

Florida Gulf Coast University Department of Counseling Field Experiences Manual



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AN INTRODUCTION TO FIELD EXPERIENCES IN COUNSELING

This manual is required for all field experiences (advanced practicum and internship) within the School Counseling and Clinical Mental Health Counseling programs in the Department of Counseling at Florida Gulf Coast University. This manual is designed to introduce Counselors-in-Training and their Site Supervisors to program expectations and requirements for satisfactory completion of practicum and internship courses. It provides guidelines, policies, procedures, and other information about the completion of the necessary field experiences, supervision, and paperwork. Included are recommendations for ensuring good communication between the Counselor-in-Training, Clinical Placement Coordinator, Site Supervisor, and University Supervisor. This manual concentrates on the field experience mechanics, thereby freeing the intern to focus on maximizing their learning from the field experience.

The Counseling Faculty considers supervised field experiences (i.e., practica and internships) to be among the most important professional preparation activities in which Counselors-in-Training participate.

It is the responsibility of the Counselor-in-Training to follow established procedures for application for and enrollment in Advanced Practicum and Internship courses; be familiar with site policies for field experience placements and program requirements; follow all ethical, legal, and site parameters/guidelines; and adhere to CACREP standards/licensure/certification requirements. In addition, all Counselors-in-Training must have individual professional liability insurance activated at the onset and effective for the duration of their advanced practicum and internship experiences. Documentation of the current liability insurance must be uploaded into Tevera each semester.

Counselors-in-Training complete their field experiences in settings appropriate to their program (school counseling or clinical mental health counseling). These may include community settings such as mental health centers, community agencies, or corporate units; public or private schools; and higher education settings. Field experiences are intended to allow Counselors-in-Training to synthesize and apply knowledge learned in other academic experiences as well as refine previously learned skills and develop new skills. These field experiences are designed to be progressive, with each one requiring greater levels of skills, knowledge, and dispositions than the last. Throughout these field experiences, students must demonstrate self-knowledge and reflective practice, clarity of written and oral communication, a balance of theory and the application to practice, and a combination of knowing and applying evidence-based interventions and practices.

Following the policies and procedures described in this manual and maintaining close contact with the Clinical Placement Coordinator, site supervisors and faculty supervisors will help students get a clear focus on their field experience goals. A student's University Supervisor (course instructor) will provide a syllabus containing specific details about each practicum and internship course. The student is encouraged to read the syllabus and this manual to become familiar with the forms, policies, and procedures in advance.

The Practicum and Advanced Practicum experiences provide opportunities for Counselors-in-Training to develop the required skills and knowledge for the setting and population of their internship placement. The Internship is a more intensive experience, and the Counselor-in-Training is expected to demonstrate progressively stronger knowledge and skills in all aspects of professional functioning. Internship experiences should be at sites that are appropriate to each student's respective career goals. Counselors-in-Training will want to work closely with the department's Clinical Placement Coordinator to navigate the site selection process and carefully consider their professional goals, interests, needs,

and expectations for their clinical/field experiences. Whenever possible, Counselors-in-Training should complete multiple internships reflecting a diversity of experiences with different sites, agencies, populations, school levels, and activities. When selecting a site, Counselors-in-Training should consider the educational and work opportunities that may arise from the clinical field experiences. In addition, Counselors-in-Training should aim for site placements that represent a “good fit” with their personal and professional needs, values, interests, degree requirements, and licensure/certification requirements. Sites are chosen for both the service they provide to their clients and for the learning opportunities provided to the Counselors-in-Training. Counselors-in-Training can expect placement at sites that provide appropriate challenges that often require them to work outside of their “comfort zones.” In other words, a “good fit” is not synonymous with going to a site that is convenient and comfortable.

SITE RESPONSIBILITIES

When sites agree to a Counselor-in-Training’s placement with them, they agree and understand their responsibility to promote the Counselor-in-Training’s professional development. These training experiences have dual goals, and sites work diligently to ensure that the needs of the site and Counselors-in-Training are met during the field experience. Interns are expected to be involved in those activities in which the regular staff is engaged. During the course of practicum and internships, Counselors-in-Training should assume all duties of a staff counselor while they are on-site (for instance, intake interviews, individual counseling, and group counseling) as limited by the parameters set by each level of internship. Sites that severely limit the Counselors-in-Training’s activities will lose the intern and will not be used in the future.

PREREQUISITES

Counselors-in-Training are only permitted to enroll in field experiences when they have completed all previous counseling course requirements and are in good standing academically with a cumulative program GPA of at least 3.0, and passed previous field experiences. The course sequence of the cohort model at FGCU is deliberate and presumes successful completion of courses in the order in which they appear. Recognizing that there are periodically situations beyond the Counselor-in-Training’s or the department’s control, the department will consider exceptions on an individual basis. Counselors-in-Training who request exceptions to their respective programs must submit a detailed proposal to the department faculty, through their advisor, for how they will otherwise complete program requirements. Faculty will carefully review and either accept, deny, or provide alternate suggestions. Students who seek alternative schedules or site arrangements may be required to complete an updated Plan of Study.

Regardless of the order of courses taken, students are expected to perform only the counseling skills and tasks for which they have been trained in the sequential plan of study. For example, before taking the group counseling course, students may not co-facilitate or run process groups as a leader, but they may facilitate or run psychoeducational groups. Standard program students normally take Group Counseling before or during their Clinical Internship I or School Internship Ia. Before that, students are only allowed to observe process groups, take notes, or assist with planning before.

PURPOSE OF FIELD EXPERIENCES

Field experiences are part of all graduate-level counseling programs, with internships marking the synthesis and culmination of the academic preparation to become a professional counselor. These field experiences provide Counselors-in-Training with an opportunity to demonstrate and improve knowledge and skills learned in the classroom setting. During the Practicum course, the focus is on developing individual counseling micro-skills and interviewing skills. The Advanced Practicum field experience requires a total of 100 hours, 40 of which must be in direct service (counseling services provided directly to actual clients). Counselors-in-Training must receive a passing grade in Advanced Practicum to progress to Internship.

Internships provide supervised learning experiences to meet the professional needs and goals of the Counselor-in-Training while providing a service to the school or agency. During internships, the focus is on face-to-face direct service including individual, group, couple, and/or family counseling as well as indirect service hours that enable the intern to learn about site operations and practices including assessment, staff meetings, professional development, budgets, and reimbursement, record keeping, and other contextual information that helps a student move toward becoming a professional in the field. Students in both the School Counseling Program and the Clinical Mental Health Counseling Program must complete a total of at least 600 internship hours, 240 of which must be direct counseling hours.

Interns must also have an opportunity to perform various other professional activities, such as the opportunity to make audio or video recordings with clients/students for supervision or be directly observed and evaluated, and the opportunity to be exposed to professional literature, research, information, assessment instruments, technology, data, student/client records, and print and non-print media. On-site experiences should include but are not limited to:

- Coordinating and communicating with the FGCU Clinical Placement Coordinator (In-Person, Email, Zoom, Phone Call)
- Using Tevera to track the entire field experience <https://fgcu.tevera.app>
- Participating in orientation to the agency/school (building, grounds, administration, secretarial, programs, etc.)
- Providing individual and group counseling (as appropriate with course preparation) consulting with other professionals or client systems engaging in intake and/or initial assessment procedures providing psychoeducational (or guidance) activities
- Engaging in other activities specific to the setting (such as presentations, or coordination for school counselors)
Training for site or specialized counseling techniques (e.g. attend in-service training sessions, if available)

All Counselors-in-Training are expected to provide audio and/or video recordings of their counseling sessions with clients for review by their University Supervisors (faculty), Site Supervisors, and sometimes other Counselors-in-Training enrolled in their field experience course. Where sites have specific prohibitions about recording counseling sessions or where recordings may not leave the site, Site Supervisors are asked to perform five live observations each semester. The site supervisor will complete and sign the live observation form using Tevera.

NOTE: Throughout this manual, direct service includes individual and group counseling in person, via Telehealth, or - occasionally - on the phone. However, students may only lead/facilitate process groups if they are currently enrolled in or have completed a course in Group Counseling.

OBJECTIVES OF FIELD EXPERIENCES

The primary objectives of field experiences are the acquisition of competence in the skills required by the work role of the counselor in a specific setting. The internship requires the Counselor-in-Training to Provide individual and group counseling from the beginning of the counseling relationship to the termination. In doing so, the Counselor-in-Training needs to:

Demonstrate skills in developing a counseling relationship

- Establish a therapeutic alliance with clients/students
- Demonstrate mastery of basic counseling and communication skills

Demonstrate skills in assessing and understanding clients/students

- Conceptualize client/student problems, concerns, and issues
- Assess clients from a multicultural perspective to understand their worldview, values, family structure, and behavioral norms
- Assess clients/students from a developmental perspective
- Demonstrate the appropriate use of assessment instruments
- Conceptualize clients/students from a theoretical perspective
- When appropriate, conceptualize clients/students from a diagnostic perspective
- CMHC only: Demonstrate familiarity with and an understanding of the current DSM classification of disorders and the various diagnostic categories
- SC only: Demonstrate familiarity with and an understanding of IDEA classifications and implications for counseling interventions with students

Develop appropriate counseling plans

- Develop a counseling plan for clients/students based on available data

Utilize helping strategies

- Demonstrate mastery of basic and advanced counseling techniques to assist clients/students
- When appropriate, demonstrate effective referral and collaboration skills
- When appropriate, educate clients/students and/or caretakers on such issues as self-care, daily living skills, parenting, education, and other support services

Appropriately end counseling relationships

- Evaluate client/student achievement of counseling goals
- Evaluate professional effectiveness

Demonstrate Professionalism

- Conduct themselves professionally and ethically at all times
- Demonstrate sensitivity to legal and ethical dilemmas, consulting with supervisors and using ethical decision-making models when appropriate
- Demonstrate verbal communications that are clear and concise in daily interactions with co-workers and other professionals
- Consult with counseling and non-counseling professionals
- Engage in interdisciplinary team meetings
- Communicate with other professionals using appropriate terminology about counseling, education, psychopathology, special services, and psychotropic medication
- Write reports required by the Site Supervisor, including progress notes and written client records
- Demonstrate an ability to provide information to a group through a presentation, workshop, or classroom guidance program

- Demonstrate technology skills for word processing, specialized software application, web, email, communication/collaboration media, data, and search
- Generally, learn about the operation, roles, and functions of clinical mental health counseling or school counseling departments and sites.
- SC only: Demonstrate the competencies as described by the ASCA School Counselor Competencies.
- SC only: Develop plans for a comprehensive school counseling program (specifically for school counselors)
- Adhere to FGCU field experience course specifications and requirements

CLINICAL PLACEMENT COORDINATOR

Dr. Yaro Garcia serves as the Clinical Placement Coordinator in the Department of Counseling at Florida Gulf Coast University. She:

- Is available to students for consistent and frequent contact via email, phone, Zoom, and/or in-person meetings
- Is available to students for required meetings to initiate, continue, and finish the process of selecting and participating in field experiences
- Acts as the primary liaison among students, faculty, and field experience site personnel
- Coordinates the application review and approval process
- Coordinates with sites regarding the numbers of students to be placed at each site and with each supervisor
- Maintains appropriate contacts throughout the process with student, advisor, and faculty/university and Site Supervisors
- Consults as needed with site and faculty/University Supervisors regarding problems with the student's placement and performance
- Coordinates Site Supervisor training
- Takes responsibility for helping students secure a site
- Works as a liaison between the counseling program, the faculty/University Supervisor, the student, and the field experience site should problems arise
- Maintains comprehensive student's field experience files in an organized and easily accessible manner
- Visits and reviews potential new sites for approval as an field experience site
- Ensures that counseling Site Supervisors receive FGCU fee waivers when applicable

Students are required to meet with Dr. Garcia to initiate, continue, and finish the process of their selecting and being approved for their field experience. As part of this process, students must create an Field experience Development Plan. The development of this plan will require several meetings, orientations, and ongoing communication with the FGCU Clinical Placement Coordinator from the time the student starts in a Counseling Program.

FIELD EXPERIENCE DEVELOPMENT PLAN

Each time students progress into another semester of field experience, they are moving closer to coming a professional counselor. The intern role therefore demands a higher level of self-supervision, personal accountability, and self-reliance than the role of student in the classroom. The Field experience Development Plan is an opportunity for each Counselor-in-Training to begin to make this transition by identifying specific goals and objectives they would like to develop as they prepare for a launch into the professional setting.

Overall, each intern will develop the plan on an individual basis. However, it is appropriate for the intern to seek assistance in developing the plan. The student's supervisors, both on-campus and on-site, are excellent resources to assist in determining goals and needs for the coming semester.

As students' progress through their field experiences, the requirements for professional development will include an increase of skills through the creation of a comprehensive project as part of their requirements. School counseling students are required to participate in the 'Closing the Gap' project as assigned by the counseling faculty. Clinical mental health counseling students are required to participate in the 'Impact Project' as assigned by the counseling faculty.

ELECTRONIC FIELD EXPERIENCE MANAGEMENT SYSTEM: TEVERA

Tevera is the FGCU Counseling Department electronic tracking system for the entire field experience (Advanced Practicum and Internships). The link to access Tevera is <https://fgcu.tevera.app>. Tevera is required of students during their first courses and field experiences (Advanced Practicum and Internship) and used throughout the program. It is used for placement, assignments, evaluations, performance tracking, and document storage. Tevera is a lifetime subscription, and students will be able to apply for certifications and licenses using Tevera portals and documents. Tevera is a one-time purchase.

Tevera is used by the student, site supervisors, and the university supervisors to assist with every aspect of the field experience process. Students, site supervisors, and faculty will track student's progress through Tevera. Tevera is also used to track all standards met by students in program courses and experiences. Students must follow the following instructions to purchase Tevera:

- Students will receive an invitation in their Eagle mail. If a student ignores the email invite in Tevera, the invitation link will expire. Please click on the Tevera invitation as soon as it gets to your email.
- After clicking on the link, students will be guided to set their password and agree to the terms and conditions. There will be an additional screen that asks if they are paying via credit card or bookstore code. Once that other page is completed, students will then be successfully logged into the software.
- Each semester, students enrolled in a practicum or internship will complete field experience assignments, placement process, enter their hours, and upload/create any other documents related to the field experience onto Tevera <https://fgcu.tevera.app>
- At the end of each semester (Starting with Practicum), students must complete every assignment in Tevera. All assignments must be marked 'Completed.'
- Also, each semester students complete a didactic course, their instructor will assess their performance on the rubrics associated with that course.

Tevera Help

Detailed instructions about how to use Tevera are included later in this manual, but if you need help with a process in Tevera or if something is not working in Tevera, log into Tevera and do the following:

- Click on the Help button on the right-hand top corner
- Click on support
- Follow instructions to start a ticket

STEPS FOR CMHC FIELD EXPERIENCE SITE SELECTION

The process of identifying field experience sites is collaborative and involves Counselors-in-Training and the Department of Counseling's Clinical Placement Coordinator, Dr. Yaro Garcia. To engage in this process, students will need to complete the following steps:

1. Watch for and accept email invitations from Dr. Garcia.

Dr. Garcia will initiate this process by sending meeting invitations to each clinical mental health counseling and school counseling student's Eagle mail address during the fall semester of the student's first year in the program. It is essential that students are attentive to these emails and accept the meeting invitations. It is also critical that students regularly use their Eagle mail system as this is the only method of communication that will be utilized by the program and sites.

2. Meet with Dr. Garcia to discuss your interests and aspirations.

During initial meetings, Dr. Garcia will become acquainted with students and learn about their professional aspirations and career goals. Also, Dr. Garcia will review the site placement process, provide instructions, recommended sites, and get to know each student. Particularly important will be learning each student's preferences, their schedules, and their locations. She will take this information into account in recommending potential sites for each student. Very important, students in the counseling program are prohibited from initiating contact with potential field experience sites without permission from Dr. Garcia. Doing so will be considered a violation of the program's key professional dispositions and may be cause for a disciplinary review.

3. Review the list of potential clinical mental health counseling field experience sites.

A continually updated directory of field experience sites that includes a variety of placements in Tevera at <https://fgcu.tevera.app>. These are sites that have been approved by FGCU's Clinical Placement Coordinator, that have licensed and vetted Site Supervisors who have already been trained for supervising FGCU Counselors-in-Training, and that been used in student training in the recent past. If your site is not on the Tevera list, please email Dr. Garcia to coordinate adding the site.

4. Carefully consider the potential fit and benefit of each field experience site.

Students will want to consider all of the following:

A. Program Fit

School counseling students must complete their field experiences in K-12 settings, and students in the clinical mental health counseling program need to complete their internship in settings consistent with this specialization. Examples include counseling agencies, hospitals, residential treatment centers, and non-profit human service organizations.

B. Types of Clients

Potential sites will vary with regard to the types of clients with whom interns may work. Students should consider how each site's clientele aligns with their personal interests and goals. More specific questions worth pondering include: Will there be exposure to a heterogeneous group of people? Or will the focus be on a particular population (for example children, adolescents, adults, or the elderly)? Will the problems be of clinical interest (for example, children and

families, AIDS, chronically ill, or career counseling)? Will the clients represent varied socioeconomic and ethnic backgrounds?

C. Types of Services

Students should consider the types of services offered by each potential field experience site. For example, does the site offer interns opportunities to engage in individual, group, and couple/family counseling services? If exploring clinical sites, does the site offer out-patient, in-patient, and/or residential treatment options? Will interns have opportunities to do assessments, consultations, etc.?

D. Scheduling Possibilities

Students with scheduling constraints should consider the hours the site is open, the hours the site needs interns, and the number of clients they would be allowed to see. Students should keep in mind that, although the didactic courses in the counseling programs are generally offered in the evening to accommodate the scheduling needs of working adults, field experiences often require interns to be present during daytime hours. As such, Counselors-in-Training should not expect to be able to complete field experiences, in whole or in part, depending on the site, exclusively during nights and/or weekends.

E. Diversity of Experiences

As they progress through their field experiences, students should plan to diversify their internship experiences in terms of counseling issues/goals, populations, school levels, and settings. For example, students in the school counseling program should plan to have field experiences in at least two levels (e.g., elementary, middle, high). Similarly, clinical mental health counseling students must complete field experiences in at least two sites to familiarize themselves with multiple populations and settings.

5. Apply for permission to interview with a site.

The next step is for students to apply for permission to interview with a potential site. The application is submitted within Tevera, which includes a listing of approved sites. As part of the application, students will prioritize their list of preferred sites by identifying first choice, second choice, etc. Note: Students interested in a site not listed in the directory of approved sites should contact the Clinical Placement Coordinator to begin the process of exploring whether or not the site may be added to the list. Students may also make a supervisor or site suggestion through Tevera.

6. Wait for permission.

Remember, students in the counseling program are prohibited from initiating contact with potential field experience sites without permission from Dr. Garcia. Doing so will be considered a violation of the program's key professional dispositions and may be cause for a disciplinary review. Thus, after applying, students will need to wait for permission to contact a site to arrange for an interview.

7. Interview with one site at a time.

After receiving permission to contact the site, students should arrange for an interview at the site and with the potential Site Supervisor. Ultimately, sites are responsible for selecting and managing interns. Sites have the option of accepting or declining to have an intern at their site. Therefore, Counselors-in-Training should make the best possible impression and professionally conduct themselves when they visit sites on an informal or formal basis.

8. Wait for feedback.

After visiting or interviewing at a prospective field experience site, students will wait to hear from the individual at the site who conducted the interview. Students must wait to hear the site's decision before interviewing with the next site. Some students in the accelerated program will apply and interview to two sites at the same time. This is because accelerated students have more hours to complete in a single semester, therefore, a second site may be needed to ensure the student gets all of the required hours.

9. Confirm selection of a site or decline the invitation and return to Step 5.

If a student is accepted at a site, the student continues to the next steps in Tevera. If the student declines a site or is not accepted at a site, the student will request permission to apply to other sites in Tevera. Dr. Garcia will communicate, sign, and direct students regarding their site placement process in Tevera and via email. Keep in mind that acceptance at a field placement site is based, in part, on the site's ability and agreement to provide an organized and varied training experience in which Counselors-in-Training receive consistent, qualified, individual supervision during their placement. Counselors-in-Training may not be used as clerical or support staff. Internship experiences are intended to mirror the work of professional counselors. A licensed site supervisor (or, on occasion, their qualified designee) must be on-site whenever the Counselor-in-Training is working with clients as part of the internship. Counselors-in-Training who decline a site placement will receive consideration for other sites only after all other Counselors-in-Training have been placed. Note: The deadline for selecting a placement for Fall placement is March 15 and October 15 for the Spring semester.

10. Celebrate!

Once a student has been accepted at a site, the student can begin the process of staying closely connected with the site supervisor, completing all required documents by the assigned site, completing all documents required for the placement process in Tevera, and look forward to starting at the site.

11. Meet again with Site Supervisor

After Counselors-in-Training and sites finalize the placement, they should meet to discuss their specific plans and be prepared to provide a current resume or updates on training. Note that completion of the degree depends on successful completion of each field experience which may require a positive background check, fingerprint review, drug screening, and site orientation at each location and/or school district.

12. Complete Site Placement Documents in Tevera.

Before the field placement begins, students must complete all the site placement documents in Tevera. Students must carefully read the signature lines of every document in Tevera to ensure documents are being sent to the correct person for signature. For example, the student supervision agreement document needs to be signed by the Student, the Site Supervisor, and the University Supervisor. The University Supervisor is the faculty member teaching your section of Advanced Practicum or internship. This may or may not be Dr. Garcia. HINT: A good way to determine if you have successfully completed this step is to check to see if your site appears in your timesheet. If it does not, then you have not completed the site placement process correctly or in its entirety.

STEPS FOR SCHOOL COUNSELING FIELD EXPERIENCE SITE SELECTION

The process of identifying field experience sites is collaborative and involves Counselors-in-Training and the Department of Counseling's Clinical Placement Coordinator, Dr. Yaro Garcia. To engage in this process, students will need to complete the following steps:

1. Watch for and accept email invitations from Dr. Garcia.

Dr. Garcia will initiate this process by sending meeting invitations to each school counseling student's Eagle mail address during the fall semester of the student's first year in the program. It is essential that students watch for these emails and accept the meeting invitations. It is also critical that students regularly use their Eagle mail system as this is the only method of communication that will be utilized by the program and sites.

2. Meet with Dr. Garcia to discuss your interests and aspirations.

During initial meetings, Dr. Garcia will become acquainted with students and learn about their professional aspirations and career goals. Also, Dr. Garcia will review the site placement process, provide instructions, recommended sites, and get to know each student. Particularly important will be learning each student's preferences, their schedules, and their locations. She will take this information into account in recommending potential sites for each student. Very importantly, students in the counseling program are prohibited from initiating contact with potential field experience sites without permission from Dr. Garcia. Doing so will be considered a violation of the program's key professional dispositions and may be cause for a disciplinary review.

3. Review the list of potential school counseling field experience sites.

A continually updated directory of field experience sites that includes a variety of placements in Tevera at <https://fgcu.tevera.app>. These are sites that have been approved by FGCU's Clinical Placement Coordinator, that have certified school counselor-supervisors who have already been trained for supervising FGCU Counselors-in-Training, and that been used in student training in the recent past. If your site is not on the Tevera list, please email Dr. Garcia to coordinate adding the site.

4. Carefully consider the potential fit and benefit of each field experience site.

Students will want to consider all of the following:

A. Program Fit

School counseling students must complete their field experiences in K-12 settings and must do at least two separate levels during the advanced practicum and internship. Examples of 2 levels include high school and elementary or middle school and high school. Examples of schools include public, private, and charter elementary, middle, and high schools.

B. Types of School

Public Schools: Potential sites will include public schools within Lee County and Collier County, both of which manage field experience placements through central office departments. Examples of other schools include public, private, and charter elementary, middle, and high schools. Each of these examples requires an information form/application that triggers placement conversations and required fingerprinting. For placements in Charlotte, Hendry, and Glades counties, Counselors-in-Training must work directly with schools that meet the criteria for an approved school counseling site. School sites outside of the local five-county areas (i.e., Lee, Collier, Charlotte, Hendry, Glades) may be considered for placement. Please contact the Clinical Placement Coordinator.

Non-Public Schools: It is possible to complete the internship in a non-public school (e.g., parochial, charter, or private school). Know that school districts maintain only public-school sites and so Counselors-in-Training must work with the Clinical Placement Coordinator to secure a site at a non-public school. All School Counseling Internship sites must meet the following conditions:

- The school meets the state accreditation criteria
- The FGCU counseling Clinical Placement Coordinator approves
- The school accepts the Counselor-in-Training and can provide the full range of counseling activities required of the internship experience
- The school employs a full-time certified school counselor
- The school site supervisor has completed the state-approved Clinical Educator training or a course in supervision AND has completed at least three years as a School Counselor
- The Counselor-in-Training has the opportunity to meet university requirements for recording/live observation, accessing student data, and conducting appropriate guidance and counseling activities

C. Types of Services

Students should consider the types of services offered by each potential field experience site. For example, does the site offer interns opportunities to engage in individual and group counseling, consultations with teachers and parents, assessments, academic, career, and personal/social classroom guidance lessons, analyze data and develop closing the gap projects, assist students with postsecondary planning, and learn the school's scheduling system?

D. Scheduling Possibilities

Students with scheduling constraints should consider the hours/days they could intern at the school. Students should keep in mind that, although the didactic courses in the FGCU counseling programs are generally offered in the evening to accommodate the scheduling needs of working adults, school counseling field experiences require interns to be present during daytime hours when P-12 schools are in session. As such, Counselors-in-Training should not expect to be able to complete field experiences, in whole or in part, depending on the site, exclusively during nights weekends, and/or summers.

E. Diversity of Experiences

As they progress through their field experiences, students should plan to diversify their internship experiences in terms of counseling issues/goals, populations, school levels, and settings. For example, students in the school counseling program should plan to have field experiences in at least two levels (e.g., elementary, middle, high). Most school counselors complete each successive internship at a different school and/or level. Students whose site and learning might be best accommodated by remaining at a site for the year, must consult with the appropriate District and school personnel as well as consult with the sites and Clinical Placement Coordinator as well as faculty advisors as well as a thoughtful approach to a rationale.

5. Submit the field experience application and identify the desired site.

The next step is for students to apply to be placed in the field experience and identify the desired site. As part of this application, the student will contact the desired school district when Dr. Garcia permits. The instructions and permission to contact a school district to begin the process of finding a school site will be provided via email by Dr. Garcia. The student will begin the process of contacting the school district (next step below).

6. Contact the school district.

After receiving permission from Dr. Garcia, school counseling students are to contact the respective district level counseling director or school-based personnel, as appropriate, to be placed in an approved site. Both Lee and Collier County School Districts manage student placement through central office departments. Each district requires an information form/application that triggers placement conversations and required fingerprinting.

Lee County
2855 Colonial Boulevard
Fort Myers, FL 33966-1012
(239) 337-8132
<http://studentservices.leeschools.net/>

Collier County
Department of Human Resources
Collier County Public Schools
5775 Osceola Trail Naples, FL 34109
(239) 377-0001
<http://www.collierschools.net/Page/4962>

For placements in Charlotte, Hendry, and Glades counties, Counselors-in-Training must work directly with schools that meet the criteria for an approved school counseling site. School sites outside of the local five-county areas (i.e., Lee, Collier, Charlotte, Hendry, Glades) may be considered for placement. Please contact the Clinical Placement Coordinator.

7. Interview with one site at a time.

After receiving permission to contact the site, students should arrange for an interview at the site and with the potential Site Supervisor. Ultimately, sites are responsible for selecting and managing interns. Sites have the option of accepting or declining to have an intern at their site. Therefore, Counselors-in-Training should make the best possible impression and conduct themselves in a professional manner when they visit sites on an informal or formal basis.

8. Wait for feedback.

After visiting a prospective field experience site, students must wait for feedback from the site supervisor. If the site supervisor agrees to work with the student, the school district will assign the student to that school. Once the school district assigns the student to a school, the student begins the site placement process within Tevera. After Dr. Garcia reviews the placement, she will provide permission to continue the site placement steps in Tevera. Keep in mind that acceptance at a field placement site is based, in part, on the site's ability and agreement to provide an organized and varied training experience in which Counselors-in-Training receive consistent, qualified, individual supervision during their placement. Counselors-in-Training may not be used as clerical or support staff. Internship experiences are intended to mirror the work of professional counselors. A qualified supervisor (or, on occasion, their qualified designee) must be on-site whenever the Counselor-in-Training is working with clients as part of the internship.

9. Confirm selection of a site or decline the invitation and return to Step 5.

If they are accepted by the site, students then decide whether to accept the placement. Counselors-in-Training who decline a site placement will receive consideration for other sites only after all other Counselors-in-Training have been placed. Note: The deadline for selecting a placement for Fall placement is March 15 and October 15 for the Spring semester. All site selections must be done by starting the site placement in Tevera.

10. Celebrate!

Once a student has been accepted at a site, the student can begin the process of staying closely connected with the site supervisor, completing all required documents by the assigned school district and school, completing all documents required for the placement process in Tevera, and look forward to starting at the site.

11. Meet again with Site Supervisor

After Counselors-in-Training and sites finalize the placement, they should meet to discuss their specific plans and be prepared to provide a current resume. Note that completion of the degree depends on successful completion of each internship which may require a positive background check, fingerprint review, drug screening, and site orientation at each location and/or school district.

12. Complete Site Placement Documents in Tevera.

Before the field placement begins, students must complete all the site placement documents in Tevera. Students must carefully read the signature lines of every document in Tevera to ensure documents are being sent to the correct person for signature. For example, the student supervision agreement document needs to be signed by the Student, the Site Supervisor, and the University Supervisor. The University Supervisor is the faculty member teaching your section of Advanced Practicum or internship. This may or may not be Dr. Garcia. HINT: A good way to determine if you have successfully completed this step is to check to see if your site appears in your timesheet. If it does not, then you have not completed the site placement process correctly or in its entirety.

TIPS FOR LANDING A TERRIFIC FIELD PLACEMENT

- Check your Eagle email account every day.
- Carefully read and respond to every email from Dr. Garcia.
- Follow instructions carefully.
- Never, ever contact a potential field experience site without permission.
- Familiarize yourself early with Tevera. This is the software system within which students apply for field experiences, track their progression through field experiences, and communicate with Dr. Garcia.
- Start early! The deadline for selecting, changing, or adding a site is March 15 for a Summer placement, April 15 for Fall placement, and October 15 for the Spring semester. You will need to complete Steps 1-9 by this deadline.

INTERNING AT MORE THAN ONE SITE AT A TIME

Students in the accelerated program typically seek to complete internships at split sites. In these situations, students must submit a proposal to Dr. Garcia and, if approved, interview with and be accepted by each site. Their proposals must demonstrate a compelling reason for splitting the experience and articulate how they will be evaluated and receive supervision as directed at both sites. These must be arranged and approved before the beginning of the term in which the student plans to complete the split internship. The student must add both sites to the site placement process in Tevera and complete all of the required documents for each site. Additionally, students must enter the field experience hours for each site separately and provide separate 514 Track hours reports for each site. Instructions on generating these reports is included later in this manual.

INTERNING AT ONE'S PLACE OF EMPLOYMENT

Under special conditions, a Counselor-in-Training may be approved to conduct their internship at their place of employment. One typical condition is that the Counselor-in-Training is placed in a different department and/or be supervised by someone other than their work supervisor. Such a placement should be carefully considered and planned and requires department approval. To make this request, the student must contact the Clinical Placement Coordinator, Dr. Yaro Garcia, to set up a meeting to discuss this. In these instances, internship students should consider potential complications that include:

- Dual supervisory responsibilities
- Overlapping and/or conflicting requirements for the site and the university
- Overlapping or conflicting procedures and policies
- Conflicting roles/expectations of site and university (When conflicts arise in an internship, employment could be compromised.)
- Challenges setting boundaries between one's employment and private lives
- The need for new and diverse learning experiences

OUT OF AREA INTERNSHIPS

FGCU Counseling department students can request to complete an internship outside of FGCU's. Students can in certain and rare conditions complete their internships in other areas within the state of Florida. These may include students who seek approval to complete an internship under the registration and supervision of another CACREP accredited master's degree program and transfer back such internship credit to FGCU, students who locate a unique or unusual field experience opportunity, or students whose life circumstances have forced them to be unable to complete field experiences in locally assigned placements. Students who wish to be considered for such an internship must apply to the department at least six (6) months in advance and provide information regarding their rationale, site information (or University information if proposed as a visiting intern under the supervision of another institution,) be prepared to work with the Clinical Placement Coordinator to fully vet, train, and approve sites and supervisors, and make appropriate arrangements for university supervision during that term. In no circumstances will students be allowed to complete initial internship experiences at a distance. Students who complete internships at a distance may be required to register for credits at FGCU (in addition to their registration at another University) and/or pay an out of area internship fee.

TIME REQUIREMENTS

In accordance with CACREP accreditation standards, the FGCU field experiences in counseling are subject to specific time requirements. NOTE: CACREP is quite specific in its definition of what constitutes Direct Service, for its 2016 standards, under which we are currently accredited:

***DIRECT SERVICE** – interaction with clients that include the application of counseling or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working directly with clients.*

The Counseling Department adheres to this definition which holds that direct service is interactive with clients or client systems (couples, families, teachers, administrators solving specific client problems). All other related activities have value but are considered Indirect Services as they accrue to minimal course requirements. In other words, direct service "consulting" is not simply asking another professional for information or researching in the library about a client's problem. It is applying one's counseling interactive skills to the activity. Attending to group supervision on campus is a requirement that is separate from site hour requirements and may NOT be included in direct or indirect hour calculations.

Field Experience	Total Hours	Direct Hours	Indirect Hours
Advanced Practicum	100	40	60
Internship Total	600	240*	360

* At least 20 of the 240 direct hours during the internships must be group counseling hours. Group counseling may involve solo or co-facilitation of groups, and the group counseling may be therapeutic or psychoeducational in nature. Before taking the group counseling course, students may not co-facilitate or run process groups as a leader, but they may facilitate or run psychoeducational groups.

Because the internship experience is completed over multiple semesters, the following guidelines identify the time requirements for each possible configuration. It is important for interns and their site supervisors to use this table at the beginning of each semester to identify the number of hours the intern will need to complete that semester.

Clinical Mental Health Counseling Internships	Total Hours	Direct Hours	Indirect Hours
Clinical Internship I	100	40	60
Clinical Internship II	100	40	60
Clinical Internship I & II	200	80	120
Clinical Internship III	200	80	120
Clinical Internship IV	200	80	120
Clinical Internship III & IV	400	160	240

School Counseling Internships	Total Hours	Direct Hours	Indirect Hours
School Internship IA	100	40	60
School Internship IB	100	40	60
School Internship IA & IB	200	80	120
School Internship II	200	80	120
School Internship III	200	80	120
School Internship II & III	400	160	240

CARRYING OVER HOURS

Advanced Practicum and Internship are distinct field experiences. As such, excess Advanced Practicum hours do not count towards internship hours. In other words, if a Counselor-in-Training accrues more than 100 total hours and/or more than 40 direct hours in Advanced Practicum, the Counselor-in-Training cannot carry these excess hours over into Internship. Instead, the Counselor-in-Training must still accrue a minimum of 600 total hours and a minimum of 240 direct hours in Internship. In contrast, hours can be carried over from one section of the internship to the next. In other words, if a Counselor-in-Training accrues more than 100 total hours and/or more than 40 direct hours in Clinical Internship I, the Counselor-in-Training can carry these excess hours over into Clinical Internship II. Ultimately, Counselors-in-Training must accrue at least 600 total hours and at least 240 direct hours in the totality of their internship experiences.

BREAKS/VACATIONS/HOLIDAYS

No Starting Early

Students are sometimes eager to get started at sites and engage in their profession. However, students may not begin Advanced Practicum (MHS 6805) or their initial internship (MHS 6881 or MHS 6831) until the FGCU semester has begun and their advanced practicum/initial internship course has met. Direct and indirect hours will only count toward course requirements when the term has started and the supervision course has been met.

- Students are not allowed to count indirect hours completed at a site before starting the field experience (consistent with the beginning of the term) as the internship must be conducted under faculty supervision.
- Students are not allowed to count any direct hours completed before the internship course has met and the University Supervisor has provided students with the syllabus, expectations, and protocols for the internship.

No Leaving Early

Likewise, although students may be able to accelerate earning hours at some sites, students are expected to complete internships over the allotted term and may not leave their site early. For example, interns who accrue the total hours for a given semester cannot leave a site before the semester ends because their hours are finished and cannot violate prior agreements made with a site.

Holidays and Semester Breaks

When students do a good job at a site, are behind on their hours, and/or are continuing to the next academic term at the same site, sites sometimes ask if students are available to continue during vacation or non-internship periods. Generally, this is not permitted due to confusing liabilities among the site and University and because the University will not be providing supervision during vacation or interim periods. However, in unusual circumstances, students and sites who wish to make this arrangement must complete, sign and submit a supplemental agreement in Tevera. This is a document that is initiated by the student. Under no circumstances should sites or site supervisors require or pressure FGCU Counselors-in-Training to continue interning on holidays or FGCU semester breaks.

TEVERA SUPPLEMENTAL HOURS AGREEMENT

If a Counselor-in-Training is behind on their hours and wants to continue doing hours during the break between semesters and the site is willing to continue hosting them between semesters, students may initiate a request in Tevera by submitting a Supplemental Hours Agreement. To do so, students must:

- Ensure that they have completed all Tevera documents assigned in Tevera for their current class (Confirm that all assignments show completed.)
- Add the supplemental agreement form to their documents in Tevera.
 1. Go to assignments.
 2. Click plus (+) button next to find assignments.
 3. Start a form.
 4. Type supplemental hours.
 5. Complete the form and send to correct persons (Site Supervisor and Dr. Garcia).

NOTE: Doing this generally means that the student will receive a grade of 'incomplete' until their hours are completed. In this scenario, the student must document the rest of their hours in the current timesheet for the class they are currently in (the course for which they receive an incomplete).

LOGGING DIRECT AND INDIRECT HOURS

Counselors-in-Training are responsible for entering these hours into Tevera daily. Site Supervisors are responsible for reviewing hours in Tevera weekly and for ensuring that they accurately reflect the intern's activities that week. The Site supervisors, the FGCU Faculty supervisors, and the students must all sign the Tevera Hours Report (aka 514 report) in Tevera each semester at the mid and end of the semester. These reports are generated by the students. For instructions on how to do these reports please see the Tevera Hours Report 514 Section of the Manual Under Tevera Instructions.

Direct Hours require that the Counselor-in-Training be directly involved in providing counseling services to actual clients. These counseling services may be offered to individuals, couples, families, or groups. Although it is preferred that all counseling services be delivered in a face-to-face modality, some telehealth and/or phone appointments may be counted as direct hours. Telehealth and phone appointments must consist of actual full-length counseling sessions; taking appointments or brief phone calls with clients do not constitute direct hours.

Indirect Hours consist of all other activities associated with the field experiences. These activities include individual/triadic supervision with the Site Supervisor, group supervision with the University Supervisor, consultation with supervisors and other professionals for guidance related to client issues and/or professional development, session documentation (case notes), preparation for sessions, writing assessment reports, receiving training (beyond FGCU courses), creating a group curriculum, etc. In accordance with CACREP accreditation standards, Counselors-in-Training should receive an average of 1 hour each week of individual/triadic supervision from their Site Supervisor and an average of 1.5 hours each week of group supervision from their University Supervisor.

SUPERVISION REQUIREMENTS

As stated above, Counselors-in-Training should receive an average of 1 hour each week of individual/triadic supervision from their Site Supervisor and an average of 1.5 hours each week of group supervision from their University Supervisor. These hours count as indirect hours and result in the following number of supervision hours each semester:

Type of Supervision:	Provided by:	Fall	Spring	Summer
Individual/Triadic	Site Supervisor	14	14	10
Group	University Supervisor	21	21	15

Counselors-in-Training who have more than one internship site must receive individual/triadic supervision at each site. CACREP offers the following definitions related to supervision:

- Individual Supervision: a tutorial and mentoring relationship between a member of the counseling profession and one counseling student
- Triadic Supervision: a tutorial and mentoring relationship between a member of the counseling profession and two counseling students
- Group Supervision: a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio
- All the hours spent in supervision will count as indirect clinical hours and must be documented in your Tevera Hour Log Timesheet.
- The internship Site Supervisor is expected to orient the Counselor-in-Training with the site and its personnel, facilitate the Counselor-in-Training's learning experiences, meet once a week with the Counselor-in-Training to discuss progress, participate in a midterm and final evaluation of the Counselor-in-Training, and consult with the University Supervisor about the Counselor-in-Training's progress. Site Supervisors are invited to participate in training sessions orienting them to the expectations of Florida Gulf Coast University and providing them with an opportunity to have input into the preparation of future professionals and their training.
- The University Supervisor is expected to provide individual and group supervision, consult with the internship site about the Counselor-in-Training's progress, assure that all required internship forms are submitted, assure that Counselors-in-Training completes all internship requirements, assess Counselor-in-Training counselor competencies, and submit grades. The University Supervisor will make at least one visit to the site each semester. The Site Visitation Form found in the appendix will document this visit.

LOGGING HOURS TIPS

Again, Counselors-in-Training are responsible for entering these hours into Tevera daily. The Site Supervisors are responsible for reviewing hours in Tevera weekly and for ensuring that they accurately reflect the intern's activities that week. Because of the complexity of field experience requirements, the following tips are offered to guide Counselors-in-Training as they log their hours into Tevera and to guide Site Supervisors as they confirm the accuracy of these logs.

Field Experience	Total Hours	Direct Hours	Indirect Hours include Supervision		
			Total Indirect	Individual/Triadic Supervision	Group Supervision
Clinical Internship I	100	40	60	14/10*	21/15**
Clinical Internship II	100	40	60	14/10*	21/15**
Clinical Internship I & II	200	80	120	14/10*	21/15**
Clinical Internship III	200	80	120	14/10*	21/15**
Clinical Internship IV	200	80	120	14/10*	21/15**
Clinical Internship III & IV	400	160	240	14/10*	21/15**
School Internship IA	100	40	60	14/10*	21/15**
School Internship IB	100	40	60	14/10*	21/15**
School Internship IA & IB	200	80	120	14/10*	21/15**
School Internship II	200	80	120	14/10*	21/15**
School Internship III	200	80	120	14/10*	21/15**
School Internship II & III	400	160	240	14/10*	21/15**

* In fall and spring semesters, 1 hour/week of individual supervision equates to 14 hours. In summer, 1 hour/week of individual supervision equates to 10 hours.

** In fall and spring semesters, 1.5 hours of group supervision equates to 21 hours. In summer, 1.5 hours of group supervision equates to 15 hours.

SCAFFOLDED LEARNING EXPERIENCES

The counseling programs at FGCU require numerous (3 to 5) semesters of field experience. Because of this, the activities and competencies associated with each field experience are scaffolded, with interns expected to demonstrate progressively more advanced skills at each level. The following tables provide guidelines regarding the types of activities associated with each semester of field experience.

CMHC Field Experiences	Activities
Clinical Internship I (MHS 6881)	Observation, participation and focus on solution-focused counseling in individual interviews including beginning practice with diagnosis and case conceptualization.
Clinical Internship II (MHS 6882)	Continuation of above with the addition of assessment and expanded exploration of applied theories.
Clinical Internship I & II (MHS 6881 and 6882 taken concurrently)	Observation, participation, beginning practice with diagnosis and case conceptualization, assessment and focus on solution-focused and other applied theories in individual and group settings.

Clinical Internship III (MHS 6883)	Inclusion of all counseling activities and theory applications and beginning facilitation of group activities. At this level, students engage in accountability/impact projects.
Clinical Internship IV (MHS 6888)	Interns function at an emerging professional level including accountability reporting. Inclusion of all counseling and related activities and theory applications appropriate to the clinical setting and population.
Clinical Internship III & IV (MHS 6883 and 6888 taken concurrently)	Interns function at an emerging professional level including accountability reporting. Inclusion of all counseling and related activities and theory applications appropriate to the clinical setting and population. At this level, students engage in accountability/impact projects.

SC Field Experiences	Activities
School Internship IA (MHS 6831-1 credit)	Observation, participation and focus on solution-focused counseling in individual interviews including participation in all aspects of the School Counseling Program.
School Internship IB (MHS 6831-1 credit)	
School Internship IA & IB (MHS 6831-2 credits)	
School Internship II (MHS 6832)	Continuation of above and the addition of consultation (indirect hours) with parents and teachers, assessment, small group counseling, classroom guidance, an expanded exploration of applied theories, and <i>Closing the Achievement Gap</i> projects.
School Internship III (SDS 6830)	Students continue to practice and approximate a comprehensive school counseling program as described by the ASCA National Model by practicing all roles and gaining additional competencies in crisis response, grief counseling, advocacy and accountability.
School Internship II & III (MHS 6832 and SDS 6830 taken concurrently)	Students continue to practice and approximate a comprehensive school counseling program as described by the ASCA National Model by practicing all roles and gaining additional competencies in crisis response, grief counseling, advocacy, and accountability adding consultation (indirect hours) with parents and teachers, assessment, small group counseling, classroom guidance, an expanded exploration of applied theories, and <i>Closing the Achievement Gap</i> projects.

RESPONSIBILITIES AND PROFESSIONAL DISPOSITIONS

The following section lists guidelines and responsibilities for each person involved in the student’s internship experience.

Responsibilities of Counselors-in-Training

Students in the professional counseling programs are required to demonstrate program dispositions (i.e., being collaborative, timely, responsible, respectful, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding the demonstration of these dispositions may be communicated to program faculty and used as a component of the department faculty’s continuous evaluation of student progress. Counselors-in-Training are expected to:

Maintain Professional Liability Insurance

- Acquire and provide a copy of liability insurance before they begin their work at practicum or internship sites. Failure to provide a copy of Proof of Insurance by the end of the first week of any field experience term will result in probationary status and students will be restricted from attending their site until documentation is provided. Insurance may be obtained through professional associations (i.e., American Counseling Association, American School Counselor Association, and American Mental Health Counselors Association) or private insurance agents. Many organizations provide insurance as a member benefit. NOTE: Specific school districts and/or agencies may require interns to purchase additional coverage that names them as the insured.

Be Professional and Ethical

- Exhibit professional behavior and demeanor during all pre-internship and internship activities, beginning with the initial conversations about site selection and location. This includes, though is not limited to, dress, communication, responsiveness to site requests or invitations to interview, and communication with program staff and faculty.
- Consistently demonstrate behaviors reflective of the Department of Counseling's Key Professional Dispositions:
 1. Students conduct themselves in an ethical manner, displaying honesty, integrity, and adherence to professional standards as outlined by the counseling profession (through ethical codes and statutes) and the university.
 2. Students demonstrate professional maturity. Their conduct, attire, written and oral communication, and appearance are professional. They are dependable and reliable and consistently meet deadlines.
 3. Students are receptive to feedback. They engage in reflective practice and incorporate feedback from instructors and supervisors to continuously improve performance in class or at field sites.
 4. Students develop and maintain positive relationships with supervisors, other staff members, and peers.
 5. Students demonstrate the non-judgmental, accepting, and respectful approach to understanding others necessary for multicultural competence.
 6. Students demonstrate commitment to professional development and develop the resiliency and self-care skills necessary to sustain productive engagement in the counseling profession.
- Be cooperative with the site and University Supervisors
- Comply with all legal and ethical regulations
- Bring all potential legal and ethical issues to the attention of University Supervisors and Site Supervisors.
- Additionally, Counselors-in-Training are expected to demonstrate the following behaviors and professional dispositions, in addition to those above in the Statement of Professional Conduct and Professionalism, are necessary to complete graduate-level work in the FGCU Counseling Program:
 1. Emotional Stability
 - Students must possess the emotional health required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their area of study.
 - Students must maintain mature, sensitive, and effective relationships with clients, students, staff, faculty, other professionals, and agency personnel under all circumstances, including highly stressful situations.

- Students must function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs of study.
 - Students must demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy.
 - Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.
 - Students must examine and change behaviors when they interfere with productive individual or team relationships.
 - Students must demonstrate effective and appropriate relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study.
2. Professional Conduct:
- Students must use professional decision-making strategies and exhibit good professional judgment as well as engage in the practice of their program of study in an ethical manner.
 - Students must abide by professional standards of practice as well as regulations for professional licensure.
 - Students must demonstrate compassion, honesty, responsibility, and tolerance.
 - Students must abide by the contractual agreement and policies of her or his field placement site.
 - Students must demonstrate timely submission of assignments, prompt and dependable behavior in class and field sites.
 - Students must demonstrate responsible communication with instructors and field supervisors and staff.
 - Students must demonstrate professional demeanor in dress, communication, and collegial and supervisory relationships.
 - Students must demonstrate responsible and collaborative behavior in class and in field sites including being a contributing member of a class or work team.
 - Students must always engage in activities that can be construed as academic honesty, avoid plagiarism with appropriate citations, and represent authorship of individual and teamwork appropriately.
 - Students are responsible for timely communication with Department faculty and staff and site liaisons and supervisors.
 - Students are expected to engage in reflective practice and incorporate feedback from instructors and supervisors to continuously improve performance in class or at field sites.
 - Students are expected to abide by and complete any remediation plan.

Honor Agreements with Site, Site Supervisor, and University

- Schedule and complete interviews with on-site contacts
- Arrange a work schedule with the Site Supervisor
- Adhere to the hours they have established with the site, to any dress or behavioral codes of their site
- Develop goals and objectives for his/her experience in consultation with Site Supervisor and University Supervisors and submit this to their University Supervisor early in the semester
- Perform responsibilities professionally as if a paid employee

Embrace the Role of Learner

- Remember that they are beginners in the counseling field and should seek and accept continual supervision
- Seek immediate supervision to address crises and other potentially high-risk situations
- Recognize they are guests at their sites to learn and develop their skills and not to make substantial changes in the workings of their sites
- Respect that site personnel will give Counselors-in-Training appropriate experiences as warranted by the student's progress, but site staff are primarily obligated to serve their client population
- Attend and be prepared for individual and group supervision sessions, taking an active role in the process, and attend other on-campus meetings.

Maintain Communication

- Maintain consistent and frequent contact with FGCU Clinical Placement Coordinator via Email, Phone, Zoom, and/or In-Person meeting
- Have weekly contact with FGCU University supervisor
- Be open and honest with Site Supervisors and University Supervisors

Acquire and Use Tevera

- Purchase TEVERA and utilize it during the entire field experience starting with advanced practicum: <https://fgcu.tevera.app>
- Use Tevera to propose internship placements each term and especially when special arrangements are being sought
- Keep an accurate daily log in Tevera of intern activities
- Competently complete course requirements and assignments
- Provide audio or video recordings of sessions or make transcriptions of sessions when due
- Arrange for site visit(s) from the University Supervisor
- Return all paperwork on time

Monitor Wellness and Boundaries

- Recognize that, as emerging professionals, they are obligated to monitor themselves for impairment which includes although is not limited to legal and illegal substance use/abuse, especially on-site, before or while on site. Such behaviors are grounds for immediate dismissal from the site and potentially the program
- Take responsibility for having health insurance. Please note that Counselors-in-Training are responsible for costs associated with any medical treatment needed due to accidents/injuries that happen during field placements
- Maintain appropriate roles and boundaries at all times at the site and in the community
- Understand that they may have their privileges revoked at any time. However, this seldom happens as Site Supervisors and the university have regular communication with the sites. Counselors-in-Training who have questions or concerns at any time about their work on-site should contact their Site Supervisor first and then their University Supervisor or the Clinical Placement Coordinator.
- Visit other agencies and/or schools/grade levels to broaden experience and learn about referral resources

Meet Student Responsibilities

- Read and adhere to course syllabus for Advanced Practicum and Internship Courses

Have Transportation

- Counselors-in-Training must have access to reliable transportation for field work. Field placements are an extremely important part of your degree preparation, and punctuality and reliability are critical. Please plan for this.

Engage in Professional Development Activities

- Every Counselor-in-Training will complete professional development activities such as readings, workshops, conferences, and orientation. Students are encouraged to seek ideas for their professional development from the site and University Supervisors.

On-Site Contact Person

(Note: Sometimes the Site Supervisor is also the on-site contact.)

- Interviews prospective interns after having been assigned by the Clinical Placement Coordinator and indicates preferences among those students for site placement, without discrimination in relation to race, religion, gender, age, national origin, disability, or sexual orientation
- Informs interviewed students regarding their internship placement. Note that the number and assignment of trainees will be mutually agreed upon between the site and the Clinical Placement Coordinator
- Assigns accepted students to qualified on-Site Supervisors who meet all of the following qualifications:
 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
 5. Relevant training in counseling supervision
- Helps ensure that the Counselor-in-Training will have an adequate workspace, technology, access to a telephone, and any necessary supplies and equipment for the student

Responsibilities of Site Supervisors

(Note: Sometimes the Site Supervisor is also the on-site contact.)

Site Supervisors have multiple responsibilities. They must balance their responsibilities to protect clients' well-being while simultaneously promoting supervisee's professional development.

To assist Site Supervisors in understanding their responsibilities and FGCU requirements, Site Supervisors are invited to attend an orientation (live or online) and appreciation activity on at least an annual basis. Site Supervisors whose schedules preclude attendance at this event are provided with orientation materials including a PowerPoint presentation and handbook for their review on an individual basis. As a follow-up, the Clinical Placement Coordinator (or faculty designee) meets with individual Site Supervisors at least once during active student internships. During these meetings, Site Supervisors are provided with orientation materials, handbooks, manuals, and program requirements are reviewed, especially as they pertain to internship requirements. The following identifies many of the Site Supervisor's responsibilities:

Meet Minimum Requirements

- All Site Supervisors must meet the following requirements:
 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
 5. Relevant training in counseling supervision
- School counselor Site Supervisors must also have completed the required FDOE training in supervision or collegial coaching.

Understand FGCU Requirements for Field Experiences in Counseling

- Site Supervisors participate in site supervisor training provided by the University.
- Site Supervisors are familiar with the FGCU Department of Counseling Field Experiences Manual.
- Site Supervisors contact the FGCU Department of Counseling Clinical Placement Coordinator, Dr. Yaro Garcia, with any questions about expectations.

Orient the Counselor-in-Training

- Site Supervisors orient the Counselor-in-Training to the mission, goals, and objectives of the site, as well as to internal operating procedures.
- Site Supervisors negotiate with students to establish their site-specific internship schedule and responsibilities consistent with internship requirements.
- Early in each semester, Site Supervisors assist the Counselor-in-Training in identifying goals and objectives for their experience.
- Site Supervisors inform supervisees about professional and ethical standards and legal responsibilities.

Arrange for Experiences

- Site Supervisors ensure that the Counselor-in-Training has appropriate experience(s) during the placement based on the student's goals and objectives.
- Site Supervisors should be competent to assess supervisees' skills and restrict supervisees' activities to those that are commensurate with their current level of skills. At the same time, supervisors must be able to appropriately challenge supervisees in developing additional skills.

Closely Monitor

- Site Supervisors make every effort to monitor consumer welfare, supervisee performance (actions and inactions) and professional development, and supervisee compliance with relevant legal, ethical, and professional standards of care.
- Actively supervises and is present and available while the intern is on-site performing their duties. Arrangements may be made during special circumstances for the Site Supervisor to delegate this to an appropriate professional or task supervisor who will then be present and available on-site.

- Site Supervisors Engages in ongoing assessment of the student's performance and communicates with the University Supervisor about any problems with the student's performance. If problems continue, the Site Supervisor, in consultation with the student and faculty/University Supervisor, will develop a remediation plan.

Provide Individual/Triadic Supervision

- Site supervisors provide Counselors-in-Training with at least 1 hour/week of individual or triadic supervision. Ideally, this should be an uninterrupted hour.
 - Individual Supervision is defined as a tutorial and mentoring relationship between a member of the counseling professional and one counseling student
 - Triadic Supervision is defined as a tutorial and mentoring relationship between a member of the counseling profession and two counseling students
- To assist in monitoring both consumer welfare and supervisee development, supervisors should meet regularly in face-to-face sessions with their supervisees. Actual work samples (via recording or live observation) in addition to case notes should be reviewed by supervisors as a regular part of the ongoing supervisory process.
- Site Supervisors encourage and assist supervisees in defining their own theoretical orientation toward their work, in establishing supervision goals for themselves, and in learning to monitor and evaluate their own progress toward meeting these goals.
- Site Supervisors maintains appropriate confidentiality (except for the University Supervisor) regarding information obtained during supervision with the student.

Use Tevera

- Site Supervisors create and use a Tevera account. To log into TEVERA go to <https://fgcu.tevera.app>
- Site Supervisors use Tevera to provide weekly verification/approval of the hours completed by the Counselor-in-Training at their site.
- Site Supervisors use Tevera to complete evaluations of the student's performance at mid-semester and the end of the placement.

Collaborate and Communicate with University

- Site Supervisors maintain contact with the Clinical Placement Coordinator (Dr. Garcia) and the University Supervisor (varies by semester) for assistance and consultation relating to student's progress.
- Site Supervisors are available to meet with the University Supervisor at least once per semester.

Responsibilities of University Supervisors

The University Supervisor is the faculty member in whose class the Counselor-in-Training is enrolled. This can vary from semester to semester. Responsibilities of the University Supervisor include:

Communicate and Collaborate with Site Supervisors

- University Supervisors explain the requirements of the experience and provide pertinent information.

- University Supervisors Consult with Site Supervisor about the student's progress and encourages Site Supervisors to contact the University Supervisor for assistance and consultation during the semester.
- University Supervisors plan a follow-up conference with the Site Supervisor for final assessment of the student's progress.

Provide Group Supervision to Counselors-in-Training

- University Supervisors explain the requirements of the field experience and provide a syllabus for the advanced practicum or internship course.
- University Supervisors approve student's goals and objectives for the semester.
- University Supervisors provide group supervision to the students in a classroom setting. This group supervision should average 1.5 hours/week.
- University Supervisors review work samples (audio/video recordings) of the student's fieldwork and/or coordinates live observations with the site or Site Supervisor.
- University Supervisors appropriately maintain confidentiality about information obtained during supervision.

Use Tevera

- University Supervisors create and use a Tevera account. To log into TEVERA go to <https://fgcu.tevera.app>
- University Supervisors use Tevera to provide weekly verification/approval of the hours completed by the Counselor-in-Training at their site.
- University Supervisors use Tevera to complete evaluations of the student's performance at mid-semester and the end of the placement.

Evaluate and Grade

- University Supervisors collect logs and verifies completion of all course requirements.
- University Supervisors collect supervisor evaluations from each Counselor-in-Training.
- University Supervisors complete a written evaluation of each s Counselor-in-Training.
- University Supervisors assign grades to students for the advanced practicum and internship experience.

Responsibilities of the Clinical Placement Coordinator

Dr. Yaro Garcia serves as the Clinical Placement Coordinator in the Department of Counseling at Florida Gulf Coast University. She:

- University Supervisors offer an orientation meeting with Site Supervisors at the beginning of the student's internship experience to provide guidance and assistance to the Site Supervisor.
- Is available to students for consistent and frequent contact via email, phone, Zoom, and/or in-person meetings
- Is available to students for required meetings to initiate, continue, and finish the process of selecting and participating in field experiences
- Acts as the primary liaison among students, faculty, and internship site personnel
- Coordinates the application review and approval process
- Coordinates with sites regarding the numbers of students to be placed at each site and with each supervisor

- Maintains appropriate contacts throughout the process with student, advisor, and faculty/university and Site Supervisors
- Consults as needed with site and faculty/University Supervisors regarding problems with the student's placement and performance
- Coordinates Site Supervisor training
- Takes responsibility for helping students secure a site
- Works as a liaison between the counseling program, the faculty/University Supervisor, the student, and the internship site should problems arise
- Maintains comprehensive student's internship files in an organized and easily accessible manner
- Visits and reviews potential new sites for approval as an internship site
- Ensures that counseling Site Supervisors receive FGCU fee waivers when applicable

EVALUATIONS

The University Supervisor and on-Site Supervisor will collaborate in the evaluation of the Counselor-in-Training. All evaluations are completed in Tevera.

Supervisor Evaluations

Faculty/University Supervisors, Site Supervisors, and Internship Students work collaboratively throughout the semester to assess the student's performance and monitor his/her progress. Feedback to students is a continuous process and student progress is documented in final semester evaluations in Tevera.

Mid-Point Evaluations

At the mid-point of the advanced practicum or internship semester, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience. All evaluations are completed in Tevera.

Final Evaluations

Each professional providing supervision to Counselors-in-Training must complete evaluation forms at the end of the semester. Site Supervisors are expected to review their evaluations with students before submitting the evaluation form to the Faculty/University Supervisor via Tevera. It is strongly recommended that students use this same evaluation process to compare self-ratings and supervisors' ratings. Site Supervisors are also encouraged to write specific strengths and weaknesses in the space provided since this gives University Supervisors areas where they can intervene for improvement. All evaluations are completed in Tevera.

Grading

Field experiences are graded on a satisfactory/unsatisfactory basis. Specific course requirements and grading criteria are articulated in the syllabus.

Note: Any Counselor-in-Training who fails to adhere to the laws governing the counseling profession, the counseling ethical codes ([ACA](#), [AMHCA](#), [ASCA](#)), [Florida Standards for Professional Practice](#), and the policies and regulations of FGCU, the Marieb College of Health & Human Services, and the Counseling Department may be dismissed from the internship site, receive an unsatisfactory grade for the internship experience, and may be dismissed from his or her program.

GATEKEEPING RESPONSIBILITIES

Supervisors are simultaneously facilitators of their supervisees' growth and gatekeepers for the profession. They need to give supervisees every possible opportunity to succeed in their field placements and employment, to keep them informed of their progress, and to dismiss from the site or work settings supervisees who are unable to counsel effectively. They must be fair to supervisees whose performance is inadequate and help them improve, but also act as gatekeepers to the profession. Students are expected to adhere to the highest professional and competency standards as well as ethical and professional behaviors throughout their field experiences.

Evaluation

- Site and University Supervisors clearly state to supervisees the levels of competency expected, appraisal methods, and timing of evaluations.
- Site and University Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees that are likely to impede future professional performance.
- Site and University Supervisors provide supervisees with ongoing performance appraisal and evaluation feedback.
- Site and University Supervisors may provide feedback about counseling skills, competencies, professional dispositions or behaviors, and any other site-based or supervision-based activity.

Remediation and Dismissal

- Site and University Supervisors have the responsibility of recommending to and securing remedial assistance for supervisees who are unable to provide competent professional services and/or who display questionable ethical or professional judgment or behaviors. These recommendations should be clearly and professionally explained in writing to the supervisees.
- Site and University Supervisors should not endorse a supervisee for certification, licensure, completion of their academic training program, or continued or future employment if the supervisor believes that the supervisee is not qualified for the specific tasks associated with employment or are impaired in any way that would interfere with the performance of their duties.
- Site and University Supervisors take reasonable steps to assist students or supervisees who are not certified for endorsement to become certified.
- Site and University Supervisors seek professional consultation and document their decision to dismiss or refer students and supervisees for assistance. Supervisors assure that supervisees have recourse to address such decisions.

Remediation Plans

Site Supervisors must engage in ongoing assessment of the student's performance. If there are any problems with the student's performance, the site supervisor is expected to communicate this to the student, his or her faculty/University Supervisor, and the Clinical Placement Coordinator. This will generally result in the faculty implementing its Student Review Policy & Procedures as outlined in the FGCU Department of Counseling Student Handbook.

This may result in the development of a remediation plan will be developed by the supervisor and student and submitted to the student's instructor. If a remediation plan is developed, the university/University supervisor should be provided with verbal and/or written feedback from both the

student and Site Supervisor regularly as to the student's progress. Forms for evaluation of students midway through the semester and after Advanced Practicum and internship are found in Tevera.

Sometimes, a student's remedial plan may include a recommendation for personal counseling. In those situations, counseling faculty require only that the counselor report on the student's attendance and overall progress. Students who wish to enter counseling using the services FGCU provide can do this at Counseling and Psychological Services (CAPS). Also, as a safeguard, CAPS has a confidentiality policy that precludes counseling interns from counseling students in their academic departments. This policy promotes good practices and avoidance of multiple relationships. This is consistent with the Department of Counseling policy that current students are not permitted to counsel other students currently in the department as part of any site-based field experience.

TEVERA INSTRUCTIONS

Tevera is a single platform for field experiences for all students. This platform allows for the electronic tracking of field experience hours, completion of required forms, and logging of any other related field experience activity or requirement. Site Supervisors will electronically approve all hours and provide feedback and evaluation electronically. All forms and documentation needed for practicum and internship are completed electronically in Tevera.

Students will purchase Tevera on a one-time basis when they begin field experiences in the program. The license for Tevera will follow the student for life after graduation and becomes a platform for application for license or certification thereafter. The link to access the FGCU Tevera is <https://fgcu.tevera.app>.

Applying for a Field Placement

Reminders: As explained in the Steps for Field Experience Site Selection section of this manual, all students must meet with Dr. Garcia before starting the Site Placement Process in Tevera. Students may not contact a site or start the site placement process in Tevera before meeting with Dr. Garcia.

Once a site placement is confirmed and before the field placement begins, students must complete all the site placement documents in Tevera. Students must carefully read the signature lines of every document in Tevera to ensure documents are being sent to the correct person for signature. For example, the student supervision agreement document needs to be signed by the Student, the Site Supervisor, and the University Supervisor. The University Supervisor is the faculty member teaching your section of Advanced Practicum or internship. This may or may not be Dr. Garcia.

HINT: A good way to determine if you have successfully completed this step is to check to see if your site appears in your timesheet. If it does not, then you have not completed the site placement process correctly or in its entirety.

This process must be repeated for each new Field Experience Placement. Students must complete all these steps anytime they start at a new site, add an additional site, or change sites.

Many students commit to completing their internships for all year; fall, spring, and summer term. While not a requirement, some sites prefer this commitment of at least 2 semesters as it allows interns to be oriented and learn the operation of the site in much greater depth and provides more progressive responsibilities with clients as time moves on. Generally, students will move to a different site or a

different program at a larger site for the following year's internship. Students can only switch sites when they have met their time commitment at the original site. Sometimes, adding a site, leaving a site, or switching programs at a site is necessary before the original agreement expires. Such proposals require consultation with the sites and Clinical Placement Coordinator as well as faculty advisors as well as a thoughtful approach to a rationale.

Applying for a Placement Extension

There is a Placement Extension process in place Counselors-in-Training to request permission to extend their time at their current site. This involves completing a Student Supervision Agreement. This will map new, updated dates for their site and supervisor association.

However, Counselors-in-Training can only extend with their site *before* their current placement expires...before their currently mapped placement dates are due. If they do not extend their placement before the dates hit, they should probably create another preference list. Then you approve their site placement for their site again and have them complete those forms again to add that placement back. Here is a [video](#) on how to extend placement time from one semester to the other.

Using Correct Timesheets

When logging hours, Counselors-in-Training must ensure that they are using the correct timesheet. Each field experience (e.g., Advanced Practicum, Clinical Internship I, Clinical Internship II) has its own timesheet. The hour log timesheets that students use in Tevera must match the field experience course they are in.

An example of using an incorrect timesheet would be if someone logged log hours for Internship II on the Internship I hour log. Any student who documents hours under the wrong timesheet will have to re-enter all the hours in the correct timesheet manually.

Generating a Tevera Hours Report (514)

The Tevera Hours Report FGCU uses is also known as the 514. This is the report that pulls all the hours you have documented on your Tevera Track Hour Log. The 514 Hours Report is the report students pull for their mid and end-of-the-semester assignments in Tevera. This report must be signed by the Student, the Site Supervisor, and the FGCU University supervisor (NOT Dr. Garcia).

Counselors-in-Training can pull hours reports at any time in Tevera. A professor may require that students pull more hours reports than what is required in Tevera in your assignments. When a student wants to pull a report to see their progress or when a professor requires additional 514 Hours Reports, the students must follow these directions:

Log into your Tevera,

- Go to your assignments.
- Click on the + button next to find assignments
- Click Run a Report
- Type of the search box 514
- Select 514 Track Hour Log
- Click Open
- Fill out the necessary fields
- Send the report for signature or if not needed submit to obtain a PDF

Completing Assignments in Tevera

Every assignment in Tevera must be completed by the end of the semester for you to meet the program's standards. When and if an assignment in Tevera does not pertain to a student, the student must communicate with the field experience professor to force mark that assignment as Completed in Tevera. All students in a field experience class must go to Tevera and complete all assignments due at the beginning, mid, and end of the semester. If you have an assignment from the beginning of the semester that does not have a green checkmark, please complete it immediately. Here are some instructions on how to fully complete an assignment in Tevera:

- Log into your Tevera.
- Go to your assignments.
- If you do not have a **Green Completed mark** next to an assignment, it is not completed. You need to click on the assignment, start it, upload or submit what it requires (sometimes you need to complete a form, read a document, review a document or upload a required document).

MEDICAL INSURANCE

It is highly recommended all students carry personal medical health insurance. It is important to remember that neither an internship site nor FGCU is responsible for covering you should a medical need occur. Contact student health services on campus for additional information.

ETHICAL ISSUES IN COUNSELOR SUPERVISION

Violation of these policies is considered a breach of ethical behavior and may result in dismissal from the program.

Informed Consent

Supervisors have a responsibility to incorporate the principles of informed consent as these relate to their supervisees and the clients they serve.

- Supervisors adequately discuss with supervisees expectations, roles, and rules related to the supervisory relationship.
- Supervisees should be aware of procedures for contacting their supervisors, or an alternate supervisor, in cases of crisis situations.
- Supervisees and supervisors should review expectations of performance (e.g., what the supervisees' work assignments/responsibilities will entail), evaluation criteria and procedures, and due process and appeal procedures of their institution.
- Supervisors must be sure that clients are aware that their counselors are being supervised, the parameters of that supervision, and how this influences confidentiality (e.g., that recordings will be reviewed by the supervisor and a supervision group).

Confidentiality

Supervisors make every effort to safeguard confidentiality within both the therapeutic and supervisory relationships.

- Supervisors work to ensure supervisees' awareness of and respect for clients' rights to privacy and confidentiality in their working relationship and the information resulting from it (e.g., case notes, test results).

- Faculty discuss performance or issues that may be getting in the way of success. These discussions are confidential for supervisees when generalized issues are discussed amongst and with the faculty.
- Supervisors help supervisees differentiate between confidentiality, privacy, and privileged communication.
- Supervisors are responsible for protecting supervisees' right to privacy and confidentiality. Supervisors and supervisees need to review the limits of confidentiality within the supervision relationship.
- In the case of working with minors, interns should understand the legal and ethical standards for working with minors including the rights of parents/guardians.

Ethical Considerations

- Supervisees need to be aware of agency/school policies regarding procedures for obtaining clients' consent for the release of information.
- Supervisees should understand when confidentiality must be breached and how this should be done.
- Counselors-in-Training do not discuss the events or contents of the supervision sessions outside the confines of the group or individual supervision sessions.
- Counselor wellness. In recognition of the physical and emotional strain that often occurs in the process of practicing a new role that is stressful for even the experienced practitioner, attention is consistently given to the student counselor's health and wellness. Accomplishments are recognized and praised. Areas of deficiency are regarded as opportunities to learn and improve. It is the responsibility of both the faculty instructor and students to ensure that individual and group supervision are safe environments in which to process what one does as a counselor-in-training and what it feels like. We promote Work/Relaxation balance. If personal issues interfere with the student's role as a counselor, personal counseling and/or a Leave of Absence are commonly suggested interventions
- Counselors-in-Training maintain professional relationships with all university and Site Supervisors and avoid dual relationships.

Multiple Relationships/Boundary Issues

Despite the inherent duality in the supervisory relationship, supervisors are responsible for creating and maintaining appropriate relationship boundaries with supervisees.

Social and Sexual Relationships

- Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisees. They are aware of the differential in power that exists and the supervisee's possible incomprehension of that power differential.
- Supervisees are required to report any violations to the university faculty.
- Supervisors should not engage in social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships (boundary violations) with supervisees that might impair the supervisor's objectivity and professional judgment must be avoided and/or the supervisory relationship terminated. Supervisees are required to report any violations to the university faculty or other appropriate office.
- Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment. Supervisees are required to report any violations to the university faculty.

Counseling Practicum/Internship Students

- Supervisors cannot establish a psychotherapeutic relationship as a substitute for supervision.
- Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- If supervisees request counseling, supervisors provide them with acceptable referrals.
- Supervisors do not serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles.
- Supervisors do not accept close relatives as supervisees.

Multiple Supervisory Roles

- Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), the roles should be divided among different supervisors when possible. When this is not possible, it is important to carefully explain to supervisees the expectations and responsibilities associated with each supervisory role.

VISITING INTERNSHIPS

The FGCU counseling internships are reserved only for current students enrolled in one of its master's degrees or postmaster's certificates. In very rare cases, students who are from other counseling degree programs who seek to take an internship under FGCU supervision are limited by available resources and such students must demonstrate that they have and can meet the same curricular and performance standards that students in FGCU's counseling programs must meet. Such requests are to be made at least six months in advance of the beginning of the term requested must include, at a minimum, documentation of certification, transcripts, recommendations from current faculty/field experience supervisors, and relevant experience. Preference will be given to students enrolled in or graduates of CACREP accredited programs and those that meet Florida DOE approval standards. These requests will be reviewed by faculty and can only be honored with prior faculty approval and if space is available for placement and supervision.

TELEHEALTH/DISTANCE/ONLINE COUNSELING

Defined as counseling using the internet or other technology that allows clients to be counseled without having to be present face to face.

To become approved for intern telehealth/distance/online counseling (Online Counseling), the site has been engaged in this kind of counseling as an established practice for at least a year and has:

- Established protocols, guidelines, documentation, and private/dedicated technology to conduct online counseling at the site including
- Confidentiality safeguards,
- Client safety safeguards,
- Electronic transfer of information protocols,
- Informed consent procedures that outline the risks and benefits of online counseling and that highlight the differences between face and Online counseling
- Intern training protocols to use online or telephonic technology
- Ensured that Online counseling is within the laws and regulations of the state in which the client is currently residing

Additionally, for each intern at an approved site that conducts Online counseling, the site must:

- Indicate their awareness that the intern will be conducting some of their counseling using online counseling platforms as part of their internship activities.
- Indicate which Online counseling platforms are available for the intern with protocols for each among (telephone, audio, or video counseling.)

The FGCU Department of Counseling approves site and student for Telehealth counseling before engaging in the activity to ensure that students are prepared to engage in this activity. Student requirements for any online counseling while in advanced internships include:

- Successful enrollment and progress during and after Internship II (School Counseling) or Clinical Internship III (Clinical Mental Health Counseling) courses.
- Always being present at the site with a supervisor present when conducting Online counseling (similar to counselors who are conducting face to face counseling)
- Having a supervisor who is experienced with Online counseling and who is prepared to supervise others using online counseling.
- Digital voice recording ALL Online counseling sessions for site or University Supervisor review.

PROGRAM ACCREDITATION AND APPROVAL



The Clinical Mental Health Counseling and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)). CACREP accreditation provides recognition that the content and quality of the education offered by our programs has been evaluated extensively and meets standards set by and for the profession.



The School Counseling program is also approved by the [Florida Department of Education](#).

FINAL COMMENTS: HINTS FOR SUCCESS

The key to a successful field placement is involvement with clients, students, staff, supervisors, and peers. Counselors-in-Training are encouraged to take calculated risks and try new professional behaviors. This is an opportunity for professional growth and experimentation while under intensive and expert supervision. What the student gains is directly proportional to the amount of work that they put into the field experience. Counselors-in-Training will be expected to prepare case presentations regarding their clients, and to review literature about the issues that they bring to the counseling sessions. They will also be working as a professional and colleague in a work setting. It is the intern's responsibility to fit into that workplace and to deliver necessary counseling services. The counseling student's site and University Supervisors are available for consultation outside of the regularly scheduled meetings.

Each site placement is unique so the hints that follow may not apply to every placement or experience. The rule of thumb for the reader is common sense. Although these suggestions may appear to be obvious, these are the areas where Counselors-in-Training have historically experienced challenges. Please follow the below to improve your success:

- Be in continuing contact throughout the process and experience with the program, your supervisor on-site and at the University, and any site personnel by using your phone and Eagle mail.
- Plan in advance to have the appropriate supports and activities which will allow focus and balance. Graduate school can be stressful, especially during terms in which field experiences are being conducted.
- Notify and discuss with faculty or advisors any current or anticipated personal or other issues that may interfere with their successful participation at the site or in the program. A faculty member or advisor is the best person to help determine a plan for addressing these issues and ensure that appropriate boundaries are maintained.
- Be professional at all times, dress appropriately and in accordance with existing dress codes within the site setting. This is considered an important part of professional demeanor and development. It is not the site's obligation or responsibility to accommodate personal preferences or needs regarding self-expression.
- Be respectful and courteous and call the site when delayed or absent. Be on time for meetings with clients, students, staff, and the site in general. Being treated as a professional requires that students act accordingly. Consider that dress and behavior reflect not only on the Counselor-in-Training counselor but also upon the university and future Counselors-in-Training.
- Select a site that closely resembles the setting of the vision of a future workplace. The advantages are twofold: students will discover if they do want to work in such a setting and if so, they will make important career contacts.
- Select a site early to avoid last-minute, unsatisfactory placement. In doing so, students will also reduce the risk of not meeting program approval. In addition, some sites require interviews and background checks that may take time to be completed.
- Arrange to go to the site at least a week before the placement officially commences. Take that time to become acquainted with co-workers and the institution's procedures, learn the way around and select and/or arrange office space as well as secure needed permission forms. In essence, arriving ahead of schedule will permit the extra time to attend to many details before actually facing the task of counseling clients/students.
- Take advantage of co-worker's expertise; these are built-in resources and but often it requires initiative in making the best use of these internship experiences.

- With fresh eyes and recent classroom learning, Counselors-in-Training may observe opportunities for improvement at the site. Remember that Counselors-in-Training are guests at a site so make sure to work with supervisors before taking any actions.
- Become involved in a variety of on-site activities as appropriate. For example, the counseling intern may want to run groups, organize career days, participate in staff development workshops, or training sessions. These are all unique learning opportunities. Not only does the student gain valuable experience, but also will have a chance to broaden their depth of knowledge and experience in the counseling profession.
- Counselors-in-Training will note that during internships that require a significant number of hours, a minimal number of additional courses are scheduled. Because of the time demands it is recommended that counseling student Counselors-in-Training not work outside of the field placement or work only part-time. If one must work full-time, he/she should be fully aware that family, friends, and hobbies will have limited room in his/her life. If you perceive that the field placement is a time for sacrifice and devotion, you are correct!