

**WAKE FOREST UNIVERSITY
DEPARTMENT OF COUNSELING**

**CLINICAL
EXPERIENCE
MANUAL**

For Counseling Students
*Practicum (CNS 738) & Internship (CNS744,
745, 755 [online only])*

Revised 03/28/2025

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***This list is current as of Nov. 2024. For the most updated faculty list, please visit <http://counseling.wfu.edu>**

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 who will provide ethical and efficacious counseling services to diverse clients. Supervised clinical experience activities are a vital aspect of this development. Through clinical experience coursework (i.e., Practicum, Internship), students will practice their clinical skills. During this clinical course work, students will receive supervision from both faculty supervisors/course instructors and site supervisors working with the students in the field.

The Clinical Experience Manual (hereafter referred to as the Manual) provides an overview of the clinical course experiences and expectations in the clinical mental health counseling and school counseling tracks, which occur during three or four courses:

1. CNS 738: Counseling Practicum
2. CNS 744: Counseling Internship I
3. CNS 745: Counseling Internship II
4. CNS 755: Counseling Internship III (online only)

An overview of these courses, as well as expectations, guidelines, and required paperwork, are presented in the Manual. These courses are defined as clinical courses, as they require clinical experiences under the direction of a qualified supervisor.

Students are expected to read the Manual carefully soon after acceptance into the program. Once students have become familiar with the material in the Manual, they should contact their faculty advisor to talk about questions they may have. Students should refer to the Manual as they progress through their graduate degree program. The Manual is updated on a regular basis. As such, students should review the Manual at the beginning of each semester. 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 ethically minded and effective counseling professionals.

CACREP STANDARDS FOR PROFESSIONAL FIELD EXPERIENCES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the accrediting organization for counselor training programs. To maintain CACREP accreditation and follow a best practice model, the professional practice coursework in the Department adheres to the most recent CACREP standards. <https://www.cacrep.org/for-programs/2024-cacrep-standards/>

The CACREP (2024) definition of **Practicum**: “A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship” ([CACREP 2024 Glossary](#)).

The CACREP (2024) definition of **Internship**: “A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills” ([CACREP 2024 Glossary](#)).

PREPARATION FOR FIELD EXPERIENCES

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 check with their faculty advisor if they have questions.

A. Prerequisites

Course Name:	Required for Enrollment (Clinical Mental Health Track):	Required for Enrollment (School Track):
CNS 738: Counseling Practicum	CNS 737: Basic Counseling Skills and Techniques	CNS 737: Basic Counseling Skills and Techniques
CNS 744: Counseling Internship I	CNS 738: Counseling Practicum	CNS 738: Counseling Practicum
CNS 745: Counseling Internship II	CNS 744: Counseling Internship I	CNS 744: Counseling Internship I
CNS 755: Counseling Internship III (online only)	CNS 745: Counseling Internship II	CNS 745: Counseling Internship II

B. Obtain/Renew Liability Insurance

All counseling graduate students are required to purchase and carry professional liability insurance throughout the entire program beginning with the semester they enroll in CNS 737: Basic Counseling Skills and Techniques. Liability insurance needs to be renewed on an annual basis. To ensure liability insurance is effective throughout the professional practice experiences, students will be charged a course fee at the appropriate time in their program to cover the cost of blanket liability insurance through the department. This charge will appear on the tuition bill as a line item labeled Liability Insurance Premium. 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). Some clinical sites may require students to purchase additional professional liability insurance.

C. Site/Supervisor Selection & Registration Information (Practicum & Internship)

In the semester prior to both practicum and internship, students will consult with their advisor regarding their readiness to proceed to the clinical aspects of the program. Online students will also have discussions regarding practicum and internship during their first residency on campus. Online students will also complete a skills evaluation during their second residency experience and will discuss with faculty their readiness to proceed to clinical courses. The Clinical Program Management Team will work with students to secure appropriate placement sites.

To allow for proper supervision, clinical 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 internships before 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 and Campus students, clinical sites must be within a manageable commute so that students can be on site for clinical hours and clinical site supervision without distance presenting undue obstacles.

In collaboration with the Clinical Program Manager, students will identify their preferred clinical site and site supervisor. **Students are not permitted to begin contacting sites until given approval by the Department to do so.** In addition, students may not begin work at their site until all paperwork has been completed and approval has been given by the Clinical Program Manager.

Students who are interested in using their place of employment for their clinical site must contact the Clinical Program Manager for special approval. It may be possible for students to use their current place of employment as a practicum or internship site; however, it is not guaranteed that the site and or supervisor 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 practicum/internship site supervisor must be a different person from his/her/their employment supervisor.
- The student must be able to perform additional duties and roles not included in current position, if necessary, to have an appropriate practicum/internship experience.

Placement in sites for practicum and internship is a necessary component of counseling program completion. Students have a maximum of three semesters in total to secure clinical site placements. Students who fail to secure or confirm a placement after three semesters will be reviewed by the Department's Student Progress Committee and may be withdrawn from the program.

PROFESSIONAL CONSIDERATIONS

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

During clinical 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 counselor. By being open to these experiences and learning from mistakes, students will become more capable and effective counselors.

It is equally important for students to become aware of their beliefs and values and how these affect the counseling process, including the counseling relationship. Being inflexible in one's beliefs and values can impact counselor effectiveness. Students are free to believe what they wish, but they must be aware of the possible limits these beliefs may have on their work as a counselor, particularly in terms of the information they share with clients and the goals they set 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 clinical experiences, supervision is not a substitute for personal counseling. Faculty and/or supervisors may recommend that a student receive personal counseling, especially when personal issues and/or circumstances appear to be affecting 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's 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 counselors.

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 their faculty advisor and their peers about ways to enhance their wellness.

Some suggestions include:

- **Physical Health:** Eat well, get lots of rest, and exercise.

- **Social Support:** Make time for friends, family, and peers.
- **Spiritual:** Nurture spiritual beliefs.
- **Recreation:** Play and have fun.
- **Humor:** Remember to laugh at yourself and with others.
- **Recognize Limits as Counselors:** Remember, we cannot “fix” clients/students, take away their pain, or make decisions for them.

Scheduling

Extensive supervision is required for practicum and internships. Make note of the requirements listed in each section of this Manual and plan your schedule accordingly. (See pages 17-19 for summary of supervision requirements.) When you develop your schedule with your site supervisor, be aware that students are not permitted to be on site unless their site supervisor (or an approved secondary/backup supervisor) is present on site with them.

Supervision

During clinical experiences, students will receive extensive supervision and feedback from the site supervisor, course instructor, and/or peers. Supervision sessions will address a) skill development, b) professional development, and c) personal development. To take full advantage of supervision, students must be prepared for supervision sessions. This may take the form of having paperwork ready for the supervisor to review, listening to and/or watching recordings of the counseling sessions, and writing down specific questions.

Students will participate in several different types of supervision during practicum and internships, including group, individual, and triadic supervision.

Group Supervision

According to CACREP (2024) group supervision is a “tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.”

Students in practicum and internships will receive 1 ½ hours per week of group supervision with their university supervisor and peers in their respective practicum and internship classes. Group supervision will provide students 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 classmates and a university supervisor. Scheduling will be coordinated by the program manager.

Individual and/or Triadic Supervision

According to CACREP (2024), individual supervision is a “tutorial and mentoring relationship between a member of the counseling profession and one counseling student.” Triadic supervision is a “tutorial and mentoring relationship between a member of the counseling profession and two counseling students.”

Students in practicum will receive individual supervision from site supervisors and will receive individual or triadic supervision from university supervisors. Students in internship courses will receive weekly individual supervision from site supervisors and periodic, individual supervision from university supervisors.

- **Individual Supervision with Site Supervisor:** Site supervision is where students receive principle and specific direction about individual clients with whom they are working. In practicum, students receive weekly, 30-minute, synchronous supervision sessions with their site supervisor. In internships, site supervisors provide 1-hour per week, synchronous supervision sessions. Site supervisors will monitor students' work with individual clients at the site, as well as provide feedback on students' counseling skills, case conceptualization skills, and adherence to site procedures and protocols. Site supervisors are students' first line of contact for ANY questions regarding their work with clients. Students may not consult with outside persons without the explicit written consent of their site supervisor.

It is the student's responsibility to have knowledge and understanding of their practicum or internship site's policies and procedures regarding crisis events (e.g., suicidal ideation, homicidal ideation, threat assessment). Students should contact their site supervisor **immediately** if they have concerns that someone may be at risk of harm to self or others. It is essential that students **contact their site supervisor first** – as the site supervisor will have the most direct knowledge of the site's policies and procedures. It is the student's responsibility to know who to contact at the site both during regular clinical hours and after hours for emergencies. After the emergency has been resolved and addressed per the direction of the site supervisor and site policies and procedures, the student will need to contact their university supervisor to inform them of the event that took place and how the situation was resolved.

- **Individual or Triadic Supervision with University Supervisor:** Individual or triadic supervision with a university supervisor is different from the individual or paired supervision that students receive at their site in several ways. This supervision will focus more on students' skills and case conceptualization *across cases* rather than on a single specific case. University supervisors will also address developmental factors, such as professional identity development and aspects of personal and professional growth throughout the practicum and internship experience.

Supervision Attendance

Attendance and active participation in all weekly group and individual/paired supervision sessions is important. One absence in group and one absence in individual/paired supervision will be excused without penalty. More than one absence in each may result in final grade deductions. Per Department policy, for skills and clinical courses, a grade below 82.5 will result in the student being required to retake the course. Continual and/or excessive tardiness will also negatively impact students' grades. If a student is unable to attend a supervision session, it is important that they let their university supervisor know as soon as possible. Students are responsible for resolving any technology issues related to assignments and scheduled meetings. When using technology, students should ensure that they are using a secure connection in a private space. Failure to adhere to both is a performance and an ethical issue. Frequent technology issues that result in absences or lack of participation may prevent students from being permitted to continue in a course.

Receiving Feedback in Supervision

Students have the unique opportunity to receive extensive, close supervision from their university supervisors, their site supervisors, and/or their practicum and internship instructors. Students will also participate in peer 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 supervision process.

- **Focus:** Before each 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 counseling process and pay attention to your own wellness.

Giving Feedback in Supervision

Students will give each other feedback during group supervision and during in-class experiences. Peer-to-peer learning is invaluable in the process of becoming a counselor. 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 the counselor useful or helpful information. A better statement would be, “I really liked how comfortable you seemed with this client. I wonder how you felt at that 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. What is your comfort level with tears?”

Professional Performance Evaluation and Notice of Professional Performance Concerns

Students are evaluated throughout their enrollment in the program using criteria of student achievement and limitations that have been set to measure students’ professional competence, as well as interpersonal and intrapersonal functioning. Failure to meet program expectations may result in delayed enrollment in clinical courses.

In the unfortunate event that a clinical site dismisses a student for failure to meet expectations, the student may fail the course. Additionally, the student may be dismissed from the program. Such decisions are made by the online program director or graduate program director in conjunction with the Student Progress Review Committee. Here is information on Professional, Personal, and Interpersonal Performance Review, and remediation and dismissal information, as discussed in the Student Handbook.

Grade Appeal Process

1. A student in the Department of Counseling who wishes to have an assigned grade reviewed should talk with the faculty member who assigned the grade within 10 days of the grade being assigned.
2. If the student and faculty member cannot resolve the matter, the student should immediately consult the Graduate Program Director (Reynolda Campus Students) or Online Program Director (Virtual Campus Students) to initiate the program’s internal grievance procedure. In the event the Director is

the faculty member who assigned the contested grade, the student should contact their Faculty Advisor to initiate the grade appeal process.

3. Upon written request from the student, the Director (or Faculty Advisor when applicable) appoints a committee composed of two current faculty members (excluding the faculty member who assigned the grade) to review the grievance.
4. The committee will review materials the committee determines are relevant (such as the syllabus and the student's work) and interviews both the student and the faculty member.
5. The committee presents written recommendations for action to the Faculty Advisor or to the Director as indicated by #2 above.
6. The Advisor or Director informs the student and the faculty member who assigned the grade of the committee's recommendation.
7. The faculty member may accept or reject the committee's recommendation and presents this decision, in writing, to the Director and to the student.
8. If the student is not satisfied with the decision made by the faculty member who assigned the grade, they can choose to initiate the Graduate Student Academic Grievance Procedure as outlined in the Graduate Student Handbook.

Unethical, Unprofessional or Illegal Conduct Remediation and Appeals Process:

Note: Faculty may fill out the Professional Dispositions and Behavior Review (PDBR) form at any time for students who engage in illegal or unethical activities, or for students whose professional performance is deemed to present an imminent threat to the well-being of others. In such cases, the Graduate Program Director (Reynolda Campus Program) or Online Program Director (Virtual Campus Program) may recommend discontinuation in the program without opportunity for student remediation. The procedures below apply in less egregious situations.

In the event that a faculty member has reasonable cause to suspect a student has engaged in unethical, unprofessional or illegal conduct, the following procedure will apply to the review of such conduct.

1. A faculty member completes and submits a PDBR form to the Graduate Program Director (Reynolda Campus student) or Online Program Director (Virtual Campus Student) for review.
2. When possible and based on the nature of the specific situation, the Director may forego a more formal Student Progress Committee process (see #3 below) but may, instead
 - a) acknowledge via email to the faculty member and student in question, or to only the student if no faculty member is otherwise involved, that a PDBR has been submitted, and
 - b) support the faculty member in assigning additional remedial work for the student in question, as a way of further assessing the student's adherence to professional performance standards.

If the student completes the required additional course-related work and resumes meeting expected professional performance standards as determined by the Director and faculty member, the PDBR will be included in the student's internal departmental record with an addendum noting the issue as successfully resolved with the understanding being that the student will continue meeting expected professional performance standards. The student will be notified of the addendum.

If the student fails to complete the required additional course-related work and/or fails to resume meeting expected professional performance standards as determined by the Director and faculty member, the Director may initiate a more formal Student Progress Committee process. The student will be notified of this decision.

3. In cases wherein the Director believes a student's professional performance deficiencies warrant a more formal review process, the Director will initiate a formal Student Progress Committee process.

- a) The Director will inform the faculty member and student via email that the current matter will be reviewed by a Student Progress Committee comprised of three Department of Counseling faculty members. The faculty member who submitted the PDBR will not participate in the committee's process. The student will be notified of which faculty are selected to serve on the Student Progress Committee.
- b) The student may choose to consult with their Advisor as a neutral party who can answer the student's questions about the process or provide other appropriate support to the student. This is an option to the student and not a requirement. The Advisor will only be involved at the student's request. Should the Advisor be the same faculty member who submitted the PDBR, the student can ask that another faculty member be assigned to serve in their Advisor's place.
- c) The Director will ask the faculty member who submitted the PDBR, as well as other faculty or staff who have observed the student's behaviors and dispositions, to supply supporting documents (e.g., email correspondence, assignments) that will be reviewed by the assigned Student Progress Committee.
- d) The Director will invite the student to submit a written statement or other information to the Committee for the Committee's consideration.
- e) Following its deliberation, the Committee will submit for review to the Director a letter addressed to the student that details the committee's judgments and, when appropriate, recommendations of next steps in terms of remediation of problematic behaviors and dispositions. The Director will work with the committee on finalizing the letter before sharing it with the student.
- f) The Director will review the Committee's recommendations and, within 10 calendar days thereafter, communicate via email with the student in question as to what will be required of the student to resume expected professional performance standards within the Department. The student will then be required to reply within 10 calendar days via email to the Director's email.
- g) Upon successful completion of the remediation plan, an addendum to the initial PDBR will be included in the student's internal departmental record noting the issue as successfully resolved with the understanding being that the student will continue meeting expected professional performance standards.
- h) Failure to comply with the requirements or evidence of further misconduct at any time during their training program through Wake Forest University will result in additional disciplinary action up to, and including, recommendation for dismissal from the program. The Department will follow the Graduate School's dismissal policies as outlined in the Graduate School of Arts and Sciences bulletin, available here: <https://graduate.wfu.edu/graduate-bulletin-archive/>.
- i) All documentation related to the review of a student's professional performance will be included in the student's internal departmental record.

Note: Students' dispositions and behaviors, at times, have consequences beyond the Department of Counseling and will, therefore, be subject to University action per other Graduate School or University policies. Plagiarism, an honor code violation, is one such case and may be immediately passed along to the Graduate School for review. In addition, sexual misconduct will be addressed in accordance with the Student Sexual Misconduct Policy.

Remediation and Dismissal Appeals

A student may appeal a remediation or dismissal decision by filing a written appeal with the Department Chair within ten working days of receipt of the decision.

If the student is dissatisfied with the Department Chair's decision, the student may file a written appeal with the Dean of the Graduate School within ten working days of receipt of the Department chair's decision. The decision of the Dean of the Graduate School is final.

A student who is appealing a dismissal decision may remain in classes until any appeals have been completed.

Readmission/Candidacy Appeal

A student wishing to appeal the decision to not be allowed to be readmitted to the program or not being approved as a candidate for graduation must submit a letter detailing the basis for the appeal to the Department Chair by Monday of the week prior to the start of the subsequent semester. A student will then be afforded the opportunity to meet with the Department of Counseling Student Progress Committee to present their case for readmission to the program or approval as candidate for graduation. If the department upholds the withdrawal of admission or approval for candidacy, the student may appeal the decision to the Dean of the Graduate School. Although a student may attend classes during the appeals process, if the appeal is denied, the student will be required to withdraw from class(es) immediately and may not receive a full tuition refund.

Ethical Guidelines for Practicum and Internship Students

All individuals who take part in practicum or internship courses are required to adhere to professional guidelines for ethical and responsible conduct. These guidelines benefit and protect everyone, including students, clients, placement agencies, supervisors, and the University. We emphasize some basic guidelines below. **These are not exhaustive.** Students are expected to learn and adhere to the broader ethical guidelines dictated by ACA and/or ASCA, as well as the guidelines specific to students' placement agency. Failure to know and understand professional codes of ethics does not exempt students or professionals from their obligation to adhere to the standards. If, at any time, students have questions about ethics or responsible conduct, they should immediately contact their university or site supervisor.

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, counselors 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 older adult 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. Students must familiarize themselves with, and adhere to, confidentiality procedures of their 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 students by their university supervisor. 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. *Students should notify their site 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).* If you write in a journal to reflect 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 that students recognize the limitations of their training and abilities and not exceed these limitations in their work with clients. When clinical situations are beyond their knowledge or ability, students should seek assistance from university and site supervisors.
3. **Identification as counselors-in-training.** As a part of their professional disclosure and informed consent with clients, students must explicitly identify themselves as a counselor-in-training to their clients, in reports, and in other professional activities. Students should not misrepresent their training, qualifications, or status. Because they will be at a placement for a limited time, students should inform clients of that limitation at the outset of therapy and take it into consideration when making decisions about counseling approaches.
4. **Record keeping.** Students are to maintain accurate records as required by the clinical experience site and the Department. Students are required to submit time logs to their University Supervisor as instructed. These time logs should be signed by the students' site supervisor and submitted to university supervisors on a weekly basis.
5. **Multiple relationships.** Students are to refrain from clinical work with persons with whom they have other types of relationships. Such dual/multiple relationships are unethical, and they have the potential to inhibit the effectiveness of the clinical work and may jeopardize both the client and counselor. For example, coworkers, friends, and fellow students should not be seen as clients, and clinical supervisors should not be employers.
6. **Prohibition regarding sexual conduct or harassment.** Under no circumstances should students become involved in a sexual or romantic relationship of any sort with clients or supervisors at their clinical sites. It is important also to refrain from sexual harassment and to respect the sensitivity of others regarding sexual matters.
7. **Self-awareness and monitoring.** Students are to monitor their own emotional and physical status and be aware of any conditions that might adversely impact their ability to conduct their professional activities. If such conditions arise, students are to inform their university and site supervisors immediately.
8. **Ethics discussion with site supervisor.** Students are to discuss the ethical standards for their placement before performing any clinical work.

Prior to the start of their clinical experience, students are required to sign a copy of Ethical Guidelines for Practicum and Internship Students Form, agreeing to adhere to the guidelines listed above as well

as those of the professional discipline and specific placement agency or school.

Guidelines adapted from: Baird, B. N. (2011). *The internship, practicum, and field placement handbook: A guide for the helping professions* (6th ed.). Prentice Hall.

CONFIDENTIALITY & TECHNOLOGY

Students are responsible for maintaining the security of the recorded counseling sessions and related paperwork.

Students will use a HIPAA secure version of Zoom and Anthology Portfolio to submit recordings and paperwork. Students' university supervisors will provide detailed instructions on this process. Students *must not* save any recordings to their personal devices.

Students are responsible for the ethical disposal of the recordings and paperwork that have been submitted to them by clients.

The Department is deeply committed to the privacy, security, and protection of all the clients with whom our students come in contact. We believe in modeling that commitment throughout their training, and it is specifically for that reason that we chose Zoom as the method of recording, transmitting, storing, and sharing client sessions with university supervisors for direct observation and supervision. For additional information, click [here](#).

Students are responsible for following best practices and maintaining HIPAA (<http://www.hhs.gov/ocr/privacy/>) and FERPA (<https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) compliance with all client-identifying information (e.g., case notes, session recordings). Before recording counseling sessions, students should review the [WFU HIPAA-Secure Zoom Policies and Procedures](#).

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

- Not providing personal contact information to clients, including phone numbers. If required by a site to provide a method of contact to clients, students should provide a Google number instead of their personal phone number. If students have questions about this, they should consult with their university supervisor.
- Not communicating with clients via email (except through authorized agency email addresses), text message, or social media. Students SHOULD NOT 'friend' or 'follow' clients/students on Facebook, X (formerly Twitter) or any other social media site. **Please see Social Media Section of the Department Student Handbook.**
- Not communicating or meeting with clients outside the workplace.

Furthermore, the Department recommends that students increase their privacy security settings on all social media platforms to discourage clients from researching their personal life or contacting them 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 and the counseling profession. In online social networks, the lines between public and private, as well as personal and professional, can be 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 community should ensure that all content they are associated with is consistent with their position at the school and with the values and professional standards of the Department.

RECORDING INFORMED CONSENT

Recording counseling sessions for supervision purposes is a requirement of clinical courses. Students must receive informed consent from clients prior to audio/video recording them in a counseling session. Clients who are over 18 years of age can sign the informed consent form themselves. Any clients who are younger than 18 years of age must have a parent/legal guardian sign the consent form for them. However, students must still discuss the recording process with the minor and receive their assent to be recorded.

All recordings must be audible--inaudible recordings will not be accepted. Students must check their technology to ensure that both the counselor AND the client can be heard clearly. One recording equals a minimum of 45 minutes of a recorded session. School counseling students often have shortened counseling sessions and may need to submit more than one session in order to meet the 45 minute requirement for each 'recording.'

Students and site supervisors should sign the Site Supervisor-Students Recording Agreement. This form acknowledges the responsibility of the site for the secured storage of the signed Recording Consent forms.

In clinical mental health or university settings: Informed consent will typically occur within the first few minutes of the first (intake/assessment) session. This information should be presented at the same time that students present their professional disclosure statement and other informed consent information to the client(s). Students cannot begin recording a session until after they have obtained the client /legal guardian's signature on the recording informed consent.

In school settings (K-12): Informed consent typically will occur prior to or after the first session. Sessions for which informed consent should be received prior to the first session include a student who you have been asked to see (and is not currently in a crisis situation) by administration, teachers, or parents. Sessions for which informed consent should be received prior to the second session are with students who are in a crisis situation or need immediate counseling. In these situations, students may see the student without audio/video recording the first session, due to the necessity of the first session; however, parents/legal guardians must be contacted to gain informed consent to record all subsequent sessions with the student.

Recording Informed Consent Form and Presentation: Students must check with their clinical site to see if they have an audio/video recording form that is **designated for use by practicum and internship students**. If they do, students should use the site's form. If the site does not have a form or does not have

one that is designated for interns, the student will need to use the Consent for Recording Form provided by the Department. Please note that students are to create a separate form for each client to sign. Clients have a right to refuse recording; however, they may have to be transferred to a different counselor if that is their wish. Students can access the appropriate consent form through Canvas. The ‘consent to record’ forms should remain in the records at the clinical site or school.

Example of how to present a recording to a client. First, students should present the client with the Consent for Recording form, allowing them the opportunity to look over the form while the student provides an oral explanation. For example, a practicum student or intern might share the following:

“As I mentioned earlier, I am a counselor-in-training at Wake Forest University; therefore, I am required to record some of my counseling sessions with clients. I record sessions to ensure that you are receiving the best possible care in our work together, as well as to further my development as a counselor. I know the idea of recording can sound scary; however, I want to make sure you understand the purpose of the recording is for my supervisors to watch and/or listen to ME and make sure that I am doing what I am supposed to be doing, and they are not necessarily listening to you. My supervisor here at this agency/school, (name of supervisor) and university supervisor (name of supervisor) may watch and/or listen to some of the recordings in individual sessions with me. Any recording can also be reviewed in a small group supervision session of other counselors-in-training for feedback on my skills and techniques. However, in the group supervision sessions, I will not share your name or any identifying information with any of them. I want to let you know that you can choose not to be recorded; however, because I am still in training and am required to record some of our sessions, I would have to refer you to another counselor in this agency/school if that is your wish. Do you have any questions?”

During this oral explanation, it is important not to overwhelm clients so that they become scared of the recording. It also is important to inform them that the recording is not necessarily to watch and listen to what the client says and does in counseling but to ensure that you, as a counselor-in-training, are providing the best services to the client and continuing to develop and learn.

OVERVIEW (CNS 738: PRACTICUM)

Practicum is a pre-internship experience designed to help students further develop their individual counseling and group work skills under careful supervision. Practicum includes a minimum of 150 hours of clinical experience in a clinical mental health or school setting, plus individual/triadic and group supervision by a university supervisor (CACREP 2024 Standards: 4.Q.-T.).

The hours break down as follows:

150 Hours of work in a school or clinical mental health setting over a period of one full semester (approximately 11-12 hours per week) and should include a minimum of 50 hours of direct contact and 7 hours of supervision by the site supervisor.

Group counseling experience hours: CACREP Section 4.E. states “...during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.” If students do not get experience leading or co-leading a group in practicum, they must get that experience during internship.

- 14** Hours (not on site) of individual or paired supervision by a university supervisor.
- 21** Hours (not on site) of group supervision (1.5 hours per week) by university supervisor with other students.
- 185** Total Hours (Minimum)

Please note: Extra hours from practicum will not transfer to internship semesters.

Supervision

University Supervisor. The university supervisor is responsible for initiating and maintaining contact with the student's site supervisor and meeting with practicum students individually or in pairs for one hour per week. The university supervisor also meets with groups of no more than 6 practicum students for 1.5 hours of group supervision each week.

Site Supervisor. A site supervisor must have a minimum of a master's degree in counseling or a closely related field with equivalent qualifications, including appropriate certifications and/or licenses, and have a minimum of two years of pertinent professional experience (e.g., clinical mental health, school counseling) post-master's degree. Supervisors must also have relevant training in counseling supervision. The Department can provide this training. Site supervisors may contact the Department for resources regarding the clinical supervision process. It is the student's responsibility to check with their state's regulatory agency to determine if additional state requirements for site supervisors of practicum experiences are met. Site supervisors meet with their practicum students for a minimum of 30 minutes each week to review recordings and/or to discuss clinical experiences for a minimum of 7 hours per semester. Site supervisors and practicum students are expected to have knowledge of the program's expectations, requirements, and evaluation procedures for students. Site supervisors are also available for consultation on an as-needed basis outside of formal supervision meetings. During the first week on site, the student, with assistance from their site supervisor, will complete the Practicum/Internship Learning Experience Form which, among other things, includes a time schedule and brief plan of activities. Once it is completed, the student submits it to the university supervisor for review and approval.

Student Logs and Recordings

Students will complete a log of practicum activities weekly that their site supervisor signs and which their university supervisor monitors to determine progress toward meeting hourly requirements. Students must keep up with their hours on a daily/weekly basis.

It is very important that students submit recordings of interactions with clients for review and discussion with their site and university supervisors. Students are expected to record as much as possible. The minimum course requirement is to **submit three recordings** to the university supervisor. However, the university supervisor may require more recordings to monitor the student's clinical development.

Evaluation

Grades in the course will be based on:

- Evaluation by University Supervisor: 60%

- Evaluation by Site Supervisor: 40%

Please note the following restrictions for practicum and internship:

- Students are **NOT** allowed to conduct home visits alone. They may, however, accompany another site employee on such visits, either to client or student homes. If WFU students plan to go on home visits, they must provide the Department with a copy of the site's home visit policy/regulations.
- Students are **prohibited** from transporting clients in their personal vehicle due to liability reasons.
- Students **cannot** be on site seeing clients or students alone. Another site employee must be in the building/office and acting as a backup supervisor if site supervisor is not available.
- Students **cannot** carry crisis phones for the site.
- Sites **cannot** bill insurance for the student's time. Students are not on insurance panels.
- If a site anticipates, expects, or requires students to do physical restraints, the **site must** provide all training for that process.

OVERVIEW (CNS 744: Internship I, CNS 745: Internship II, & CNS 755: Internship III [online only])

There are three counseling internship courses (CNS 744, CNS 745, and CNS 755 [online only]) that together total a minimum of 558 hours of clinical experience on site and 42 hours of university group supervision for a total of 600 hours. Internships begin following the successful completion of the Practicum and other required courses (CACREP 2024 Standards: 4.U-X).

The minimum hourly requirements per semester are as follows:

- 279** Hours of work in a school or clinical mental health setting over a period of one full semester (approximately 20-22 hours per week for the entirety of the semester) and should include a minimum of 120 hours of direct contact and 14 hours of supervision by the site supervisor (i.e., 1 hour of individual site supervision per week).

Group counseling experience hours: CACREP Section 3.E states "...during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group." If students do not get experience leading or co-leading a group in practicum, students must get it during internship.

- 21** Hours of group supervision (1.5 hours per week) by the internship course instructor with other students.

- 300** Total Hours Each Internship Course

Please note: If a student accrues more than the minimum required hours on site, they can transfer up to 15 hours to the next semester of internship.

Alternative Internship Sequence Options (For online students only)

In certain situations, online students can apply to complete the entire 600 hours of internship in a single semester. This option requires an application and must be approved by the Department Chair, Clinical Committee, practicum faculty, and skills course faculty for appropriateness. The 600-hour internship

option is not appropriate for all students or sites. Alternatively, students may opt to complete 200 hours of internship per semester, over the course of three semesters. Any alternative internship sequence must first be approved by the site. Sites may not be willing to host students in an alternative sequence. These are special circumstances and need to be approved well in advance by the Clinical Program Manager, as well as by the internship site. Any changes to students' course sequence must be formally changed in collaboration with the Admissions and Student Support Manager.

Supervision

University Supervisor. The university supervisor is responsible for initiating and maintaining contact with the student's site supervisor. The university supervisor meets for group supervision on a weekly basis. Group supervision meetings are 1.5 hours in length and synchronous. There are no more than 12 interns per supervision group. The university supervisor also meets with each intern for individual supervision at least three times per semester.

Site Supervisor. A site supervisor must have a minimum of a master's degree in counseling or closely related field with equivalent qualifications, including appropriate certifications and/or licenses, and have a minimum of two years of pertinent professional experience (e.g. clinical mental health, school counseling), post master's degree. Supervisors must also have relevant training in counseling supervision. The Department can provide this training. It is the student's responsibility to check with their state's regulatory agency to determine if additional state requirements for site supervisors of internship experiences are met. Site supervisors meet with their interns for a minimum of 1 hour each week to review recordings and/or to discuss clinical experiences and are expected to have knowledge of the program's expectations, requirements, and evaluation procedures for students. They are also available for consultation on an as-needed basis. Site supervisors are responsible for the overall supervision of internship students in the work setting, including assistance in planning the student's schedule and monitoring their work.

Site supervisors are provided with the following information regarding their participation in a clinical experience at their work site. Students should review this information to become knowledgeable of the basic professional requirements for which they are personally responsible while at their clinical site.

Site Supervisor Information

What can you expect from Wake Forest's counselors-in-training?

1. Counselors-in-training will be punctual and dependable. They will work with you to arrange days and times when they will be present. Those arrangements will be changed only by advanced mutual agreement or as a result of illness.
2. Counselors-in-training will be appropriately and professionally dressed at all times.
3. The behavior, comments, and demeanor of counselors-in-training will be professional.
4. Counselors-in-training will be willing and able to carry out the functions they are assigned at the expected practicum and internship competency and experience levels.
5. Counselors-in-training will keep their site supervisors informed about who they are seeing. They realize that the responsibility for the client's welfare rests with the supervisor and the site. They will

seek help and advice when they work with difficult situations. They are expected to know when to ask for help.

6. Counselors-in-training will seek and act on suggestions from their supervision sessions.

University Supervisor. The university supervisor is responsible for initiating and maintaining contact with the student's site supervisor and meeting with internship students individually periodically over the semester. The university supervisor will also meet with internship students for 1.5 hours of group supervision each week.

Student Logs and Recordings

Students are to complete a log of internship activities and hours weekly that the site supervisor signs and which the university supervisor monitors for progress toward meeting hours requirements. Students must keep up with their hours on a daily/weekly basis.

It is very important that the student submit recordings of interactions with clients for review and discussion with their site and university supervisors. Students are expected to record as much as possible. The minimum course requirement is three recordings. However, university supervisors may ask for additional recordings.

Evaluation

Grades in the course will be based on:

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

Please note the following restrictions for practicum and internship:

- Students are **NOT** allowed to conduct home visits alone. They may, however, accompany another site employee on such visits, either to client or student homes. If WFU students plan to go on home visits, they must provide the Department with a copy of the site's home visit policy/regulations.
- Students are **prohibited** from transporting clients in their personal vehicle due to liability reasons.
- Students **cannot** be on site seeing clients or students alone. Another site employee must be in the building/office and acting as a backup supervisor if site supervisor is not available.
- Students **cannot** carry crisis phones for the site.
- Sites **cannot** bill insurance for the student's time. Students are not on insurance panels.
- If a site anticipates, expects, or requires students to do physical restraints, the **site must** provide all training for that process.

CORE EXPECTATIONS

A. Skill Development (Practicum and Internship)

To develop the skills necessary to engage in a counseling relationship, students will practice and be

evaluated on fundamental counseling 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 the site and/or university supervisors.

Skill development is expected to progress throughout the practicum and internship experiences. Practicum students should demonstrate competence with basic skills and the facilitation of core counseling conditions. As students progress into Internship I and Internship II, advanced skills, case conceptualization, and treatment planning will be evaluated. The same skills evaluation forms are used for both practicum and internship experiences.

B. Professional Development (Practicum & Internship)

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.

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

The Department faculty has the following expectations of counselors-in-training:

- They relate to peers, professors, and others in an appropriate professional manner.
- They adhere to legal and ethical standards during the training program.
- They respect the fundamental rights, dignity, and worth of all people.
- They demonstrate the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
- They behave in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Clinical Experience Manual.
- They behave 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 (Practicum & Internship)

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

The Department has the following expectations of counselors-in-training:

- They demonstrate appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- They are aware of their own belief systems, values, and limitations and how they might adversely affect the student's work with clients/students or peers.
- They demonstrate a willingness to self-explore, grow, and compensate for deficiencies.

- They participate in classes in an appropriate manner (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure).

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

ADDITIONAL CLINICAL 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, Practicum & Internship)

All counseling graduate students are required to purchase and carry professional liability insurance throughout the entire program beginning with the semester they enroll in CNS 737: Basic Counseling Skills and Techniques. Liability insurance needs to be renewed on an annual basis. To ensure liability insurance is effective throughout the professional practice experiences, students will be charged a course fee at the appropriate time in their program to cover the cost of blanket liability insurance through the department. This charge will appear on the tuition bill as a line item labeled Liability Insurance Premium. 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). Some clinical sites may require students to purchase additional professional liability insurance.

2. Complete Minimum Required Hours at an approved Clinical Mental Health or School Site

Selecting a Clinical Experience Site for Practicum or Internship. For practicum, Reynolda Campus students may be in either a school, clinical mental health, or addiction counseling setting regardless of which track they are pursuing. However, in Internship I and II, clinical mental health track students must be in a clinical mental health setting, addiction track students must be in an addiction counseling setting, and professional school counseling track students must be in a K-12 school setting.

Online Campus students may also be in either a school, clinical mental health, or addiction counseling setting for practicum regardless of which track they are pursuing. **However, Online Campus students must choose their track before beginning practicum.** To fulfill part-time course sequence requirements, this decision must be made prior to the semester in which practicum begins. The reason for this decision time point is because online students begin taking their introductory track course that they have chosen (i.e., Addiction, School Counseling, Clinical Mental Health Counseling) at the same time they are taking Practicum. Therefore, if students choose the school counseling track but end up doing their practicum experience at a clinical mental health site, they cannot change their mind and switch to the clinical mental health track after they have taken the Intro to School Counseling Course

and completed the practicum experience.

Internship sites must correspond with the counseling track that students have chosen.

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

The internship experience is designed to advance students' development of skills and knowledge of clinical mental health counseling, school counseling, and addiction counseling settings. Students will build on their experiences in practicum by assuming more responsibilities and independent work. The internship experience is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. **It is the student's responsibility to discuss his/her/their needs and the course expectations with the site supervisor to gain the most from the internship experience.**

Available Resources and Guidelines when Selecting a Practicum or Internship Site. Selecting clinical experience sites is one of the most important steps in the development of counseling skills and the successful completion of these experiences. The following guidelines will aid in the selection process:

- **Clinical Experience Manual:** Students should carefully read this manual to become familiar with the details of the clinical courses.
- **Professional Goals:** In the first semester of the program, each student should begin to determine his/her/their 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.
- **State Requirements:** Each student should become familiar with the requirements for counseling licensure in his, her, their state. For example, some states may require that a percentage of hours be spent diagnosing or conducting group work during practicum or internship experiences. Other states may require that site and/or university supervisors have specific certifications to supervise practicum and internship students. State licensure requirements may change without notice. Students should consult the Department's state licensure disclosure documents, as well as the following sources:
 - State Professional Counselor Licensure Boards
 - State School Counselor Certification and Licensure Agencies

Accumulate Required Hours and Service for Practicum and Internship. For **practicum**, students are required to spend **150 hours** of supervised experience at an approved site. This experience should include a minimum of **50 hours** of direct contact with clients/students and **7 hours** of supervision by the site supervisor. Practicum students will participate in **14 hours** of individual or paired supervision with a university supervisor, and **21 hours** of group supervision by course instructor with other students (this is a synchronous group supervision experience). This brings the practicum total

requirement to **185 hours**.

For both **Internship I & Internship II**, students are required to spend a total of **279 hours** of supervised experience at an approved site in the student’s designated program area (e.g., school counseling). **Of the 279 clock hours, 120 must be in direct service with clients/students at the site and 14 hours must be supervision by the site supervisor.** Students must also complete **21 hours** of group supervision by the course instructor with other students (this is a synchronous group supervision experience). In total students will complete a combined **600 hours** (240 direct) on site for Internships I & II.

Group counseling experience hours: CACREP (2024) standard 4.E states “...during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.” If students do not get experience leading or co-leading a group in practicum, they must get it during internship. Leading a group entails planning and facilitating a counseling or psychoeducational group on one’s own. Co-leading is similar to co-counseling. It entails facilitating a counseling or psychoeducational group with another clinician at one’s site. Students must provide a significant amount of the facilitating process – at least 40%. If a student only says one or two things in the group sessions, then they would be considered observers, not co-leaders, and that time would not count towards group counseling experience hours.

Examples of Direct Service	Examples of Indirect Service
Conducting individual, couples, family, or group sessions; co-counseling with another clinician	Observation of other clinicians
Conducting intake interviews	Attending staff meetings, completing paperwork
Participating in staffing with client/student/family present	Attending trainings, workshops, etc.
Speaking on the phone with client or parent/guardian	Preparing or planning for sessions and activities
Providing consultation to families, teachers, staff, parents, case managers, and other professionals	Collecting and analyzing data
(School Counselors) Participating in Fair Share responsibilities when interacting with students (e.g. duties everyone shares in, such as recess, lunch, or bus duty)	Attending weekly clinical supervision
(School Counselors) Conducting classroom guidance activities	Developing psychoeducation materials

If students are co-counseling with another clinician at their practicum or internship site, they must be providing a significant amount of the counseling and facilitating process - at least 40%. If they only say one or two things in the counseling session then they are observing the other counselor’s work, and observation is not direct time. Students should be actively participating and contributing to the process as in the counselor role for the time to be considered direct.

If students have questions about specific duties or assignments at their practicum or internship site, they should ask the university supervisor whether it is indirect or direct.

Students will be expected to follow all procedures and policies as directed by their site supervisor, including documenting contact with client/student. Examples of this may include case notes, intake reports, critical incident reports, etc.

Off-Site Hours Approval

Students may accrue some indirect hours off site. These hours must be **PRE-APPROVED** by the student’s university supervisor to count them as indirect hours for that semester. Appropriate off-site hours could include attending training sessions or workshops, doing research or an annotated bibliography on a topic relevant to site and/or population serving at the site. Students who are interested in doing off-site indirect hours should consult with their university supervisors for pre-approval of the hours. Students will be asked to provide proof of their training/workshop attendance or submit documentation of research or other activity. Below is a chart indicating the number of off-site indirect hours that a student can acquire per semester depending on the number of hours they are completing that semester:

Course	Maximum Off-Site Indirect Hours
Practicum	11 hours
Internship 300-hour semester	22 hours
Internship 600-hour semester (online only)	44 hours
Internship 200-hour semester (online only)	14 hours

ALL OFF-SITE HOURS MUST BE PRE-APPROVED.

3. Recorded Sessions (Practicum and Internship)

Requirements for Reynolda Campus students and Online Campus students

Students are expected to record counseling sessions with clients at their practicum and internship sites. The Consent to Record forms and the Site Supervisor-Student Recording Agreement Form can be found on the Department of Counseling website and in Anthology Portfolio.

Students are expected to present their recorded sessions during group supervision for feedback and during individual or triadic supervision. Students are responsible for safely and properly disposing of all recordings at the end of each semester unless otherwise directed by the University Supervisor. No recordings should be kept by students after the end of the semester. Additionally, students are responsible for complying with best practices as well as FERPA and HIPAA standards regarding the storage and transportation of all client records (e.g., case notes, files, recordings).

Sessions should consist of the traditional 55-minute counseling hour unless otherwise specified or due to developmental age of the client (e.g., 30-minute sessions for children or students seen within the school system).

- Procedures for the recording of and the submission of recorded counseling sessions and related paperwork will be provided by the University Supervisor.

4. 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 supervisor to receive individual supervision at their clinical site.

A. Practicum

7 hours of individual supervision by site supervisor (minimum of 30 minutes per week) 14 hours of individual or paired supervision by university supervisor (1 hour per week)

21 hours of synchronous group supervision by University Supervisor (1.5 hours per week)

B. Internship I & Internship II

14 hours of individual supervision by site supervisor (minimum of 1 hour per week) Hours of individual or paired supervision will be determined by university supervisor.

21 hours of group synchronous supervision by the University Supervisor (1.5 hours per week)

CLINICAL FORMS AND PROCEDURES FOR USE

All forms are for campus and online students unless otherwise noted.

Clinical Experience Supervision Agreement

Addiction, Clinical Mental Health, & School Tracks

Outlines site supervisor, university supervisor, and student responsibilities. This form should be signed by the site supervisor, university supervisor, and student before clinical experiences begin. See page 33 of the manual for a copy of the clinical experience supervision agreement.

Ethical Guidelines Form

Addiction, Clinical Mental Health, & School Tracks

Students are required to adhere to ethical guidelines and professional expectations. Students review and complete the Ethical Guidelines and Professional Expectations Form that is located within their Field Placement record in Anthology Portfolio. The form must be completed by the student in consultation with their site supervisor. University supervisors will be able to review the completed form in Anthology Portfolio.

Learning Experience Form

Addiction, Clinical Mental Health, & School Tracks

Students will collaborate with their site supervisor to complete the learning experience form, which is located in the Field Placement area of Anthology Portfolio. To complete this form, students will provide general information (e.g., date range of clinical experience, schedule), a list of proposed activities (e.g., participation in site meetings, facilitation of groups, individual counseling sessions), and a description of crisis and emergency procedures (e.g., procedures for handling mandated reporting).

Learning Goals

Addiction, Clinical Mental Health, & School Tracks

Students will develop and submit a written statement of their individual learning goals. Goals should be clearly and specifically articulated and should address issues in each of the following four areas: specific counseling skills, case conceptualization skills, self-awareness, and professional growth and development.

Professional Disclosure Statement

Addiction, Clinical Mental Health, & School Tracks

Students will develop a professional disclosure statement that accurately represents their educational level, experiences, credentials, as well as appropriate information about the site and university supervisors.

Guidelines for Supervisors of Practicum Students

Addiction, Clinical Mental Health, & School Tracks

This form must be provided by student to site supervisor prior to the completion of the site contract and Practicum Site and Supervisor Registration.

Guidelines for Supervisors of Internship Students

Addiction, Clinical Mental Health, & School Tracks

Form must be provided by student to site supervisor prior to the completion of the site contract and Practicum Site and Supervisor Registration.

Consent to Record Form

Addiction, Clinical Mental Health, & School Tracks

This form will be used to obtain informed consent from clients to allow recordings of the counseling session to be used for individual and/or group supervision. Signed forms must be kept in the client's file on site.

Phone Consent to Record Form

Addiction, Clinical Mental Health, & School Tracks

This form will be used to obtain informed consent, over the phone, from parents or legal guardians of clients who are under the age of 18. Students should consult with their site supervisor on when to use this form. Completed forms must be kept in the client's file on site.

Site Supervisor-Student Recording Agreement Form

Addiction, Clinical Mental Health, & School Tracks

Site supervisors need to complete the Site Supervisor Recording Agreement within students' Anthology Portfolio Field Placement record. The form is available to site supervisors in Anthology. The form requests that site supervisors attest to the following: "By typing my name below, I do hereby agree to confirm the presence or absence of signed Recording Consent Forms for clients in my supervisee's caseload, and to ensure that each signed Recording Consent Form remains in the official client record at the clinical site per site policies and my state's laws regarding client records."

Gap Semester Form

Addiction, Clinical Mental Health, & School Tracks

This form is used if a practicum or internship placement requires a student to continue working at their site during a particular semester, even though the student is not enrolled in a practicum or internship course during that semester. This is usually done to provide continuity for clients when students need to alter the sequence of field experiences. Please consult with the Clinical Program Manager on the circumstances that may require the use of this form.

Weekly Time Logs

Addiction, Clinical Mental Health, & School Tracks

Each week, students track the way they spend their time at their school or clinical site by entering their hours on their weekly time log form in Anthology Portfolio. Time logs will remain in their permanent clinical record and serve as verification of their clinical field hours for practicum and internships.

Site Agreements

Addiction, Clinical Mental Health, School, and Human Services Tracks

These forms will be completed electronically and may be requested from the Clinical Program Manager.

Supervisor's Evaluation of Student for Practicum and Internship

Addiction, Clinical Mental Health, & School Tracks

At both the midpoint and the closing of the semester, university and site supervisors will provide students with an evaluation using the Supervisor Evaluation Form that is available through Anthology Portfolio. Students can and should review this evaluation in Anthology Portfolio.

Student Evaluation of Practicum/Internship Experience

Addiction, Clinical Mental Health, & School Tracks

Students evaluate their site and clinical experiences using this form. It is available in students' Field Placement record in Anthology Portfolio.

Student Evaluation of Practicum/Internship University Supervisor

Addiction, Clinical Mental Health, & School Tracks

Students evaluate their university supervisor with this form, which they receive as a survey in Canvas.

Self Evaluation Paper

Addiction, Clinical Mental Health, & School Tracks

Students submit a self-evaluation paper through Anthology Portfolio in which they describe their personal and professional experiences during their clinical experience.

Recording Review Form

Addiction, Clinical Mental Health, & School Tracks

Students should submit recordings of their counseling sessions through their WFU HIPAA-secure Zoom account. Students should enter the hyperlinks to these Zoom recordings on the recording review form. Students are to submit recording review forms through Anthology Portfolio. Before recording counseling sessions, students should be familiar with and knowledgeable of the [WFU HIPAA-Secure Zoom Policies and Procedures](#).

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Clinical Experience Supervision Agreement

To provide Wake Forest University (WFU) counseling students with hands-on experiences outside the classroom that are consistent with the goals and objectives of the counseling program curriculum, students are required to complete clinical practicum and internship learning experiences at external agencies, such as schools, health care and addiction recovery centers, social services agencies, and private practices. The rights and responsibilities of the University Supervisor, Site Supervisor, and Student are stated in this agreement. Your signature below acknowledges that you have read, understand, and agree with what is stated in this agreement.

Site Supervisor Responsibilities:

1. Read the Clinical Experience Manual of WFU's Counseling Program that outlines students' and supervisors' responsibilities and expectations, as well as the structure of practicum and internship experiences.
2. Watch the supervision training module provided prior to the start of the student's practicum and/or internship placement.
Meet the experience and credentialing requirements as outlined in Schedule C above.
3. Adhere to all the Site guidelines and responsibilities outlined in Schedule B above.
4. Provide proper on-Site supervision. The Student may not work with clients/students in- person without a Supervisor or back-up Supervisor on site at the location. (Please note the Supervisor does not need to be in the room with the Student. However, a clinician who can act as a Supervisor in case of crisis must be on Site when Students are participating in direct face-to-face work with clients/students. Appropriate Supervisor must be employee of the Site and not a different agency.)
5. Provide the required number of direct client hours and supervision the student will need to accumulate each semester at the Site as noted below.
6. Provide individual or triadic supervision to the student in the amount and frequency listed below. Please note that the majority of supervision (51%) must be in person and not virtual. Any virtual supervision must utilize video conferencing and cannot be audio only.
7. Primary Site Supervisor will observe or listen to recordings of student work and/or consult with other supervising clinicians who have done so in order to complete student evaluations.
8. **Practicum** - Provide a minimum of 7 hours of individual or triadic supervision per semester with a minimum of a half hour of supervision each week.
9. **Internship** - Provide a minimum of 14 hours of individual or triadic supervision per semester with a minimum of one (1) hour of supervision each week.
10. Allow the student to record some counseling sessions (audio/video), with parent/client consent, for supervision purposes with the student's university supervisor each semester. If recordings are not possible, you agree to communicate with the Wake Forest faculty contact/university supervisor to determine an appropriate and approved alternative. See Schedule B 2.d. above for information on the alternative to recording process.
11. Observe the student providing counseling in person or through audio/video recordings each semester in order to provide appropriate supervision and evaluation of the student's skills and professional development.
12. Sign weekly time logs provided by the Student to verify supervision hours and direct and indirect clinical hours.
13. Submit the midterm and end-of-semester/final evaluations of the student by the deadline.
14. Respond in a timely manner to communication from the faculty contact/university supervisor by phone, email, or video conferencing, and be available for regular consultation, as needed, regarding the student's progress.
15. Notify the faculty contact/university supervisor immediately if any concerns arise regarding the student's ability to be successful, ethical, or professional at the site, or if the student is being removed

from the site.

16. Maintain an active and full master's level clinical license or certification in counseling or a related field while supervising the student, and report any changes to licensing status or supervisory capacity at the site immediately to the student and to the faculty contact/university supervisor.
17. Identify a back-up or secondary supervisor for the student to contact if a question or crisis arises and the site supervisor is unavailable for immediate consultation.
18. Provide an orientation of the site, clarify roles and functions of the student and of other staff members, explain and provide copies of relevant policies and procedures of the site, including crisis (e.g., suicidal ideation/homicidal ideation) protocol, and assist the student in developing a plan for the semester to be submitted to the faculty contact/university supervisor.
19. Consult with the university supervisor about the student intern's progress at least once each semester.
20. Inform the student of the site's crisis (e.g., suicidal ideation/homicidal ideation) protocol and emergency procedures of which they are expected to adhere while at the site.

Responsibilities of Faculty Contact/University Supervisor:

1. Assist the student in completing or updating their professional disclosure statement.
2. Provide individual/triadic and group supervision (per the Clinical Experience Manual requirements)
3. Review and evaluate digital audio- or video- recordings of the student providing counseling.
4. Provide feedback on the student's midterm and end-of-semester/ final evaluation, and at any other point in which evaluative feedback is appropriate or needed.
5. Consult with the site supervisor about the student's progress at least once each semester.
6. Confirm that all clinical course forms are submitted.
7. Confirm that all clinical course requirements are completed.
8. Determine the final grade for the student in the clinical course after consultation with the site supervisor.
9. Maintain confidentiality regarding client information obtained during university supervision.
10. Ensure that the site supervisor receives and can access evaluation forms and is aware of deadlines.
11. Confer with the site supervisor if student experiences need to be changed or altered.

Responsibilities of the Student:

1. Attend clinical experience orientation sessions that are required by the University and the Site. Adhere to the policies and operational procedures of the Site. This includes all emergency procedures. Inform the Faculty Contact/University Supervisor immediately by cell phone in the event of an emergency at the site.
2. Give prior notice of necessary absences to appropriate University and Site personnel.
3. Participate actively and consistently in individual/triadic and/or group meetings associated with the Clinical Experience.
4. Provide personal transportation to and from the internship activity.
5. Complete the minimum number of hours required by the clinical course for which you are registered each semester.
6. Complete all required paperwork, orientation, and training as directed by the site and university.
7. Comply with Site and University requirements;
8. Maintain professional and legal standards of confidentiality of patient/client/student and Site information;
9. Maintain professional liability insurance via the Department's group professional liability insurance policy.
10. Complete all paperwork, forms, and assignments for the course in a timely manner.
11. Identify as a counselor-in-training who is not an employee or agent of the Wake Forest University.

PRIMARY and SECONDARY SITE SUPERVISOR ACKNOWLEDGMENT

I certify that I have read and understand my responsibilities as Site Supervisor and that I meet the qualifications outlined in this **Clinical Experience Supervision Agreement**.

Primary Site Supervisor Signature

Secondary Site Supervisor Signature

Printed Name

Printed Name

Date

Date

STUDENT ACKNOWLEDGMENT

I certify that I have read and understand my responsibilities as a Student participating in the Experience(s) outlined in this **Clinical Experience Supervision Agreement**.

Signature

Printed Name

Date