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## **Professional Disclosure and Counseling Supervision Contract**

This contract serves to define and document the supervisory relationship between Catherine Hallam, LPC (AZ), LPC-MHSP (TN), RPT, NCC, CCMHC, BC-TMH, ACAS, AutPlay Therapist (“supervisor”) and \_\_\_\_\_, Counselor Trainee (“supervisee”) that will occur over the context of securing counseling and supervision hours to satisfy for the licensing board in the state of Arizona board of behavioral health examiners. Catherine Hallam can be contacted via email at [catherine@chapterandpagecounseling.com](mailto:catherine@chapterandpagecounseling.com) or by phone at 602-815-0101.

### I. Purposes, Goals and Objectives of Supervision

- a. Monitor and ensure the welfare of clients seen by supervisee
- b. Promote the development of supervisee’s professional counselor identity and competence
- c. Fulfill either the academic requirements for the supervisee’s practicum or internship OR to fulfill the requirements for the licensing board.
- d. Fulfill requirements in preparation of supervisee’s pursuit of Master’s degree

### II. Context of Supervision

- a. One (1) clock hour of supervision weekly. This will be done in a dyadic format (i.e., one supervised and one supervisor)
- b. Supervision will revolve around the supervised overseeing (i.e., supervising) Master's level associate level counselors, or master level social workers.

counseling services are being implemented.

- c. Individual supervision will take place over the Zoom or in person. The preferred method of supervision is alternating in person and Zoom. The supervised is responsible for scheduling all supervision sessions; identifying an agenda for the session, including critical issues needing attention; and identifying areas in which the supervisee feels they need assistance. Catherine (supervisor) will also have identified agenda items and both the supervisee and supervisor will prioritize accordingly.
- d. Catherine uses the Discrimination Model of Counselor Supervision with a focus on the developmental stage of the supervisee using the Integrated Developmental Model. Interpersonal process recall using transcripts from online discussions, video, progress notes, and other related techniques will also be used in supervision to facilitate the learning process.

### III. Method of Supervision

- a. Supervisee will be assessed and will receive feedback weekly from the supervisor on demonstrated counseling skills, clinical documentation and professional behavior.
- b. Feedback on supervisee’s skills will also be provided during supervision sessions.
- c. The supervisor will if necessary evaluate the supervisee at mid-semester and at the end of the term using the counseling competencies scale (for enrolled graduate students). Evaluation will address interventions, conceptualization, personalization, administrative skills, professional behavior and completion of assigned projects.
- d. The supervisee will evaluate the supervisory experience at the close of the term using a standard form that will be used to the supervisee.



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## COUNSELING

### IV. Duties and Responsibilities of Parties

#### SUPERVISOR

- a. Uphold the ethical guidelines of the Code of Ethics of the American Counseling Association.
- b. Ensure that the supervisee maintains ethical practice and attention to multicultural issues
- c. Understand client's presenting concerns and follow supervisee's implementation of treatment plans.
  - d. View recordings of supervisee's counseling sessions during weekly supervision meetings (if applicable). Please remember you are required to allow me to observe 10 hours of sessions.
- e. Monitor supervisee's basic counseling skills.
- f. Challenge supervisee to justify approaches and techniques used.
- g. Intervene when client welfare is at risk.
- h. Provide a plan and be available for crisis situations.
- i. Provide weekly feedback, assessments of supervisee skills, and mid-term/final evaluations (if applicable).
  - j. Promote supervisee's autonomy and support supervisee's development as a counselor.
- k. Define and model appropriate clinical procedures and professional behaviors.
- l. Sign off on any client documentation (if applicable).

#### SUPERVISEE

- a. Uphold the ethical guidelines of the Code of Ethics of the American Counseling Association.
- b. View all counseling session recordings in advance of weekly supervision (if applicable).
- c. Be prepared to discuss all client cases; bring client files, case notes, video review forms, cued recordings, and other related supervision documents to weekly supervision sessions.
  - d. Complete and file case notes and maintain prescribed organization of client files.
- e. Complete individual and/or group progress notes weekly.
- f. Obtain supervisor's signature on all documentation.
- g. Justify case conceptualizations, application of personal theoretical approach, and use of techniques.
- h. Incorporate clinical recommendations from supervision into sessions with clients.
- i. Incorporate personal theoretical orientation into counseling.
- j. Consult with supervisor and/or other practicum or internship faculty in cases of emergency (where applicable).
- k. Generate personal goals and demonstrate movement towards their attainment during the counseling experience; review and revise monthly.
  - l. Exhibit professional conduct during counseling and supervision sessions, including, but not limited to, arriving on time, professional attire, keeping documentation current, discussing concerns, or grievances as they occur, refraining from derogatory comments about clients, and advising all parties concerned in advance of absences.



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- m. Adherence to the Practicum/Internship syllabus (if applicable).
- n. Demonstrate skills listed on the counseling competencies scale.
- o. Completion of supervisory assignments related to client's cases (e.g., research a presenting issue, issue of diversity, application of theory, etc).
- p. In the event of emergency and supervisee is unable to attend practicum/internship, notify the clinic well in advance of the beginning of class so that arrangements can be made for clients (where applicable).
- q. In the event of an emergency and the supervisee is unable to attend supervision, call the supervisor at 602-815-0101 before the respective meeting begins.

## V. Confidentiality

Information you share with me concerning clients or yourself will be kept confidential within the supervisory process. Exceptions to the release of confidential material include: (a) if you direct me to share information with someone else; (b) if I determine that you or the client are in danger to yourself or others; (c) if I suspect abuse of a child, elder, or person with disabilities that involves you or your client; (d) if I am ordered by court or law to disclose information; (e) if it is necessary to defend myself against a legal action or formal complaint before a court or regulatory board; or (f) if your progress deems it necessary that it be discussed with others counselor education faculty. For graduate students, if aspects of your supervision and/or your clients' cases are discussed with faculty, names will be withheld from that discussion, although your case may be recognized by attending faculty members. However, all of those involved in this process are committed to maintaining confidentiality as described above.

## VI. Payment of Services (if applicable)

- \$85 - 45 minute supervision session
- \$100 - 60 minute supervision session
- Monthly package: 4 supervision hours for \$350
- Group supervision (3 hours and lunch is provided): \$150 per group session (requiring at least 4 supervisees)

## VII. Terms of the Contract

This contract is subject to revision at any time upon the request of either the supervisor or supervisee. A formal review of the contract can be requested at any time and revisions may be made with consent of both parties. The signatures below indicate that both parties have reviewed this document and have received a copy.

We agree to the best of our ability, to uphold the directives specified in this supervision contract and to conduct ourselves professionally, according to the ethical principles of our professional association.

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Catherine Hallam, LPC (AZ), LPC-MHSP(TN), RPT,NCC, CCMHC, BC-TMH, ACAS, AutPlay Therapist (Supervisor) Date

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Supervisee Date



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Catherine Hallam, LPC(AZ), LPC-MHSP(TN), RPT, NCC, CCMHC,  
BC-TMH, ACAS, AutPlay Therapist

Email: catherine@chapterandpagecounseling.com

Phone: 602-815-0101

## Professional Disclosure Statement for Clinical Supervision Services Qualifications

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Catherine Hallam is a professional licensed counseling in the state of Arizona and a Professional licensed counselor mental health service provider in the state of Tennessee. Mrs. Hallam is a Registered Play Therapist and she also hold a three national certification for counseling (National Certified Counselor (NCC), Certified Clinical Mental Health Counselor (CCMHC), and a Board Certified Telemental health Counselor (BC-TMH). Catherine specializes in neurodivergent populations and has two additional certifications for this population, She is an Advanced Certified Autism Specialist (ACAS), and an AutPlay Therapist. She has a professional memberships include the American Counseling Association, Arizona Counseling Association, Tennessee Counseling Association, the Play Therapy Association.

### Licenses and Certifications

Licensed Professional Counselor – LPC-20346

Licensed Professional Counselor-Mental Health Service Provider – TN License #4919

Registered Play Therapist- RPT#T5591

National Certified Counselor – NBCC#1272855

Certified Clinical Mental Health Counselor- NBCC #1272855

### Areas of Competency

I have training and experience in counseling individuals, groups, families. I have trauma-play training and am a registered play therapy. I specialize in neurodivergency but have training in CBT, ACT and DBT.

### Clinical Supervision

My training and experience in supervision includes supervised training coursework and professional employment as a clinical supervisor.

I have supervised, M.A. level counseling students from a CACREP approved program and supervised licensed associate counselor and Licensed master social workers for the past two years.



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I approach supervision from a collaborative framework, typically serving as an educator, evaluator, and/or counselor. The general areas that receive attention include professional development, skills acquisition, client/case conceptualization, and increasing self-awareness. Since I typically work with counseling students or new professionals, I see trainee's developmental stages as an essential component of supervision. The development of increased competence is the goal of supervision.

I consider the relationship between the supervisor and the supervisee to be the most important aspect of supervision. Paramount to the successful outcome, a collaborative union built on respect and trust lays the groundwork for supervisory work. Facilitating this alliance is imperative, as is recognizing differentials within the supervisory relationship. For example, while it is realistic that a supervisor has an outside position not he therapeutic process which allows for more objective clarity, it is not practical to assume supervisory omnipotence. I have found supervisees have much to teach me about counseling. This collaborative approach, with a focus on the developmental stage of the trainee, allows me to respond intentionally so I can better understand trainee needs and help them move through each growth process.

Audio taping, live reports, on-line discussion and case reports are all used in the supervision process. Both formal and informal evaluation procedures are embedded in supervision. Periodic attention to evaluation, including written feedback addressing the supervisees progress, is essential. In an academic setting, evaluation will formally occur at the mid-point of a trainee's internship and at the end of the semester. At the end of each semester, supervisees are asked to provide a written evaluation of their supervisory experience. Professionally, supervisees receive formal quarterly written evaluations. They are also asked, at this time, to provide written feedback regarding their experience.

I understand that I have a responsibility to both the individuals I supervise and the clients they see. With this in mind, general limits of confidentiality and privileged communication are when harm to self or others is clear and imminent; when child abuse, elderly abuse or abuse of persons with disabilities is suspected; or if a court order mandates that I testify. Within the academic setting, confidentiality is not withheld if there is compelling evidence that the supervisee is impaired or unable to provide competent counseling services. I hold that academic institutions have a professional responsibility to serve as gatekeepers to the counseling profession. In such instances, other faculty members will be informed and the procedures established by the program will be initiated. I carry liability insurance through HPSO, a malpractice liability insurance company, and I advise supervisees to look into their coverage as well.

No fees are charged to any supervisee if supervision occurs within the academic setting and as part of the supervisee's training. For other supervisees, fees charged reflect the community standard and the supervisee's ability to pay. Supervisees will be advised, through informed consent, of my own supervisory practices (i.e., supervision of supervision) as well as limits to confidentiality based on this relationship. Supervisees are provided with my office address, email address, and office and cell phone numbers. Supervisees are asked to call on my cell if any emergency occurs after hours. I also provide each supervisee with the names and phone numbers of agencies in the local community that respond to crisis situations. I follow the NBCC code of Ethics, ACA Code of Ethics and the Standards for the Ethical Practice of Clinical Supervision. All supervisees receive copies of these codes.