



SOUTHEASTERN
UNIVERSITY



COLLEGE OF

**Social
Sciences &
Humanities**

Practicum/Internship Handbook

Contents

Introduction	5
Purpose	5
Practicum/Internship Policies	6
Guidelines for Site and Supervisor Selection	9
Approved Sites	9
Site Supervisor Requirements	9
Supervision Requirements	9
Goals of Supervision	10
Definition of Roles	10
Student Intern	10
Site Supervisor	10
Faculty Supervisor	10
SEU Clinical Director	10
Emergency and Safety Procedures	11
Practicum/Internship Hour Requirements	14
Clinical Mental Health Counseling Specialization	14
Description of Service Hours	15
Tevera	17
Evaluations	18
COVID-19 Pandemic and Telehealth	18
Program Policies for Student Retention and Progression	19
Student Practicum/Internship Checklist	24
University Supervisor (Practicum Course Professor) Checklist	25
University Supervisor (Internship Course Professor) Checklist	26
Practicum Application Form	27
Site Supervisor Agreement Form	28
Student Agreement Form	30
Mental Health Licensure Hours Cumulative Log	32
Site and Supervisor Evaluation Form	33
Session Recording Release Form	35
Practicum and Internship Placement Survey	36



Help for Navigating Tevera	37
Post-Graduation Steps	38
Education Worksheets	40
Course Descriptions	41

Disclaimer

This Clinical Manual is maintained and regularly updated by the Counselor Education program's Coordinator for Practicum and Internship. Every attempt has been made to ensure that the information in this manual is accurate. Although the program curriculum and policies are reflective of state licensure requirements, these laws and regulations are subject to change and students should consult their specific state website on all rules and procedures pertaining to mental health licensure. Students should periodically review their state website for any changes to stay up to date on regulation changes. Here is Florida's State website as an example: (<http://floridasmentalhealthprofessions.gov>)

This Clinical Manual is subject to change. The Counselor Education Program and Southeastern University reserve the right to make changes at any time, and students are expected to keep current with any such change. The program staff will send an email notification to students when changes are made to this manual. All students are subject to the most recent edition.

Introduction

This manual will provide students with needed information to complete the required supervised clinical experiences (practicum and internship) portion of the Master of Science in Professional Counseling in the Counselor Education Program (CE) at Southeastern University. This manual is to be used in conjunction with the syllabi distributed for each individual practicum and internship class. This manual is intended to be a comprehensive guide; however, the CE faculty reserves the right to make amendments at any time.

The practicum/internship process is designed to support students in applying learned knowledge into a clinical setting through direct face to face services, psychotherapy, assessment, staff meetings, etc. CE's practicum/internship process is designed to meet the licensing requirements for the state of Florida pertaining to Mental Health Counseling. Each student is required to have a qualified site supervisor in addition to an identified university supervisor and will complete a predetermined amount of direct therapeutic services and supervision prior to graduation, all of which is outlined in this manual.

Designated Practicum/Internship Courses: All students in the Professional Counseling Program shall complete no less than three semesters of practicum and internship courses (PCOU 5103, PCOU 5353, and PCOU 5363). If a student is unable to complete the requirements in three semesters, PCOU 5373 will be available. Each section of practicum or internship shall have no greater than 12 students. There will be separate sections designated for practicum and internship; however, internship sections may be combined if there is low enrollment (i.e., internship 2 & 3).

Prerequisites for beginning clinical field experiences: Completion of at least 32 hours of graduate course work, including PCOU 5043* (Counseling Skills Lab), PCOU 5033 (Group Theory and Counseling), PCOU 5073* (Professional Ethics), PCOU 5013 (Counseling Theories and Practice), PCOU 5123 (Social and Cultural Foundations of Counseling), PCOU 5083* (Psychopathology and Diagnosis in Counseling) and PCOU 5263* (Treatment Planning in Counseling) and the approval of the Clinical Director. **All previous incompletes must be completed prior to beginning Practicum.**

** Indicates that the course must be passed with a 'B' or better*

Programmatic requirements for beginning clinical field experiences: In addition to the prerequisite courses and minimum credit hours requirement, students must attend a mandatory Practicum Orientation meeting one semester before the desired enrollment in PCOU 5103 Practicum. Students are required to purchase an access code to Tevera and complete all application and documentation in Tevera so that the Coordinator of Practicum and Internship may grant final approval. Students must also participate in personal therapy during Practicum.

Purpose

Practicum and Internship field experiences are meant to provide students with opportunities for the application and development of their clinical skills. The faculty consider these experiences as essential training and preparation for future professional counselors. The practicum/internship experience is an opportunity for students to use and hone their clinical skills and continue to refine professional dispositions for the field of counseling. The practicum/internship experiences are to encompass the many facets of operating in the mental health arena including receiving comprehensive supervision, conducting intakes, developing treatment plans, giving accurate diagnoses, writing progress notes, consulting with other clinicians, providing assessments, and gaining knowledge through training and self-studies. This experience is to be comprehensive in nature providing the intern ample opportunity to conduct **direct interventions with clients**,

which may include individual, group, couple, and family therapy.

Practicum/Internship Policies

Ethical and Legal Standards: Students must comply with the Ethical Standards and Standards of Practice of the American Counseling Association (as well as any alternate standards followed by the agency at which the student is completing their internship) and the legal requirements of Florida/State of Residence. Students are required to review the standards and legal requirements when beginning practicum/internship.

Liability Insurance: Prior to beginning practicum, all students are required to purchase liability insurance. This policy stands regardless of whether the site provides coverage for the student. Students will not be allowed to count any hours prior to the start date of the insurance policy. Student liability insurance can be purchased through many organizations and must be a minimum of \$1 million/\$1 million coverage. The ***Proof of Coverage Certificate*** must be uploaded to Tevera as part of the practicum application tasks as well as each semester of practicum and internship. The following organizations offer student liability insurance: American Counseling Association (ACA) or American Mental Health Counselors Association (AMHCA). As graduate students enrolled in a Counselor Education program, it is important to understand that you are becoming a part of a larger profession. Since professional activity is essential for the health and well-being of the counseling profession, students are asked to join the ACA, which includes student liability insurance at no extra cost as one of the many benefits of membership.

Evaluation of Student Progress: While a syllabus will be provided with detailed information for each course a student is enrolled in, there are overall global assessments that are used to evaluate students clinical and dispositional growth throughout the internship process.

1. Case Conceptualization: Students will learn how to conceptualize and demonstrate in depth conceptualization through written cases, video cases and oral presentations. This is a particular skill valued within this profession and a detailed rubric is provided within the syllabus.
2. Live supervision: Supervisors are required to review students therapy sessions through video, audio, or live observation. A minimum of two observations per semester is required. Site supervisors are to provide direct feedback to the intern as well as inform the university of strengths and growth areas through completion of the midterm and final evaluations. If needed, a Session Recording Release Form is in the appendix, should a site not have one they wish to use.
3. Evaluations: Site supervisors will evaluate students overall progress, strengths, and growth areas through completion of the midterm and final evaluations.

Class recordings: Given the confidential nature of practicum/internship courses students are prohibited from audio or video recording any class sessions without explicit permission from the professor.

Counseling Session Recording Policy

The Southeastern University Professional Counseling Program is committed to maintaining the highest standards of client privacy, supervision integrity, and secure transmission of recordings in accordance with institutional policies, state and federal laws, and international data protection regulations. We comply with the American Counseling Association (ACA) Code of Ethics and the Health Insurance Portability and Accountability Act (HIPAA) to ensure that all client information is handled with the utmost confidentiality and security.

For a client's session to be recorded, we require the student to obtain written informed consent prior to the session. The student must review the consent form so that the client knows exactly what they are consenting to and how the recording will be used.

Students are required to record the session on a device that is password protected and the file encrypted. To maintain privacy and confidentiality, the client's face is not shown on the recording. Only the counselor will be seen. Additionally, no identifying information is to be used in the recording. No recording is uploaded or shared to any school platform. Rather, a portion of the recording will be shown in Practicum or Internship class only (using a HIPAA compliant program such as GoogleMeet which is sanctioned by SEU), with the instructor of the class and peers evaluating the counselor's performance. The video is also allowed to be shown to the student's Site Supervisor for evaluation purposes. Once the video has been shown in class or to a supervisor, the student is required to delete the encrypted recording from their password protected device within two weeks. When they submit their Video Case Presentation, they submit a signed form stating that the recording has been destroyed.

The Southeastern University Professional Counseling Program is dedicated to upholding the highest ethical and legal standards in supervision, client privacy, and recording security. By aligning policies with ACA ethical guidelines and HIPAA regulations, we ensure a framework that prioritizes client confidentiality, professional accountability, and legal compliance. Regular training, strict security measures, and continuous policy evaluation will support the ongoing success of our program and the protection of client information.

Time Commitment: All clinical experiences take place at an external site with a non-SEU faculty member as the designated site supervisor; these sites and supervisors must meet the program's requirements and be approved by the Coordinator of Practicum and Internship. To complete the requirements within each semester, students are required to be present at their sites and engage in activities for a minimum of 12 hours per week in Practicum and a minimum of 20 hours per week for Internship I and II. Students are required to determine a set schedule with

their site which they will consistently adhere to throughout the semester. Varying availability and presence throughout the week prevent consistency in client contact and the ability to become an integrated part of the site's treatment team.

Interns are required to carry a caseload of approximately 4-10 clients they see weekly, depending on how many groups they are conducting. Please note, direct hours are to be provided at the internship site during traditional hours of operation. Home visits, school visits, or any other off-site clinical intervention must include the presence of the site supervisor or a qualified individual.

The minimum number of hours required per semester that must be earned is included in this manual. It is required that students begin service hours within the first two weeks of their practicum semester. If a student is unable to fulfill this requirement, they will be required to drop the class until the next semester it is available. If a student is unable to complete the total minimum required hours, they will be permitted to progress to the next course only with approval from the Coordinator of Practicum and Internship.

Additionally, it is required that students lead or co-lead a counseling or psychoeducational group prior to completion of the internship process. Students will document and reflect on this experience by completing the Group Counseling Completion Form as part of the PCOU 5363 Internship II course.

Professionalism: During the practicum/internship experience, student interns are representing: (a) themselves; (b) the University; and (c) the counseling profession. It will be very important for you to be always mindful of your professional and clinical performance while at your internship site(s). As interns in the final preparation stages of this graduate program, you are expected to demonstrate the necessary clinical and professional skills to obtain and maintain employment. Make all attempts to establish a working relationship with your on-site supervisor that allows for free exchange and honest feedback. Be sure to adhere to and follow your site's policies and procedures. **If you have any concerns or issues with your site supervisor and/or site, be sure to present them to your faculty supervisor in a timely fashion.** Professional behaviors such as punctuality, regular attendance, and respectful communication (oral and written) are expected. It is imperative that we engage in respectful dialogue when discussing internship experiences and staffing client cases. Students will have the opportunity to give feedback on their site and site supervisor experience at the end of each semester of Practicum and Internship by filling out the Site and Supervisor Evaluation Form in Tevera.

Confidentiality: Please remember that any personal or client information revealed during supervision time is confidential. Any discussion about clients with fellow interns, clinicians, staff and/or faculty must be done so in a way as to protect client confidentiality, i.e. no identifying information shared. The only reason that the faculty and/or site supervisor would break confidentiality is the same reasons that the intern would do so with a client.

School Breaks: Self-care is an important component of healthy and successful clinicians. Consistent with this, we require students to honor winter breaks and do not permit any work at sites. An exception may be made during the break between Fall and Spring semesters, in which students are permitted to continue their practicum/internship if the Site Supervisor notifies the Coordinator of Practicum and Internship that the student will continue to be under their supervision. Should a concern arise during this time, students must contact the Coordinator of Practicum and Internship.

Guidelines for Site and Supervisor Selection

Approved Sites:

Students will be provided a list of program-approved sites the semester before beginning practicum after they attend the mandatory practicum meeting. Students are not placed at sites. Students are responsible for applying and interviewing with an array of approved sites to have a solidified placement by the application deadline. Internship sites for the Southeastern University Counselor Education Program include, but are not exclusive to, private practices, group practices, community agencies, non-profit organizations, hospital settings, inpatient, intensive outpatient, addictions treatment centers, school-based mental health counseling, crisis centers, and churches. If students have a site they are interested in that is not on the approved list, they must submit it to the Practicum and Internship Coordinator for approval before moving forward with the site. Students will be given a sample cover letter and can receive help with resumes from the Coordinator for Practicum and Internship. Upon solidifying a practicum/internship site, students must submit an application form and other important documents to the Coordinator of Practicum and Internship via Tevera.

Students are prohibited from beginning practicum prior to receiving approval. Students are expected to be vigilant of program communications containing important information for Practicum Orientation and Application deadlines. Students must attend Orientation and submit their application by specified deadlines (August 1st for a Fall start, December 15th for Spring and April 15th for Summer). If a student is unable to solidify a site and submit the application by the deadline, they will be required to postpone practicum until the next semester it is available. Students will give feedback on the site placement process at the end of Practicum by filling out a Practicum and Internship Placement Survey in Tevera.

Site Supervisor requirements: For an individual to be a supervisor to students in any of the CE program's counseling specializations, he or she must have (1) a master's or doctoral degree in counseling or a closely related field (such as social work or psychology), (2) an active license, (3) a minimum of two years' experience in the specialty area the student is enrolled in, (4) knowledge of the program's expectations, requirements, and evaluation procedures for students, (5) relevant training in counseling supervision, and (6) be approved as a supervisor by the SEU Coordinator of Practicum and Internship. Site supervisors complete a training orientation prior to beginning work with our students. Supervisors must be willing and able to commit to the clinical and dispositional development of students through at least one hour of face-to-face individual (or triadic – one supervisor and two students) supervision and review of video or live observation of at least two therapy sessions (per semester). Supervisors must be located at the internship site. If a supervisor is not present when a trainee is conducting therapy, another qualified (licensed) individual must be available on site.

Supervision requirements: Trainees must meet with their site supervisor for at least one hour of face-to-face individual or triadic (no more than two trainees) supervision each week. **If a student has more than one site this requirement applies to each individual site.** Weekly supervision is required, and it is the student's responsibility to arrange supervision with their supervisor. Missing supervision can result in withdrawal from placement and loss of hours. Impromptu or spontaneous conversations between trainees and supervisors, no matter the content, do not count towards supervision hours, but can count towards indirect hours. If a student is experiencing any difficulty with individual site supervision, they must speak with their university supervisor immediately in order to resolve any challenges and ensure appropriate oversight of their work. Supervision can be in-person or virtual.

Group requirement: All students are required to lead or co-lead a group at some point during their practicum and internship experience. It is recommended that groups be led during Internship 1 or 2. Groups must contain at least 3 people and need to run for 4-6 weeks. The site supervisor must sign your Group Counseling Completion Form that will be submitted at the end of Internship 2 in order for you to graduate. If a site does not allow groups, the student will work with their faculty to create a group of their peers and lead that.

Goals of Supervision

Supervision is “an intervention” that is provided to a junior member of a profession by a senior member of the same profession. It is a unique relationship that includes the following elements: (a) evaluation, (b) extends over time, (c) is meant to assist the junior member’s professional growth and development, and (d) monitor the quality of services offered to clients and serve as a gatekeeper for those entering the profession (Bernard & Goodyear, 1992, p.4).

Therefore, overall goals for supervision include:

1. Promoting the student intern’s growth and development
2. Protecting the welfare of the clients
3. Gatekeeping for the profession by monitoring the student intern’s development
4. Empowering the student intern to carry out the above goals as an emerging independent professional

Definitions of Roles:

Student Intern – a current student in SEU’s Counselor Education program, is enrolled in Practicum (PCOU 5103) or Internship (PCOU 5353, PCOU 5363, PCOU 5373), and is participating in clinical experiences at a SEU approved mental health setting.

Site Supervisor – a licensed mental health professional employed by the site where the student intern is participating in clinical experiences to complete practicum/internship requirements; meets with the student intern for weekly individual/triadic supervision, approves timesheet logs, and completes evaluations on student intern’s clinical development.

Faculty Supervisor – the instructor of record for the practicum/internship course that the student intern is enrolled in; provides group supervision during weekly class meetings (1.5 to 2 hours weekly). Faculty supervisors will contact the site supervisor at least three times via email during the semester. Faculty supervisors will also hold virtual site visits at the mid-term of the semester with all site supervisors to engage in a substantive dialog about student learning/performance.

SEU Coordinator of Practicum and Internship – the person who oversees the clinical experiences for students in the Counselor Education program, develops & maintains relationships with sites for clinical experiences, and provides verification letters to the state on the student’s behalf.

Emergency and Safety Procedures

(Practicum, Internship I, Internship II)

I. Purpose & Scope

This outlines emergency and safety procedures for master's level counseling students during practicum and internships in private practices, agencies, community settings, and online services.

II. General Emergency Procedures (All Settings)

A. Immediate Response Protocol

In any emergency situation, students must:

1. Ensure personal safety first – Avoid placing oneself at risk.
2. Follow site-specific emergency protocols – Notify the site supervisor immediately.
3. Contact emergency services (911, crisis teams, or security) as required.
4. Remain with the client if safe to do so – Utilize de-escalation strategies.
5. Document the incident thoroughly – Submit a report to the site supervisor within 24 hours.

III. Safety & Crisis Procedures for In-Person Services

A. Client Crisis: Suicidal, Homicidal, or Severe Psychological Distress

1. Risk Assessment: Use a structured tool such as Columbia-Suicide Severity Rating Scale (C-SSRS) or site-specific assessment.
2. Do not leave the client alone if high risk.
3. Notify the site supervisor and follow site crisis protocol immediately.
4. Engage crisis services (e.g., Mobile Crisis Unit, 911, Baker Act if required or equivalent for your state).
5. **Document all interventions and notify site supervisor within 24 hours.**

B. Client Becomes Aggressive or Violent

1. Prioritize student safety – Maintain distance if needed.
2. Use de-escalation strategies – Maintain a calm, non-confrontational stance.
3. Notify security or law enforcement if necessary.
4. Inform the site supervisor and document the incident.

C. Medical Emergencies On-Site

1. Call 911 immediately for severe medical issues.
2. Notify site supervisor and follow first aid protocols.
3. Document and report to faculty supervisor.

IV. Online Counseling Services – Emergency & Safety Plan

A. Identifying Crisis Situations in Online Settings

- Students must screen for risk factors at the beginning of every session.

- Obtain client emergency contact information and location before starting services.

B. Responding to an Emergency During an Online Session

1. If a client reports suicidal or homicidal ideation:

- Conduct a risk assessment and determine immediate danger.
- If immediate risk, request the client's exact location and contact 911.
- If moderate risk, create a safety plan and connect with crisis resources.
- Notify site supervisor and document all actions.

2. If a client disconnects mid-crisis:

- Attempt re-contact via secure means.
- Notify the site supervisor and crisis contacts if necessary.

3. Medical emergencies during an online session:

- Call 911 if the location is known.
- Notify the client's emergency contact.

V. Student Safety Considerations

A. Fieldwork Safety (Agency, Community, Private Practice)

- Avoid isolated locations when meeting clients.
- Know the site's security procedures and have a panic button or emergency phone available.
- Terminate sessions and leave if safety is compromised.

B. Handling Personal Threats

- If a client makes threats:
 - Notify the site supervisor immediately.
 - Involve law enforcement if necessary.
 - Document all incidents thoroughly and report to site supervisor within 24 hours.

VI. Reporting & Documentation

- All emergency incidents must be documented within 24 hours using site reporting procedures.
- Reports must include:
 - Date, time, and location of the incident.
 - Nature of the emergency.
 - Interventions taken.
 - Client response and next steps.

- Students must notify site supervisor immediately.

VII. Supervision & Student Support Post-Emergency

- Students involved in crises will debrief with supervisors.
- Faculty will recommend additional support or self-care resources.

VIII. Legal & Ethical Considerations

- Students must follow ACA Code of Ethics, including duty to warn and protect.
- Mandatory reporting laws for child abuse, elder abuse, and threats must be followed.
- Students must stay within their scope of practice and seek supervision when needed.

IX. Conclusion

This plan ensures safety, ethical integrity, and crisis preparedness for counseling students. Students must review these procedures regularly and consult supervisors when needed.

Practicum/Internship Hour Requirements

Clinical Mental Health Counseling Program: Students in the CMHC program must complete a minimal total of 700 hours comprised of direct services, indirect services, and supervision over the courses PCOU 5103, PCOU 5353, and PCOU 5363. **If hours are finished early, students are still required to remain at their site seeing clients for the entirety of the semester.**

- Practicum (PCOU 5103)
 - **100** hours *minimum* required
 - Minimal **40** direct service hours
 - Minimal Supervision hours:
 - 15 individual supervision (site)
 - 25 SEU group supervision
 - Indirect Hours make up the rest
- Internship I (PCOU 5353)
 - **300** total internship hours required
 - Minimal **120** direct service hours
 - Minimal Supervision hours:
 - 15 individual supervision (site)
 - 25 SEU group supervision
 - Indirect Hours make up the rest
- Internship II (PCOU 5363)
 - **300** total internship hours required
 - Minimal **120** direct service hours
 - Minimal Supervision hours:
 - 15 individual supervision (site)
 - 25 SEU group supervision
 - Indirect Hours make up the rest
- Internship III (PCOU 5373)
 - Remainder of hours needed to reach the above numbers (this is not required, but an as-needed course)

Note: If a student is unable to obtain the minimum direct hours requirement for Practicum, they will be given an Incomplete (I grade) and will have until the add/drop deadline of Internship 1 to complete the hours and have their grade changed. Pending approval of the Coordinator of Practicum and Internship, the student may enroll in *PCOU 5353 Internship I* while finishing the Practicum hours, but if the Practicum hours are not completed by the add/drop deadline for Internship 1, the student must drop Internship 1 and repeat Practicum. If the Practicum hours are completed in time, the

student may start on the required Internship hour requirements. **Surplus Practicum hours cannot be transferred to the Internship hours requirement.** A minimum of 600 total hours, of which *240 must be direct services to clients*, must be completed during Internships I and II (and possibly III) (cumulative). Practicum and Internship hour requirements are guided by Florida statutes and CACREP standards (2024).

Description of Service Hours

Direct Service hours are considered time spent in direct contact with the client providing clinical services. CACREP defines **DIRECT** Service as “supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. **These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.** The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.”

Types of Direct Hours:

Individual - supervised use of counseling, or related professional skills with an actual individual client.

Couple - supervised use of counseling or related professional skills with two individuals who are in a romantic relationship.

Family - supervised use of counseling or related professional skills with two or more individuals who are related.

Group - supervised use of counseling, consultation, or related professional skills with two or more unrelated individuals for the purpose of fostering social, cognitive, behavioral, and/or affective change.

Intake Interview/Biopsychosocial/Assessments - the initial interview with a client to obtain both information regarding the issues or problems that have brought the client into therapy/counseling and preliminary information regarding personal and family history, including biological, psychological, and socio-cultural information. Initial meetings with clients may or may not include the administration of assessments to gather pertinent client history/information. This initial interview must take place with the client in the same room; the time spent completing paperwork after this initial interview counts as Indirect hours (see Clinical Writing/Progress Notes below).

Play Therapy – The Association for Play Therapy (APT) defines play therapy as “the *systematic use* of a theoretical model to establish an interpersonal process wherein *trained* play therapists *use the therapeutic powers of play* to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development.” Play Therapy is most often provided to children ages three to 12 years; however, research suggests Play Therapy is an effective mental health approach, regardless of age, gender, or the nature of the problem, and works best when a parent, family member, or caretaker is actively involved in the treatment process.

Crisis Intervention - an immediate and short-term psychological care aimed at assisting individuals in a crisis situation in order to restore equilibrium to their bio-psycho-social functioning and to minimize the potential of long-term psychological trauma. This type of Direct Hour typically takes place at residential and/or addiction facilities.

Indirect Service hours are time spent in activities that allow for professional growth and development of clinical skills. They are collected though all support activities engaged in to provide direct client support. This includes writing progress notes and treatment plans; preparing materials for the session; reviewing articles and books that pertain to client’s treatment or

presentation; attending seminars or training events; reviewing case notes and consulting with colleagues; etc. There are two categories of Indirect Service Hours: Supervision and Related.

Types of Indirect Service Hours – Supervision: Supervision is a unique professional relationship between a supervisor, supervisee, and the clients they serve.

Individual Supervision - a tutorial and mentoring relationship between a member of the counseling profession and one counseling student. Practicum and Internship students **must have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum/internship by the site supervisor** who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (CACREP 4.S3)

Triadic Supervision - a tutorial and mentoring relationship between a member of the counseling profession and two counseling students. Triadic Supervision may be allowed in place for Individual Supervision. Practicum and Internship students **must have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum/internship by the site supervisor** who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (CACREP 4.S3)

Group Supervision/Case Staffing - a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students. Some sites may offer group supervision of staff that is clinically focused. These meetings are sometimes referred to as **Case Staffing**. There is no minimum requirement for Group Supervision.

SEU Group Supervision – a tutorial and mentoring relationship between a SEU counseling education program faculty and students enrolled in a given practicum or internship class section. Practicum and Internship students must participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum and internship semesters. Group supervision must be provided by a counselor education program faculty member (CACREP 4.T1). Therefore, students are required to attend group supervision during weekly class meetings with their class instructor for a required minimum of 25 hours per semester. You will meet weekly on Thursdays for approximately 2 hours with your professor. You are to be fully present, in a confidential space, with your video camera on, and you are expected to participate in each class.

Types of Indirect Service Hours – Related: Related hours are considered as the time spent in preparing for clinical work with clients.

- Clinical Writing/Progress Notes
- Intervention Planning
- Reading/Research/Preparation
- Professional Development/Seminars/Didactic Training
- Case management/Researching Resources for Referrals
- Psychological Assessment Scoring/Interpretation
- Professional Consultation/School Consultation
- Staff Meetings
- Video-Audio-Digital Recording Review
- Observation

Other – Any time spent in activities that do not neatly fit into designations. Please consult with your Site Supervisor for what can be counted in this designation. A specific example is Personal therapy.

Personal therapy – Tending to oneself is an intricate form of self-care and directly impacts one's ability as a clinician. Therefore, we see this as a valuable opportunity for students to find additional support while completing their practicum/internship. All students in their practicum and internship semesters can count up to 10 hours per semester of indirect hours through attendance of personal therapy.

*****Practicum students:*** *A minimum of 10 one-hour weekly sessions of personal counseling is a Practicum course requirement and a written verification letter from the therapist is to be submitted at the end of the semester to the university supervisor. More details are contained in the course syllabus. You may not move on to Internship 1 if your personal therapy hours are not complete.*

Tevera

Tevera is an electronic platform utilized as the official assessment and storing system of the Counselor Education program at Southeastern University. All activities for meeting Practicum and Internship requirements are collected, processed, and archived through this secure portal. For the practicum/internship experience, Tevera will allow you to:

- Search for approved field sites that complement your professional interests and personal strengths.
- Apply for and confirm your field placements online.
- Track your hours toward graduation and licensure.
- Run time tracking reports for your field instructors to sign.
- Automate the process for submitting site evaluations and other program assignments/assessments.

The website can be accessed at <https://seu.tevera.app/#/logon> and they can be contacted at support@tevera.com.

Evaluations

The Counselor Competency Scale- Revised (CCS-R) assesses counseling student's skills development and professional competencies. Additionally, the CCS-R provides counseling students with direct feedback regarding their counseling skills and professional dispositions, offering the students encouragement in their areas of strength as well as practical areas for improvement to support their development as effective and ethical professional counselors. **Site supervisors are asked to provide this feedback to students at the middle and end of the semester, each semester.**

In addition to assessing student knowledge and skills, assessing professional dispositions is an integral part of counselor preparation. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines professional dispositions as “the commitments, characteristics, values, beliefs, and behaviors that influence the counselor’s professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural and global society with marginalized populations” (CACREP, 2024). CACREP Standard 4.G states: “The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.” SEU’s Counselor Education program utilizes **Professional Counseling Performance Evaluation (PCPE)** to monitor student progress and provide feedback throughout the program. Students are expected to demonstrate behaviors reflecting (see Student handbook for descriptions):

- Professionalism and ethical behavior
- Self-Awareness
- Emotional stability and self-control
- Cultural competence and sensitivity
- Cooperativeness and openness to feedback
- Interpersonal Skills
- Coping and Self-Care
- Conscientiousness
- Moral reasoning
- Openness and motivation to grow and learn

****The Student Handbook details the remediation policy if satisfactory evaluations are not obtained. The remediation plan can also be found beginning on page 19 of this handbook.****

Telehealth

After the COVID-19 pandemic, significant shifts in how counselors-in-training learn and provide services at their sites have sometimes been necessary. To ensure that students are not practicing outside of their scope, SEU requires that all students complete a Telehealth training certification in the first week of Practicum, which will be included as part of the class. Students are required to engage in telehealth when physically present at their site with a licensed mental health professional available. Please see the Coordinator for Practicum and Internship for exceptions.

Program Policies for Student Retention and Progression

In addition to academic performance, students need to demonstrate personal qualities, dispositions, and behaviors that are consistent with becoming an effective counselor. Students need to communicate an awareness of personal values, attitudes, beliefs and behaviors and their influence on the counseling process. Students are also required to demonstrate the ability to avoid imposing personal values on clients and a commitment to understanding the diverse backgrounds of others.

Students need to demonstrate emotional stability, a commitment to personal and professional growth and development, and the ability to identify personal strengths and areas for growth. They must also communicate with respect, effectively manage stress, and tolerate ambiguity.

Our program values connection and relationship. Our students need to show the ability to integrate faith and spirituality into their counseling skills. A graduate of SEU will demonstrate the ability to love others well and to help people find healing through the use of connection and relationship in building the therapeutic relationship.

Students are expected to uphold ethical, academic and conduct standards, and demonstrate success in the areas of counseling knowledge, skills, professional dispositions, and interpersonal behavior. These areas must be mastered in order to successfully complete all program requirements.

The Counseling Program adheres to the 2014 ACA Code of Ethics, and students and faculty are expected to follow these ethical guidelines in all activities. The Code of Ethics can be found on the ACA website: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>.

At all times throughout the program, students will be expected to:

- *Demonstrate effective listening skills.
- *Demonstrate realistic expectations in regard to academic planning.
- *Show a developed sense of self- awareness regarding skills and talents.
- *Demonstrate an ability to develop and sustain rapport with clients.
- *Demonstrate an awareness of cultural, gender, and spiritual issues.
- *Demonstrate appropriate boundaries: sexual, ethical, and professional.

Counseling dispositions and professional behaviors are based on the CACREP Standards for entry-level counseling professionals (CACREP 2024, Section 3; Section 5.C) and the American Counseling Association (ACA) 2014 Code of Ethics.

Appropriate behaviors include:

- *Respecting divergent points of view and experiences.
- *Expressing thought/knowledge effectively.
- *Using personal power and authority appropriately.
- *Working collaboratively with others.
- *Demonstrating the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- *Demonstrating ability to articulate and regulate one's emotions (emotional awareness and stability)
- *Exhibiting the ability to take responsibility for one's actions.

- *Interacting appropriately with authority.
- *Contributing to a positive classroom environment.
- *Exhibiting dependable behaviors with regards to assignments, group activities, and attendance.

Knowledge, Skills, & Professional Dispositions Assessment

CACREP requires faculty to continuously and systematically assess how students demonstrate progress toward and mastery of defined knowledge, skills, and professional dispositions. Therefore, the program has established procedures and benchmarks for monitoring student progress throughout the program.

Included in the ongoing evaluation will be the CACREP curriculum area standards for the Clinical Mental Health Counseling Program:

Foundational Knowledge (CACREP, Sec. 3)

- *Professional Counseling Orientation and Ethical Practice
- *Social and Cultural Identities and Experiences
- *Lifespan Development
- *Career Development
- *Counseling Practice and Relationships
- *Group Counseling and Group Work
- *Assessment and Diagnostic Processes
- *Research and Program Evaluation

Clinical Mental Health Counseling Knowledge (CACREP, Sec.5-C)

- *etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- *mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- *legislation, government policy, and regulatory processes relevant to clinical mental health counseling
- *intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- *techniques and interventions for prevention and treatment of a broad range of mental health issues
- *strategies for interfacing with the legal system regarding court- referred clients
- *strategies for interfacing with integrated behavioral healthcare professionals
- *strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- *third-party reimbursement and other practice and management issues in clinical mental health counseling.

KEY PERFORMANCE INDICATORS (KPIs)

Key Performance Indicators (KPIs) are student learning outcomes that are connected to the curriculum that represent student knowledge and skills related to program. Students are evaluated regularly as they advance through the program. KPIs are evaluated using a range of assessment tools including skills-based assignments, written papers, presentations, formal examinations, and self- reflection papers.

KPIs are graded by faculty in all core and specialty courses. At the conclusion of each semester faculty analyze data to determine student performance on completed KPIs to determine their progress.

PROFESSIONAL COUNSELOR PERFORMANCE EVALUATION (PCPE)

Students are required to exhibit the counseling skills and professional dispositions outlined on the PCPE. The PCPE assesses the development of students' professional dispositions, awareness, behaviors and skills.

The evaluation is completed by students, instructors, and site supervisors at intermittent times during core courses and during field experiences. Faculty may also evaluate students with the PCPE at other instances throughout the program, as deemed appropriate/necessary.

PCPE is slightly modified for Basic, Intermediate, and Advanced students so that items are only scored if they are relevant for students (e.g. students at the basic level are not assessed on items that they have not yet learned). The PCPE is administered as follows:

Basic: During the Counseling Skills Lab Class Intermediate: During the Human Sexuality Class
Advanced: At the completion of Practicum and Internship 1

COUNSELING AND COUNSELOR SCALE - REVISED (CCS-R)

The CCS-R assesses skills development and professional competencies. Additionally, it provides direct feedback regarding the demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and the professional dispositions and behaviors. The CCS-R provides practical areas for improvement to support development as an effective and ethical professional counselor. It is administered during practicum and internship.

Benchmarks for Success

KPIs

Knowledge, skills and professional dispositions are assessed by KPIs, the PCPE, and the CCS-R at established points in the program. The benchmarks for meeting the expectations of each evaluation are listed below, along with guidelines for remediation plans.

KPIs will be assessed in each core course and a specialty course. Specific criteria outlined in each assessment activity addressing the KPI will be evaluated and assigned one of the following scores:

- 1 = Below Expectations
- 2 = Meets Expectations
- 3 = Exceeds Expectations

Students receiving a score of “1” will be assigned a remediation plan.

PCPE

Students receive one of the following scores for each knowledge, skill and/or professional

disposition measured by the PCPE:

N – Not applicable/No opportunity to observe O – Does not demonstrate this skill

1 – Demonstrates this skill minimally

2 – Demonstrates this skill variably

3 – Demonstrates this skill consistently

Students not earning a score of “2” in Skills Lab and “3” in Practicum, Internship and Human Sexuality may be subject to a remediation plan.

CCS-R

Students receive one of the following scores for each skill, therapeutic condition, counselor disposition, and behavior:

5 = Exceeds Expectations / Demonstrates Competencies

4 = Meets Expectations / Demonstrates Competencies

3 = Near Expectations / Developing towards Competencies 2 = Below Expectations / Unacceptable

1 = Harmful

Students receiving a score less than “4” may be subject to a remediation plan.

Remediation Plan

The counseling faculty score each student according to how the student performs against the benchmarks of the completed KPIs, PCPE and CCS-R. The scores will dictate responses, which may include meeting with the assigned advisor, faculty member, chair, or dean, establishing a remediation plan, and/or dismissal from the program. Potential actions are outlined in the Remediation Plan Action Steps.

If students fail to meet a benchmark for a third (or more) instance, faculty will meet with the student and the chair or dean to discuss the appropriate next steps. This may include an adjustment to the student's Professional Development Plan or a recommendation to dismiss. If a student fails to meet a benchmark due to egregious ethical violations, termination from a site, and/or inappropriate professional/dispositional behaviors, the student may be (1) stopped immediately from progressing in the program, and/or (2) immediately removed from the program.

Remediation Plan Action Steps

Action Steps	Possible Responses (May include one or any combination of options listed.)
STEP 1	Meeting with Assigned Advisor and/or Professor Academic Alert Note in File
STEP 2	Meeting with Assigned Advisor and/or Professor Academic Alert

	Note in File Formal Remediation Plan Using the Professional Development Plan Delay to Beginning of Field Work
STEP 3+	Meeting with Assigned Advisor, Professor, Graduate Chair and/or Dean Academic Alert Note in File Adjustments to Formal Remediation Plan Using the Professional Development Plan Delay to Beginning of Field Work Dismissal from Program

Transition Options

If students are dismissed from the counseling program for any reason, there are several directions they may pursue. They can apply for the Pastoral Counseling and Care program, the Human Services degree with a counseling emphasis, or the Counseling Certificate Program. Upon completion of the Certificate Program, if the appropriate GPA of 3.0 has been achieved, students may re-apply to the Counselor Education Program. Readmission will be determined by the faculty.

Student Practicum/Internship Checklist

- Attend the Practicum Orientation meeting the semester prior to beginning Practicum
- Set up Tevera account
- **Verify attendance of Practicum Orientation** in Tevera
- Reach out to Approved sites to request interviews; secure a site for placement
- Complete and submit the **Practicum/Internship Application form** in Tevera
- Join the ACA as a student member to obtain **student liability insurance**
- Upload proof of coverage certificate in Tevera
- Sign **Student Agreement Form** in Tevera
- Submit the **Supervisor Agreement Form** for completion in Tevera
- Review the **ACA Code of Ethics**
- Work with your site supervisor to establish a set schedule, including weekly individual/triadic supervision

University Supervisor (Practicum Course Professor) Checklist

Practicum

- I Please contact the site supervisor of each student within the **first two weeks** of the course to introduce yourself as the student's university supervisor and point of contact for the semester and share the handbook with them.
- I Didactic topics to cover in class: how to conduct an intake session and a suicide assessment.
- I Collect **Proof of Coverage Certificate for liability insurance** from all students – required by the first meeting of class. Remind students that no hours can be counted until this is purchased and provided to the professor. This task gets completed by students in Tevera.
- I Semester midpoint: remind students that all **Midterm Evaluation** Forms are due in Tevera. Students will complete a self-evaluation and Site Supervisors will complete an evaluation on the student.
- I Semester midpoint: reach out to site supervisors to schedule site visits. **Complete site visits** and document in Tevera.
- I End of the semester: remind students that all **Final Evaluation** Forms are due in Tevera. Students will complete a self-evaluation and Site Supervisors will complete an evaluation on the student.
- I End of the semester: remind students to **Site and Supervisor Evaluation** Form in Tevera.
- I End of the semester: remind students to complete **Final Approved Hours report** in Tevera.

University Supervisor (Internship Course Professor) Checklist

Internship I and II

- Please contact the site supervisor of each student within the first two weeks of the course to introduce yourself as the student's university supervisor and point of contact for the semester.
- Didactic topics to cover in class: case conceptualizations.
- If a student has changed/added a site or has a new supervisor, direct the student to submit **Site Supervisor Agreement** form to the new site supervisor in Tevera. Please pass this information along to the Coordinator of Practicum and Internship.
- Semester midpoint: remind students that all Midterm Evaluation Forms are due in Tevera. Students will complete a self-evaluation and Site Supervisors will complete an evaluation on the student.
- End of the semester: remind students that all Midterm Evaluation Forms are due in Tevera. Students will complete a self-evaluation and Site Supervisors will complete an evaluation on the student.
- Semester midpoint: reach out to site supervisors to schedule site visits. **Complete site visits** and document in Tevera.
- End of the semester: remind students that all **Final Evaluation** Forms are due in Tevera. Students will complete a self-evaluation and Site Supervisors will complete an evaluation on the student.
- End of the semester: remind students to **Site and Supervisor Evaluation** Form in Tevera.
- End of the semester: remind students to complete **Final Approved Hours report** in Tevera.
- End of the Internship II semester: remind students to complete **Student Leadership Performance Evaluation** self-evaluation form in Tevera.
- End of the semester: sign Cumulative Log. Students completing internship – please collect cumulative log and submit to Coordinator of Practicum and Internship. **Students must retain a copy for themselves.**

Southeastern University Counselor Education Program

Practicum Application Form

August 1 deadline for Fall Practicum
December 15 deadline for Spring Practicum
April 15 deadline for Summer

Submit form to the Coordinator of Practicum and Internship by the deadline.

The practicum/internship experience is an opportunity for students to use and hone their clinical skills and continue to refine professional dispositions for the field of counseling. The practicum/internship experiences are to encompass the many facets of operating in the mental health arena including receiving comprehensive supervision, conducting intakes, developing treatment plans, giving accurate diagnoses, writing progress notes, consulting with other clinicians, providing assessments, and gaining knowledge through training and self-studies. This experience is to be comprehensive in nature providing the intern ample opportunity to conduct direct interventions with clients, which may include individual, group, couple, and family therapy.

Student Name: _____ SEU ID: _____

I am applying for Practicum for the following

Semester: _____ and Year: _____

I have attached my Unofficial transcript to confirm that I have met the prerequisite requirements

I have secured a site:

Agency Name: _____

Site Supervisor Name: _____

Site Supervisor Credentials: _____

Site Supervisor email: _____

Student Signature

Date

Coordinator for Practicum and Internship Signature

Date

For office use only:

Date received: _____ Date Reviewed: _____ () Approved () Denial

Reason(s) for Denial:

Southeastern University

Counselor Education Program Supervised Practicum/Internship

Site Supervisor Agreement Form

Thank you for agreeing to provide a supervised clinical training experience for our student. We are confident that they will provide useful and effective service to your organization. The primary objectives of the internship are for the organization to provide clinical counseling experiences for the student and for the student to provide these services to the organization's recipients of care. Key components of an effective training experience include but are not limited to: providing ongoing counseling that requires the development of a therapeutic relationship; identifying client needs and goals; making accurate diagnoses; conceptualizing what will be therapeutic; making, revising and following treatment plans; writing and revising progress notes; observing therapy sessions; being observed during sessions; and weekly face to face supervision. Below are several components of an effective collaboration between the intern and the training organization that must be agreed upon to complete a successful practicum/internship.

As the Site Supervisor for _____, I agree:

1. That I possess the necessary qualifications to supervise the named student in his or her identified areas of responsibility within my organization (minimum: master's degree and at least 2 years post masters experience in counseling or counseling-related activity, have been with the site for at least one year, and hold appropriate certifications/licenses for this work). **A copy of your current license must be uploaded with this document.**
2. That I will provide at least one hour per week of direct, individual or triadic supervision to the above-named counseling intern, in forms including but not limited to: case discussion and feedback; critique of and advisement on counseling skills, counseling philosophy and technique, intervention design and implementation, problem resolution and work attitudes.
3. That the site will be able to provide the student with the required internship hours (700 total; a minimum of 280 of must be direct client-intern contact). The direct client contact will occur on site only and be comprised of psychotherapy sessions (individual, group, family, and/or couples' sessions) of which the intern will be directly responsible for conducting intakes, creating treatment plans, making accurate diagnoses, and writing progress notes. **Interns are required to lead or co-lead at least one group during their internship. Groups need to be at least 3 or more people and run for 4-6 weeks.**
4. That I will monitor the student's case load to ensure it is appropriate in size and complexity for their developmental level.
5. That I will provide a supportive, learning-oriented environment, which affords the student opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
6. That I will introduce and orient the student to this professional setting, making sure that he/she understands its organization, role expectations and policies & procedure (including record keeping requirements for counseling activity).
7. That I will be reasonably available to assist the student outside of the weekly supervision hour (if needed) in the performance of his/her assigned responsibilities and I understand that a trainee shall not be allowed to work after normal hours without the on-site presence of a clinical staff member.
8. That I will directly observe at least two clinical intervention sessions per semester and provide feedback to the student and University Supervisor.

9. That I will meet at this setting with the student's University Supervisor once per semester during the practicum/internship to discuss the nature of the Internship placement and student's progress in the placement.
10. That I will accept the invitation to set up an account with Tevera, where I will regularly approve students service logs (timesheets).
11. That I will complete one mid-term and one final Internship Student Evaluation each semester to assess the student's skill level and progress on learning goals. I understand that these evaluations must be completed in Tevera.
12. That I will complete the Site Supervisor Evaluation of the University Support at the end of each semester.
13. That I will honor the intern's winter break and will allow them to have a break over the holidays. An exception may be made during the month-long break between fall and spring classes, in which students may be permitted to continue their internship upon approval of continued supervision of the site supervisor. Written confirmation of this must be submitted to the Coordinator of Practicum and Internship. Should a concern arise during this break, I must contact the Coordinator of Practicum and Internship.
14. I will complete the site supervisor training prior provided by Southeastern University prior to beginning my work with this student.
15. That I will initiate immediate contact with program Coordinator of Practicum and Internship, Dr. Tiffany Jones, if I have any concerns related to the Internship process. Dr. Jones can be reached at tljones3@seu.edu or 770-789-5602.

Site Supervisor Name/Title:

License Number and Type: _____ Number of Years' Experience: _____

Email: _____ Phone: _____

Agency Name and Address:

Site Supervisor Signature.

Date

Southeastern University

Counselor Education Program

Supervised Practicum/Internship

Student Agreement Form

Student Name: _____
 Internship Site: _____
 SEU ID: _____
 Supervisor: _____

1. As a Graduate Counseling trainee, I hereby affirm that I have read, understand, and will practice my counseling in accordance with the ACA ethical standards of practice and the Florida legal requirements.
2. I understand my practicum/internship site and supervisor must be approved by the SEU Coordinator of Practicum and Internship and any changes in site or supervisor must be pre-approved by the SEU Coordinator of Practicum and Internship.
3. *I understand that Southeastern University and the Counseling faculty assume no responsibility to defend, hold harmless or indemnify any counseling student sued for malpractice whether or not the lawsuit is successful or warranted. I therefore agree to purchase my own professional liability insurance to cover the counseling I do as part of my academic training. I will purchase liability protection for a minimum of one million dollars and provide proof of coverage prior to beginning internship. _____*
(initials)
4. I understand it is my responsibility to keep both my site supervisor and university supervisor informed of all of my work with clients at all times. Additionally, in all my work I will observe the established policies and procedures of my internship site.
5. I understand it is my responsibility to immediately inform my university supervisor of any and all conflicts, difficulties, disagreements, or any other challenges, with my site supervisor, site personnel, or agency. I agree that I will make no public complaints; correct agency policy, procedures or practices; or make any accusations, official or otherwise, without first informing and discussing the issues with my university supervisor and the Coordinator of Practicum and Internship. I agree to comply with any and all university decisions regarding these issues.
6. I will complete a minimum of 700 hours of Practicum/Internship activity in accordance with the following:
 1. Provide direct counseling service to clients, as defined by ACA (280 hours at minimum).
 2. Receive at minimum 1 hour of weekly, face-to-face individual supervision from my approved Site Supervisor (at least 15 per semester).
 3. Receive weekly group supervision from my SEU University Supervisor.
 4. Obtain direct observation of at least two therapy sessions by my site supervisor per semester.
 5. Conduct all direct client hours at the internship site.

6. Lead or co-lead a counseling or psychoeducational group during either the practicum or internship.
7. I will make an agreed upon weekly schedule with my site supervisor where I will be available to see clients, attend supervision, and complete relevant documentation. I understand that I am expected to be punctual, maintain good professional work habits, and conduct my client/student and colleague relationships in accordance with ethical principles and the rules of the internship site.
8. That I will honor the winter break and will not conduct any work at the internship site. An exception may be made during the month-long break between fall and spring classes, in which I may be permitted to continue my internship upon approval of continued supervision of my site supervisor. Written confirmation of this must be submitted to the Coordinator of Practicum and Internship. Should a concern arise during this break, I must contact the Coordinator of Practicum and Internship.
9. I will strive to develop positive working relationships with staff members and other persons/agencies affiliated with my internship setting and I will seek their assistance when necessary. I will, whenever possible, attend and participate in staff functions, such as staff meetings, case review sessions, in-service training, etc.

Student Signature: _____

Date: _____

Mental Health Licensure Hours Cumulative Log

Student Name: _____ Student #: _____

Internship Site(s) name, address, and phone number: _____

This is the document used to verify to the State of Florida Licensure Board that you have met the required internship hours in order to become a registered intern after graduation.

*This is a total record of hours collected at all internship sites.

Practicum	Semester/year:	1	_____
Total hours of direct client contact:			Print Instructor Name/Date
Total hours of individual supervision:			
Total hours of group supervision:			_____
Total hours of group supervision:			Instructor Signature
Total hours of indirect activities:			
Total Practicum Hours:			

Internship 1	Semester/year:	2	Total 1+2	_____
Total hours of direct client contact:				Print Instructor Name/Date
Total hours of individual supervision:				
Total hours of group supervision:				_____
Total hours of group supervision:				Instructor Signature
Total hours of indirect activities:				
Total Internship 1 Hours:				

Internship 2	Semester/year:	3	Total 1+2+3	_____
Total hours of direct client contact:				Print Instructor Name/Date
Total hours of individual supervision:				
Total hours of group supervision:				_____
Total hours of group supervision:				Instructor Signature
Total hours of indirect activities:				
Total Internship 2 Hours:				

Internship 3 (Optional: Use if needed)	Semester/year:	4	Total 1+2+3+4	_____
Total hours of direct client contact:				Print Instructor Name/Date
Total hours of individual supervision:				
Total hours of group supervision:				_____
Total hours of group supervision:				Instructor Signature
Total hours of indirect activities:				
Total Internship 3 Hours:				

The above totals are a true and accurate record of my Practicum and Internship-related hours.

Student Signature

Date

Site and Supervisor Evaluation Form

Site: _____ Semester/Year: _____

Student: _____ Date: _____

Site Supervisor: _____

Please check the appropriate blank in each category. You may mark more than one blank.

I. Comments about your activities were:

- _____ Constructive
- _____ Fair and honest
- _____ Negative, destructive
- _____ Pertinent and meaningful
- _____ Specific, not too “picky”
- _____ Too general, vague
- _____ Too “picky”
- _____ Made you aware of strengths/weaknesses

II. Suggestions made by the agency supervisor and other personnel were:

- _____ Helpful and useful
- _____ Inappropriate
- _____ Not applicable to your situation
- _____ Nonexistent

III. Throughout the internship experience, the agency supervisor, and other personnel:

- _____ Gave adequate indication of your success or failure
- _____ Made no judgment of your overall performance

IV. The agency supervisor and other personnel:

- _____ Allowed for your comments about your performance
- _____ Showed little interest in your comments
- _____ Seemed concerned about your attitude toward your responsibilities

V. The agency supervisor and other personnel:

- _____ Spent adequate time in observations and conferences
- _____ Did not spend adequate time in observations and conferences

VI. The agency supervisor’s ability to communicate effectively with you was:

- _____ Outstanding
- _____ Satisfactory
- _____ Inferior

VII. The disposition of the host supervisor and other personnel, in general:

- _____ Facilitated learning
 _____ Had no bearing on learning
 _____ Impeded learning

VIII. If the site were to be graded, I would rate it:

_____ A _____ B _____ C _____ D _____ F

IX. The opportunities to conduct direct therapy included:

_____ individual _____ couples _____ family _____ group

Have you encountered any challenges during your placement? Please identify and explain how you have tried to resolve them.

Based on your experience, would you recommend that other SEU students do their internship here?

Why or why not?

Please include any additional comments you feel would be appropriate in evaluating your internship experience.

SOUTHEASTERN UNIVERSITY



Session Recording Release Form

I authorize _____
(Counselor's name) to record my counseling sessions. I understand that the recordings will be used for supervision purposes only, will not be made a part of my file, and will be destroyed after being used in supervision.

I hereby release the material contained in the recordings of my counseling sessions for use in the professional training of counseling at Southeastern University, Counselor Education Program. I understand that these recordings will be used only for consultation, educational, and supervisory purposes and that anyone viewing or hearing these recordings is bound by the same principles of confidentiality as my counselor.

It is understood that my full name will not appear in the materials or used in connection with the recordings and that my face will not appear in the video.

I understand that this recording will be encrypted and password protected and shared exclusively with my counselor's site supervisor, Practicum or Internship instructor and classmates for educational purposes and counseling skills feedback only.

It is understood that all materials on the recording will be erased within two weeks of the recording being made. I do retain the right to request that a recording of any specific session or part of a session be erased immediately and not used for professional training.

I may revoke this Consent for Audio/Video Recording at any time by submitting a written request to my counselor.

Client's printed name

Client's Signature

Date

Parent or Legal Guardian (If client is under 18)

Date

Intern's Signature

Date

SOUTHEASTERN UNIVERSITY



Professional Counseling Practicum and Internship Survey

1. How easy was it to find a practicum or internship site?

- ☐ 1 – Very Difficult
- ☐ 2 – Difficult
- ☐ 3 – Neutral
- ☐ 4 – Easy
- ☐ 5 – Very Easy

2. Did you receive information and an invitation to a practicum/internship meeting outlining the process?

- ☐ Yes
- ☐ No

3. How supported did you feel while searching for a practicum or internship site?

- ☐ 1 – Little to No Support
- ☐ 2 – Minimal Support
- ☐ 3 – Neutral
- ☐ 4 – Somewhat Supported
- ☐ 5 – Strong Support

4. Did you receive training on Tevera?

- ☐ Yes
- ☐ No

5. How supported did you feel in managing issues while working with your practicum or internship site?

- ☐ 1 – Little to No Support
- ☐ 2 – Minimal Support
- ☐ 3 – Neutral
- ☐ 4 – Somewhat Supported
- ☐ 5 – Strong Support

6. Is there anything else you would like to share about your experience finding and working at your practicum/internship site?

(Please share any additional thoughts, concerns, or suggestions.)

Help for Navigating Tevera

For guided instructions, including a tutorial video:


<https://knowledge.tevera.com/space/SPSHA/741369789/Applying%20for%20Site%20Placement>

Tasks to be completed as part of the Practicum Application process:

Log into Tevera and go to **Site Placements**: Complete Pre-application task of **Verify Practicum Orientation Attendance**. You must complete and submit this before you will be able to **Add placement** (it will say 'Browse placement' if you have not completed this step).

Complete Site Application: Find the site that you have secured placement for and click Start to begin.

Once you click **Start**, the tasks will appear for the site (site application and proof of liability).

Fill out the application and upload your Unofficial transcript by clicking on the upload icon on the top right (it looks like an up-arrow going into a cloud ).

Upload Proof of Liability Insurance: If you have not done so already, please join ACA as a student member. You will then be able to request a copy of your student liability insurance, which you get as a benefit for being a student member. Upload the PDF Verification of Coverage.

Send Site Supervisor Agreement for Approval: Once you click **Start** on the Supervisor, those tasks will appear (submit form for approval and student agreement).

You will need to hit **Start** and then **Submit**, which will prompt you to enter/confirm the supervisor's email. The Agreement form will be sent to the supervisor to complete and sign.

Complete Student Agreement form: Complete and sign.

Post-Graduation Steps

**Below are guidelines intended to help you navigate the registered internship and licensure process in Florida. State processes and requirements change, so there is no guarantee or responsibility on SEU's part that the guidelines below are accurate. Please check the website through all steps given should rules have changed.*

1. **Complete application to become a registered intern** - We recommend applying for registered internship status immediately following graduation, if not the month before you graduate. Licensure laws are continually being revised as are agency requirements. Waiting to get licensed can result in many challenges that may include becoming ineligible.
 - Application instructions and materials to become a *Registered Mental Health Counselor Intern* are located on the 491 website at <http://floridasmmentalhealthprofessions.gov/>
 - The current law requires that you have graduated from a CACREP-accredited program **or** a regionally accredited program. We are currently regionally accredited, so you would apply under the regionally accredited program option.
 - **Important:** If you do not want your personal address and telephone number to appear on the state's website, make sure to use your business address and business telephone number on your application.
 - To have an official transcript sent from SEU go to the SEU website below and follow instructions:
 - <https://seu.edu/academics/registrar/>
 - **Complete Education Worksheet** (details found at the end of this document; may no longer be necessary in Florida).
 - Course syllabi **or** course descriptions may be required.
 - You have a minimum of 2 years and a maximum of 5 years to complete 1,500 hours of face-to-face counseling with at least 100 weeks of supervision from the time you become a registered intern. On your application, you may need the **course descriptions** that are listed after the Education Worksheet.
2. **Obtain a state approved supervisor** that you will list as your supervisor of record (required to become a registered intern). A list of approved supervisors can be located on the 491 website.

You are able to change your supervisor during your registered internship process if needed – the form is located on the 491 website.

- A minimum of one hour of supervision every two weeks is required by Florida law – regardless of how many clients seen per week.
 - Florida law allows registered interns to alternate a session of individual supervision with a session of group supervision. Florida allows registered interns to count a session that has one or two supervisees in it as individual supervision. Group supervision can include up to six supervisees.
3. **Request verification letter:** once the application is complete and submitted, wait until you receive your *application file number* and then email the Coordinator of Practicum and Internship to request a verification letter of practicum/internship hours. You must have completed your internship hours before this letter will be written for you (these are pre-graduation internship hours).

4. **Register to take the Licensure Exam** – the licensure exam can be taken any time after graduation and should be passed prior to the completion of the 1500 direct hours and 100 hours of supervision, so as not to delay application for licensure. MHC exam applicants are not required to have Board approval prior to taking the National Clinical Mental Health Counseling Examination (NCMHCE).

Step 1 – Apply to CCE to take the NCMHCE by submitting the CCE Exam Application Form and your official transcript. *NOTE: You must have a master's degree in mental health counseling or related to the practice of mental health counseling from a regionally accredited institution before you are permitted to take the examination.*

Step 2 – After passing the examination, your scores will be forwarded to the FL Board. Click on the link below for the Exam Application Form and NCMHCE Exam Handbook.
<http://www.nbcc.org/Search/StateBoardDirectory/fl>

5. Work on attaining all licensure requirements such as direct hours, supervision, and specified Continuing Education courses as a Registered Intern. Apply for Licensure, per the guidance of your Qualified Supervisor.

Maintain the following records permanently:

1. All logs for hours done while as a student intern and registered intern
2. All site supervisors, agency names, and populations worked with as an intern and registered intern
3. A copy of all application materials sent to licensing boards

Relocation: if you wish to become licensed in another state, one helpful step may be retaining a record signed by each site supervisor with the following information. This is encouraged as some states are beginning to require more extensive documentation than in the past, and it is not known what will be required in the future.

Suggested wording for university professor form: “This is to confirm that I, [University Supervisor’s name], an internship supervisor at Southeastern University, supervised [student’s name] during the period from [beginning date of semester] to [ending date of semester]. During this period [student’s name] completed [insert number] of internship hours at [name of site]. This counseling work involved [describe briefly the kind of counseling conducted]. Include signature line and date.

Suggested wording for on-site supervisor’s form: “This is to confirm that I, [On-site Supervisor’s name] supervised [student’s name] during the period from [beginning date of semester] to [ending date of semester]. During this period [student’s name] completed [insert number] of internship hours at [name of site]. This counseling work involved [describe briefly the kind of counseling conducted]. Include signature line and date.

Education Worksheet

Below is the information you need to complete the Education Worksheet for the Licensing Board if you completed all your academic work at SEU. If you transferred some coursework from another school, make the appropriate changes.

Content Area	School	Course #	Course Title
Counseling Theories and Practice	Southeastern University (SEU)	PCOU 5013	Counseling Theories and Practice
Human Growth and Development	SEU	PCOU 5053	Human Growth and Development
Diagnosis and Treatment of Psychopathology	SEU	PCOU 5083	Psychopathology and Diagnosis in Counseling
		PCOU 5263	Treatment Planning in Counseling
Human Sexuality	SEU	PCOU 5093	Human Sexuality
Group Theories and Practice	SEU	PCOU 5033	Group Theory and Counseling
Individual Evaluation and Assessment	SEU	PCOU 5113	Individual Evaluation and Assessment
Career and Lifestyle Assessment	SEU	PCOU 5133	Career and Lifestyle Development
Research and Program Evaluation	SEU	PCOU 5023	Research Methods
Social and Cultural Foundations or Ethnicity	SEU	PCOU 5123	Social & Cultural Foundations of Counseling
Substance Abuse	SEU	PCOU 5143	Substance Abuse Counseling
Legal and Ethical Standards	SEU	PCOU 5073	Professional Ethics

Course Descriptions

PCOU 5003 - FOUNDATIONS OF COUNSELING

This course examines the foundations of the counseling profession. The history, philosophical, and research bases of counseling profession, theory-practice, and application are addressed. Development of interpersonal skills, counselor self-awareness, and opportunities for development, growth, and advocacy in the counseling profession are emphasized.

PCOU 5013 - COUNSELING THEORIES AND PRACTICE

This course broadens the student's perspective of and introduces a general approach to the field of counseling including secular and Christian concepts and approaches. Included are basic skills of attending, empathy, acceptance, and authenticity necessary for effective counseling. Additional insights include confrontation, counselor self-awareness and self-disclosure, maintenance of ethics, and referral. The role of faith in the ministry of counseling will be explored.

PCOU 5023 - RESEARCH METHODS

This course introduces students to the research process in counseling (and related social sciences). It is designed to enable students to understand concepts, purposes, and methods that are fundamental to conducting systematic inquiry and appropriate application to practice.

PCOU 5033 - GROUP THEORY AND COUNSELING

The course examines group counseling theory and types of groups, as well as descriptions of group practices, methods, various approaches, dynamics, and facilitative skills for various group settings. Group participation is required in this course.

PCOU 5043 - COUNSELING SKILLS LAB

This course provides a laboratory setting in which students practice and master basic skill sets that are fundamental for effective communication, counseling, and therapy. The course allows students the opportunity to create, discover, and/or examine and expand their personal counseling style through observation of self, fellow students, and instructors in simulated practice and through serious consideration of both their own thoughts and responses as well as information from the professional literature. A primary focus is on being conscious and intentional in interpersonal communication and subsequently in the counseling process. During this course students are introduced to and will use the program's procedures and resources to establish a relationship with an appropriate site and site supervisor for the practicum field experience to begin the following semester.

PCOU 5053 - HUMAN GROWTH AND DEVELOPMENT

This course examines the nature and needs of individuals at all developmental levels. Areas such as human behavior, personality development, family relations, and life cycle issues are emphasized as a basis for understanding the counseling process.

PCOU 5063 - COMMUNITY COUNSELING

This course examines counseling practices in relation to adults, children and adolescents in the community setting and the role and function of the counselor as a partner and advocate in the community. Focus is on available resources, collaboration, developmental needs, and age-related issues. Special problems of physical and sexual abuse, substance abuse, suicide and grief are examined.

PCOU 5073 - PROFESSIONAL ETHICS

This course examines goals and objectives of professional counseling organizations, codes of ethics, standards of preparation, certification, licensing, and impact of legislation. The role identity of counselors, impact of supervision and self-reflection and self-evaluation are addressed. The impact of technology and other trends that affect ethical and legal implications within the counseling profession are considered.

PCOU 5083 – PSYCHOPATHOLOGY AND DIAGNOSIS IN COUNSELING

This course is designed to prepare students to assess and treat specific clinical problems (i.e., anxiety disorders, personality disorders, mood disorders). The focus will be on assessment, diagnosis, and treatment of mental, emotional, and behavioral problems using standardized diagnostic terms. Level of modality of care are addressed.

PCOU 5263 – TREATMENT PLANNING IN COUNSELING

This course is designed to prepare students to utilize clinical assessment tools and case conceptualization skills to develop comprehensive treatment plans based upon current evidence-based interventions for various mental disorders. The most recent edition of the Diagnostic Statistical Manual of Mental Disorders is used in practice and attention is given to the mental status exam, risk assessment, multicultural issues, and other clinical information relevant to diagnosis and treatment planning.

PCOU 5093 - HUMAN SEXUALITY

This course examines the theories of human sexuality including the physiological, psychological, and sociocultural variables associated with gender, sexual identity, behavior, and sexual disorders. Application of counseling theories to sexual issues will be addressed.

PCOU 5113 - INDIVIDUAL EVALUATION & ASSESSMENT

This course examines the various frameworks for understanding the individual, including methods of data collection and interpretation, and the application and use of assessment data in the counseling profession. Individual and group testing, case study approaches, and the study of individual differences are addressed. Cultural, ethnic, and gender issues are considered.

PCOU 5123 – SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING

This course examines the impact of the cultural context of relationships and provides an analysis of the issues and trends related to a multicultural society. This course examines some of the major cultural groups in the United States and the implications of cultural diversity for counseling practice.

PCOU 5133 - CAREER AND LIFESTYLE DEVELOPMENT

This course examines such areas as vocational choice theory, the relationship between choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

PCOU 5143 - SUBSTANCE ABUSE COUNSELING

This course examines the motivation, addiction, and behavior patterns of the substance user. Different approaches to substance abuse counseling will be investigated. A portion of the course will be devoted to substance abuse assessment, and the evaluation of the series and programs available to the substance user and the impacts on society. Process addictions will be addressed.

PCOU 5153 - TRAUMA, DISASTER, & CRISIS COUNSELING

This course examines the theories and counseling strategies related to trauma and crisis intervention and management with diverse populations. Students will gain an understanding of how crisis and trauma can impact cognitive, emotional, behavioral, spiritual, and community functioning. Issues covered will include natural disasters, domestic abuse, sexual trauma, school violence, suicide, terrorism, and war. Students will also complete training in Psychological First Aid.

PCOU 5203 - INTEGRATION OF COUNSELING AND CHRISTIANITY

This course explores and critically examines the contemporary evangelical efforts to integrate Counseling and Christianity, focusing on the value of an integrative approach to both disciplines. Topics include behavior, cognition, emotion, and motivation.

PCOU 5233 - MARRIAGE COUNSELING THEORIES AND TECHNIQUES

This is a professional counseling course that examines the issues of marriage counseling. The focus of this course is on the theories and practices of marriage counseling. The course addresses communication patterns, the development of treatment plans and identification of the ethical, legal, and professional issues related to marriage counseling.

PCOU 5103 - COUNSELING PRACTICUM

This course will give students experience providing counseling and counseling-related services in an approved setting under a licensed or certified supervisor. Appropriate supervision must be available on site.

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks including at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision and participate in an average of 1½ hours per week of group.

PCOU 5353 - INTERNSHIP I

This course will give students experience applying diagnostic, counseling and therapeutic skills in an approved setting under a licensed or certified supervisor. The appropriate setting depends on the student's desired area of specialization. Appropriate supervision must be available on site. Three hundred (300) hours of clinically related experience are required.

PCOU 5363 - INTERNSHIP II

This course will give students experience applying diagnostic, counseling and therapeutic skills in an approved setting under a licensed or certified supervisor. The appropriate setting depends on student's desired area of specialization. Appropriate supervision must be available on site. Three hundred (300) hours of clinically related experience are required.