# **Fall 2023/Spring 2024**

# **CNS 744/745: Internship** **I & II**

**Wednesdays, 12:15-1:45**

Wake Forest University Department of Counseling

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**Office Hours:** by appointment

## **Course Description:**

The 2024 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) indicate the need for a comprehensive clinical experience in which students learn strategies to apply theories, develop counseling skills, and counsel diverse clients while under supervision. (CACREP 4) In internship, you will be provided the opportunity to increase understanding of yourself and your impact on others as well as augment your understanding of your setting (e.g., School, or Clinical), including, but not limited to, professional activities, resources, and technology. (CACREP 4.D) Internship meetings will be composed of various experiences to be determined by the needs, abilities, and concerns of the group members and the supervisor. Activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development. Students are required to submit audio or video recordings and/or participate in live supervision. (CACREP 4.C) As a part of Internship (or Practicum), students are required to co-lead a counseling or psychoeducational group. (CACREP 4.E)

**School - Learning Outcome Objectives: Knowledge and Skills**

Upon successful completion of this course, you will be able to:

· Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors. (CACREP 4.C,F,G,L,M,W,X; 5.H.5,6,7)

· Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school’s overall mission. (CACREP 4.D,F,U,V; 5.H.1-19)

· Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others. (CACREP 4.D; 5.H.3,6,7,8,9,10)

· Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system support. (CACREP 4.D,E,U,V; 5.H.1-19)

· Students will demonstrate the competency to collect, analyze, use and disseminate data. (CACREP 4.D; 5.H.5)

· Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world. (CACREP 4.D,U,V; 5.H.6,8,10,11,12,14,15)

**Methods of Instruction may include, but are not limited to:**

● Role Playing

● Case Presentations

● Recording and Critiquing

● Group Interaction

● Skill Development Exercises

● Peer Consultation, including giving and receiving feedback

● Selected assigned readings about current issues and challenges

● Self-Assessment

● Media

##

## **Internship Overview: (CACREP 4. U-X)**

The Internship experience is designed to help students further develop the skills required to be an effective counselor while under supervision. You will complete internship courses that together total a minimum of **600** hours of experience in a school or clinical mental health counseling site, with a minimum of **240** hours of direct client contact. University supervision is included as part of the **600-hour minimum** requirement. See your [Clinical Experience Manual](https://prod.wp.cdn.aws.wfu.edu/sites/306/2022/08/Clinical-Experience-Manual-updated-August-22-2022.pdf) for an overview, expectations and examples of direct and indirect service hours. The requirements for each semester of internship are as follows:

* **200, 300, or 600** Hours of work in an approved school or clinical mental health setting over a period of one full semester, according to the credit hours you have elected for the course, including:
	+ A proportional number of direct client contact hours(i.e., **80, 120, or 240** hours) and
	+ **14** hours of individual supervision with your site supervisor (i.e., **1 hour** of individual site supervision **per week**; a majority of supervision must be in person).
* **21** hours of group supervision (1.5 hours per week) with your university supervisor and student colleagues. Additional individual supervision may be required at the discretion of your instructor.
* Direct and indirect hours at your site suggest a time-based requirement, but merely completing these hours will not meet the expectations for this course; counseling students must develop clinically, professionally, and personally in order to fulfill the requirements for this course.

**School - Required Text:**

There is no required text for this course.

**Expectations per WFU Counseling Department as related to CACREP 2024 Standards**

* Understand the complex interactions that characterize professional counseling organizations.
* Analyze policies, schedules, forms, and procedures of professional counseling organizations.
* Conduct yourself as a counseling professional, following an organization’s policies and procedures.
* Conduct yourself based on established professional counseling ethics and related laws.
* Understand diversity, need for advocacy, and social justice issues relevant to society.
* Demonstrate ability to implement counseling and consultation skills related to diversity, advocacy, and social justice issues.
* Understand basic counseling and interviewing skills.
* Perform basic counseling and interviewing skills.
* Perform basic skills when counseling, consulting, or collaborating with individuals and groups.
* Complete necessary client-related documentation (e.g., case notes, client records).
* Demonstrate ability to respond to crisis situations or personal traumas (e.g., suicidal/homicidal ideation or behavior, abuse, natural disasters).
* Understand the various professional roles performed by counselors.
* Perform in the various roles held by professional counselors.

**Student Expectations:**

1. **Entering and Belonging**: **(CACREP 4.D,G,H )** Become familiar with the site in which you are working. Spend time becoming aware of the complex interactions that characterize the organization. Learn about policies, schedules, forms, and procedures. Your site supervisor should introduce you to staff members. As soon as you have finalized your schedule for being on site, please enter that information into your Learning Experience form in Anthology.

2. **Professional Behavior**: **(CACREP 4.G )** You and your site supervisor need to determine your site work hours and any scheduled time off – treat this just like a professional job. You are ***their employee*** in legal terms and need to follow all their policies and procedures (e.g., dress code, timeliness to work, who to contact when you will be missing work, confidentiality regulations, ethical and legal issues, record keeping, professional conduct, crisis, and abuse reporting procedures). **Please ask to see the policy manual within your first 2 weeks on site.** **Also, please determine who you report to in instances when your on-site supervisor is not available.** You are **NOT** to be on site if your site supervisor is not present **UNLESS** you have cleared an emergency on-site supervisor with your University Supervisor and Dr. Emerson. You will adhere to the standards of the [WFU Tele-Mental Health Counseling Policy for Practicum and Internship Students](https://docs.google.com/document/d/1WLH5L92LRtQKR3wPfDhfCitGbq4ZdIx4wWutIwChFYQ/edit?usp=sharing). Remember you will also be asking for recommendations in the future for jobs, licensure, etc., so think about how you want to be remembered.

3. **Field Experiences**: **(CACREP 4.U,V)** As the semester progresses, you will have opportunities to engage in direct service with clients. **You are required to accrue at minimum 120 direct contact hours.**

4. **Confidentiality**:**(CACREP 4.G)** Information shared during group and individual supervision is confidential and should be treated as such. If you think there is a need to break confidentiality (i.e., duty to warn), consult with your site and university supervisors first.

5. **Skills**:**(CACREP 4.D,E,U,V; 5.H.14)** Continue to build upon the interpersonal, counseling skills that you began developing in Practicum.

**Student Responsibilities:**

**Note**: Failure to complete tasks as assigned may prevent you from being able to complete the course.

1. **Insurance: (CACREP 4.B )** Obtain professional liability insurance **prior to beginning the internship.**

2. **Consent to Record form: (CACREP 4.G,H )** Check to see if your site has a written consent-to-record form. If the site doesn’t have such a form, you may use the [WFU Consent to Record Form](https://prod.wp.cdn.aws.wfu.edu/sites/306/2022/04/Consent_to_Record_March_2022.pdf) provided on the WFU Counseling Department website and modify as needed in conjunction with your site and university supervisors. **If you are modifying the WFU form or using your site’s form, please submit a blank copy to your university supervisor to review.** Talk with your site supervisor about recording issues. Some sites have special requirements or circumstances. Obtain permission to audio record counseling sessions during your first session with a client. If the client is a minor, the form needs to be signed by a parent or legal guardian. You may also use the [WFU Phone Consent Form](https://prod.wp.cdn.aws.wfu.edu/sites/306/2017/10/Consent-for-Recording-given-by-phone1.pdf) found on the WFU Counseling Department website to contact legal guardians. Talk to your site supervisor **BEFORE you send out a consent form to anyone.**

3. **Site Supervisor-Student Recording Agreement: (CACREP 4.G,H )** Your site supervisor will sign this form verifying that your signed consent of record forms will remain secured onsite. This form can be found in Anthology.

4. **Ethical Guidelines for Internship and Practicum Students form(CACREP 4.G,H):** Please review the form with your site supervisor. You will need to initial and sign in the indicated spaces. This form can be found in Anthology.

5. **Professional Disclosure Statement:** **(CACREP 4.G,H)**Work with your site and university supervisors to develop a professional disclosure statement, which identifies you as an Internship student from Wake Forest University. You will find suggestions for what to include on Canvas. If you are involved in providing telemental health services, please remember to include that in your Professional Disclosure Statement.

6. **Practicum /Internship Learning Agreement form:** **(CACREP 4.G,H)** Develop and present an internship agreement signed by the student and the site supervisor and approved by the university supervisor. Negotiation and modification of this contract may be required. This form can be found in Anthology.

7. **Learning Goals: (CACREP 4.G,H)** Develop and submit a written statement of individual learning goals for each semester of internship. Goals should be clearly and specifically articulated and should address issues in the following four areas: (1) specific counseling skills, (2) case conceptualization skills, (3) self-awareness, and (4) professional growth and development.

8. **Recordings: (CACREP 4.C )** You will record as many of your client sessions as you are able. **You will submit a minimum of THREE client counseling sessions for review and critique.** **CLINICAL –** your sessions should be approximately 45-50 minutes in length, for a total of approximately 2.25 hours of recorded clinical work. **SCHOOL –** your sessions may vary in length depending on your particular setting.(**If you are submitting group sessions for review, you must also submit individual sessions as well. Your tapes must be AUDIBLE. Inaudible tapes will NOT be accepted, and you will be asked to produce more tapes. You MUST use WFU Zoom Pro (zoom.wfu.edu) to record your sessions.** **You must test your recording device and Zoom Pro—prior to starting a session—to make sure that your audio is clear and AUDIBLE.** Remember: you will need to ensure that you can send the recording to your instructor. Per Wake Forest counseling departmental policy, **EITHER audio or video recordings are allowed**.

Each recording should be accompanied by:

- Recording Review Form

This form, as well as the Recording Grading Rubric can be found in Canvas under Case Presentations in Assignments.

Please remember that it is your responsibility to adhere to the highest standards for privacy, including HIPAA and FERPA regulations, regarding client confidentiality. Do not include clients’ names or initials in any written communication (e.g., emails, recording review forms).

You are encouraged to record as many sessions as possible. **Your university supervisor and/or lead faculty instructor may request additional recordings and/or transcriptions of sessions at any time in order to assess your clinical skills.**

a. Recordings should comply with the host site’s policies.

b. Students should ensure that clients have signed proper release forms, which include the notification that such recordings may be used for educational purposes.

c. Listen to your recording before giving it to your faculty supervisor.

d. All recordings should be accompanied by the Recording Review Form which can be found on Canvas.

e. You must give your supervisor adequate time to review your recording. Please turn it in for review at least 48 hours prior to your scheduled supervision. (This does not include Saturday/Sunday.)

IF RECORDING AT YOUR SITE IS A CHALLENGE, PLEASE REACH OUT TO YOUR UNIVERSITY SUPERVISOR.

9. **Case presentation: (CACREP 4.G,H )** Make **at least one oral case presentation** to your supervision group. Turn in the Recording Review Form and your full recording at least 48 hours prior to your presentation. Follow the guidelines for Oral Case Presentation found on Canvas. You should use **one continuous segment of tape approximately 10 minutes long for your presentation**. Make a note on your Recording Review Form about which 10-minute segment you plan to use. Students will sign up for presentation dates. This will count as one of your 3 required recordings. Additional opportunities to present cases may be required by your instructors, and/or requested by students. Student requests will be accommodated when time allows.

10. **On-site Supervision: (CACREP 4.U,V,W,X )** Meet in-person, regularly (preferably 1x/week for at least 1 hour) with your site supervisor.

**\*Note**: If there are any urgent, unusual, or otherwise pressing issues that supervisors need to be aware of, please notify your site and university supervisors **as soon as possible (don’t wait until your next scheduled supervision meeting**).

11. **Self-evaluation: (CACREP 4.F,L,M )** In lieu of a final examination, submit a self-evaluation paper (3-4 pages) that describes your personal and professional achievements during the practicum. Discuss what you learned as a result of this experience and include goals for your next clinical experience.

12. **Participation: (CACREP 4.G,H,W,X )** Attend and actively participate in all weekly group sessions. **One absence in group will be excused without penalty; however, more than one absence may result in a 10% deduction per absence in your final grade.** Excessive absences are unacceptable and may result in failure to receive credit for the course. Arriving late, leaving early, driving during session, and not being in a private space are not permitted and will negatively impact your grade. These behaviors will be treated as absences, as well as potential ethical/professional violations. If you are unable to attend a supervision session, please let your university supervisor know as soon as possible, as part of your demonstration of professional behaviors in this course.

13. **Other Forms: (CACREP 4.G,H)** There are several forms you will need to complete throughout the semester. Most forms are available on Canvas or Anthology. Failure to submit required forms as assigned may prevent you from being able to proceed to internship. Also see the checklist at the end of the syllabus.

a. **Practicum /Internship Learning Experience:** The Learning Experience form can be found on the Anthology site. Fill out all of the information requested with the help/input of your site supervisor. This contract may require modification throughout the Internship. Students should complete this form within two weeks of the start of the Internship.

b. **Time Log:** Maintain a weekly time log recording your field experiences. **This log will be completed in Anthology**. Your completed time log will be **reviewed regularly** by your supervisors. Your **Site Supervisor** will sign off on your Time Logs. Please read the instructions in Canvas carefully as to **recording time in 15-minute** increments.

c. **Recording Review Form:** Submit a completed Recording Review Form with each recording as assigned.

d. **Student's Evaluation of Prac/Intern/Field Experience Form:** This form is to be completed by you at the end of the semester.

e. **Student’s Evaluation of University Faculty Supervisor**: Louise Schatz will send you a link to a **confidential** evaluation by the last day of the semester.

f. **Site Supervisor Evaluation of Student:** **The site supervisor will submit** a mid-semester and an end-of-semester evaluation of you Your site supervisor should review this evaluation with you.

g. **University Supervisor Evaluation of Student:** **The university supervisor will submit** a mid-semester and end-of-semester evaluation of students completed by the university supervisor. Your University supervisor will review this evaluation with you.

14. **Individual Counseling: (CACREP 4.E,V,W,X; 5.H.5,11,14)**

Work with a variety of students in a counseling relationship, seeking diversity of students and challenges. Submit recordings as outlined previously. Be prepared to discuss in supervision. You will choose one of these clients to do your Case Presentation on. Follow your school’s protocol for individual counseling as well as the aforementioned guidelines (necessary forms, case notes, confidentiality, etc.).

15. **Small Group Counseling:** **(CACREP 4.E,V,W,X; 5.H.5)**

Consult with your Site Supervisor as to what small groups they have planned. Assist with and lead those groups. Plan a problem-centered or growth-centered small counseling group based on the needs of the students. Be prepared to discuss in supervision. Follow your school’s protocol for small group counseling as well as the aforementioned guidelines (necessary forms, case notes, confidentiality, etc.).

16. **Large Group Guidance:** **(CACREP 4.D; 5.H.5)**

Consult with your Site **SCHOOL** - Supervisor as to what Guidance Lessons they have planned. Assist with and lead those planned lessons. Plan a series of large group guidance lessons based on the needs of your student population. If possible, implement these guidance lessons in conjunction with your Site Supervisor. Follow your school’s protocol for large group guidance lessons.

17. **Career Counseling:** **(CACREP 4.D; 5.H.2)**

Consult with your Site Supervisor as to what Career Counseling activities they have planned. Assist with and lead those planned activities. Plan a career counseling activity based on the needs of your student population. If possible, implement this activity in conjunction with your Site Supervisor. Follow your school’s protocol for career counseling activities.

18. **Consultation, Collaboration, & Community:** **(CACREP 4.D; 5.H.3,10)**

Joining with the school community and larger community is essential for better serving all those with whom you work. The following is a list of suggestions and is in no way exhaustive:

 a. PTA/PTSA meeting

 b. Special Education meeting – IEP, 504, etc.

 c. Parent/Teacher Conference

 d. School Faculty Meeting

 e. School Committee Meeting

 f. County-wide School Counselor Meeting

 g. County School Board Meeting

 f. Trainings offered by county for school counselors

 g. Teacher consultation

 h. Parent consultation

 i. Community outreach programs sponsored by the school

**Student Learning Outcomes / Key Performance Indicators**

Assignments submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). There are no official signature assignments for this course; KPI's are assessed using midterm and final supervisor evaluations. Participation in this course and development of related skills and dispositions contribute to proficiency in the following CACREP Standards: I.a, I.b, II.a, III.a, IV.a, V.a, V.b, VI.a, VII.a, VIII.a, IX.a, X.a, and XI.a

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

**Evaluation of Student**: **(CACREP 4.C,F,W,X )**

All requirements for and interactions regarding this course are opportunities to demonstrate your professional counseling knowledge and behavior. Grades on your midterm and final evaluations are earned based upon our observations of your clinical and professional competence in multiple areas (see evaluation form for specific domains). You will be evaluated on your clinical skills and professional dispositions as demonstrated in: your attendance (including being on time, in an appropriate setting, and with necessary technology); your session recordings and review forms; your contributions to and engagement in individual and group supervision; your openness to and integration of feedback; your timely completion of all course requirements (including all paperwork and required signatures); your professional, timely, and ethical communication with supervisors, clients, and colleagues; and other professional tasks.

Your university supervisor’s midterm evaluation, which will be informed by your site supervisor’s midterm evaluation, will account for **40% of your final grade**. Your university supervisor’s final evaluation, which will be informed by your site supervisor’s final evaluation, will account for **60% of your final grade**. The midterm and final evaluations are based on the CCS-R. Following is a summary of the domains measured:

**Domains assessed in the Counselor Competencies Scale-Revised (Lambie et al., 2015)**

**Primary Counseling Skills**

1. Nonverbal skills

2. Encouragers

3. Questions

4. Paraphrasing

5. Reflecting feelings

6. Summarizing

7. Reflecting Meaning

8. Confrontation

9. Goal Setting

10. Focus

11. Empathy and caring

12. Respect and compassion

**Counseling Dispositions & Behaviors**

1. Professional ethics

2. Professional behavior

3. Professional and personal boundaries

4. Knowledge and adherence to site and course policies

5. Record keeping and task completion

6. Multicultural competence

7. Emotional stability and self-control

8. Motivation and initiative to learn and grow

9. Openness to feedback

10. Flexibility and adaptability

11. Congruence and genuineness

● A: Generally, exceeds expectations

● A-: Generally, meets expectations, exceeds expectations in some areas

● B+: Generally, meets expectations

● B: Generally, meets expectations, near expectations in some areas

● B-: Near expectations in multiple areas and/or below expectations or harmful in one or more key areas

● C+: Generally below expectations, near expectations in some areas

● C: Generally below expectations

● F: Harmful in one or more key areas, ethical violations, or other serious dispositional concerns; students who earn a grade of F will be reviewed by the WFU Student Progress Review Committee; students who receive an F at midterm may be immediately removed from their sites

*[Note: Numeric values for midterm and final evaluations are as follows: A=96, A-=91, B+=88, B=85, B-=81, C+=78, C=73, F=0. This scale can be found in Canvas.]*

**Grade Scale for final grades**:

● A: 93-100

● A-: 90-92

● B+: 87-89

● B: 83-86

● B-: 80-82

● C+: 77-79

● C: 70-76

● F: 0-69

**NOTE: Per Department and University policy, for skills and clinical courses such as this one, a grade below 82.5 will result in the student being required to retake the course.**

**Late Assignments Policy:**

Assignments are due no later than 11:55 p.m. on the day that is listed in the assignments section. Unless arrangements have been made with the course instructors, students who submit late assignments may receive a **10% grade deduction for each day beyond the due date.**

**Special Accomodations:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive.

Along with the mission of the Division of Student Life, Disability Services exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest University. To achieve this goal, the [Center for Learning, Access, and Student Success (CLASS) (Links to an external site.)](https://class.wfu.edu/) is available to offer academic support for all Wake Forest Students. CLASS staff works with students, faculty, and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal.

If a student has a disability that may require an accommodation for taking this course, use the Student Portal Login located on the [Center for Learning, Access, and Student Success (CLASS) (Links to an external site.)](https://class.wfu.edu/) website. Alternatively, contact the Center for Learning, Access, and Student Success at the contact information provided.

**Contact Information:**

**118 Reynolda Hall, WFU**

**Winston-Salem, NC, 27109**

**Phone:** 336-758-5929

Email: class@wfu.edu

**Emergency Contingency Plan:**

In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents are or will be made available online via Canvas. If internet access is limited, work can be submitted via snail mail to the instructor’s home address (will be provided if necessary.) If there is a continued need to cancel class, the due dates for assignments may be altered. The instructor will be available by email or phone, unless the internet or phone is inaccessible.

**Academic Policies and Honor Code:**

You are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [Judicial Affairs website](https://studentconduct.wfu.edu/honor-system-wfu/) in addition to the [WFU Graduate School Honor Code](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf). All work handed in for this course must be your own work. Written or presented contributions from anyone or anything else (including AI sources) must be properly quoted and cited every time they are used. Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the Graduate Student Academic Honor Code, which can be accessed at the Graduate School website.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University, or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

· Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.

· Submission of same term paper to another class without permission.

· Providing another student’s answers during an exam.

· Use of notes or book during exam when prohibited.

· Collaboration on homework or take-home exams when instruction called for independent work.

· Providing test question(s) to student(s) in another section of the class.

· Falsifying records or the fabrication of information and/or citation in an academic exercise.

· Violation of computer policies.

· Using work and/or information generated by an AI program.

· **Plagiarism** is the appropriating or passing off as one’s own work the writings, ideas, etc. of another. This includes (but not limited to) copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.

· Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your [Student Handbook](https://prod.wp.cdn.aws.wfu.edu/sites/306/2022/08/General-handbook-Fall-2022-FINAL-07-29-22.pdf).

**Other Academic Policies:**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [WFU Dept of Counseling Student Handbook](https://prod.wp.cdn.aws.wfu.edu/sites/306/2019/08/General-handbook-Fall-20192.pdf). Further information can be found in the [WFU Dept of Counseling Clinical Experience Manual](https://prod.wp.cdn.aws.wfu.edu/sites/306/2021/07/Clinical-Experience-Manual-Updated-July-14-2021.pdf).

### **Synchronous Class Recording Notice:**

In accordance with Wake Forest University's policy regarding class recordings, be mindful of this information:

· **Recording of Synchronous Class Sessions.** All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.

· **Recording Tails in Synchronous Class Sessions.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care not to discuss any confidential matters during these periods of time.

· **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.

· **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

###

### **Diversity, Equity, and Inclusion:**

Wake Forest University is committed to supporting diversity, equity, and inclusion. The [Office of Diversity and Inclusion.](https://diversity.wfu.edu/) provides campus resources such as the Intercultural Center, LGBTQ Center, Women’s Center, and more. Locate these on the web page under Affinity & Support.

To learn more about WFU’s commitment to diversity, equity, inclusion read the [Non-Discrimination Statement](https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/) and policy on [Non-Discrimination on the Basis of Disability](https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/)

*Pro Humanitate* - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face, and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the [Realizing Inclusion, Diversity, & Equity (R.I.D.E.)](https://ride.wfu.edu/introduction-to-ride/#.) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Bias:**

You deserve a community free of bias and discrimination. A bias incident is an act or behavior consciously or unconsciously motivated by the offender’s bias against facets of another’s identity. As stated in the [University's Equal Opportunity Policy](https://reportbias.wfu.edu/community-standards/), these facets include race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability, and veteran status.If you experience or witness an incident of bias or discrimination, please visit [Report Bias](https://reportbias.wfu.edu/).

**Complaints:**

For complaints in the academic setting, the student should talk personally with or send a written complaint explaining the concern directly to the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department for assistance. The chair will communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. If the student’s complaint is not resolved by these procedures, the student should consult with the Office of Academic Advising for assistance. The Associate Dean for Academic Advising will consult with the parties to obtain a resolution. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, taking input from all parties, and reach a final decision concerning resolution.

<https://bulletin.wfu.edu/undergraduate/wake-forest-college/student-complaints/>

**Checklist**

\_\_\_\_\_ Liability Insurance

\_\_\_\_\_ Site Supervision - **Weekly**

\_\_\_\_\_ Group Supervision - **Weekly**

\_\_\_\_\_Time Logs - **Weekly**

\_\_\_\_\_Consent to Record form (signed copies will be kept on site) **Due BEFORE meeting with client to be recorded**

 \_\_\_\_\_Ethical Guidelines for Internship and Practicum Students form

\_\_\_\_\_Learning Goals

\_\_\_\_\_Site Supervisor-Student Recording Agreement form **- PRIOR to meeting with and recording client**

\_\_\_\_\_Professional Disclosure Statement

\_\_\_\_\_Practicum/Internship learning Agreement form

\_\_\_\_\_**Minimum of 3** recordings with **Recording Review** forms **& transcripts** (Due at least 48 hours prior to supervision)

 \_\_\_\_\_\_\_\_ Rec 1 \_\_\_\_\_\_\_\_ Rec 2 \_\_\_\_\_\_\_\_ Rec 3

\_\_\_\_\_ Case Presentation

\_\_\_\_\_Midterm Evaluation Form from Site Supervisor

\_\_\_\_\_Midterm Evaluation Form from University Supervisor

\_\_\_\_\_ Final Evaluation Form from Site Supervisor

\_\_\_\_\_ Final Evaluation Form from University Supervisor

\_\_\_\_\_ Student’s Evaluation of Prac/Intern/Field Experience Form

**\_\_\_\_\_** Student Evaluation of University Supervisor (link sent by Louise Schatz)

\_\_\_\_\_ Self-Evaluation paper

**Assignments & Due Dates**

| **Date Due** | **Assignment** | **CACREP Standard** |
| --- | --- | --- |
|  8/30 | Obtain professional liability insurance | **4.B** |
|  9/6 | Ethical Guidelines for Internship Students formConsent to Record FormSite Supervisor-Student Recording AgreementProfessional Disclosure StatementTime Logs | **4.D,F,G,H** |
|  9/13 | Learning Experience Form/Crisis ProtocolsStatement of Learning GoalsTime Logs | **4.D,F,G,H** |
| 9/20 | Time Logs | **4.G,U,V,W,X** |
| 9/27  | Time Logs | **4.G,U,V,W,X** |
| 10/4  | Time Logs1st Recording  | **4.C,G,U,V,W,X** |
|  10/11 | Midterm Evaluation from Site Supervisor Time Logs | **4.A-M,U-X** |
| 10/18  | Time LogsEvaluation by University Supervisor - **Signature Assignment - Individual Meetings** | **4.A-M,U-X** |
|  10/25 | Time LogsCase Presentation2nd Recording | **4.C,G,U,V,W,X** |
|  11/1 | Time LogsCase Presentation | **4.G,U,V,W,X** |
| 11/8  | Time LogsCase Presentation | **4.G,U,V,W,X** |
| 11/15  | Time LogsCase Presentation3rd Recording | **4.C,G,U,V,W,X** |
|  11/29 | Final Evaluation from Site SupervisorTime LogsCase Presentation | **4.A-M,U-X** |
| 12/6 | Signed Time LogsSelf-Evaluation PaperEvaluation by University Supervisor - **Signature Assignment - Individual Meetings**Final Evaluation from Site Supervisor Student Evaluation of Internship Experience form | **4.A-M,U-X** |

 **\* *Schedule and assignments are subject to change at the discretion of the instructor based on the needs of the class.***