

Thomas University  
Master of Science in Counseling  
Division of Social and Behavioral Science

► Site Supervisor Training:  
Best Practices & Fieldwork  
Overview

# Masters of Science in Counseling

- The mission of Thomas University's Master of Science in Counseling is to create a dynamic learning environment that advances the intellectual and personal development goals of our students to work as professionals in the field of clinical mental health counseling, clinical rehabilitation counseling, professional school counseling and/or addiction counseling and to train students to effectively advocate on behalf of the clients they serve.

# THANK YOU FOR SERVING AS A TU FIELDWORK PARTNER

- TU's Counseling students have been preparing to initiate practical experiences in a supervised setting
- Students begin with *Practicum*
- Students expand their fieldwork experiences with *Internships I and II*
- Students specializing in Addiction Counseling complete an *Internship III* course

# REQUIRED HOURS

Practicum:	Internship (I & II)
<ul style="list-style-type: none"><li>• 100 Hours</li><li>• 6-7 hours/week (Fall or Spring semester)</li><li>• 10 Hours/week (Summer Semester)</li></ul>	<ul style="list-style-type: none"><li>• 450 hours</li><li>• 30 hours/week (Fall or Spring Semester)</li></ul>

**40%** of the total hours must be spent providing direct services utilizing graduate counseling skills

# SITE SUPERVISOR QUALIFICATIONS

- TU asks that site supervisors:
  - Hold at least a master's degree in counseling or a related profession with equivalent qualifications
  - Hold appropriate professional licenses and/or certifications
  - Have two years of professional experience in alignment with the student's program
  - Obtain knowledge of the program's expectations (through completion of the Fieldwork Agreement form)
  - Have appropriate training in counseling supervision

# TEVERA

- TU uses a completely online format for time logs, case notes, and evaluations in a program called Tevera.
- All costs for Tevera are covered by the graduate student.
- Tevera saves time and resources allowing students and site supervisors to approve weekly hours with greater ease compared to managing hard copy documents.



# TEVERA - WHAT TO EXPECT

- Within the first week of a student's placement, site supervisors will receive an invitation to initiate an account
- The Tevera account allows site supervisors to view and approve student hours and progress notes and sign them electronically.
- NOTE: Tevera invitations are time sensitive. Please access the link within 24 hours at which time you will reset your password

# USING TEVERA

- Once you have accessed Tevera, you will be directed to enter Log-In information
- The landing page will show you all the areas you are able to access. These are called your workspaces.
- To get started, click on the “Start Tutorials” link to get familiar with how to navigate Tevera and to answer frequently asked questions.



# TIME LOGS IN TEVERA

- The “ Tasks” link on the homepage will show you what time logs are awaiting your approval. You will have a tasks link associated with the student you are supervising.
- You will always receive a notification via email that a task is waiting for your approval. This means the student has submitted a time sheet that needs to be signed.
- Also, on your Tevera homepage you will see a notification in the top right corner on the “envelope” icon. This means a time sheet is awaiting your signature.
- You can access the time logs through either the tasks or the notification icon.
- The “Help” icon will also be a useful tool as you get acclimated to Tevera.

# SIGNING TIME LOGS IN TEVERA

- Once you access the student's hours log either through the tasks link or the notification icon, you will be directed to review and sign the hours log.
- If you notice a discrepancy or want something fixed, simply click on the "Request Changes" tab and comment on the changes you are suggesting. The student will then get a notification to make the changes before you sign off.
- If the hours log looks accurate, click on the "Sign here" tab and sign using your mouse or password.
- Once an hours log is signed, it will complete the task and archive it.
- You will have one time log a week, per student you are supervising, that will need to be signed.

# EVALUATIONS IN TEVERA

- Site supervisors complete an evaluation of the student's performance electronically through Tevera at midterm and at the end of the semester.
- Click on the Tasks button associated with your student, and this will bring you to the list of tasks awaiting your completion. The evaluation will be linked in this list.
- Click on the "view" or "sign" tab and the document will open for your completion.
- Required fields will be highlighted in red.
- You will electronically sign the evaluation at the bottom of the page using your mouse or password.
- TU appreciates honest and direct feedback from site supervisors. Remediation plans will be designed based on supervisor feedback as needed.

# NEED MORE INFORMATION ON TEVERA?

- A tutorial is available on the home screen at [www.tevera.com](http://www.tevera.com)
- Issues or concerns? Tevera utilization? Student performance or behavior issues?
- Please feel free to contact:
  - The student's faculty supervisor (listed on the Fieldwork Agreement)
  - The Division's Fieldwork Coordinator, Stephanie Palmieri ([spalmieri@thomasu.edu](mailto:spalmieri@thomasu.edu))
  - The Division's Program Coordinator, Dr. Cristina Jones ([cjones@thomasu.edu](mailto:cjones@thomasu.edu))
- We want our students to be successful and we are here to assist as needed!

# LIABILITY INSURANCE

- Students are responsible to purchase/hold liability insurance throughout all fieldwork courses.
- A copy is available upon request
- A copy of the student's liability insurance will be housed in Tevera.

# INTERNSHIP SITE -STUDENT'S PLACE OF EMPLOYMENT

- Some students complete fieldwork hours at their place of employment
- This arrangement requires the student to customize fieldwork duties with the site supervisor that are distinct from regular work duties so that “new learning” takes place.
- Approval will be based on a review of a written description of fieldwork and regular work duties provided by the student.

# SUPERVISION

STRATEGIES, KEY CONCEPTS, AND BEST PRACTICES

# PRIMARY ROLE OF SUPERVISION

- Counseling supervisors monitor client welfare and supervise clinical performance and professional development.
- To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations.
- Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

(American Counseling Association Code of Ethics, 2014)



# THE SUPERVISORY RELATIONSHIP

- The supervisor operates with an awareness that the supervisory relationship is key to the effectiveness of supervision as well as the growth and development of the supervisee.
- The supervisor intentionally engages with the supervisee to facilitate development of a productive supervisory relationship and working alliance.
- The supervisor attends to ethical and cultural concerns that impact the supervisory relationship.

(Association for Counselor Education and Supervision, 2021)

# IMPORTANT SUPERVISION CONCEPTS FOR THE FIELDWORK EXPERIENCE

- Engagement
- Experiential Education
- Predictable Stages
- Self-Understanding

(Sweitzer, H.F., King, M., 2014)

# ENGAGEMENT

Active learning process in which students are the centers of energy and the teacher (supervisor) guides or facilitates learning by taking interest in the work of the student and coaching them through experiences.

(Sweitzer, H.F., King, M., 2014, Garvin, 1991)

# EXPERIENTIAL EDUCATION

Kolb's four cycles of beneficial, experiential learning illustrate the power of the fieldwork experience complemented by regular, agency site supervision and faculty supervision

- 1) **Concrete Experience** - specific encounter (e.g. in the field placement)
- 2) **Reflective Observation** - opportunity to reflect on experience from a variety of perspectives
- 3) **Abstract Conceptualization** - chance to form generalizations or principles based on the experience and the reflection
- 4) **Active Experimentation** - utilize or test theories or ideas in a new situation

*Then ~ the cycle begins again.*

(Sweitzer, H.F., King, M., 2014, Kolb, D.A. & Fry, R., 1975)

# PREDICTABLE STAGES

- Anticipation
- Exploration
- Competence
- Culmination

*Recognizing the stages helps all involved view thoughts, feelings, and reactions as normal, even necessary.*

(Sweitzer, H.F., King, M., 2014)

# SELF- UNDERSTANDING

- Each fieldwork experience is unique because it is the result of a complex interaction between the individuals and groups that comprise the placement site and the individual fieldwork student.
- Fieldwork students should be encouraged to examine their reactions and develop important insights – these efforts will smooth the journey for their path to personal, professional and civic development.

(Sweitzer, H.F., King, M., 2014)

# MOST DESIRABLE SUPERVISOR CHARACTERISTICS

- Open to discussion
- Supportive
- Understanding

(Baird, B., 2014, Falender & Shafranske, 2004)

# VALUED SUPERVISOR ACTIVITIES

- Helping fieldwork students understand themselves and explore the interpersonal dynamics between themselves/clients, themselves/supervisors
- Providing direct observation and meaningful feedback and instruction about their work and therapeutic techniques
- Supplying feedback on process recordings (case documentation)
- Assisting with problem and solution identification for case challenges
- Allowing the fieldwork student to observe the supervisor providing counseling service delivery

(Baird, B., 2014, Henry, Hart & Nance, 2004)



# STUDENT PROFESSIONAL BEHAVIOR

- If at any time, your fieldwork student shows behavior that is not consistent with professional standards, please notify the faculty supervisor.
- If the student is not receptive to constructive feedback or demonstrates unprofessional or unreliable behavior, please inform the faculty supervisor so corrective action can be implemented.
- If after several attempts at remediation, the site is not satisfied with the student's skill level or professionalism, the Thomas University Master of Science in Counseling administration will address the situation to the site's satisfaction.
- Please feel free to keep an open line of communication with your intern's faculty supervisor and the fieldwork coordinator.
- We want to provide you with the best experience possible and will do everything we can to ensure that this is a smooth experience.

# WE ARE HERE TO PARTNER AND ASSIST

You are encouraged to contact your fieldwork student's  
TU faculty supervisor at any time or, you may contact:

<b>Stephanie Palmieri, M.S.</b>	<b>Cristina Jones, Ph.D.</b>
Fieldwork Coordinator spalmieri@thomasu.edu	Program Coordinator 803-465-0470 cjones@thomasu.edu

# SOURCES OF ADDITIONAL INFORMATION

- American Counselor Association Code of Ethics:  
[http://www.ncblpc.org/Laws\\_and\\_Codes/ACA\\_Code\\_of\\_Ethics.pdf](http://www.ncblpc.org/Laws_and_Codes/ACA_Code_of_Ethics.pdf)
- Association for Counselor Education and Supervision:  
<http://www.acesonline.net>
- Baird, B. (2014). *The internship, practicum and field placement handbook* (7<sup>th</sup>Ed.). Upper Saddle River, NJ: Pearson Education.
- Boylan, J.C. & Scott, J. (2009). *Practicum & internship* (4<sup>th</sup> Ed.). New York: Routledge.
- Sweitzer, H.F. & Smith, M. (2014). *The successful internship* ( 4<sup>th</sup> Ed.). Belmont, CA: Brooks/Cole, Cengage Learning.