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**College of Education, Information and Technology
Department of Counseling and Development
Accredited by the Council for Accreditation of
Counseling and Related Educational Programs (CACREP)**

DEPARTMENT OF COUNSELING AND DEVELOPMENT

PRACTICUM/INTERNSHIP SUPERVISION CONTRACT

The supervisory process is fundamentally a teaching relationship with collaboration being an integral component. Its success is contingent on each person accepting his/her responsibility for the process. During supervision counselor trainees are afforded the opportunity to learn specialized methods of psychological help from an experienced mental health professional while working under their guidance and direction. During the process counselor trainees actually engage in the work they are attempting to master. Counselor trainees are expected to monitor their work carefully being alert to their own feelings, the feelings of those individuals seeking help and assistance, and the process, or interaction taking place between them. Counselor trainees bring their work to the supervisor for collaborative scrutiny and discussion with the goal of improving the quality of counselor trainees' skills.

The supervisory role and the counselor trainee role share a common goal, that being, the provision of competent, capable and quality services to those individuals in need seeking professional help. To achieve that goal both the supervisor and counselor trainee must work together to ensure that the communication process between the person seeking help and the person providing help is as free from error and distortion as humanly possible. The supervisory relationship is based upon a climate of trust that allows counselor trainees to present themselves to the supervisor completely. Supervision is not a one way street. It is more than the flow of information from the supervisor to the supervisee. It is a process that requires the active involvement of both the supervisor and supervisee. It is a process in which all those involved may learn from one another. As mentioned above the supervisory relationship is a collaborative one in which there is no passive learner. It is the active participation of all parties in an interactive learning process. The development of clinical counseling skills requires time, effort, persistence, and a tremendous amount of self-examination. The supervisory process provides an environment that is safe and which fosters the honest self-examination necessary to develop effective counseling skills. The process requires hard work and careful scrutiny to maximize the possibility of achieving the ultimate goal of clinical excellence.

An integral part of making supervision effective is to create a structure that will present a useful learning environment. To that end it is extremely important to delineate the respective responsibilities of the supervisor and the counselor trainee (supervisee). To ensure that both supervisor and supervisee responsibilities are appropriately addressed, the following documents are followed and adhered to: the American Counseling Association's (ACA) Code of Ethics, the National Board of Certified Counselors' (NBCC) Code of Ethics, the American Mental Health Counselors' Association (AMHCA) Code of Ethics, the American School Counselors'

Supervisee: I agree to the following conditions related to supervision:

- To take supervision time seriously, be on time and prepared to address questions and concerns.
- To practice ethically, legally, and professionally as stipulated by the Board of Mental Health Practitioners (the NYS State Licensing Board) and in the following ethical codes: ACA, AMHCA, ASCA, and NBCC depending on whether the intern is in clinical mental health counseling or school counseling.
- To be open and honest in sharing successes, deficits, and mistakes and willing to accept constructive feedback.
- To comply with all clinic and program policies, procedures, and paperwork, including written case records.
- To seek and request help on cases and paperwork when needed.
- To actively participate in the supervision process by setting goals, planning, and identifying criteria for success.
- To provide the supervisor with honest feedback about supervision and the supervisory process.
- To always work within the limits of my competency, skills, and training.
- To be respectful of and adhere to confidentiality, required reporting, and related regulations of HIPAA and the Joint Commission on hospitals.
- To strive to be self-aware and willing to work toward professional growth and competence.
- To communicate directly with my supervisor and, if needed, also with other training personnel and staff, as well as directors of training at the practicum/internship site.

Supervisor: I agree to the following conditions related to supervision:

- To orient the counselor trainee to supervision and the supervisory process including setting goals, planning, and identifying criteria for success.
- To provide face to face individual and/or group supervision to the counselor trainee on a weekly basis in one hour sessions.
- To take supervision time seriously, be on time, and be prepared to address questions and concerns.
- To supervise according to high ethical, legal, and professional standards as outlined by the Board of Mental Health Practitioners (the NYS State Licensing Board), the Code of Ethics of ACA, AMHCA, ASCA and NBCC depending on whether the intern being supervised is in clinical mental health counseling or school counseling.
- To share relevant resources with the counselor trainee and teach evidence-based skills as part of supervision.
- To take a strengths-based approach with a focus on both successes and challenges.
- To comply with all documentation and correspondence/external communication specified by the State Licensing Board, including documenting supervision and signing off on clinical records and external evaluation documents.
- To seek consultation/support on best practices in supervision and on topics/issues outside of my expertise.
- To provide the counselor trainee with honest and constructive written and verbal feedback about his/her work.
- To be available to address crisis situations during non-supervisory times.
- To help support ethical practice and work with the counselor trainee toward professional growth and competence.
- To review my evaluations of the counselor trainee in person with him/her.

- To comply with the supervisory guidelines and expectations established by _____ (program/agency name).
- To keep the program/agency administration informed of the supervisee's progress.
- To review and familiarize myself with the information and material pertaining to supervision requirements of the State Licensing Board and the Department of Counseling and Development contained in the power point presentation entitled, "Supervision: Mental Health Counseling", or "Supervision: School Counseling" forwarded to me by the Department of Counseling and Development and located at: <http://ceit.liu.edu/CSD/CounsDev.html>

Name of Student _____
 Please Print

My signature below indicates that I have read the Supervision Contract and have agreed to abide by its terms.

 Supervisee

 Date

 Supervisor

 Date