

**WAKE FOREST UNIVERSITY  
DEPARTMENT OF COUNSELING**

**FIELD EXPERIENCE MANUAL**

**For Human Services Students**

*Field Experience*

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### **PROGRAM DELIVERY DEFINITIONS**

- ***Reynolda Campus:*** Refers to students enrolled in the face-to-face program on the Wake Forest University Reynolda Campus in Winston-Salem, North Carolina.
- ***Online Campus:*** Refers to students enrolled in the online program. These students also attend a minimum of two intensive weekend residencies in Winston-Salem, North Carolina.

### **INTRODUCTION**

Welcome to Wake Forest University's Department of Counseling (hereafter referred to as the Department). Faculty members are committed to the professional development of counselors and human services professionals who will provide ethical and efficacious services to diverse clients. Supervised field experience activities are a vital aspect of this development. Through field experience coursework, students will practice their professional skills in a human services setting. During this field experience course work students will receive supervision/mentorship from both faculty/course instructors and site mentors working with the students in the field.

The Field Experience Manual (here after referred to as the Manual) provides an overview of the field experience course expectations in the human services track which occurs during the following course:

1. CNS 754: Human Services Field Experience

An overview of this course, as well as expectations, guidelines, and required paperwork, are presented in this manual. This course is defined as a field experience course as it requires field experience under the direction of a qualified mentor at the field experience site and University faculty (e.g., LPC, LCSW, etc.).

**Students are expected to carefully read the Manual** soon after their acceptance into the program. Once students have become familiar with the material in the Manual, they should contact their advisor to discuss any questions they may have. Students should refer to the Manual as they progress through their graduate degree program. Students will be notified of any future revisions of this Manual. Students are also expected to review and refer to the Wake Forest University Department of Counseling Student Handbook for additional information about their program of study.

The faculty wish every student great success in the program and with their clinical experiences. The journey to becoming a professional counselor is both challenging and rewarding. We are excited to be

your guides during this developmental process as you become the next generation of strong human services professionals.

## PREPARATION

The Department faculty has developed the following guidelines to help students prepare for successful professional practice. Close adherence to these procedures is critical; students should consult with their advisor if they have questions.

### A. Prerequisites

Course Name:	Required for Enrollment ( <i>Clinical Mental Health Track</i> ):
CNS 754: Human Services Field Experience	CNS 737: Basic Counseling Skills and Techniques

### B. Obtain/Renew Liability Insurance

All students are expected to carry liability insurance beginning with the semester in which they take CNS 737 Basic Counseling Skills and Techniques. For on campus students, that is the first semester. For online students this is their fifth semester. **Liability insurance then needs to be renewed on an annual basis.** In order to streamline this process and ensure that all students have the proper liability insurance throughout their program students must join the Department's group policy. The cost of joining the Department's liability insurance policy is \$16 per year. You will be notified by the Department when you must obtain and renew your insurance. Please note that if you are currently employed and have liability insurance at work your employee insurance **does not** cover professional practice experiences; thus students must join the Department's professional liability insurance group policy with Healthcare Providers Service Organization (HPSO). Proof of insurance must be obtained before beginning any clinical courses and/or clinical and field experiences.

### C. Site/Mentor Selection & Registration Information (Field Experience)

In the semester prior to field experience, students will consult with their advisor regarding their readiness to proceed to the field experience aspects of the program. Online Campus students will also have discussions regarding field experience during their first residency on campus. Students will sign the Clinical Experience Policies and Expectations Agreement. The Clinical Program Manager will let students know when they can begin contacting sites for field experience and will work with students to secure appropriate placement sites.

To allow for proper supervision and mentorship, field experience sites must be within a 50 mile radius of the Reynolda campus for Reynolda Campus students. For the same reason, the Department does not allow students to begin field experiences before University classes are in session, with the possible exception of school counseling interns who are asked by their sites to adhere to the public school calendar. For Online Campus students, the field experience sites must be within a manageable commute so that students can be on site for clinical hours and clinical site mentorship/supervision without distance presenting undue obstacles.

In collaboration with the Clinical Program Manager, students will identify their preferred field experience site and site mentor. **Students are not permitted to begin contacting sites until given approval by the Counseling Department to do so.** Students may not begin work at their site until all paperwork has been completed and approval has been given by the Clinical Program Manager. Deadlines for submission of forms will be announced each semester. If you have questions about the suitability of your site supervisor selection, see the checklist [here](#) for site supervisor qualification requirements.

**Students who are interested in using their place of employment for their field experience site must contact the Clinical Program Manager for special approval.** It may be possible to use your current place of employment as a field experience site; however, it is not guaranteed that the site and or mentor will be appropriate for these experiences and that the site will be approved. Special accommodations must be made at the site including but not limited to the following:

- The student's approved field experience mentor must be a different person from his/her employment supervisor.
- The student must be able to perform additional duties and roles not included in current position, if necessary, in order to have an appropriate field experience.

### **PROFESSIONAL CONSIDERATIONS**

Experiential courses provide students with the opportunity to practice human service skills under supervision and mentorship. A successful student will be open to both personal and professional growth, become proficient at giving and receiving feedback, abide by professional standards, and be attentive to their own wellness.

#### **Personal Growth**

During field experiences, students will encounter people and situations that will personally affect them in both positive and negative ways. This is a normal process in the journey of becoming a human services professional. By being open to these experiences and learning from mistakes, students will become more capable and effective professionals.



It is equally important for students to become aware of their beliefs and values and how these affect the human services process, including the human services relationship. Being inflexible in one's beliefs and values can impact effectiveness as a human service professional. Students are free to believe what they wish, but must be aware of the possible limits these beliefs may have on their work as a professional, particularly what they share with clients and the work they are collaborating on with clients.

Participating in personal counseling is one way to achieve personal growth. Many students choose to invest in their professional future by receiving their own counseling. While personal issues may arise during the program and field experiences, supervision/mentoring is not a substitute for personal counseling. Faculty and/or supervisors/mentors may recommend that a student seek out personal counseling, especially when personal issues and/or circumstances appear to be impacting a student's ability to be successful in the program. For more information regarding personal counseling please see the Counseling Services for Students section of the Department Student Handbook.

### **Wellness**

Graduate students lead busy lives. Many students are juggling numerous roles, such as student, spouse/significant other, parent, child, employee, and community/professional leader. With all the day-to-day obligations counselors and students face, it is often difficult to find time to care for oneself. Wellness, including self-care, is essential for personal well-being and for being effective human service professionals.

As such, students should consider ways to keep their student responsibilities a priority while maintaining a balance with other aspects in their life. Students can talk to the faculty and their peers about ways to enhance their wellness.

*Some suggestions include:*

- **Physical Health:** Eat well, get lots of rest, and exercise.
- **Social Support:** Don't forget about friends, family and your cohort.
- **Spiritual:** Nurture spiritual beliefs.
- **Recreation:** Play and have fun.
- **Humor:** Remember to laugh at yourself and with others.
- **Recognize Limits as Human Service Professionals:** Remember, we cannot "fix" clients/students, take away their troubles, or make decisions for them.

### **Scheduling**

Extensive supervision/mentoring is required for Field Experience. Make note of the requirements listed in each section of this Manual and plan your schedule accordingly. (See page 14 for a summary of supervision/mentoring requirements.) NOTE: Students are not permitted to be on site unless their site mentor (or an approved secondary/back-up mentor) is present on site with them at all times.

### **Mentoring/Supervision**

During field experiences, students will receive extensive mentoring/supervision and feedback from the site mentor, course instructor, faculty supervisor, and/or peers. Mentoring/supervision sessions will address a) skill development, b) professional development, and c) personal development. To take full

advantage of this time, students must be prepared for mentoring/supervision sessions. This may take the form of having paperwork ready for the mentor/supervisor to review and writing down specific questions.

You will participate in several different types of mentoring/supervision during your field experience:

- **Individual Mentoring with Site Mentor:** This mentoring will be your main mentoring/supervision regarding the specific individual clients with whom you are seeing at your site. Your site mentor will monitor your work with individual clients/tasks at the site, as well as provide feedback on your skills, professional behaviors, and site procedures and protocols as they relate to your work with each of the clients/colleagues/tasks with whom you are working in your field experience. Your site mentor is your first line of contact for ANY questions regarding your work with clients; you may not consult with outside persons without the explicit written consent of your site mentor.

It is the student's responsibility to have knowledge and understanding of her/his field experience site's policies and procedures regarding crisis events (e.g., suicidal ideation, homicidal ideation, threat assessment). Contact your site mentor **immediately** if you have concerns that someone may be at risk of harm to self or others. **Contact your site mentor first** – as they have the most direct contact to your site's policies and procedures. It is your responsibility to know who to contact at your site both during regular hours and after hours for emergencies. After the emergency has been resolved and addressed per the direction of your site mentor and site policies and procedures you will need to contact your field experience instructor to inform her/him of the event that took place and how the situation was resolved.

- **Group Mentoring/Supervision:** You will receive 1 ½ hours per week of group supervision with your university supervisor and peers in your field experience class. Group supervision will provide you with the opportunity to both give and receive feedback (both positive and constructive) and develop consultation skills. Please note that this supervision will be synchronous with several of your classmates and a university supervisor. Scheduling will be coordinated by the university supervisor. While individual agendas and schedules will be taken into consideration flexibility will be necessary in order to find a common meeting time.

### **Receiving Feedback and Mentoring/Supervision**

Students have the unique opportunity to receive extensive, close mentoring/supervision from their university supervisors, their site mentors, and/or their field experience course instructors. Students will also participate in peer mentoring/supervision with their classmates. Students are urged to take advantage of this opportunity by making the personal decision to be non-defensive to supervision and feedback.

*The following are suggestions on how to be open to the mentoring/supervision process.*

- **Focus:** Before each mentoring/supervision session, take time to focus on your professional goal of becoming an effective counselor.
- **Listen:** Make a commitment to truly hear the feedback offered to you, even when the comments seem critical to you.

- **Reflect:** Be open to new ways of thinking about yourself and what you believe. Be willing to grow and change.
- **Value:** Remember what strengths you bring to the human services relationship and process and pay attention to your own wellness.

### **Giving Feedback**

Students will give each other feedback during group mentoring/supervision and during in-class experiences. Peer-to-peer learning is invaluable in the process of becoming a human services professional. It is also an opportunity for students to practice giving honest and accurate feedback in a sensitive manner.

Giving honest constructive feedback often feels like a risk, especially when it is done correctly. It may feel safer to say, “You did a good job.” However, this statement does not provide your peer with any useful or helpful information. A better statement would be, “I really liked how comfortable you seemed with this client/student. I wonder how you felt in the moment.” Or, “I liked the fact you used a scaling question, but I’m not sure if that was the best way to ask the question. What if you asked them...?” Or, “It seemed to me you were in your head when your client started crying. I wonder if you are uncomfortable with tears.”

### **Ethical Guidelines for Human Services Field Experience Students Wake Forest University Department of Counseling**

All those taking part in field experience courses are required to adhere to professional guidelines for ethical, responsible conduct. These ethical principles benefit and protect you, as well as your clients, placement agencies, supervisors, and the University. We emphasize some basic guidelines below. **These are not exhaustive.** You are expected to learn and adhere to the broader ethical guidelines dictated by the National Organization for Human Services (NOHS), as well as the guidelines specific to your field experience site. Failure to know and understand your professional code(s) of ethics does not exempt students or professionals from their obligation to adhere to the standards. If, at any time, you have questions about ethics or responsible conduct, you should immediately contact your university or site mentor. Some basic principles include:

1. **Confidentiality.** The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific written permission of the client. (For work with children you may get verbal permission to break confidentiality to tell a parent or guardian something.) The only exceptions are in cases in which clients may be dangerous to themselves or others and in cases of child or elder abuse. In such situations, there may be legal requirements that responsible agencies/parties be informed. There are also certain legal proceedings in which the release of case notes and other records can be ordered by the courts. You must familiarize yourself with, and adhere to, confidentiality procedures of your professional code of ethics, clinical site, and the laws of the state. Transmission of any client

materials (e.g., notes, recordings) and journals for clinical experiences must follow the Department protocol. This protocol will be explained to you by your course instructor. Case material discussed in class must be prepared in such a way that confidentiality is maintained (e.g., use client initials only, omit identifying information). All discussions of client-related issues that occur during group supervision are confidential and are not to be shared outside the group setting. *Notify your site mentor and university supervisors before any action is taken in the event confidentiality must be broken in accordance with legal requirements (e.g., reporting child abuse).*

- a. **Journals.** Journals are often assigned as a part of your clinical courses. The purpose of these journals is to encourage reflection on your professional experience and growth, as well as to reflect on your work with clients. You must not provide any identifying client information in these journal entries.
2. **Recognition of qualifications and limitations.** It is important to recognize the limitations of your training and abilities, and not to exceed these limitations in your work with clients. When clinical situations are beyond your knowledge or ability, seek assistance from university and site mentors.
3. **Record keeping.** You will accurately and reliably maintain written and other records as required by the clinical experience site and the Department of Counseling. You will submit monthly logs to your university supervisor/course instructor on a timely basis (defined as one week past the end of the month).
4. **Dual relationships.** Refrain from clinical work with persons with whom you have other types of relationships. Such dual relationships inhibit the effectiveness of your work and may jeopardize both the client and yourself and are unethical. For example, coworkers, friends, and fellow students should not be seen as clients.
5. **Prohibition regarding sexual conduct or harassment.** Under no circumstances should you become involved in a sexual or romantic relationship of any sort with clients at your clinical site. It is important also to refrain from sexual harassment and to respect the sensitivity of others regarding sexual matters.
6. **Self-awareness and monitoring.** Monitor your own emotional and physical status and be aware of any conditions that might adversely impact your ability to conduct your professional activities. If such conditions arise, inform your university and site supervisors immediately.
7. **Ethics discussion with site mentor.** Discuss the ethical standards for your placement before performing any clinical work. You can access the National Organization for Human Services ethical standards here  
<http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

Prior to the start of their field experience, students are required to sign a copy of Ethical Guidelines for Human Services Field Experience Students Form (available [here](#)) and agreeing to adhere to the guidelines listed above as well as those of the professional discipline and specific placement agency or school. Site supervisors and faculty supervisors are also required to sign this document to indicate that discussions around ethical considerations have taken place and that the student has been informed of ethical expectations.

Guidelines adapted from: Baird, B. N. (2011). The internship, practicum, and field placement handbook: A guide for the helping professions (6<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.

### **CONFIDENTIALITY & TECHNOLOGY**

**Students** should always adhere to field experience site and Department policies and procedures regarding confidentiality and communication with clients. These may include but are not limited to:

- Not providing personal contact information to clients/students, including phone numbers.
- Not communicating with clients/students via email (except through authorized agency email addresses), text message, or social media. DO NOT ‘friend’ or ‘follow’ clients/students on Facebook, Twitter or any other social media site. **Please see the Social Media Section of the Department Student Handbook.**
- Not communicating or meeting with clients/students outside the workplace.

Furthermore, the Department recommends increasing your privacy security settings on all social media platforms to discourage clients/students from researching your personal life or contacting you outside of approved professional channels.

Regardless of whether students, faculty, or staff are conducting official school or personal business, they are ambassadors for the school as well as the counseling and human services professions. In online social networks, the lines between public and private, personal and professional are blurred. Just by identifying oneself as a member of the Wake Forest University community, one portrays an impression of the institution for those who have access to their social network profiles or blogs. Each member of the Department of Counseling community should ensure that all content he or she is associated with is

consistent with his or her position at the school and with the values and professional standards of the Department.

### **OVERVIEW (CNS 754: FIELD EXPERIENCE)**

The National Standards for Human Service Worker Education and Training (Council for standards in Human Service Education and Training [CSHE], 2005) defines field experience as “a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom.” This experience is designed to help students further develop their skills and professional behaviors under careful mentorship and supervision. The Field Experience includes a minimum of 350 hours of human services experience at an approved site. These hours include onsite mentoring with the site mentor and group mentoring/supervision by faculty.

#### ***The hours break down as follows:***

- 329** Hours of work in a human services setting over a period of one full semester (approximately 21-23 hours per week) and should include a minimum of 14 hours of mentoring by the site mentor.
- 21** Hours of group supervision (1.5 hours per week) by field experience course instructor with other students.
- 350** Total Hours (Minimum)

#### **Mentoring/Supervision**

**Site Mentor.** A site mentor must have a minimum of a master’s degree in a human services related field with equivalent qualifications and have a minimum of two years of pertinent professional experience post-master’s degree. Site mentors may contact the Department for resources regarding the mentoring process. It is the student’s responsibility to check with their state’s regulatory agency to determine if additional state requirements for site mentors of field experiences are met. Site Mentors meet with their field experience students for a minimum of one hour each week to review the students work and behaviors at the field experience site for a minimum of 14 hours per semester. Site mentors and field experience students are expected to have knowledge of the program’s expectations, requirements, and evaluation procedures for students. Site mentors are also available for consultation on an as-needed basis outside of formal mentoring meetings.

**University Supervisor and Field Experience Instructor.** Faculty members serve as individual/triadic and group supervisors for field experience students. The university supervisor is responsible for, initiating and maintaining contact with the student’s site mentor and meeting with the field experience students, as a part of the course, for 1.5 hours of group supervision each week. They may also request to meet with students individually or in pairs if it is determined to be necessary for the student’s development.

#### **Student Logs and Records**

It is the student’s responsibility to maintain accurate time logs of field experience activities. You must keep up with your hours on a daily/weekly basis (see Time Log forms). You will keep your university supervisor/course instructor, and site mentor informed on your hours on a regular basis. They may require

you to submit a monthly log to them for this purpose. At the end of each semester/course you will submit a final time log to your university supervisor, documenting all of your hours for the entire semester. This document must be signed by your site supervisor prior to submitting it to your university supervisor. Your university supervisor will submit this final log to the Clinical Program Manager for filing.

### **Evaluation**

Grades in the course will be based on:

Evaluation by University Supervisor and/or Course Instructor	60%
Evaluation by Site Mentor	40%

## **CORE EXPECTATIONS**

### **A. Skill Development (Field Experience)**

To develop the skills necessary to engage in a human services relationship, students will practice and be evaluated on particular skills. These skills include the foundational skills learned in CNS 737: Basic Counseling Skills and Techniques, as well as case conceptualization, treatment planning, and other professional activities as required by your site and/or course instructor.

Skill development is expected to progress throughout the skills courses and the field experience. Field experience students should demonstrate competence with basic skills and the facilitation of basic human services relationship building skills.

### **B. Professional Development (Field Experience)**

In addition to maintaining high academic standards, students enrolled in the Department must develop professional behaviors and characteristics necessary to work effectively with people with diverse needs and backgrounds.

Human-services-professionals-in-training should demonstrate a concern for people, self-management skills (e.g., being on time, prepared for class, completing paperwork, etc.), high quality oral and written communication, and begin developing a strong professional identity.

The Department faculty has the following expectations of human-services-professionals-in-training:

- The student relates to peers, professors, and others in an appropriate professional manner.
- The student adheres to legal and ethical standards during the training program.
- The student respects the fundamental rights, dignity, and worth of all people.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
- The student behaves in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Field Experience Manual.
- The student behaves maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate).

### **C. Personal Development (Field Experience)**

Personal development is a crucial component in the growth of the human-services-professional-in-training. Instructors emphasize the importance of self-evaluation and self-exploration in an effort to understand and acknowledge the issues that may hinder work as a human services professional. The Department Student Handbook explicates the obligation of the faculty to monitor the personal growth and self-awareness of future professionals.

The Department has the following expectations of students in the program:

- The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- The student is aware of her/his own belief systems, values, and limitations and how they might adversely affect the student's work with clients/students or peers.
- The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.
- The student participates in classes in an appropriate manner (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure).

Faculty, in conjunction with supervisors and site mentors, possess the professional judgment necessary to determine whether a student is suitable for the field of human services, for example making progress toward self-awareness and serving his or her future clients ethically and professionally. Student's professional disposition (e.g., openness, flexibility, cooperativeness) will be evaluated by their instructors and supervisors during field experiences and at other points in the program.

### **ADDITIONAL FIELD EXPERIENCE COURSE REQUIREMENTS**



In addition to in-class and academic requirements as directed by the instructor, students must meet the following requirements.

### **1. Carry Current Liability Insurance (Basic Skills, Advanced Skills & Field Experience)**

All graduate students in the Department of Counseling are required to carry professional liability insurance throughout the entire program, beginning with the semester in which they are taking CNS 737 Basic Counseling Skills and Techniques. (See information on page 7.S) **Liability insurance needs to be renewed on an annual basis and must remain current during the duration of the student's time in the counseling program. All students are required to join the Department's group insurance policy.**

Students will ensure that the Department has the most recent renewal information and will provide evidence of this when they apply for Practicum, Internship I, Field Experience etc. Students are not allowed to participate in field experience, accumulate field experience hours, or be on site unless they have joined the Department group policy. Students may be pulled from the field experience or may be asked to repeat the field experience course if they fail to fulfill this requirement.

### **2. Complete Minimum Required Hours at an approved Human Services Field Experience Site**

***Selecting a Field Experience Site.*** The Field experience is designed to introduce students' to field work. Students will initially spend some of their time shadowing professionals in their respective settings. As students progress through the field experience, they will begin to assume more responsibilities and independent work. **It is the student's responsibility to discuss his or her needs and the course expectations with the site mentor to gain the most from the field experience.**

***Available Resources when Selecting a Field Experience Site.*** Selecting field experience sites is one of the most important steps in the development of human services skills and the successful completion of these experiences. The following guidelines will aid in the selection process:

- **Field Experience Manual:** Carefully read this manual to become familiar with the details of the field courses.
- **Professional Goals:** In the first semester of the program, each student should begin to determine his or her interests, needs, and expectations for clinical experiences. When choosing a site, students should aim for a placement that represents a "good fit" with these interests, needs, and expectations. Students will work with the Clinical Program Manager to determine appropriate sites.

***Accumulate Required Hours and Service for Field Experience.*** For **Field Experience**, students are required to spend **329hours** of supervised experience at an approved site. This experience should include a minimum of **14 hours** of supervision by the site mentor. Additionally, Field Experience students will participate in **21 hours** of group supervision by course instructor with other students (this is a synchronous group supervision experience). This brings the field experience total requirement to **350 hours**.

- If students have questions about specific duties or assignments at their field experience site, they should ask the course instructor.

Students will be expected to follow all procedures and policies as directed by their site mentor, including documenting contact or services with client/student.

### **3. Fulfill Supervision Requirements**

Students will be assigned a faculty member (full-time or adjunct) as their university supervisor. It is up to the student to contact their university supervisor and arrange for regular supervision. Additionally, students must make arrangements with their site mentor to receive individual mentoring/supervision at their field experience site.

#### **A. Field Experience**

14 hours of individual supervision by site mentor (minimum of 1 hour per week)

21 hours of group supervision by the course instructor (1.5 hours per week)

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### **HUMAN SERVICES FIELD EXPERIENCE FORMS AND PROCEDURES FOR USE**

*All forms for Reynolda Campus and Online Campus students unless otherwise noted.*

#### **[Ethical Guidelines for Department of Counseling Students](#)**

- Form must be reviewed by the student, signed by student, and then returned to the Clinical Program Manager for the student's file.

#### **[Human Services Field Experience Learning Agreement Form](#)**

- Form must be completed by student and site supervisor, and signed by student, site supervisor, and faculty instructor by the end of the first week of class. At the end of the semester this form will be given to the Clinical Program Manager for filing.

### **Guidelines for Mentors of Human Services Students**

- List must be provided by student to site mentors prior to the completion of the site contract.

### **Human Services Field Experience Weekly Time Log**

- A weekly record of total time spent and the distribution of time spent on various categories of skills at the field experience site. Maintain this log each week for your records and to assist in completing the monthly log. Students may be asked to submit these logs if additional information is needed.

### **Human Services Field Experience Monthly Time Log**

A monthly record of total time spent and the distribution of time spent on various categories of skills at the field experience site. Must be turned in to the field experience mentor for approval, on a monthly basis. At the end of the semester, all time logs, along with a summary of all students' hours, will be turned in the Clinical Program Manager by the field experience supervisor.

### **Site Mentor Evaluation of Student for Human Services Field Experience**

- This form is completed for all students by the Site Mentor at the end of semester. The form is used to evaluate the student's growth and performance during their field experience. The course instructor may require additional evaluation of students at any time.

### **Site Supervisor's List of Forms**

- This is a list of all forms needed on behalf of the field experience student. It is broken down into a list of forms required before, during, and after the field experience. Please contact the Clinical Program Manager if you have questions about the forms.

### **Student's Site Description for Notebook**

- Completed by all students at the end of each semester and submitted to the Clinical Program Manager. If the site changes at any point during the clinical field placement, the student must complete this form prior to their start at the new placement. This form is added to the collection of available resources for future students exploring clinical field placements.

### **Student Evaluation of Field Experience**

- Completed by all students at the end of the field placement. Form must be submitted to Clinical Program Manager. If the site changes at any point during the field placement, the student must complete this form prior to their start at the new placement.

### **Student Evaluation of Field Experience Mentor**

- Completed by all students at the end each semester of the practicum and internship field placements. Form must be submitted to the Clinical Program Manager.

### **Faculty Supervisor Evaluation of Human Services Field Experience Students**

- Completed by the Faculty Supervisor and/or Course Instructor at the end of each semester of the field experience. The form must be submitted to the Clinical Program Manager at the end of each semester.

**Professional Performance Evaluation Form**

- Completed by the faculty individual supervisor twice a semester--once half way through the semester, and again at the end of the field experience. The form must be submitted to the Clinical Program Manager at the end of each semester.

**End of List**