counseling session and your supervision or development.

## SESSION SUMMARIES

The Session Summary form contains a Progress note section and Session Process Questions.

### Progress Note

Progress notes provide a means for monitoring a client's progress throughout treatment/counseling. Progress notes are also used to examine a client's progress toward treatment/counseling goals, the development of new issues and goals, and the modification of the initial treatment/counseling plan. In supervision, these notes provide a means for the supervisor to track the progress of the client and the supervisee. **Progress notes must be completed for all client/student hours that are documented on the practicum log. These are to be maintained in your Practicum Binder. Documentation should be posted within 48 hours of your next scheduled supervision.**

Progress notes should be brief, concise, and should be written as soon as possible following the counseling session. The notes should include only relevant information, thus in writing your progress notes "avoid labeling, judging, and the using terminology that may be stigmatizing to the client" (Hansen, Rossberg, & Cramer, 1994, p. 306). Remember that clients have the right to review their case records.

Session objectives and therapeutic interventions should relate to the overall treatment/counseling plan for the client. Progress notes should include specific client information and may be supported by behavioral observations, assessment measures, client statements, and other observations by the counselor. Progress notes also allow you to monitor changes that may result in a modification of the treatment/counseling plan for a client.

It is essential to the supervisory process that you include all relevant information. Please include in the evaluation section any specific questions or concerns you might have for your supervisor. Finally, these progress notes are not meant to substitute for progress notes required at your site.

### Session Process Questions

Session Process Questions are to be completed for all **digitally taped sessions** (work samples). These questions are used to provide the supervisor with an opportunity to evaluate the session but also explore the issues and concerns the student may have about the session, the counseling process, or the supervisory process.

Session Process Questions also provide the student with an opportunity to reflect upon and examine the counseling process. It is recommended that students consider all aspects of the counseling process when completing the form. Students should always complete all sections of the form and develop questions or issues to address in supervision.



# APPENDIX B: COUN 8910 TEACHING PRACTICUM MATERIALS

**COUN 8910**  
**Teaching Practicum**  
**Observation Evaluation**



**Practicum Student's Name:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**Course Demonstration Completed in:** \_\_\_\_\_

**Topic(s) covered:** \_\_\_\_\_

<b>Lesson Planning</b>	<b>Does not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Lesson Plan demonstrates identification of key learning goals			
Lesson Plan includes instructional methods appropriate for course and learning goals			
Lesson planning has integrated current research			
Lesson planning reflects integration of diversity and methods to address differences in learning styles			
Lesson plan reflects content appropriate for course and lecture/session			
Teaching Demonstration			
<b>Content Knowledge</b>	<b>Does not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Demonstrates content knowledge			
States goals and provides overview of lesson			
Material is contextualized to future work settings			
Current research is used to support points			
Links are developed to previous lessons or content			
<b>Teaching Methods</b>	<b>Does not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Multiple instructional methods are used			
Technological competence is evident			
Demonstrations are effective and appropriate examples are provided			

Provides context and instructions to class activities and links to class goals			
Time is managed effectively			
Integrates teaching methods to engage students in discussion and application			
Demonstrates knowledge and skills of effective teaching			
<b>Teaching Rapport and Communication Skills</b>	<b>Does not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Positive attitude and respect is conveyed			
Student participation is encouraged and reinforced			
Enthusiasm and engagement are demonstrated			
Student questions are encouraged and responded to appropriately			
Works to build appropriate transitions in class lecture, discussions, and activities			
Use of voice tone and facial expression to maintain interest and pace lesson			
<b>Addressing Student Learning and Classroom Dynamics</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Individual differences in learning are accommodated			
Establishes an environment supportive of student engagement and discussion			
Integrates content reflective of diversity and professional ethics as appropriate			
Demonstrates respect for students and differing perspectives			
Erroneous ideas are constructively challenged			
<b>Teaching Assessment and Evaluation</b>	<b>Does not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Explains assignment(s) in relation to course and lesson goals			
Activities are clearly explained including goals, procedures and expected outcomes			
Assignments include instructions that are clear and address grading process			
Assignments/activities require critical thinking			
Evaluation of assignments reflects use of constructive feedback			

**Additional Comments:**

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Supervisor Signature

Date: \_\_\_\_\_

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Supervisor Name & credentials(printed)

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Student Signature

Date: \_\_\_\_\_

# APPENDIX C: COUN 8910 SUPERVISION PRACTICUM

**COUN 8910**  
**Supervision Practicum**  
**Supervisor Evaluation**



**Practicum Student's Name:** \_\_\_\_\_

**Date of Evaluation: Midterm:** \_\_\_\_\_ **or Final:** \_\_\_\_\_

**Please check who is completing this evaluation:**

**University Supervisor, Name:** \_\_\_\_\_

**Fieldwork Supervisor, Name** \_\_\_\_\_

**Self**

The following evaluation focuses on an assessment of the Supervisor related to the expectations for COUN 8910 Supervision Practicum. This includes the CED program's *Key Performance Indicators* and program outcomes.

It is expected that upon completion of the COUN 8910 Supervision Practicum the supervisor **will demonstrate** (Meets Expectations or Exceeds Expectations) in all of the following areas of *Supervisor Skill, Supervisory Relationship Skills, and Professional Supervisory Behavior*.

Supervisor Skill Area	Exceeds Expectations	Meets Expectations	Does not Meet Expectations	Comments
Demonstrates empathy and congruence				
Attends to both non-verbal and verbal communication				
Actively engages supervisee(s) in the supervisory process				
Demonstrates immediacy and encouragement in addressing supervisee issues and growth				
Effective use of focusing and appropriate confrontation				
Ability to manage time and structure supervision sessions				
Assists assist supervisee in the development of counseling skills				
Addresses developmental needs and individual goals of the supervisee				
Assists supervisee in development of conceptualization skills to help identify client/student/consumer goals, issues, and concerns				
Demonstrates integration of multicultural competencies in supervisory practice				
Demonstrates application of a model of supervision (or integrative approach) into practice				

Integrates supervisory techniques and processes appropriate for supervisee needs and goals				
Effectively uses evaluation and outcome assessment as part of the supervisory process				
Demonstrates ability to assist the supervisee in developing a theoretical framework for counseling practice				
<b>Supervisory Relationship</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not Meet Expectations</b>	<b>Comments</b>
Provides the supervisee an environment that is supportive, safe and establishes clear expectations for supervision.				
Engages in developing a working alliance in the supervisory relationship				
Articulates and models expectations for the supervisory process (being on time, submitting materials on time)				
Provides constructive and timely feedback				
Encourages supervisees to infuse diversity and advocacy considerations into their work with clients.				
Demonstrates ability to address parallel process issues and supervisee concerns within the supervision process				
Applies multicultural theories, components, and skills in supervision, including those related to the supervisory relationship				
Demonstrates awareness of the power differential in supervision and addresses this in a supportive manner in the process				
Works actively to include and solicit the supervisee's perspective, while working to not assert their own beliefs and thoughts.				

<b>Supervisor Professional Behavior</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not Meet Expectations</b>	<b>Comments</b>
Provides informed consent information as it relates to the supervisory (initial session) and counseling processes				
Awareness of and maintaining appropriate professional boundaries in the supervisory process and relationship				
Provides and clarifies appropriate parameters and requirements for supervision.				
Demonstrates knowledge of relevant professional standards (e.g., ACA Code of Ethics, ACES)				
Demonstrates supervisory practice that reflects ethical and legal standards				
Maintains appropriate professional boundaries in the supervisory relationship, including avoiding multiple and dual roles/relationships.				

Demonstrates being prepared for sessions with supervisees including <b>meeting all requirements for reviewing documentation and supervisee work-samples</b> (e.g., tapes, transcripts)				
Responsible for completing all required documentation and evaluations for supervision				
<b>Supervision Process for Supervisors</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not Meet Expectations</b>	<b>Comments</b>
Demonstrates preparing for personal supervision sessions				
Submits all required documentation, evaluations and other requested materials within the time frame established in course requirements (48 hrs. prior to supervision)				
Actively engages in their own supervision including self-reflection, and assessment of areas of growth and strengths				
Demonstrates ability to identify personal goals and outcomes for their supervision				
Demonstrates ability to effectively use and apply feedback				
Utilizes appropriate self-care practices				
Follows all University, program and course requirements related to the supervision course and supervision process				

**Additional Comments:**

\_\_\_\_\_  
Supervisor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor Name & credentials(printed)

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_



## APPENDIX D

# INTERNSHIP PLANNING & DOCUMENTATION

## CED DOCTORAL INTERNSHIP PLANNING GUIDE

**Meet with your major professor** to develop your internship plan at least one semester prior to when you anticipate beginning your internship.

- Your internship plan will consist of activities in at least three of the five core areas (counseling, teaching, supervision, research and scholarship, and leadership and advocacy).
- You will be required to have at least 150 hours in the areas of Counseling, Supervision, and Teaching
- A minimum of 600 hours is required for internship completion.
  - Students may not count more than 200 hours in any single area.
- Follow all specified dates related to placements and applications.

**CED 8920 Internship Plan:** You will receive during the semester(s) prior to your internship semester(s) a link to the Qualtrics application/plan (**for the following semester**). You will be required to provide all information needed as part of the process, you will also be asked to review and get approval from your Committee Chair. **See placement and required information below:**

### Placements and Application Requirements

- **Teaching:** The CED Coordinator will on a semester-by-semester basis notify CED Doctoral students of courses eligible for teaching internship experiences. ***Your initial teaching experience is to be completed at Auburn University.***
  - Additional experiences may be approved at other institutions. You will be required to submit a Memo of Agreement as part of your application for external teaching experiences.
- **Supervision:** Supervision cannot be completed during the Summer semester. Initial experience will take place at Auburn University – Fall Semester with approval can be outside of AU.
  - Your application will need to include a Memo of Agreement and Supervisor Contact (for approval of Supervisor qualifications and to provide supervisors with requirements at Auburn and access to resources related to digitally delivery) if the experience is not at AU.
- **Counseling:** Your application will need to include a Memo of Agreement and Supervisor Contact (for approval of Site and Supervisor qualifications and to provide supervisors with requirements at Auburn and access to resources related to digitally delivery).
  - If a site requires specific training or preparatory actions prior to engaging in internship activities, such requirements should be completed prior to the start of the semester.

- A signed written supervision agreement must be on file prior to engaging in any counseling internship hours.

### Group Supervision

- o The internship course meets bi-weekly for a minimum of 2 hours per meeting throughout the semester for group supervision.
- o On the first day of the semester, provide your University Group Supervisor with a copy of your approved Internship Plan.
- o **On the first day of the semester: Upload all approved Site Memos of Agreement and your approved Internship Plan for the Semester in TEVERA and Box.**
- o Please see the *internship documentation checklist document* for more information

### Internship Documentation

All Internship Components – First Week of the Semester		
Document	Box	Tevera
Memo of Agreement (signed) – Counseling	Yes	Yes
Memo of Agreement (signed) - Supervision	Yes	Yes
Memo of Agreement (signed) – Teaching (if teaching is not completed at AU)	Yes	Yes
*Signed Internship Plan	Yes	Yes

Counseling		
Document	Box	Tevera
Supervisor Evaluation	Midterm/Final - signed by FW Supervisor	Final - signed by FW Supervisor
Counseling Log	Midterm/Final - signed by FW Supervisor	Final - signed by FW Supervisor (upload)

Supervision		
Document	Box	Tevera
Supervisor Evaluation	Midterm/Final - signed by FW Supervisor	Final - signed by FW Supervisor
Supervision Log	Midterm/Final - signed by FW Supervisor	Final - signed by FW Supervisor (upload)

Teaching		
Document	Box	Tevera
Supervisor Evaluation	Midterm/Final - signed by FW Supervisor	Final - signed by FW Supervisor
Supervision Log	Midterm/Final - signed by FW Supervisor	Final - signed by FW Supervisor (upload)

*FW = Fieldwork Supervisor*

Leadership & Advocacy/Teaching/Research		
Document	Box	Tevera
Documentation	Uploaded throughout the semester to correspond to log	
Group Supervisor Evaluation	Midterm/Final - signed by Group Supervisor	Completed in Tevera by Group Instructor
Leadership & Advocacy/Teaching/Research Log	Midterm/Final - signed by Group Supervisor	Final - signed by Group Supervisor (upload)

**\*Note:** The Internship Plan is submitted in Qualtrics the semester prior to starting Internship. Students will be provided a signed copy once approved. Students will upload the signed copy within the first week of internship.

## Counselor Education Internship Documentation of Activities Examples

### TEACHING

Description	Activities
7330 - Counseling Diverse Populations	4 lectures - 3 hrs. = 12 hrs. Course preparation: 1.5 hrs. x 12 = 18 hrs. Evaluation: 5 hrs. Development of assessment: 2 hrs. Supervision meetings: 10 hrs.
COUN 7840 - Counseling Theories at *** University (Online course)	10 lectures – 3 hrs. = 30 hrs. Course preparation: 2 hrs. x 30 = 45 hrs. Developing course syllabus = 3 hrs. Teaching Observation and Supervision meeting: 2 hrs.

### RESEARCH AND SCHOLARSHIP

Description	Activities
Participation in a professional presentation at ACA (lead on session)	10 hrs. of session preparation 1 hrs. of session presentation
Participation in focus group research study	10 hrs. for the development of literature rationale and focus group questions 2 hrs. to conduct focus group 10 hrs. to analyze focus group data in collaboration with supervisor
Development and submission of manuscript on training school counseling interns	7 hrs. to revise my section and assist with the submission.

### LEADERSHIP AND ADVOCACY

Description	Activities
Developing a module for the CMHC Masters students on how to engage in Advocacy	1.5 hrs. of direct training time 5.5 hrs. prep
Serving as Treasurer of Alabama ACES	2 hrs. per month in meetings
Student Representative on a CED Advisory Committee	2 hrs. of meeting time and 2 hrs. of time in follow-up meeting to analyze findings

## COUNSELING

Description	Direct Hours	Indirect Hours
Provision of counseling services at *** Mental Health	2 Individual clients per week for 15 weeks = 30 hrs.  1 Group per week for 15 weeks – 1.5 hrs. per session = 22.5 hrs.	1 hrs. of individual supervision per week for 15 weeks = 15 hrs.  Group/Individual Preparation/documentation per week 1.5 hrs. for 15 weeks = 22.5 hrs.

## SUPERVISION

Activities	Direct Hours	Indirect Hours
Supervision of 2 Masters students in COUN 7910	2 hrs. of individual supervision for 15 weeks = 30 hrs.	1 hr. individual supervision per week = 15 hrs.  1.5 hrs. of supervisory prep (tape reviews) X 2 (supervisees) for 15* weeks = 45 hours
Participation in Group Supervision of COUN 7910	3 Group supervision sessions (2 hrs. per session) – Co-Supervising = 6 hrs.	2 hrs. of supervisory prep X 3 group supervision sessions = 6 hrs.  Meeting with instructor of Group Practicum session= 2 hrs.

# APPENDIX D:

## INTERNSHIP EVALUATIONS & LOGS



AUBURN UNIVERSITY  
College of Education

**COUN 8920  
CED Internship  
Counseling Evaluation**



**Intern's Name:** \_\_\_\_\_

**Date of Evaluation: Midterm:** \_\_\_\_\_ **or Final:** \_\_\_\_\_

**Fieldwork Supervisor Information**

**Name** \_\_\_\_\_

**Email** \_\_\_\_\_

**Professional Credentials & Degree Held:** \_\_\_\_\_

**Years of Counseling Experience:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Counseling Experiences:** Please identify all the counseling experiences or activities the Intern participated in while under supervision:

**Individual Counseling**

**Group Counseling**

**Psycho-Educational Activities**

**Intake Interviewing**

**Advocacy/Outreach**

**Clinical Rounds**

**Training or Program Implementation:**

**Other:** \_\_\_\_\_

<b>Intern ...</b>	<b>0</b> Fails to demonstrate sufficient knowledge or skill in the area	<b>1</b> demonstrates sufficient knowledge or skill in the area	<b>2</b> demonstrates advanced knowledge or skill in the area	<b>Not Observed (NO)</b>
was able to effectively develop rapport with clients/students/consumers				
demonstrated culturally sustaining and culturally appropriate counseling practices in all settings and delivery methods				
demonstrated effectiveness in counseling practice across settings, counseling areas/issues, and different delivery methods				
was able to effectively integrate a theoretical model or framework into their counseling practice				



was able to effectively evaluate their counseling effectiveness				
was able to demonstrate effective counseling skills and strategies related to individual and/or group counseling				
was able to effectively engage in their individual supervision				
demonstrated appropriate professional, legal and ethical behavior across settings and delivery methods				

**Please identify strengths of the Intern related to Counseling:**

**Please identify any areas of improvement related to Counseling:**

**Additional Comments:**

\_\_\_\_\_  
Supervisor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor Name & credentials(printed)

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_



AUBURN UNIVERSITY  
College of Education

**COUN 8920  
CED Internship  
Supervision Evaluation**



**Intern's Name:** \_\_\_\_\_

**Date of Evaluation: Midterm:** \_\_\_\_\_ **or Final:** \_\_\_\_\_

**Fieldwork Supervisor Information**

**Name** \_\_\_\_\_

**Email** \_\_\_\_\_

**Professional Credentials & Degree Held:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Supervision Experiences:** Please identify all the supervision experiences or activities the Intern participated in while under supervision:

**Provided in Individual Supervision**

**Provided Triadic Supervision**

**Provided Group Supervision for Practicum Course**

**Provided Training to Supervisees**

**Provided Group Supervision for Internship Course**

**Other:** \_\_\_\_\_

<b>Intern ...</b>	<b>0</b> Fails to demonstrate sufficient knowledge or skill in the area	<b>1</b> demonstrates sufficient knowledge or skill in the area	<b>2</b> demonstrates advanced knowledge or skill in the area	<b>Not Observed (NO)</b>
was able to effectively develop rapport with supervisee(s)				
demonstrated respect for diversity of supervisee(s)				
Was able to effectively assess supervisee(s) developmental needs in supervision				
was able to effectively integrate a theoretical model or framework into their supervision practice				
Demonstrated effective use of supervision skills and interventions				
demonstrated ability to use multiple supervisory techniques and skills to address supervisee(s) developmental needs				

Demonstrated skills related to providing constructive and useful feedback for supervisee(s)				
demonstrated effective record keeping and documentation including formal evaluations of supervisee(s)				
Demonstrated appropriate professional and ethical behavior				

**Please identify strengths of the Intern related to Supervision:**

**Please identify any areas of improvement related to Supervision:**

**Additional Comments:**

\_\_\_\_\_  
Supervisor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor Name & credentials(printed)

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_



**COUN 8920**  
**CED Internship Evaluation**  
Research & Scholarship



**Intern's Name:** \_\_\_\_\_

**Date of Evaluation:** Midterm: \_\_\_\_\_ **or Final:** \_\_\_\_\_

**Fieldwork Supervisor Information**

**Name** \_\_\_\_\_

**Email** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Research & Scholarship Experiences:** Please identify all the research & scholarship experiences or activities the Intern participated in while under supervision:

**Research Development & Implementation**

**Professional Presentations**

**Professional Writing for Publication**

**Grant Development/Writing Activities**

**Other:** \_\_\_\_\_

<b>Intern ...</b>	<b>0</b> Fails to demonstrate sufficient knowledge or skill in the area	<b>1</b> demonstrates sufficient knowledge or skill in the area	<b>2</b> demonstrates advanced knowledge or skill in the area	<b>Not Observed (NO)</b>
was able to collaborate effectively with other professionals and colleagues				
demonstrated knowledge of research content area				
Was able to effectively engage in professional research writing				
was able to effectively develop and/or implement research (including IRB process)				
Demonstrated effective skills related to professional development and implementation				
demonstrated effective skills related to grant development, grant project implementation, and/or grant evaluation				

Demonstrated strategies for conducting culturally relevant and culturally sustaining research.				
Demonstrated appropriate professional, legal and ethical behavior				

**Please identify strengths of the Intern related to Research & Scholarship:**

**Please identify any areas of improvement related to Research & Scholarship:**

**Additional Comments:**

\_\_\_\_\_  
Supervisor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor Name & credentials(printed)

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_

**Intern's Name:** \_\_\_\_\_

**Date of Evaluation: Midterm:** \_\_\_\_\_ **or Final:** \_\_\_\_\_

**Fieldwork Supervisor Information**

**Name** \_\_\_\_\_

**Email** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Leadership & Advocacy Experiences:** Please identify all the Leadership & Advocacy experiences or activities the Intern participated in while under supervision:

**Professional Service**

**Training or Educational Programs**

**Engagement in Leadership or Mentoring Roles**

**Advocacy Engagement**

**Other:** \_\_\_\_\_

<b>Intern ...</b>	<b>0</b> Fails to demonstrate sufficient knowledge or skill in the area	<b>1</b> demonstrates sufficient knowledge or skill in the area	<b>2</b> demonstrates advanced knowledge or skill in the area	<b>Not Observed (NO)</b>
was able to collaborate effectively with other professionals and colleagues				
demonstrated knowledge of leadership roles and strategies				
Was able to effectively engage in professional leadership and/or mentoring activities				
was able to effectively engage in professional advocacy activities				
Demonstrated strategies for leadership and advocacy in relation to diversity, equity, inclusion, and social justice issues and competencies				
demonstrated application of competencies related to advocating on behalf of the counseling profession and/or consumers, clients, and students				

Demonstrated appropriate professional, legal, and ethical behaviors and strategies related to professional leadership and advocacy				
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**Please identify strengths of the Intern related to Leadership & Advocacy:**

**Please identify any areas of improvement related to Leadership & Advocacy:**

**Additional Comments:**

\_\_\_\_\_  
Supervisor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor Name & credentials(printed)

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_

**Intern's Name:** \_\_\_\_\_

**Date of Evaluation: Midterm:** \_\_\_\_\_ **or Final:** \_\_\_\_\_

**Fieldwork Supervisor Information**

**Name** \_\_\_\_\_

**Email** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Teaching Experiences:** Please identify all the Teaching experiences or activities the Intern participated in while under supervision:

**Classroom Teaching**

**Supervised Evaluation of Student Work**

**Development of Course Materials**

**Curriculum Revision/Development**

**Other:** \_\_\_\_\_

<b>Intern ...</b>	<b>0</b> Fails to demonstrate sufficient knowledge or skill in the area	<b>1</b> demonstrates sufficient knowledge or skill in the area	<b>2</b> demonstrates advanced knowledge or skill in the area	<b>Not Observed (NO)</b>
demonstrated integration of diversity, equity, inclusion, and social justice principles into their teaching				
demonstrated effective use of instructional technology including modalities and platforms for digital delivery				
demonstrated integration of appropriate learning theories and teaching methods to address differences in learning styles				
demonstrated effective use of instructional and teaching evaluation methods				
Demonstrated knowledge of the course content				
demonstrated the use of pedagogical and teaching methods appropriate for				



counselor education and/or consumers, clients, and students				
was able to develop lectures and lesson plans that integrated course objectives and professional standards.				
demonstrated the ability to create and maintain classroom environments that convey respect and support student engagement				
demonstrated teaching practices that reflected an awareness and knowledge of appropriate ethical, legal, and professional standards and practices				

**Please identify strengths of the Intern related to Teaching:**

**Please identify any areas of improvement related to Teaching:**

**Additional Comments:**

\_\_\_\_\_  
Supervisor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor Name & credentials(printed)

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_

**Auburn University Counselor Education Doctoral Program**  
**COUN 8920 Internship**  
**Counseling Log**

**Doctoral Student:**

**Semester and Year:**

**Group Supervisor:**

**Counseling Fieldwork Supervisor:**

**Site:**

**Description of Site and clients/consumers/students served:** Students are asked to follow the guidelines and procedures for their Internship Counseling and Supervision Log as outlined in the CED Professional Experiences Handbook. This includes recording both indirect and direct hours for counseling and supervision and description of activities.

Week	Counseling Hours	Individual Supervision (1 hr. min.)	Description of Counseling Hours	Counseling Site Supervisor Initials
1	D: I:			
2	D: I:			
3	D: I:			
4	D: I:			
5	D: I:			
6	D: I:			

7	D: I:			
8	D: I:			
9	D: I:			
10	D: I:			
11	D: I:			
12	D: I:			
13	D: I:			
14	D: I:			
15	D: I:			
Totals				

**Auburn University Counselor Education Doctoral Program**  
**COUN 8920 Internship**  
**Supervision Log**

**Doctoral Student:**

**Semester and Year:**

**Group Supervisor:**

**Supervision Fieldwork Supervisor:**

**Site:**

Students are asked to follow the guidelines and procedures for their Internship Counseling and Supervision Log as outlined in the CED Professional Experiences Handbook. This includes recording both indirect and direct hours for counseling and supervision and description of activities.

Week	Supervision Hours	Individual Supervision (1 hr. min.)	Description of Supervision Hours	Supervisor Initials
1	D: I:			
2	D: I:			
3	D: I:			
4	D: I:			
5	D: I:			
6	D: I:			
7	D:			

	I:			
8	D: I:			
9	D: I:			
10	D: I:			
11	D: I:			
12	D: I:			
13	D: I:			
14	D: I:			
15	D: I:			
Totals				

## CED INTERNSHIP ACTIVITY LOG

Please describe the activities that you are engaging in during internship. This includes identifying the project (description) and how you participated and/or the activities connected to the project. This includes time corresponding to the activity. Please add additional lines as needed. This will be uploaded and provided to the Group Supervisor **with your documentation for these activities**. The final approved log will also be uploaded to Tevera.

#### LEADERSHIP AND ADVOCACY

Description	Activities and Time
Total Time:	
Leadership and Advocacy Total hrs. Midterm:	Approval:
Leadership and Advocacy Total hrs. Final:	Approval:

#### RESEARCH

Description	Activities and Time
Total Time:	
Research Total hrs. Midterm:	Approval:
Research Total hrs. Final:	Approval:

#### TEACHING

Description	Activities and Time
<b>Total Time:</b>	
<b>Teaching Total hrs. Midterm:</b>	<b>Approval:</b>
<b>Teaching Total hrs.</b>	<b>Approval:</b>
<b>Final:</b>	