The Counseling Program
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Supervisor Contract

The site supervisor plays a key role in the intern’s education. He or she serves as a professional role model and is often the intern’s first contact with the world of service delivery and employment. We see the site supervisor as someone who is knowledgeable in the fields of counseling and human growth and development, who is clear about the role of the counselor in his/her specific setting, skillful in providing direct counseling services to his/her clients, is able to relate theory to practice, and who understands the philosophy and goals of the UVM counseling program as well as the larger profession of counseling. In short, the site-supervisor is someone who is uniquely capable of fostering the intern’s personal and professional development.

The Role of the Site Supervisor:
Interns are to have one hour per week of individual supervision with the site supervisor as well as weekly supervision meetings in either group or individual supervision with a university supervisor. The internship site supervisor is expected to orient the intern with the site and its personnel, facilitate his/her learning experiences, meet once a week for one hour with him/her to discuss progress, participate in end of semester evaluation (written & verbal) of the intern and consult with the university supervisor about the intern’s progress. Site supervisors are invited to participate in training sessions orienting them to the expectations of the UVM counseling program and providing them with the opportunity for input into the preparation of future professionals and their training.

The Role of the University Supervisor:
The university supervisor is expected to provide the intern with individual and group supervision, review video recordings of his/her counseling sessions, assure that interns submit all required internship forms and complete all other internship requirements, assess the intern’s competencies, and submit grades. The university supervisor is also available to consult with the internship site supervisor about the intern’s progress and for assistance and consultation during the semester. The university supervisor will make at least one site visit each semester to meet in person with the site supervisor and intern together. If the intern is doing well, the faculty instructor may decide to substitute the in-person site visit with a phone or email communication.

The Role of the Intern:
Interns must remember that they are beginners in the counseling field; they should seek and accept continual supervision. The site personnel will offer interns appropriate counseling and related experiences as warranted by their progress, but site staff are primarily obligated to serve their client population. Site staff may revoke an intern’s privileges at any time; however, this seldom happens as the site supervisor and the university supervisor are in regular communication.

The intern is responsible for arranging a work schedule with his/her site supervisor. Interns are expected to adhere to the hours they have established with the site and to any dress or behavioral codes of their site, and to perform responsibilities in a professional manner. Any time that interns have questions or concerns about their work on site, they should contact their site supervisor before their university supervisor. Interns are required to acquire liability insurance before they begin their internship and to provide their university supervisor with a copy for their graduate student files. In consultation with site and university supervisors, interns are expected to develop goals and objectives for their experience and to document these goals in their competency checklists. Interns are responsible for submitting all required paperwork to their university supervisor in a timely manner. Interns must comply with all legal and ethical regulations and bring all potential legal and ethical issues to the attention of both university and site supervisors.

EVALUATION OF PROGRESS
Interns will receive ongoing supervision from their university supervisor throughout their internship in the weekly internship
The university supervisor, site supervisor, and intern work collaboratively throughout the semester to assess the intern’s performance and monitor his/her progress. As the site supervisor will be very familiar with the clients who are assigned to the intern and the practice standards at the site, he/she/they have a key role in overseeing intern development. Feedback to interns is most effective as a continuous process. Intern progress is also formally documented in final semester evaluations.

Supervisors clearly state to supervisees the levels of competency expected, the appraisal methods, and the timing of evaluations. Based on ongoing supervisee assessment and evaluation, supervisors should be aware of any personal or professional limitations of their interns that are likely to impede future professional performance and they should provide their intern with periodic performance appraisal and evaluation feedback.

The site supervisor must also complete formal evaluation forms at the end of each semester during the intern’s internship. These forms are available in the UVM Internship Handbook. Site supervisors are expected to review their evaluations with their intern before submitting them to the university supervisor. Supervisors are also encouraged to write about the intern’s specific strengths and weaknesses because this informs university supervisors of areas in which they can intervene for improvement. If there are concerns about the intern’s skills, professional behaviors, or if personal issues arise that have the potential to affect the intern’s work on site, it is imperative for the university and site supervisors to be in close collaborative contact in order to create a plan to assist the intern. Particularly when personal issues arise for the intern, arranging appropriate consultation and/or personal therapy with an outside professional may be most appropriate.

INFORMED CONSENT
Supervisors have a responsibility to incorporate the principles of informed consent as these relate to their supervisees and the clients they serve. Supervisors adequately discuss with their interns the expectations, individual roles, and boundaries of the supervisory relationship, including the procedures for contacting their supervisors or alternate supervisors in case of crisis situations. Interns and supervisors should clearly review performance expectations (e.g., specific work assignments/responsibilities), evaluation criteria and procedures, and due process and appeal procedures of the site. Supervisors must be sure that clients are aware that the interns are being supervised, the parameters of that supervision, and how this affects confidentiality (e.g., that digital video recordings will be reviewed by the site supervisor and a supervision group made up of other interns and the university supervisor).

CONFIDENTIALITY
Supervisors make every effort to safeguard confidentiality within both the therapeutic and supervisory relationships. Supervisors work to ensure interns’ awareness of and respect for clients’ rights to privacy and confidentiality in their working relationship and the information resulting from it (e.g., case notes, test results). Supervisors support interns in differentiating between confidentiality, privacy, and privileged communication and learning agency policies regarding procedures for obtaining clients’ consent for release of information and they should help interns understand when confidentiality must be breached and how this should be done. Supervisors are responsible for protecting interns’ right to privacy and confidentiality as well. It is important for supervisors to review with interns the limits of confidentiality within the supervisory relationship. The intern will not discuss the events or contents of the supervision sessions outside the confines of the group or individual supervision sessions. Violation of this policy is considered a breach of ethical behavior and may result in dismissal from the counseling program.

MULTIPLE RELATIONSHIPS
Despite the inherent duality in the supervisory relationship, supervisors are responsible for creating and maintaining appropriate relationship boundaries with interns. Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisees. They are aware of the differential in power that exists and the intern’s possible incomprehension of that power differential. Supervisors should not engage in social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor’s objectivity and professional judgment should be avoided or supervisory relationship must be terminated. Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment.
COUNSELING INTERNS
Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning. If supervisees request counseling, supervisors provide them with acceptable referrals. Supervisors do not serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles. Supervisors may not accept as a supervisee anyone with whom they have a close pre-existing relationship (e.g., a family member).

MULTIPLE SUPERVISORY ROLES
Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), the roles should be divided among different supervisors when possible. When this is not possible, it is important to carefully explain to supervisees the expectations and responsibilities associated with each supervisory role. Supervisors have multiple responsibilities. They must balance their responsibility to protect clients’ well-being while simultaneously promoting the intern’s professional development. Supervisors are responsible for making every effort to monitor client welfare, intern performance (actions and inactions) and professional development, and intern compliance with relevant legal, ethical, and professional standards of care. To assist in monitoring both client welfare and supervisee development, supervisors should meet for one hour each week in face-to-face sessions with their supervisees. As a regular part of the supervisory process, supervisors should review actual work samples (via recording or live observation) along with case notes.

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors encourage and support interns in defining their own theoretical orientation toward their work, in establishing supervision goals for themselves, and in learning to monitor and evaluate their own progress toward meeting these goals. Supervisors should be competent to assess interns’ skills and restrict interns’ activities to those commensurate with their current level of skill. At the same time, supervisors must be able to appropriately challenge and support interns in developing additional skills.

RETENTION/DISMISSAL/ENDORSEMENT
Supervisors are both facilitators of interns’ growth and gatekeepers for the profession. They must give interns every possible opportunity to succeed in their internships, keep them informed of their progress, provide feedback pertaining to intern weaknesses as well as strengths, and in cases of egregious professional incompetence, supervisors must be prepared to dismiss interns from the internship site. Supervisors must be fair to interns whose performances are inadequate and help them improve, but also act as gatekeepers to the profession.

Supervisors have the responsibility of recommending and securing remedial assistance for interns who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the intern. Supervisors should not endorse an intern for certification, licensure, completion of an academic training program, or continued or future employment if the supervisor believes that the intern is not qualified for the specific tasks associated with employment or he/she is impaired in any way that would interfere with the performance of his/her duties. Supervisors seek professional consultation and document their decision to dismiss or refer interns for assistance, assuring that interns have recourse to address such decisions.

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Intern Signature                  Date

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Print Name

________________________            ______________
Site Supervisor Signature         Date

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UVM Supervisor Signature

________________________            ______________
Site Supervisor Signature         Date

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UVM Supervisor Signature

________________________            ______________
Intern Signature                  Date