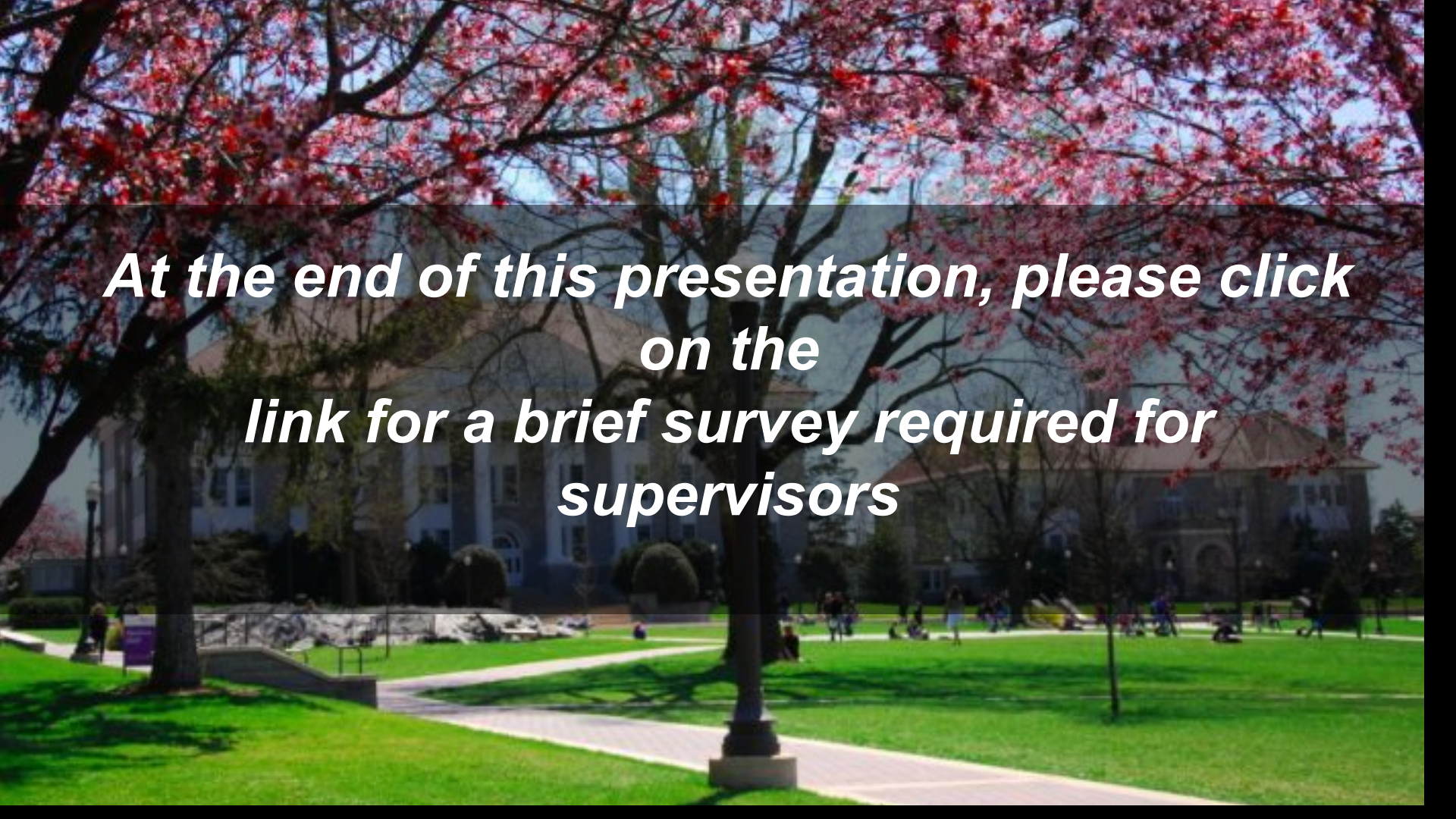


A scenic view of a university campus featuring large trees with vibrant pink cherry blossoms in the foreground. A paved walkway leads through a green lawn where several people are walking or sitting. In the background, a large, light-colored building with a central dome is visible under a clear blue sky.

James Madison University

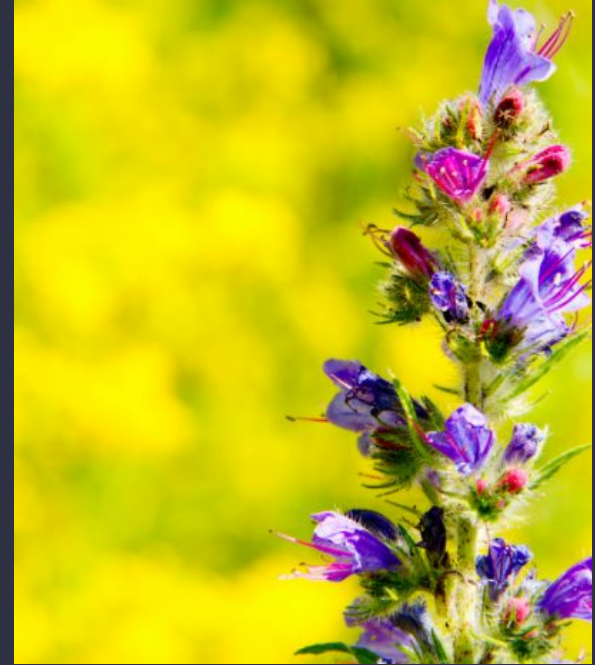
Clinical Mental Health Counseling M.A./Ed.S. Program
Site Supervisor Training & Contract



***At the end of this presentation, please click
on the
link for a brief survey required for
supervisors***

About our Programs

JMU has 3 counseling programs - all include practicum and internship experiences. This presentation provides information about the Clinical Mental Health program. If you would like to learn more about any of the other programs, please let us know. We are happy to share. The next slide has a link to all three programs (just click on the blue)





About the JMU Counseling Programs

Clinical Mental Health Counseling M.A./Ed.S.,
School Counseling, M.Ed., &
Counseling and Supervision Ph.D.



What to expect from this presentation

- **Review of our counseling programs specific to site supervisors and community stakeholders;**
- **Clarification of clinical mental health counseling practica and internships;**
- **Explanation of the role of the site supervisor, faculty supervisor, and student;**
- **Overview of the purpose of counseling supervision;**
- **Clarification of accountability, accreditation, and code of ethics regulations; and**
- **Resources to support our most valuable partner – YOU.**

**Clinical Mental
Health
Counseling
M.A./Ed.S.
Program**



Clinical Mental Health Counseling M.A./Ed.S. Program

Dr. Renee Staton, Program Director statonar@jmu.edu

- The Clinical Mental Health Counseling Program provides the coursework necessary for students to become Licensed Professional Counselors in Virginia in community mental health centers, community agencies, mental health facilities, and private practice settings.
- Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the three-year, 60-credit-hour program leads to the awarding of both the Master of Arts and the Educational Specialist degrees.
- Graduates are also eligible to become Board Certified Counselors.

JMU Clinical Mental Health Counseling Program Overall Goals - JMU Counseling Program graduates are able to:

- **take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors.**
- **work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and competently addressing the beliefs and values of others.**
- **apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients.**
- **provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients' varying stages of career and educational development, our graduates employ relevant assessments and apply labor market trends.**

JMU Counseling Program graduates are able to:

- **provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.**
- **provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.**
- **employ relevant assessments related to clients and programs in their respective workplaces. Program graduates are able to assess clients for serious and foreseeable harm to self or others and/or abuse and neglect.**
- **critically evaluate research related to core areas of counseling practice and use data-informed decision-making practices for program evaluation and management.**
- **provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.**

Clinical Mental Health Counseling Practicum and Internship Information



Practicum in Clinical Mental Health Counseling

Among other expectations, students are required to:

Behave in a professional and ethical manner at all times.

Complete 100 hours in the practicum setting, including 40 hours of direct service (face to face or phone calls to client). Indirect services may include participation in staff meetings, class meetings, group meetings and observations. Additional hours spent in report writing, record keeping and professional preparation can also be counted toward the 100-hour requirement.

Read and be familiar with their site manual.

Obtain professional liability insurance before beginning practicum experience.

Maintain case files in an orderly, timely and professional manner. Case files include intake summaries, progress notes, treatment plans, and termination/transition summaries.

Practicum in Clinical Mental Health Counseling

Students are also required to:

Prepare DVDs or digital recordings of case study presentations of counseling sessions to present in class and in weekly individual supervision sessions for the purposes of supervision and consultation.

Participate in weekly individual supervision sessions with their site supervisor.

Participate in weekly staff meetings at their site, as required.

Keep a weekly log of hours completed in practicum. These hours include: direct service hours and hours spent in staff meetings, class meetings, process groups, supervision, tape reviews, observations, supplemental research and professional preparation.

Internship in Clinical Mental Health Counseling

Among other expectations, students are required to:

Submit a completed internship supervision contract. The completed contract defines the roles and responsibilities of the faculty supervisor, site supervisor, and intern.

Participate fully in at least 600 hours of internship. At least 240 hours should involve direct service, including experience in leading groups. Clinical mental health counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities.

Internship in Clinical Mental Health Counseling, continued

Students are also required to:

Participate in weekly supervision with a qualified site supervisor, a licensed mental health professional with at least a master's degree in counseling or related profession and who has relevant training in counseling supervision. Site supervision typically involves one hour of individual supervision from site supervisors, with additional supervision provided on a regular basis from JMU faculty supervisors. Case conferences, but not staff meetings, may serve as group supervision. Site supervisors must have at least two years of clinical mental health experience and have knowledge of the JMU Clinical Mental Health Counseling Program's expectations, requirements and evaluation procedures.

Videorecord, audiorecord, or receive live supervision of their counseling work with clients.

Role of Site Supervisor, Faculty Supervisor, and Student



About Supervision: The Role of the Site Supervisor...YOU!

Site Supervisors will **supervise** the student in weekly sessions, **evaluate** the student's performance, and **certify** completion of the on-site hours. Weekly supervision involves **one hour** of individual supervision. The Site Supervisor will review and sign the weekly logs submitted by the student.



About Supervision: The Role of the Site Supervisor...YOU!

Mid-semester and at the end of the semester, the supervisor will fill out an **evaluation** of the student's counseling skills, use of supervision, and work performance. These evaluations are an **important** part of our student's evaluation in our program.

The supervisor will recommend a “Satisfactory” or “Unsatisfactory” progress regarding the student's practicum or internship. Unsatisfactory evaluations automatically initiate a meeting with the site supervisor, student, faculty supervisor, and practicum coordinator, and require the development of a remediation plan.



The role of the Site Supervisor

- Offer one hour of individual supervision to the counseling student each week throughout the practicum or internship placement;
- Allow student to audio record counseling sessions with the client's documented consent or conduct live observations of the student providing counseling services;
- Communicate with faculty if a practicum/internship student is not performing adequately to meet the site's standards;
- Complete a midterm and final evaluation for the student based on observations of the student's work with clients for both practicum and internship, as relevant to your work with the student.

To qualify as a site supervisor for JMU's Counseling Programs:

Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

The role of the Faculty Supervisor

- Offer students opportunities to become familiar with a variety of professional activities and resources, including technological resources during their practicum or internship.
- Offer group supervision to practicum and internship students as stipulated by the CACREP Standards;
- Communicate with counseling students who are not adequately progressing through practicum and/or internship;
- Communicate with site supervisors at the beginning, mid-term, and end of the semester and as warranted regarding students' progress and needs.

The process of working with the Faculty Supervisor is facilitated by the Practicum and Internship Coordinator

The Clinical Mental Health Counseling Practicum and Internship Coordinator functions as a manager for organizational aspects of the practicum and internship experience, interacting as necessary with students, faculty, and on-site professionals.



The coordinator is responsible for:

- Conducting an orientation session for students applying for practicum and/or internship;
- Providing final approval for students to enroll;
- Approving all potential practicum and internship sites according to the requirements of the program and CACREP guidelines, as well as licensure requirements established by the Virginia Board of Counseling;
- Ensuring that appropriate ethical codes and legal statutes are adhered to by all involved in practicum and internship;
- Conducting appropriate supervisor training sessions;
- Staying abreast of changes in the field regarding best practice and accreditation and licensure requirements; and
- Resolving conflicts related to a student's internship or counseling practice in conjunction with faculty and on-site professionals.

Practicum & Internship Faculty Supervisor Responsibilities

1. The JMU faculty supervisor will work with the Practicum/Internship Coordinator to facilitate communication between the clinical site and JMU. The faculty supervisor will communicate with site supervisors at the beginning, mid-term, and end of the semester, and may initiate contact with the on-site supervisor for consultation during the practicum/internship.
2. The JMU supervisor will visit the site at least one time during the semester. Site visits will not be conducted for Practicum.
3. The JMU supervisor will conduct regular counseling seminars concurrently with the practicum/internship. Instruction and group supervision will be provided in the seminar.
4. The JMU supervisor will conduct individual and triadic supervision with students.
5. The JMU supervisor will have responsibility for terminating any placement that is not satisfactory.
6. The JMU supervisor will issue a Pass/Unsatisfactory grade for the students after receiving input from the on-site supervisor and all final evaluations and paperwork.
7. Finally, the JMU supervisor will assist the Site Supervisor with any legal, ethical, or dispositional concerns surrounding the student as well as connect the Site Supervisor to any resources, continuing education opportunities, and additional experiences offered to Site Supervisors throughout the semester.



Additional Practicum and Internship Expectations of Faculty Supervisors



Offer group supervision to practicum and internship students as stipulated by the CACREP Standards;

Communicate with counseling students who are not adequately progressing through practicum and/or internship;

Share syllabus or course information as needed;

Communicate with site supervisors as relevant regarding students' progress and needs.



Our Expectations of Students

Students are provided clear details on both practicum and internship at various points in the program:

- During initial interviews;
- During new student orientation;
- During advisement and course planning; and
- During practicum and internship orientation and placement meetings.



Practica and Internship Expectations of JMU Counseling Students

- Comply with all practicum and internship site policies and procedures
- Abide by the *ACA Code of Ethics* (2014), *ASCA Ethical Standards for School Counselors* (2016), while working at their practicum/internship site;
- Maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances
- Arrive on time to their practicum/internship site
- Be flexible in scheduling their availability and works with the site to make changes or adjustments if scheduling issues arise
- Schedule additional hours on site to accrue direct hours if the student experiences a lot of no shows, trouble scheduling clients, transition issues, etc
- Provide counseling services at the practicum or internship site for the duration of the semesters in which the student is enrolled in the practicum or internship course
- Accurately and honestly record direct and indirect hours on their practicum/internship log;



Additional Information for Site Supervisors

Purpose of Counseling Supervision in Counseling Training Programs



Generally speaking, supervision During Practicum and Internship:

- Provides direction
- Ensures accountability
- Promotes ethical practice
- Covers liability expectations and requirements; and
- Provides uniformity in training and preparation.

Types of Supervision: Administrative and Clinical

Administrative supervisors oversee the therapist's work on behalf of an organization and that organization's goals to serve clients.

Administrative supervision can have an impact on employment and job related performance reviews. Because students rely on you to understand the daily nuances and responsibilities of professional counselors, we truly appreciate your ability and willingness to teach and train students on any relevant administrative duties. Students can only effectively learn about these processes with you, on site!

The vast majority of our students' work, however, will be **clinical** in nature.

Clinical Supervision

Clinical supervisors provide evaluation primarily for the purpose of the supervisee's professional/personal development.

We view clinical supervision as a **fundamental instructional tool used to monitor counselor development and accountability**.

A widely regarded and relied upon professional intervention, counseling supervision has evolved throughout the decades and **is regarded as a distinct specialty within the counseling profession**.

Regardless of the specific definition, counseling supervision **is a professional relationship between two helping professionals**, with the supervisor having more counseling experience than the supervisee that is **evaluative over time**.

Although there is a wide range of interventions used during supervision, some examples might include **direct observation, case conceptualization, role playing exercises, modeling behaviors, psychoeducation, etc.**

Examples of Supervision Interventions

Developmental Supervision involves meeting students' needs by taking into account their level of development and the task at hand. This may involve supervisors assuming one of the following roles:

Counseling role as a supervisor (not a personal counselor for the student): “It sounds like client is reminding you of your own experience in high school. How are you managing this in the session when she brings up her family situation with you?”

Teacher role as a supervisor: “When a client says they have been feeling depressed, it is important that you use the depression screening all of the counselors use here in the office. Let me show it to you and explain how we use it.”

Consultant role as a supervisor: “I like the mindfulness intervention for emotional regulation you learned in class last week. Can we implement it together in our group next week?”

Aim for about 50% percent or more of supervisory interactions to be developmentally focused!

Direct versus Indirect Hours

The following is a list of activities that constitute direct vs. indirect hours. It is not an all encompassing but is meant to be a guideline. If you have specific questions about what entails direct vs. indirect hours at your site, please contact the Program Director and we'll be happy to brainstorm.

DIRECT HOURS

Individual (face-to-face) services with client (assessment, crisis services, personal advocacy, counseling, therapy, including family therapy)

Group contact (educational or therapy type)

Phone calls to client

Phone calls to family members regarding client

Phone calls to other professionals regarding client for advocacy, interprofessional collaboration, or consultation

Interacting and attending activities with client; (court, visitations, meetings with other professionals, case management activities with client-including discharge planning)

Client multidisciplinary staffings, where client cases are reviewed



Direct versus Indirect Hours

INDIRECT HOURS

Learning about agency, reading policy and procedures manual

Administrative supervision, clinical supervision, and group supervision

Work on task groups, committees, or agency board work

Developing, planning, and implementing agency programs, groups, or public service function

Trainings and conferences

Shadowing clinical work with a client - not participating or contributing to the process

Research and evaluation

Observations with no client interaction

Writing client or case progress notes

Writing clinical reports, assessments, treatment plans

Developing a resource list for clients or the agency in general - not for a specific client



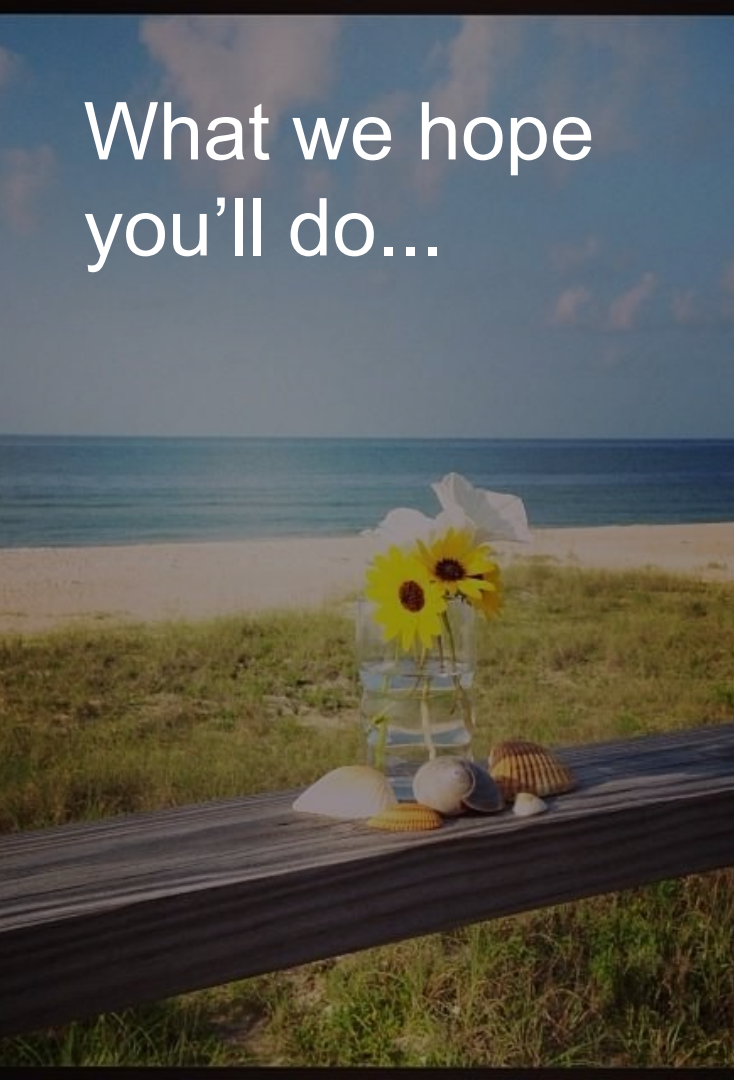
What we hope you'll do...

Consider your student's developmental level and context;

Please know we are available to you anytime you have questions or concerns about the student and/or the practicum or internship process;

and

Hold the student accountable to timely logs and clear communication of their understanding of your site's expectations



**Clinical Mental
Health
Counseling
M.A./Ed.S.
Program
Accountability**



JMU Counseling Programs abide by the following:

University Level Policies

James Madison University (JMU) Policies.

Accreditation Standards

Council for the Accreditation and Counseling and Related Educational Programs (CACREP);

Southern Associations for Colleges and Schools (SACS);

Ethical Guidelines and Professional Best Practices

American Counseling Association (ACA);

American School Counselors Association (ASCA);


Virginia Board of Counseling

Virginia State Board of Education



Support and Resources

How we can support you...



Know that we are present for you;

We are happy to share any resources we have or work with you to identify any that you may need;

We're interested in your experience with particular students as well as your experience in the larger systemic processes. In other words, how can we all continue to work well together.

Finally, we invite you to stay connected to our broader community through the [Empathic Times](#)



If a Challenge Should Arise...

Reach out to the Faculty Supervisor or the Program Director as soon as you begin having concerns. The earlier we can all intervene, the better outcomes we will have.

Additional training opportunities for you

Although the pandemic has affected our typical offering of the JMU Summer Institute in Counseling, the Counseling faculty members are exploring options for offering continuing education and professional development for our site supervisors.

If you have ideas or specific requests for trainings, please let us know. Feel free to email Renee Staton at statonar@jmu.edu.



More gratitude

Again, we thank you for your continued support and investment in our students. We appreciate the time you've taken to review this Site Supervisor Orientation. Please let us know if there is anything we can do to strengthen our collaboration!

Please see the last slide for the link to the survey



Required Survey: it is brief!

Finally, please fill out this brief survey and agreement before our student begins their work with you:

<https://jmusitesupervisoragreement.questionpro.com>