**Wake Forest University** **Department of Counseling**

**CNS 745B: Clinical Mental Health Internship II**

**Spring 2025; Thursdays, 12:00pm – 1:30pm, Greene 514**

**Instructor:** Dr. Saundra Penn

**Email:** spenn@wfu.edu

**Office:** Carswell 220; (336) 758-3124

**Cell:** 336.403.9709 (for urgent issues only)

**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 clinicalexperience in which students learn strategies to effectively provide services to a diverse population of clients. The internship is a highly individualized learning experience that provides opportunities for growth in skills, knowledge, and personal development. The Internship is an opportunity to put into practice those foundational (CACREP Section 3:C) and contextual (CACREP Section 5:C) components taughtthroughout the program. In internship, you will be provided the opportunity to increaseunderstanding of yourself and your impact on others as well as augment yourunderstanding of your setting (e.g., School, or Clinical). Internship meetings will becomposed of various experiences to be determined by the needs, abilities, andconcerns of the group members and the supervisor. Activities will be designed tofacilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development.

**Course Objectives**

Learning Outcome Objectives: Knowledge and Skills from Section 4 of CACREP's 2024 standards:

1. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship. (4.B)
2. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students’ interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types. (4.C)
3. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship. (4.F.)
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship. (4.D)
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. (4.E)
6. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area. (4.U)

**(Syllabus Note:** The terms “university supervisor,” “faculty member,” and “instructor” may be used interchangeably throughout this document.)

**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 (PDF)](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:

* 300 hours of work in an approved clinical mental health setting over a period of one full semester, including (4.U):
	+ 120 direct client contact hours, and (4.V),
	+ 14 hours of individual supervision with your site supervisor (1 hour of individual site supervision per week; a majority of supervision must be in person) (4.W).
* 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 (4X).
* 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 (4.U).

**Expectations per WFU Counseling Department as related to CACREP 2024 Standards 4:D-E**

* 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; 5.H.3)** 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.D)** 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. Remember you will also be asking for recommendations in the future for jobs, licensure, etc., so think about how you want to be remembered.

**Note:** See the Tele-Mental Health Counseling Policy regarding professional behavior expectations while counseling virtually.

1. **Field Experiences: (CACREP 4.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 depending on your course enrollment.
2. **Confidentiality:** 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.
3. **Skills:** 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. **Consent to Record form: (CACREP 4.C)** 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 (PDF)](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 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 (PDF)](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.
2. **Site Supervisor-Student Recording Agreement: (CACREP 4.C)** Your site supervisor will sign this form verifying that your signed consent of record forms will remain secured onsite. This form can be found on Anthology.
3. **Ethical Guidelines for Internship and Practicum Students form:** 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.
4. **Professional Disclosure Statement:** 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 tele-mental health services, please remember to include that in your Professional Disclosure Statement.
5. **Practicum/Internship Learning Agreement form:** 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.
6. **Learning Goals:** 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.
7. **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.** Your sessions should be approximately 45-50 minutes in length, for a total of approximately 2.25 hours of recorded clinical work. **(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 a Recording Review Form.

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.**

* + Recordings should comply with the host site’s policies.
	+ Students should ensure that clients have signed proper release forms, which include the notification that such recordings may be used for educational purposes.
	+ Listen to your recording before giving it to your faculty supervisor.
	+ All recordings should be accompanied by the Recording Review Form which can be found on Canvas.
	+ 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.**

1. **Case presentation: (CACREP 4.F)** 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.
2. **On-site Supervision: (CACREP 4.F, 4.W, 4X)** 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)**.
3. **Self-evaluation: (CACREP 4.F)** 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.
4. **Participation: (CACREP 4.C, 4.F, 4.W, 4.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 and leaving early 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.
5. **Other Forms:** 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.
	* **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 start of the Internship.
	* **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.
	* **Recording Review Form:** Submit a completed Recording Review Form with each recording as assigned.
	* **Student’s Evaluation of Prac/Intern/Field Experience Form:** This form is to be completed by you at the end of the semester.
	* **Student’s Evaluation of University Faculty Supervisor:** You will be sent a link to a confidential evaluation by the last day of the semester.
	* **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.
	* **University Supervisor Evaluation of Student:** The university supervisor will submit a mid-semester and end-of-semester evaluation of student completed by university supervisor. Your university supervisor will review this evaluation with you.
6. **Individual Counseling: (CACREP 5.H.11; 5.H.14-18; 4.D)** Practice and continue to improve your basic counseling and interviewing skills with individuals, including structuring a counseling session and following the lead of the client to build a helping relationship. Keep progress notes for all individual counseling sessions in accordance with the site requirements. If you are in a co-counseling role, discuss your observations with your site supervisors and with your university supervisor.
7. **Group Counseling (CACREP 4.E)** During either practicum or internship, students must lead or co-lead a counseling or psychoeducation group. If the student does not gain experience leading or co-leading a group during practicum, they must gain this experience during internship.
8. **Consultation, Collaboration, & Community: (CACREP 5.H.3; 5.H.11; 5.H.15; 5.H.16, 5.H.19; 4.D)** Participate in at least one consultation experience, if possible. This may include parent consultation, consultation with school personnel, peer review at the site, or consultation with other agencies (when appropriate).
9. **Evaluation of Student: (CACREP 4.F)** 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.

**Course Materials**

Course materials refer **only** to the textbook(s), Course Reserves, WFU library readings, or scholarly articles. Refer to the course for **all other** instructional content.

**Optional/Recommended Text(s)**

All are available as ebooks for **free** through the WFU library:

1. Jongsma Jr., A. E., Bruce, T. J., & Peterson, L. M. (2021). *The complete adult psychotherapy treatment planner: Includes DSM-5 updates* (6th ed.). Wiley. ISBN-13: 978-1119629931 | ISBN-10: 1119629934
2. Berghuis, D. J., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner: Includes DSM-5 updates* (5th ed.). Wiley. ISBN-13: 978-1118067840 | ISBN-10: 9781118067840
3. Berghuis, D. J., Peterson, L. M., & McInnis, W. P. (2014). *The child psychotherapy treatment planner: Includes DSM-5 updates* (5th ed.). Wiley. ISBN-13: 978-1118067857 | ISBN-10: 9781118067857

**Methods of Instruction**

Instructional methods in this course include discussions and variety of other supervision activities. Examples of such activities include:

* Role playing
* Case presentations
* Taping 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

**Assessments**

This section provides an overview of the items due during this course. See the Course Schedule for additional details.

**Class Meeting/Group Supervision**

**Weeks 1–14: Weekly Group Supervision**

Each week, students will meet in group supervision. Most group supervision meetings will follow a general format. Typically, they will begin with a check-in so that each student can tell the group how things are going at their site, ask questions or make comments, and let the group know of any specific issues about which they would like some help from the group. As a group, it will then be determined how to best divide the time to allow for the discussion of emergent issues, along with the week’s formal case presentation(s). Adjustments to the schedule will be made according to the needs of the group.

**Assignments**

These are the assignments that will be completed and submitted throughout the duration of the course.

**Weeks 1 & 2: Forms**

Students are expected to complete and submit the following required documentation by the end of Week 1:

* Ethical Guidelines and Professional Expectation Form (CACREP 4.B-D)
* Site Supervisor-Student Recording Agreement Form (CACREP 4.C)
* Professional Disclosure Statement
* Consent to Record Form (CACREP 4.C) (new site only)
* Crisis Protocols (new site only)

Students are expected to complete and submit the following required documentation by the end of Week 2:

* Learning Experience Form (CACREP 4.H)
* Statement of Individual Learning Goals (CACREP 3.A.11, 4.F)

**Weeks 1–14: Weekly Time Log** *(CACREP 4.U.)*

Each week, students will complete a weekly time log in the Field Placement section of Anthology Portfolio. The weekly time log is cumulative and thus, the Week 14 time log will serve as a final time log documenting all of the hours for the full semester. The time log should be signed by the site supervisor in Anthology Portfolio once a week. The university supervisor will review the logs each week and monitor student progress.

**Week 7: Site Supervisor’s Evaluation—Midterm** *(CACREP 4.F)*

As students approach the halfway point of the semester, they will ask their site supervisor to provide them with a midterm evaluation using the Midterm Evaluation Form within the Field Placement section of Anthology Portfolio. Students will then review the evaluation together with their site supervisor during their Week 7 site supervision meeting. The site supervisor will complete this assignment, but students are expected to ensure that their site supervisor has access to the midterm and final evaluation forms within Anthology Portfolio.

**Week 8: University Supervisor’s Evaluation—Midterm** *(CACREP 4.F)*

At both the midpoint and closing of the semester, the university supervisor will provide the student with an evaluation using the Supervisor Evaluation rubric in Anthology Portfolio. They will review it with the student in an individual supervision meeting. The university supervisor will complete this requirement within the Field Placement section of Anthology Portfolio.

**Individual Supervision Meetings** *(CACREP 4.F)*

Students will have a minimum of two individual supervision meetings with their university supervisor over the course of the semester. Students will coordinate the schedule for their individual supervision meetings with their university supervisor. If necessary, to support your development, your university supervisor may request additional individual supervision meetings as needed.

The topics addressed in these individual supervision meetings will depend upon the student’s unique learning needs at that particular point in their development.

**Small Group Case Presentation Recording** *(CACREP 4.C, 4.D, 4.F)*

Students will make at least one oral case presentation to a small supervision group (assigned in class). This will count towards one of three required recordings using the Recording Review Form. For each week of small group presentations, one person will present their recording to the small group. The instructor will coordinate scheduling. Students will come prepared to share their recording, explain their evaluation, and answer questions posed by the instructor and fellow classmates. Classmates will give feedback focused on the presenter’s style of counseling and potential theoretical approach(es). Students will provide their peers with a de-identified write-up of your the using the WFU Recording Review Form. Students will then submit the full session recording and review to their supervisor two workdays prior to the group meeting in which they will be presenting. Students should select one continuous segment of recording approximately 10 minutes long for their presentation. Students will sign up for presentation dates.

**Large Group Supervision Theory and Case Presentation Recording** *(CACREP 4.C, 4.D, 4.F)*

Students will make at least one oral case presentation to the supervision group. This will count towards one of three required recordings using the Recording Review Form. Additionally, students should follow the “Theory Presentation Guidelines” found in Canvas and submit a one-page theory write up. Each week, one or two people will present their recording to the group during the group supervision session. The instructor will coordinate scheduling. Students will come prepared to share their recording, explain their theory, and answer questions posed by the instructor and fellow classmates. Students will provide their peers with a de-identified write-up of your the using the WFU Recording Review Form. Students will then submit the full session recording and review to their supervisor two workdays prior to the group meeting in which they will be presenting. Students should select one continuous segment of recording approximately 10 minutes long for their presentation. Students will sign up for presentation dates.

**Individual Supervision Counseling Recordings – Recording Review Forms** *(CACREP*

*4.C, 4.D, 4.F)*

In addition to recordings for group supervision case presentations, students will listen to, review, and submit at least one session recording. The audio/video recording submissions via Zoom should be accompanied by a Recording Review Form, which students will upload into Anthology Portfolio. The university supervisor will provide the student with feedback during their Supervision Meetings. The university supervisor may require additional recordings based on the individual student’s developmental needs. If a student cannot obtain a session recording at their site, they will consult with their lead faculty and university supervisor about completing the alternative recording assignment in place of a client recording.

Please review the WFU HIPAA-Secure [Zoom Policies and Procedures](https://go.wfu.edu/cnszoom/) before recording counseling sessions.

**Week 14: Self Evaluation Paper** *(CACREP 3.A.11, 4.F)*

In keeping with the expectation that professional counselors engage in regular self-assessment and continuing education, students will submit a self-evaluation paper (three to four pages) that describes their personal and professional experiences during internship in lieu of a final examination.

**Week 14: Site Supervisor’s Evaluation—Final** *(CACREP 4.F)*

As students approach the end of the semester, they will ask their site supervisor to provide them with a final evaluation using the Final Evaluation Form within the Field Placement section of Anthology Portfolio. The site supervisor will complete this assignment, but students are expected to ensure that the site supervisor has access to the midterm and final evaluation forms within Anthology Portfolio.

**Week 14: Student Evaluation of Internship Experience** *(CACREP 4.L., 4.M.)*

Students will evaluate their experience at the internship site. Students will complete and submit the Student Evaluation of Practicum/Internship Experience Form that is available in the Field Placement section of Anthology Portfolio.

**Week 14: Student Evaluation of University Supervisor**

Students are expected to evaluate their internship instructor (university supervisor). To ensure the anonymity of student feedback, students will receive and submit a Qualtrics survey.

**University Supervisor’s Evaluation—Final** *(CACREP 4.F)*

At the closing of the semester, the university supervisor will provide students with an evaluation using the Supervisor Evaluation rubric in Anthology Portfolio. They will review it with the student in an individual supervision meeting. The university supervisor will complete this requirement within the Field Placement section of Anthology Portfolio.

**Student Learning Outcomes / Key Performance Indicators**

There are four signature assignment for this course, the midterm and final site supervisor evaluations and the midterm and final university supervisor evaluations. These evaluations will be completed by your site and university supervisors in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The midterm and final evaluations will be used for course grade calculations (as described in the Grading Policies), 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). The student learning outcome on which you will be evaluated for the midterm and final evaluations are:

I.a: Students demonstrate knowledge and skills associated with professional, ethical, and legal counseling activities.

I.b: Students possess awareness of themselves and an ability to self-evaluate.

II.a: Students demonstrate knowledge and skills associated with working with culturally diverse populations.

III.a.: Students apply their knowledge of human growth and development to their conceptualization of and work with clients.

IV.a.: Students apply their knowledge of career development to their conceptualization of and work with clients.

V.a.: Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships.

V.b.: Students demonstrate knowledge and skills associated with their use of counseling theories to form case conceptualizations.

VI.a.: Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups.

VII.a.: Students demonstrate knowledge and skills in the administration and interpretation of assessment instruments for diagnostic and intervention-planning purposes.

VIII.a.: Students utilize current research and scholarly literature to inform and assess their counseling practice.

X.a.: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

XI.a.: Students demonstrate knowledge and skills needed to assess, diagnosis (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations affected by addiction.

*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.*

**Late Work**

Assignments are due no later than 11:59 p.m. on the day that is listed in the assignments section. Unless arrangements have been made, students who submit late assignments will receive a **10% grade deduction for each day beyond the due date.**

**Grading Policies**

This table details the grade points and/or percentages of each assignment.

| **Assignment** | **Percentage** |
| --- | --- |
| University Supervisor’s Evaluation—Midterm | 40% |
| University Supervisor’s Evaluation—Final | 60% |
| Total | 100% |

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 their future clients ethically and professionally. Student professional disposition (e.g., openness, flexibility, cooperativeness) will be evaluated by their faculty and supervisors during clinical experiences and at other points in the program. University faculty are expected to use their professional judgment and expertise to determine whether a student passes a clinical course, passes upon successful completion of remediation plan, or does not pass the course.

To earn a passing grade for internship, students must complete their required internship hours, demonstrate that their clinical skills and professional dispositions meet expectations, and provide evidence for growth and improvement in their clinical skills and professional dispositions over the course of the semester. While the final grade is generally based on the grading policy listed, faculty and supervisors may determine that there are issues with a student’s clinical skills and/or professional disposition that prevent the student from earning a passing grade. Final grading is at the discretion of the lead faculty.

Your university supervisor’s midterm evaluation will be informed by your site supervisor’s midterm evaluation and your university supervisor’s final evaluation will be informed by your site supervisor’s final evaluation. The midterm and final evaluations use the Counselor Competencies Scale-Revised. The 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

**Grading Scale**

This table lists the letter grade corresponding to ranges of points.

**Final grading is at the discretion of the faculty.**

**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 re-take the course.**

| Grading Scale |
| --- |
| **Letter Grade** | **Percentage** |
| A | 93–100 |
| A− | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B− | 80–82 |
| C+ | 77–79 |
| C | 70–76 |
| F | 0–69 |

**Internship Standards**

* 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.

**AI Policy**

The use of generative artificial intelligence (AI) tools (e.g., ChatGPT) is permitted for

the following activities:

* Brainstorming and refining your ideas
* Drafting an outline to organize your thoughts
* Checking grammar and style

The use of generative AI tools is not permitted for the following activities:

* Generating sources for a writing assignment
* Writing a draft of a writing assignment
* Writing entire sentences, paragraphs, or papers to complete class assignments
* Using AI in a way that is not permitted is a violation of the Graduate Student Academic Honor Code

If you are uncertain about whether you can use AI in any other instance, please ask your

instructor.

**Academic Policies: Tele-mental Health Counseling, Academic Integrity, Bias, and Other Academic Policies**

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.

**Tele-mental Health Counseling Policy**

Every student is required to practice and adhere to the Tele-mental Health Counseling Policy as a provision of distance counseling services rendered during clinical courses observed by Wake Forest University. To maintain integrity with the policy see the guidelines in Appendix A.

**Academic Integrity**

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 (PDF)](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf).

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 answers during an exam.
* Use of notes or books 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.
* **Plagiarism:** appropriating or passing off as one’s work the writings, ideas, etc. of another, i.e. 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 [WFU Dept of Counseling Student Handbook (PDF)](https://prod.wp.cdn.aws.wfu.edu/sites/275/2022/08/GradStudentHandbook2022-23.pdf).

**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/).

**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 enrollment, reinstatement, and student and faculty expectations, see the [WFU Dept of Counseling Student Handbook (PDF)](https://prod.wp.cdn.aws.wfu.edu/sites/275/2022/08/GradStudentHandbook2022-23.pdf). Further information can be found in the [WFU Dept of Counseling Clinical Experience Manual (PDF)](https://prod.wp.cdn.aws.wfu.edu/sites/306/2021/07/Clinical-Experience-Manual-Updated-July-14-2021.pdf).

**Academic Engagement and Monitoring**

It is very important that students actively engage in class discussions, and that students communicate in a timely manner with their instructors if unforeseen circumstances negatively affect their academic engagement.

**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.

**Canvas Support**

Call a Canvas Expert: 833.383.5792

For Canvas technical support, select the Help icon in the navigation bar, where students will find several options including:

* Call a Canvas Expert—phone support hotline
* Chat with Canvas Support—live chat for students and faculty
* Search Canvas Guides—answers to common questions
* Submit a ticket to Canvas Support

When submitting a ticket, be as specific as possible in the description of the issue. Include the name of the course and the date the issue occurred, the browser being used and, if possible, screenshots to help Canvas support personnel troubleshoot the issue and expedite service.

**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 webpage 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, and Equity (R.I.D.E.)](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/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!

**Accessibility and Special Accommodations**

Wake Forest strives to provide equal access for all learners. Learning content contained within the Canvas Learning Management System is designed to meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA developed by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act. Throughout our course development process, we test the capabilities of our learning content against these standards.

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)](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)](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

**Grievances**

Situations may arise in which a student believes that they have not received fair treatment from a faculty member in an academic matter. In such cases, within two weeks of the student's awareness of the treatment they should talk with the faculty member. If the student and faculty member cannot resolve the problem, the student should immediately consult their advisor and the Chair of the Counseling Department as indicated in the [Graduate Student Handbook (PDF)](https://prod.wp.cdn.aws.wfu.edu/sites/275/2022/08/GradStudentHandbook2022-23.pdf). If a resolution satisfactory to both parties cannot be reached in a reasonable time, which can vary according to the complexity of the matter, the student may choose to initiate the Graduate Student Academic Grievance Procedur as indicated in the Graduate Student Handbook.

**Emergency Contingency Plan**

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless the internet or phone is inaccessible.

**Appendix. A**

**Tele-Mental Health Counseling Policy for Practicum and Internship Students**

The emphasis of the counseling program, first and foremost, is to train individuals to be school and clinical mental health counselors. Some additional specialization, such as training in a particular theoretical orientation or with special populations, can occur through students’ practicum, internship experiences, and extracurricular training programs. However, the COVID-19 pandemic has impacted traditional practicum and internship courses by requiring many students to provide distance professional services as opposed to face-to-face counseling. The National Board for Certified Counselors (NBCC; 2016) defines distanced professional services as “the use of electronic or other means (e.g., telephones or computers) to provide services such as counseling, supervision, consultation, or education” (p. 1). **The Department of Counseling has developed the following guidelines regarding practicum and internship students’ provision of distance counseling services:**

* It is the responsibility of the site and the student to be familiar with and comply with all state and federal regulations, ACA ethical standards, and NBCC policies regarding the provision of distance counseling. In particular, please verify that your state licensing board allows non licensed clinicians/students to perform tele-mental health counseling.
* Students are **NOT** permitted to provide counseling across state lines.
* Students must use appropriate technology-based communications to perform distance counseling that meet up-to-date encryption standards and applicable laws. An example of an effective software program is a VSee (not the free version) that includes a HIPAA Business Associate Agreement.
* Students, in consultation with their site and university supervisors, must use informed consent forms and/or professional disclosure statements for distance counseling that adhere to ACA (2014) and NBCC (2016) standards.
* Sites must have appropriate protocols, as described in the ACA (2014) Code of Ethics (Standard H.3), to perform client verification.
* The site must provide training and supervision to students related to distance counseling.
* Students are generally required to only perform counseling, be it face-to-face or distance, at their sites under supervision from a site supervisor who also is on site. However, students may provide distance counseling from their homes. In order to do so, the student must make arrangements with their site supervisor to ensure that the site supervisor and another licensed professional from the site are available and accessible to the student during the student’s distance sessions with clients.
* In the event of a client crisis, the student must be able to contact the site supervisor (or other licensed professional from the site) by phone or other forms of immediate electronic communication. Thereby, as part of their learning experience form and crisis protocol assignments students should describe steps they will follow in the event of a client experiencing a crisis (e.g., suicidal/homicidal ideation, abuse reporting, etc.) such that the student needs supervisory consultation, within session supervisory consultation, and/or needs the supervisor to join the distance counseling session. This description should include how the site supervisor or other licensed professional from the site can join the distance counseling session as well as be contacted for consultation or within session consultation.
* The student must obtain site supervisor approval for each client with whom they would like to conduct distance counseling. Additionally, the student must inform their site supervisor of the specific days and times in which they plan to provide distance counseling (e.g., Monday and Wednesday from 9am–3pm Central Time) and receive confirmation from their site supervisor that the site supervisor will be available during these days and times to be contacted at any point while the student is conducting a distance counseling session. It is the student’s responsibility to keep the site supervisor apprised of any changes to their distance counseling session schedule and ensure that the site supervisor is available to be contacted if session times are changed.

**\*\*Please note that this policy may be revised as needed for reasons that include, but are not limited to, adhering to changes in CACREP requirements.\*\***

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date**  | **Assignments Due** | **In Class** | CACREP Standard |
| 1/16 | Welcome back  | Special Topics | 4.B |
| 1/23 | Ethical Guidelines for Internship Students form;Site Supervisor-Student Recording Agreement;Updated Professional Disclosure Statement;Time Logs(New Site Only):Consent to Record FormCrisis Protocols | Small Group Presentations | 4.D,F,G,H |
| 1/30 | Learning Experience FormStatement of Learning Goals Time Logs | Small Group Presentations | 4.C, D,F,G,H |
| 2/6 | Time LogsTheory Sorter | Small Group Presentations | 4.C,G,U,V,W,X |
| 2/13 | Time Logs | Small Group Presentations | 4.C,G,U,V,W,X |
| 2/20 | Time Logs | Theory Case Presentation  | 4.C, G,U,V,W,X |
| 2/27 | Time LogsMidterm Evaluation from Site Supervisor;Signed Time Logs | Individual Supervision Meetings Only-All | 4.A-C,M,U-X |
| 3/6 | Time Logs | Theory Case Presentation  | 4.C,G,U,V,W,X |
| 3/13 | Spring Break | No Class – Spring Break |  |
| 3/20 | Time Logs | Theory Case Presentation | 4.C,G,U,V,W,X |
| 3/27 | Time Logs | Theory Case Presentation | 4.C,G,U,V,W,X |
| 4/3 | Time Logs | Theory Case Presentation | 4.C,G,U,V,W,X |
| 4/10 | Time Logs | Theory Case Presentation | 4.C,G,U,V,W,X |
| 4/17 | Time Logs | Theory Case Presentation | 4.C,G,U,V,W,X |
| 4/24 | Time LogsWrap Up Self Evaluation PapersFinal Evaluation from Site Supervisor | Theory Case Presentation  | 4.G,U,V,W,X |
| Week of 5/1 | Individual Supervision Meetings Student Evaluation of Internship Experience;Evaluation of University Supervisor;Signed Final Time Logs | Final Supervision Meetings -All (Entire Week) | 4.G,L,U,V,W,X |

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