WAKE FOREST UNIVERSITY
DEPARTMENT OF COUNSELING

CLINICAL EXPERIENCE MANUAL

For Counseling Students

Practicum (CNS 738) & Internship (CNS 744, 745, 755 [online only])
Revised 8/22/2022
# Table of Contents

Department of Counseling Faculty and Staff Contact Information ........................................... 4

Program Delivery Definitions .................................................................................................. 6

Introduction to the Clinical Manual ....................................................................................... 6

CACREP Standards for Professional Field Experiences ......................................................... 7

Preparation for Field Experiences ......................................................................................... 7

  Prerequisites ...................................................................................................................... 7

  Liability Insurance .......................................................................................................... 8

  Site and Supervisor Selection ......................................................................................... 8

Professional Considerations ................................................................................................ 9

  Personal Growth ............................................................................................................. 9

  Wellness ......................................................................................................................... 9

  Scheduling .................................................................................................................... 10

  Supervision .................................................................................................................. 10

  Receiving and Giving Feedback .................................................................................... 12

Professional Performance Evaluation .................................................................................. 12

Ethical Guidelines for Practicum and Internship Students .................................................. 12

  Confidentiality ............................................................................................................. 13

  Journals ......................................................................................................................... 13

  Recognition of Qualifications and Limitations ............................................................. 13

  Identification as a Counselor-in-Training ................................................................. 13

  Record Keeping .......................................................................................................... 13

  Dual Relationship ...................................................................................................... 13

  Sexual Harassment .................................................................................................... 14

  Self-Awareness and Monitoring ............................................................................... 14
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Discussions with Site Supervisors</td>
<td>14</td>
</tr>
<tr>
<td>Confidentiality and Technology</td>
<td>14</td>
</tr>
<tr>
<td>Audio Recording Informed Consent</td>
<td>15</td>
</tr>
<tr>
<td>Clinical Mental Health and University Settings</td>
<td>15</td>
</tr>
<tr>
<td>School Settings</td>
<td>16</td>
</tr>
<tr>
<td>Audio recording consent form</td>
<td>16</td>
</tr>
<tr>
<td>Example of Presentation to Client</td>
<td>16</td>
</tr>
<tr>
<td>Overview of CNS 738 Practicum</td>
<td>17</td>
</tr>
<tr>
<td>Required number of hours</td>
<td>17</td>
</tr>
<tr>
<td>Supervision</td>
<td>17</td>
</tr>
<tr>
<td>Students Logs and Recordings</td>
<td>18</td>
</tr>
<tr>
<td>Evaluation</td>
<td>18</td>
</tr>
<tr>
<td>Overview of CNS 744/745 Internship</td>
<td>18</td>
</tr>
<tr>
<td>Required number of hours</td>
<td>18</td>
</tr>
<tr>
<td>Supervision</td>
<td>19</td>
</tr>
<tr>
<td>Onsite Supervisor’s Information</td>
<td>20</td>
</tr>
<tr>
<td>Student Logs and Recordings</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Core Expectations of Internship Students</td>
<td>21</td>
</tr>
<tr>
<td>Skill Development</td>
<td>21</td>
</tr>
<tr>
<td>Professional Development</td>
<td>21</td>
</tr>
<tr>
<td>Personal Development</td>
<td>21</td>
</tr>
<tr>
<td>Additional Clinical Course Requirements</td>
<td>22</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>22</td>
</tr>
<tr>
<td>Minimum Required Hours</td>
<td>22</td>
</tr>
<tr>
<td>Selecting a Site</td>
<td>22</td>
</tr>
</tbody>
</table>
Department of Counseling Faculty and Staff Contact Information

Department of Counseling
2nd floor Carswell Hall, PO Box 7406 Reynolda Station
Winston-Salem, NC 27109
Office phone: 336.758.2317

Departmental Website: http://college.wfu.edu/counseling/

Department Chair and Associate Professor—Dr. Nathaniel Ivers
336.758.3319  iversnm@wfu.edu

Dr. Erin Binkley—Associate Professor
336.758.8623  binkleee@wfu.edu

Dr. Robert Casares—Assistant Professor
336.758.5804  casaredr@wfu.edu

Dr. Tammy Cashwell—Associate Teaching Professor and School Counseling Program Coordinator
336.758.2493  cashweth@wfu.edu

Dr. Philip Clarke—Associate Professor
336.758.6998  clarkepd@wfu.edu

Ms. Michelle Coley—Coordinator of Admissions and Student Records for Online Programs
336.758.5301  silverml@wfu.edu

Dr. Jamie Crockett—Assistant Professor
336.758.1961  crockeje@wfu.edu

Dr. Nikki Elston—Assistant Teaching Professor and Assistant Dean of Academic Advising
336.758.2458  elstonnc@wfu.edu

Dr. Carla Emerson—Clinical Program Manager
336.758.3370  emersoch@wfu.edu

Dr. Isabel Farrell—Assistant Professor
336.758.1979  farrelic@wfu.edu

Dr. Allison Forti—Associate Teaching Professor and Associate Online Program Director
336.758.2506  fortiam@wfu.edu

Mrs. Kisha Garris—Academic Coordinator
336.758.2317  garriska@wfu.edu

Dr. Michelle Ghoston—Assistant Professor
336.758.5670  ghostonm@wfu.edu
Dr. Jasmine Graham—Assistant Professor
336.758.5670 grahamj@wfu.edu

Dr. Amy Grybush—Assistant Professor
336.758.2320 grybusa@wfu.edu

Brittany Hall—Assistant Clinical Program Manager
336.758.4233 hallb@wfu.edu

Dr. Seth Hayden—Associate Professor and Associate Online Program Director
336.758.8624 haydensc@wfu.edu

Dr. David Johnson—Assistant Professor
336.758.5673 johnsoda@wfu.edu

Dr. Sharon Jones—Visiting Assistant Professor
336.758.3113 joneshar@wfu.edu

Dr. Sarah Moore—Assistant Teaching Professor
336.758.3722 mooresa@wfu.edu

Dr. Bob Nations—Assistant Teaching Professor and Online Program Director
336.758.8625 nationjr@wfu.edu

Dr. Jennifer Rogers—Associate Professor and Associate Graduate Dean for Students
336.758.337 rogersjl@wfu.edu

Mrs. Louise Schatz—Program Manager
336.758.6502 schatzla@wfu.edu

Dr. Mark Scholl—Associate Professor and Graduate Program Director
336.758.5618 schollmb@wfu.edu

Mr. Tim Silva—Admissions and Student Support Manager
33.758.4226 silvate@wfu.edu

Dr. Kenneth Simington—Assistant Teaching Professor
336.758.1977 simingkw@wfu.edu

Dr. George Stoupas—Assistant Teaching Professor
336.758.2321 stoupasg@wfu.edu

Dr. Jose Villalba—Vice President for Diversity and Inclusion, Chief Diversity Officer, and Professor
336.758.5840 villalja@wfu.edu

Dr. Brittany Wyche, Visiting Assistant Professor
336.486.8461 wychebe@wfu.edu

*This list is current as of August 2022. For the most updated faculty list, please visit
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 (e.g., Practicum, Internship), students will practice their clinical skills. During this clinical course work students will receive supervision from both faculty/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 and school counseling tracks, which occur over nine sequential semester hours in 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 this manual. These courses are defined as clinical courses as they require clinical experiences under the direction of a qualified supervisor (e.g., LCMHC, LCSW).

**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. This 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 strong 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. In order to maintain CACREP accreditation and follow a best practice model the professional practice, coursework in the Wake Forest Department of Counseling adheres to the most recent CACREP standards. [http://www.cacrep.org/about-cacrep/2016-cacrep-standards/](http://www.cacrep.org/about-cacrep/2016-cacrep-standards/)

The CACREP (2016) definition of *Practicum* is: “a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The Practicum is completed prior to entering Internship” (Introduction Section).

The CACREP (2016) definition of *Internship* is: “a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives” (Introduction Section).

**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 advisor if they have questions.

A. **Prerequisites**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Required for Enrollment (Clinical Mental Health Track):</th>
<th>Required for Enrollment (School Track):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 738: Counseling Practicum</td>
<td>CNS 737: Basic Counseling Skills and Techniques</td>
<td>CNS 737: Basic Counseling Skills and Techniques</td>
</tr>
<tr>
<td>CNS 744: Counseling Internship I</td>
<td>CNS 738: Counseling Practicum</td>
<td>CNS 738: Counseling Practicum</td>
</tr>
<tr>
<td>CNS 745: Counseling Internship II</td>
<td>CNS 744: Counseling Internship I</td>
<td>CNS 744: Counseling Internship I</td>
</tr>
<tr>
<td>CNS 755: Counseling Internship III (online only)</td>
<td>CNS 745: Counseling Internship II</td>
<td>CNS 745: Counseling Internship II</td>
</tr>
</tbody>
</table>
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 that 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 the appropriate tenure of their program, all students, without exception, must join the Department’s group policy. Failure to join the Department liability policy may result in being pulled from clinical courses. The cost of joining the Department 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. 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 Manager 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, the 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 Counseling 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, in order 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 will be reviewed by the Department of Counseling 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 effectiveness as a counselor. 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 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 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 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 at all times.

**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.

Supervision is defined as “a tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in practicum and internship, and facilitates the associated learning and skill development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.”

Students will participate in several different types of supervision during practicum and internships:

- Students are not permitted to be on site unless their site supervisor (or an approved secondary/backup supervisor) is present on site with them at all times.

- **Individual Supervision with Site Supervisor:** Site supervision is where students receive principle and specific direction about individual clients with whom they are working. Site supervisors will monitor students’ work with individual clients/students 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. Students may not consult with outside persons without the explicit written consent of your 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.

- **Group Supervision:** Students will receive 1 ½ hours per week of group supervision with their university supervisor and peers in 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 university supervisor. While individual agendas and schedules will be taken into consideration, flexibility will be necessary in order to find a common meeting time.

- **Individual or Paired Supervision with University Supervisor:** This supervision 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; however, more than one absence in each may result in final grade deductions. Per Department and University 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 and 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**

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/student. 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. I wonder if you are uncomfortable 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 Department Chair in conjunction with the Student Progress Review Committee. For additional information on Professional, Personal, and Interpersonal Performance Review, and remediation and dismissal information, please refer to the Student Handbook.

**Ethical Guidelines for Practicum and Internship Students**

**Wake Forest University Department of Counseling**

All individuals who take part in practicum or internship courses are required to adhere to professional guidelines for ethical, responsible conduct. These ethical principles 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 code(s) 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 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. 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 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. *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).*

   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 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 of Counseling. 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 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 processional discipline and specific placement agency or school.


---

**CONFIDENTIALITY & TECHNOLOGY**

In regards to recorded sessions, **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 Wake Forest University Department of Counseling is deeply committed to the privacy, security, and protection of all the clients our students come in contact with throughout their time in the program as well as their subsequent careers. 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 the Department of Counseling faculty 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/students, 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/students via email (except through authorized agency email addresses), text message, or social media. Students SHOULD NOT ‘friend’ or ‘follow’ clients/students on Facebook, Twitter or any other social media site. Please see Social Media Section of the Department Student Handbook.
- Not communicating or meeting with clients/students outside the workplace.

Furthermore, the Department recommends that students increase their privacy security settings on all social media platforms to discourage clients/students 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 and human services professions. In online social networks, the lines between public and private, 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 of Counseling 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/students 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/student can be heard clearly. One tape equals a minimum of 45 minutes of a recorded session. School counseling students often have shorted 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 in order 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 forms on the Department of Counseling’s website. The ‘consent to record’ forms should remain in the records at the clinical site or school.

**Example of how to present 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 say:

“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 in order 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 their 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 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)

The Practicum is a pre-internship experience designed to help students further develop their individual counseling and group work skills under careful supervision. The Practicum includes a minimum of 150 hours of clinical experience in a clinical mental health or school setting plus individual/pair and group supervision by faculty.

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 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, they must get it 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

**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.

**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.
**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 the student submit recordings of interactions with clients/students 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 in order 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, internship, and field experience: Wake Forest University 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/students in their personal vehicle. Students cannot transport clients or students in their personal vehicles due to liability reasons. Students cannot be on site seeing clients or students alone. Another site employee must be in the building/office and willing to act as a back up 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, 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.

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 are able to 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 process 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 be first 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 the internship site. Any changes to your course sequence must be formally changed in collaboration with the Admissions and Student Support Manager.

Supervision

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.
On-Site Supervisors 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 would be changed only by advanced mutual agreement or as a result of illness.
2. Counselors-in-training will be appropriately 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 on-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 periodically over the semester. The University Supervisor will also meet with internship students as a group 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 your hours on a daily/weekly basis.

It is very important that the student submit recordings of interactions with clients/students 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: Wake Forest University 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/students in their personal vehicle. Students cannot transport clients or students in their personal vehicles due to liability reasons. Students
cannot be on site seeing clients or students alone. Another site employee must be in the building/office and willing to act as a back up supervisor if site supervisor is not available. Students cannot carry crisis phones for the site. Sites cannot bill insurance for your 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 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 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:

- 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 Clinical 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 (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 in an effort 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:

- 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/their 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, 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 disposition (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 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 9. **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 liability insurance policy. There are no exceptions, including a pre-existing personal insurance policy.**

   Students are not allowed on site for clinical courses unless they have joined the Department’s group liability insurance policy. Students may be pulled from sites and prohibited from continuing and or asked to repeat the professional experience course if they fail to fulfill this requirement.

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. In order 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 further develop students’ 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 in order 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 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 they must get it during internship.

- Group Supervision for Internship is included as part of the 300 minimum hour requirement for each semester.

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Indirect Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couples, family, or group sessions</td>
<td>Observation of other clinicians</td>
</tr>
<tr>
<td>Conducting intake interviews</td>
<td>Attending staff meetings, completing paperwork</td>
</tr>
<tr>
<td>Participating in staffing with client/student/family present</td>
<td>Attending trainings, workshops, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or or parent/guardian</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Providing consultation to families, teachers, staff, parents,</td>
<td>Collecting and analyzing data</td>
</tr>
<tr>
<td>case managers, and other professionals</td>
<td></td>
</tr>
<tr>
<td>(School Counselors) Participating in Fair Share responsibilities</td>
<td></td>
</tr>
<tr>
<td>when interacting with students (e.g. duties everyone shares in,</td>
<td></td>
</tr>
<tr>
<td>such as recess, lunch, or bus duty)</td>
<td></td>
</tr>
<tr>
<td>(School Counselors) Conducting classroom guidance activities</td>
<td>Developing Psychoeducation Materials</td>
</tr>
</tbody>
</table>

- 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.
Students may accrue some indirect hours off site. These hours must be **PRE-APPROVED** by the student’s university supervisor in order to count them as indirect hours for that semester. Appropriate off-site hours could include attending training sessions or workshops, doing research/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 (on-campus students) or PI/university supervisors AND lead faculty (online students) 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 particular semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Maximum Off-Site Indirect Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>11 hours</td>
</tr>
<tr>
<td>Internship 300 hour semester</td>
<td>22 hours</td>
</tr>
<tr>
<td>Internship 600 hour semester (online only)</td>
<td>44 hours</td>
</tr>
<tr>
<td>Internship 200 hour semester (online only)</td>
<td>14 hours</td>
</tr>
</tbody>
</table>

**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/students 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 will be expected to present their recorded sessions during class for group feedback and during individual or paired 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 50 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
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 Reynolda Campus AND Online Campus students unless otherwise noted, and can be found on the Department of Counseling website.

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 the students’ 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
● 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 supervisor will 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 will be used in the event that 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 Qualtrics survey from the department’s program manager.

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.

End of list.