



CNSL 5580

Supervised Internship

Handbook

INTRODUCTION TO SUPERVISED INTERNSHIP

Philosophy

Supervised fieldwork is a critical component of the student's educational experience. The fieldwork experience is designed to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's specialization. It is expected that each student will be able to incorporate and utilize individual and group counseling skills in accord with the theories of counseling in providing direct services to clients.

Definitions

Internship is defined as an advanced supervised experience in counseling. Internship is designed to provide either an in-depth or breadth experience in practical work settings. Internship is a post practicum experience in which the student gains practical and professional experience in the work setting.

Site refers to any setting in which the student is working in order complete training requirements. (Examples are community mental health center, college counseling center, hospital, school, etc.)

Site Supervisor refers to the staff member at each Site to whom the student is directly accountable while working at the Site. Students must receive supervision from a qualified supervisor (licensed professional counselor and two years experience) or a certified school counselor. (See page 7 for more details.)

University supervisor refers to the faculty member who provides group supervision, instruction and administrative coordination. This individual acts as the liaison for the University and is the contact person for the on-Site Supervisor.

PROCEDURES AND REQUIREMENTS

Prerequisites

The prerequisites for the internship are the successful completion of the Counseling Practicum courses CNSL 5310 & CNSL 5320, Ethics CNSL 5060, and Counseling Theories CNSL 5650. Students should consult with the coordinator of the area of emphasis prior to the selection of a site and registration for CNSL 5580 Internship.

- Students must also turn in a proof of liability insurance to the Internship Coordinator prior to beginning the class and ensure that a current proof of insurance is in their Internship file at all times.

Application Procedures

1. In conjunction with the area emphasis coordinator, select a site of interest for internship.
2. Arrange a meeting with the Site contact.
3. Send your resume (with cover letter) to the Site contact.

4. Participate in an interview with Site staff.
5. When accepted, complete the *Internship Agreement* contract, which is reviewed and agreed upon by the Site Supervisor, Internship Coordinator, University Supervisor and Intern.
6. Submit the completed *Internship Agreement* to the Internship Coordinator along with your **Proof of Liability Insurance** (must have your name, expiration date, and values of coverage). These documents will be used to start your Internship File.

Counselor Education Area Emphasis Coordinators

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CETC director and Mental Health Counseling Program
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EXPECTATIONS

Expectations of the Intern

1. The intern must purchase professional liability insurance prior to participating as an intern. **Proof of on-going coverage must be turned in to the department office associate, and another copy must be placed and kept in the Internship File (portable file box) before any internship activity occurs.**
2. The intern is to negotiate and finalize an *Internship Agreement* contract with the Site Supervisor and the University supervisor.
3. The intern must complete 600 total clock hours (1 credit = 100 hrs) in the internship experience. These are to be recorded on the Activities Log Sheet which is signed by the student and site supervisor. Keeping track of these hours across semesters is the responsibility of the intern. Interns are expected to enroll for the number of credits that accurately reflects the hours and client contact hours that they will work at their site. "Carrying over" hours from one semester is discouraged and may be done **only** when the intern is enrolled in internship credits in both the preceding and current semester. **An incomplete will be assigned to the final semester of internship if a total of 600 clock hours have not been achieved.** Please be aware that the completion of internship hours needs to be done by the end of the University of Wyoming semester (typically the beginning of finals week) and that failure to complete the total internship hours requirement by this time will result in an incomplete. This will delay your

official graduation date by one semester and you must enroll for a credit of internship (or continuous enrollment) in the following semester while you collect the remaining hours. This enrollment requirement is a requirement of the University and most liability insurance providers; you need to be enrolled in the semester that you officially graduate.

4. Internship students complete at least 240 hours of direct client contact and 360 hours of indirect client contact hours (600 total hours). Direct hours include the time spent in providing services to clients/student in individual or group and as primary or co-counselor where there is the opportunity to work directly with a variety of clients/students and intervention strategies. Direct client/student contact constitutes, but is not limited to, the following: one-on-one counseling, group facilitation or co-facilitation, classroom guidance activities led by the intern, individual or small group testing/assessments, intakes, consultation with other relevant parties, etc. During internship, interns must lead or co-lead a counseling or psychoeducational group. Indirect hours can include many activities such as being at the site completing notes, preparing for sessions, in supervision on site or in class, preparing and reading materials related to client issues, team meetings and other administrative responsibilities required of the internship site as well as engaging in a variety of professional activities and resources, including technological resources. There may be more than 600 hours for internship completed, but a minimum is no less than 240 direct contact hours.
5. **The intern is expected to video record all counseling sessions.** These recorded sessions can then be presented in weekly supervision sessions with site supervisors in addition to the required class/small group presentations. Continuous recording reduces the chance that clients will wonder why recording is occurring in one session over another. Interns will need to explain that they are counselors-in-training and that continuous recording enables them to engage in effective supervision sessions designed to improve counseling skills and the service that the intern provides to clients/students. Identification as a student and requests for permission to record will also be included in the informed consent/disclosure statements provided to clients/students as deemed by the site. Additionally, continuous recording facilitates the record of unexpected situations that require supervision consultation. You are required to provide your University Site Supervisor with an example of this informed consent/disclosure paperwork. With approval of your site and Site Supervisor, all your statements will be confidentially stored and then destroyed and the end of the internship.
6. The intern is expected to log all activities of the internship on the Hours Log form and sign, verifying that the hours are correct. The Intern will also obtain the signature of the Site Supervisor, verifying that the Hours Log is accurate, before turning this log into the University Supervisor at the end of each semester.
7. The intern is expected to meet with both the Site Supervisor and the University Supervisor on a regular basis. **The meeting with the Site Supervisor should be on a weekly basis for a minimum of one hour of supervision.** Weekly interaction averages

one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

8. The intern is also required to attend group supervision sessions with the University Supervisor throughout the semester for a minimum total of 24 contact hours. These supervision sessions will include the presentation of recorded counseling sessions. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
9. The intern is expected to complete two Counseling Skills Evaluations of the experience with the Site Supervisor at mid-term and another at the end of the semester.
10. The intern will also provide a self-evaluation statement for the University Supervisor at the completion of each semester.

Expectations of the University Supervisor

1. The University Supervisor is to meet with the interns in classroom group sessions and be available to meet with supervisees, as needed/requested throughout the semester.
2. The group sessions are to consist of both didactic and experiential activities incorporating a wide spectrum of topics, concerns, activities and experiences of the group.
3. The University Supervisor (or an appropriate representative) is to meet with the Site Supervisor during the semester in person if logistically possible, by phone if travel is prohibitive.
4. The University Supervisor is to provide individual students with feedback regarding their performance and turn in the final grade for the internship experience including an evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Expectations of the Site Supervisor

1. Site supervisors must have the following qualifications
 - a) A minimum of a master's degree in counseling or a related profession with equivalent degree
 - b) A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - c) Knowledge of the program's expectations, requirements, and evaluation procedures for students.

- d) Relevant training in counseling supervision.
2. The Site Supervisor is to be apprised of the goals, objectives, requirements and procedures of the program.
 3. The Site Supervisor will complete a contract (*internship agreement*) with the intern.
 4. The Site Supervisor must meet with the intern about the performance in the work setting on a weekly basis. This supervision needs to include but not be limited to:
 - a) Instruction for the intern in all matters related to delivery of service at the Site.
 - b) The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
 - c) Assurance that the policies of the Site are understood and carried out. The supervisor serves as an advocate for the intern.
 - d) The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
 - e) Clinical critique and supervision of the video, audio and/or the personal observation of the intern's direct contact.
 - f) Assistance for the intern in the development of counseling and consultation skills.
 5. The Site Supervisor is to provide the intern with sufficient experience in areas typically part of the Site counselor's role and function.
 6. The Site Supervisor is to provide a midpoint and ending evaluation of the intern.

Expectations of the Training Site

1. The Site is expected to have a sustained interest in participating in the professional education of counselors.
2. Mutual understanding between the Site and the Counselor Education program exists on the basic philosophy and goals in relation to counseling.
3. Provision is made for on-going professional development for the professional staff and the intern.
4. The Site will provide physical arrangements, which are conducive to a positive learning environment e.g., office and desk space, privacy for interviewing, **the ability to video record sessions** (not necessarily the equipment necessary for recording), adequate guidance relative to site record keeping requirements, and site guidance to create and confidentially retain a informed consent/disclosure statement for each recorded client.

5. The Site will provide the intern with a variety of experiences typical of those encountered by the Site counseling staff.
6. The Site will regard the intern as a professional in training and accord the intern the generally expected professional courtesies

Possible Site Benefits of Interns

1. Interns can lessen the workload of a site and may increase its service capability.
2. Interns at a site may bring new ideas, with positive feedback on present functioning procedures and creative new ideas for improvements. More mutual interactions can evolve, i.e. workshops, speakers, consultation...
3. The communication and interaction between the site and the Counselor Education Training Program will be increased.

EVALUATION AND GRADING

The grade for the internship experience is based substantially on the Site Supervisor evaluation, the University Supervisor evaluation, and the intern's self-evaluation. Completion of the course assignments, class participation and participation in peer group consultation sessions will also determine the grade for the course. Failure to complete and hand in assignments may result in an Incomplete or Unsatisfactory grade for the semester.

Site Supervision Evaluation

The Site Supervisor and intern student are requested to provide an evaluation of the intern's performance. This is to be completed both at midterm and at the end of the semester. It is the intern's responsibility to arrange these evaluation meetings, make copies of the completed forms and send the original to the faculty supervisor.

Intern Self Evaluation

A brief self-evaluative statement is to be submitted to the University Supervisor at the end of the term with regard to the following factors:

1. Were your experiences at the site helpful to you in your own counselor training? How, why or why not?
 - **Discuss your goals for your development as stated earlier in the semester in your "mission statement" – did your experience at the site and in the class help you to attain these goals? How? Discuss how your experiences contributed to your goals not being met. How will you attain these goals in the future?**
2. Do you feel that you were a help to your site? Discuss how; why or why not?
3. Would you suggest that another student might be placed with this site with this same supervisor? Why or why not?

4. What grade would you give yourself? Discuss why.
5. Additional Comments

ETHICAL STANDARDS AND CONSIDERATIONS

American Counseling Association Ethical Standards

The University of Wyoming Counselor Education Department subscribes to the American Counseling Association (ACA) and (as appropriate), the American School Counseling Association (ASCA) Codes of Ethics and Standards. Students of this program are expected to be aware of the codes and behave in the subscribed ethical manner.

Students are expected to review the ACA Code of Ethics and Standards prior to beginning an internship placement. In addition, students practicing in the schools must review and adhere to the ASCA Code of Ethics.

The 2014 code of ethics can be found on the ACA website:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

The 2016 ASCA code of ethics can be found on the website:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Confidentiality and Informed Consent

Confidentiality has long been considered an integral part of the counselor's role with clients/students. Most therapists agree that maintaining the right to privacy is a basic ingredient in maintaining human dignity. The ACA code reflects this in Section B., an important section for the intern and practicing therapist/school counselor to know. As the internship is a learning situation that will introduce this issue along with several other issues, it is important that the intern understand the responsibility for the protection of the client's/student's rights.

The intern must take special care to obtain adequate consultation in cases that may present problems outside of the intern's range of competencies. It is the ongoing communication between the supervisors and the intern that will assist in addressing any issues that may arise in the internship experience.

The legal counterpart of confidentiality is informed consent. Given that the client/student has a right to confidentiality and privacy, a valid procedure needs to be followed to inform client/student and parent of the limits of confidentiality. Ideally such information is given before counseling starts and discussed with the Site Supervisor prior to seeing any clients/students. The Site may have specific forms and procedures. Independent expectations need to be clarified for the intern prior to seeing any clients/students within the Site and make sure that the University Supervisor has been made aware of the forms and procedures used.

Roles and Relationships with Clients

Appropriate roles and relationships with clients are specifically covered in the ACA Code of Ethics Section A. In rural settings, non-professional relationships with clients, former clients, their romantic partners, or family members are not uncommon, however, Section A.6.e. states, “Counselors avoid entering into non-professional relationships with former clients, their romantic partners, or their family members when the interaction is potentially harmful to the client. This applies to both in-person and electronic interactions or relationships” (p.5).

If, as an intern, there is any concern about your role or relationship with a client, former client, their romantic partners, or family member, consultation with the supervisor is necessary.

Preparing for Crisis Situations

Emergencies are likely to arise in any Site setting: a client may be abused, be considering suicide, or be in need of temporary food and shelter. Students preparing for clinical experience need to develop a plan for dealing with crisis situations. Each student's plan will be in keeping within the Site's policies and the ACA Code of Ethics. When time is taken to consider who needs to be contacted and what the intern will do ahead of time, the intern can better respond to the client's needs. Interns are more likely to be calmer and more rational when they have a plan.

The following questions can help in the preparation of a crisis intervention plan:

1. What crises are likely to occur in this setting?
2. What person(s) at this Site are qualified to help in these emergencies?
3. What is expected of me at this site in each of these crisis situations?
4. What resources are available at this Site that will be helpful?
5. What kind of crises do I feel capable of working with effectively?
6. What kind of crises do I feel unable to handle?
7. To whom can I refer clients when I cannot be effective in a crisis?
8. What do I need to do to increase my awareness of issues such as rape or domestic violence?
9. How do I generally act in an emergency?
10. What can I do to develop the skills I need to deal effectively with crises?

Remember that you seldom have to deal with a crisis situation alone. Your supervisors are always on call for consultation in emergencies. Any situation which poses a danger to client or

others, or which is outside of the professional competence of the intern, needs to be brought to the attention of the supervisors as soon as possible.

Closure Process

Client:

Ending the counseling relationship is as important a part of the counseling process as the introduction and intervention. The closure of the relationship may be a formal or informal process. The ACA Code of Ethics Section A.11 covers what is necessary for this process. Closure is an important issue that needs to be clarified and discussed with the Site Supervisor for guidance and clarity.

Supervisor:

Part of the evaluation of the intern will come from the closure with the Site Supervisor. The intern needs to clearly define the benefits and growth within the internship experience as well as discuss any concerns or suggestions for the supervisor. Clear and direct communications are important aspects of the closure with the supervisor as well as the client.

PROFESSIONAL LIABILITY ISSUES

Students, as professionals in training, are to show proof of liability insurance **prior to placement in the field. Students may not start the internship without first obtaining liability insurance.** This is a requirement for the Counselor Education program.

University Policy

The University of Wyoming has liability insurance that covers students attending classes and seeing clients in the lab as part of the course work during the period that the clinical classes are in session. However, it is important to understand the University's insurance is primarily to protect the institution. The interns still need to be responsible for their own liability insurance.

ACA/ASCA Insurance

All students are encouraged to be a member of the American Counseling Association (ACA) or the American School Counselor Association (ASCA). Through ACA the intern can obtain coverage under a Professional Liability policy and meet the requirement for carrying a liability insurance policy, membership may not be required. Students who join ASCA obtain coverage as part of their membership fees. Check with your advisor or Site Supervisor to obtain information regarding membership and insurance, if you are currently not a member.

Site Responsibility

The Site typically is responsible for providing liability insurance for their employees. Whether or not this includes interns is an issue that needs to be discussed with the supervisor at the time of acceptance to a Site. Nonetheless, the interns are expected to have their own professional liability insurance policy in addition to any policy provided by the site.

TIME REQUIREMENTS

Activities	Minimum Hours
Direct Service (1: 1, group, consultation, intakes, assessments, etc.)	240
Supervision, preparation, reviews, evaluation, planning, client staffings, etc.	360 (Note: Individual Supervision with a Site Supervisor needs to be 1 hour on a weekly basis)
Credit hours	1 credit = 100 clock hours
Total	6 credits = 600 clock hours

SPECIFIC CLOCK HOUR REQUIREMENTS FOR MAJOR AREAS OF STUDY

The Counselor Education Program at the University of Wyoming prepares school counseling interns for certification as K-12 Professional School Counselors. Of the basic 600 clock hours required, a maximum of 200 hours may be completed outside of the school setting with children, adolescents, and their families (as stated in CACREP policies).

This policy applies to anyone seeking clinical hours in a setting outside of their major area. Please consult with your advisor and the Internship Coordinator or Instructor as you consider internship sites and experiences that best fit you.

Crisis Management

The following information is provided as guidelines and issues to consider before a crises situation occurs. Reviewing the process in dealing with a crisis is an important function of the supervisor/supervisee relationship.

SUICIDE

1. Suicide can be defined in the following manner:
 - a) a person intentionally brings about his/her own death.
 - b) others do not coerce the person to do the actions.
 - c) death is caused by conditions arranged by the person for the purpose of bringing about his/her own death.

2. Confidentiality

The American Counseling Association endorses the following ethical standard as a definition of confidentiality and how it relates to the suicidal client:

When the client's condition indicates that there is clear and imminent danger to the client, the member must take reasonable personal action to inform responsible authorities. Consultation with other professionals must be used when possible. The assumption of responsibility for the client's behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

3. Risk Factors

There are certain risk factors associated with the possibility of eventual suicide:

- a) Gender-- women attempt three times more frequently than men, but men actually complete suicide more than three times as often as women.
- b) Age-- clients aged 19 or younger and 45 or older are considered at a higher risk.
- c) Depression-- it plays a significant factor in 12 to 60% of suicides.
- d) History of previous attempts.
- e) Alcohol abuse
- f) Loss of rational thinking--any psychosis presents a hazard to the patient if judgment and rational thought is impaired.

- g) Lack of social support -- the suicidal patient often lack significant others, employment and/or religious support.
- h) Organized Plan--the person with a well-delineated plan and access to lethal means is a far greater risk than others.
- i) Sickness-- chronic, debilitating and severe illness may be a definite risk factor.

4. Intervening with the client experiencing suicidal ideation

Listed below are some of the recognized techniques used by counselors to facilitate the counseling process for suicidal clients. Be aware that each case is unique, as each client is unique.

- a) Listen intelligently, sensitively and carefully
- b) Accept and acknowledge your client's suicidal thoughts
- c) Do not give false assurances to your client. Don't say things like "Everything will be all right."
- d) Be supportive of your client.
- f) Don't use euphemisms. Be direct such as "You would like to kill yourself" rather than vague expressions of the problem.
- g) Bring out any ambivalence the client has. Try to increase the choices or the awareness of choices.
- h) If your client is in crisis, do not leave the client alone.
- i) Intervene in the search for hopefulness instead of helplessness.
- j) Intervene to dispose of any weapons the client may have.
- k) Tell others who would be concerned and can help. You have already informed the client of the limits of confidentiality.
- l) Help your client identify and develop support systems.
- m) Trust your own judgment.
- n) Have available the suicide hot lines in your area.
- o) Understand the procedures for commitment in your area
- p) In cases of suspected suicidal risk always seek consultation from your supervisors.

HARM TO OTHERS

Students in training should know that when a client is determined to pose a threat to another's wellbeing, serious legal and ethical questions are at issue. It may be that many agencies or schools do not have an explicit policy regarding this situation. This is another issue

that should be addressed with the Site Supervisor ahead of time. The intern should immediately consult the Site or University supervisor regarding a violent client if the situation occurs. To defer the supervision until a regularly scheduled meeting is due is not advisable. The institutionalized supervisory meeting may not meet the client's needs nor provide protection to the public. Addressing the issue as soon as the awareness is available is the proper course of action for the client and intern.

SUBSTANCE ABUSE

More people are sensitive to the role and consequences of their personal substance use and abuse. However, many struggle for years without recognizing their personal abuse patterns and do not seek some with whom to talk to about it. The intern needs to learn the typical symptoms a client who is abusing may exhibit. There are many resources available for referral and information. Know the referral procedures of the site's policy on substance abuse.

CHILD ABUSE

1. Recognition:

Child abuse/neglect becomes apparent to the counselor in one of two ways: either by direct verbal report or by being uncovered indirectly via the counseling process. When uncovered directly, it is usually via a report from the victim, perpetrator, or some other party involved with the victim or perpetrator. This is the most direct method and the position of the counselor is not to evaluate the authenticity of the report, at least not at this phase. This is the job of authorities such as the police and the Department of Family Services. However, it is also possible that counselors may indirectly, through their work with clients or students, find evidence of abuse or neglect.

2. Counselor Responsibility:

Counselors are obligated to report suspected cases of child abuse to the proper authorities and the supervisor, although caution must be exercised in evaluating the evidence. The intern needs to be concerned when several of the following characteristics are present.

3. Characteristics of Abuse or Neglect in Children:

There are some general characteristics of child abuse applicable to both the perpetrator and the victim. The most widely accepted for the abusive or neglectful parent are as follows:

- a) abused as children themselves
- b) socially and emotionally immature
- c) low self esteem
- d) expect children to act as adults
- e) cannot express frustration or anger via acceptable means
- f) expectations of their children are unacceptable given their ages

- g) violent marital discord
- h) abuse of alcohol and/or drugs
- i) inability to tolerate stress
- j) lack of adequate parenting skills
- k) ignore child's needs
- l) are guarded in discussing family relationships
- m) lack of appropriate role model

The most widely accepted general characteristics of the abused and/or neglected child are as follows:

- a) inappropriate hostility directed toward adults
- b) disruptive and destructive behavior
- c) passive and withdrawn behavior, crying easily
- d) fearful at times, not wanting to go home (or places where abuse has occurred)
- e) habitual absences or tardiness from school
- f) inappropriately dressed for the weather
- g) failure to thrive
- h) bruises, burns, or other unexplained marks
- i) chronically untreated medical needs
- j) constant hunger
- k) sexually oriented remarks
- l) sexually suggestive behavior
- m) discomfort of genital areas
- n) consistent high levels of anxiety

Reports of suggested child abuse or neglect should be made to the Site Supervisor, the proper authorities, and the University supervisor as soon as possible after discovery.

University of Wyoming
Counselor Education Site Supervision and Internship Agreement

Student: _____ Phone: _____ email: _____

Internship Site: _____ email: _____

Site Mailing Address: _____ City: _____ State: _____ Zip: _____

Site Supervisor: _____ Phone: _____ email: _____

Site Supervisor Credentials: _____ Lic. No.: _____ Years of practice: _____

Beginning Date of Internship: _____ Ending Date: _____ Monthly consultation via email w University instructor

Physical Site Address: _____ City: _____ State: _____

Anticipated Weekly Schedule:

	Mon.	Tues.	Wed.	Thurs.	Friday	Sat.	Sun.

Purpose: The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of counseling.

The University Program Agrees:

1. to assign a University faculty liaison to facilitate communication between the University and Site;
2. to notify the student that the student must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
3. that the faculty liaison shall be available for consultation with both Site Supervisor and student and shall be immediately contacted should any problem or change in relation to the student, Site, or University occur; and
4. that the University supervisor is responsible for the assignment of the fieldwork grade.

The Internship Site Agrees:

1. to assign an internship supervisor who has the appropriate credentials, time and interest for training the internship student;
2. to provide opportunities for the internship student to engage in a variety of counseling activities under supervision and for evaluating the internship student's performance;
3. to provide the internship student with adequate work space, telephone, office supplies, the ability to video record sessions (not necessarily the equipment necessary for recording), and staff to conduct professional activities

The Internship Student Agrees:

1. to read and understand the ACA Code of Ethics and practice in accordance to these standards;
2. to keep internship supervisors informed regarding internship experiences;
3. to demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade;
4. to attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisors' expectations.

Student Agreement:

I understand and agree to perform the above responsibilities. I understand and agree to practice my counseling in accordance with the ACA / ASCA Code of Ethics. I understand that it is my responsibility to keep my faculty & Site Supervisor informed of my on-site activities and provide them with the appropriate material needed for supervision.

Counselor in Training Date

Site Supervisor Date

Faculty Supervisor Date

Other Administrator as appropriate Date

UNIVERSITY OF WYOMING

School of Counseling, Leadership, Advocacy, & Design--Counseling Program

1000 E. University Avenue Laramie, WY 82071-3374

Phone: 307.766.5649

Education Building 332

Webpage: <http://www.uwyo.edu/clad/counseling/>

Waiver of Supervision

Date: _____

To Whom It May Concern:

_____, a graduate student in the Counselor Education Program, will be allowed to provide clinical counseling services at

_____ under the following conditions:

- A. Permission is for the period: _____ through _____.
- B. All counseling supervision will be the full responsibility of the site supervisor.
- C. Counseling supervision by the University of Wyoming will not be available for the identified period.
- D. The above named trainee will adhere to all American Counseling Association ethical standards.

Special questions may be directed to the individuals listed below:

Internship Site Supervisor

Internship Faculty Supervisor

Graduate Student Trainee

Other Administrative Personnel (Optional)