

**WAKE FOREST UNIVERSITY
DEPARTMENT OF COUNSELING**

**CLINICAL
EXPERIENCE
MANUAL**

For Counseling Students

Practicum, Internship I, & Internship II

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PROGRAM DELIVERY DEFINITIONS

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

INTRODUCTION

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

The Clinical Experience Manual (here after referred to as the Manual) provides an overview of the clinical course experiences and expectations in the clinical mental health and school counseling tracks, which occur over three sequential courses:

1. CNS 738: Counseling Practicum
2. CNS 744: Counseling Internship I
3. CNS 745: Counseling Internship II

An overview of these courses, as well as expectations, guidelines, and required paperwork, are presented in this manual. These courses are defined as clinical courses as they require clinical experiences under the direction of a qualified supervisor (e.g., LPC, LCSW, etc.).

Students are expected to carefully read the Manual soon after acceptance into the program. Once students have become familiar with the material in the Manual, they should contact their advisor to talk about questions they may have. Students should refer to the Manual as they progress through their graduate degree program. This manual is updated on a regular basis. Students should review the manual at the beginning of each semester, and are invited to ask questions. Students are also expected to review and refer to the Wake Forest University Department of Counseling Student Handbook for additional information about their program of study.

The faculty wish every student great success in the program and with their clinical experiences. The journey to becoming a professional counselor is both challenging and rewarding. We are excited to be your guides during this developmental process as you become the next generation of strong counseling professionals.

CACREP STANDARDS FOR PROFESSIONAL FIELD EXPERIENCES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the accrediting organization for counselor training programs. In order to 1) maintain CACREP accreditation and 2) follow a best practice model the professional practice, coursework in the Wake Forest Department of Counseling adheres to the most recent CACREP standards. <http://www.cacrep.org/about-cacrep/2016-cacrep-standards/>

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

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

PREPARATION for FIELD EXPERIENCES

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

A. Prerequisites

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

B. Obtain/Renew Liability Insurance

All students are expected to carry liability insurance beginning with the semester in which they take CNS 737 Basic Counseling Skills and Techniques. For on campus students, that is the first semester. For online students that is their fifth semester. **Liability insurance then needs to be renewed on an annual basis.** In order to streamline this process and ensure that all students have the proper liability insurance throughout the appropriate tenure of their program, all students, without exception, must join the Department's group policy. The cost of joining the Department liability insurance policy is \$16 per year. You will be notified by the Department when you must obtain and renew your insurance. Please note that if you are currently employed and have liability insurance at work your employee insurance does not cover professional practice experiences; thus students must join the Department's professional liability insurance group policy with Healthcare Providers Service Organization (HPSO). Proof of insurance must be obtained before beginning any clinical courses and/or clinical and field experiences. Some clinical sites may require students to purchase additional professional liability insurance.

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

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

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

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

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

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

PROFESSIONAL CONSIDERATIONS

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

Personal Growth

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

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

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

Wellness

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

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

Some suggestions include:

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

Scheduling

Extensive supervision is required for Practicum, and Internship I and Internship II. Make note of the requirements listed in each section of this Manual and plan your schedule accordingly. (See pages 17-19 for summary of supervision requirements.) NOTE: Students are not permitted to be on site unless their site supervisor (or an approved secondary/back-up supervisor) is present on site with them at all times.

Supervision

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

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

You will participate in several different types of supervision during your practicum and internship:

- **Individual Supervision with Site Supervisor:** This supervision will be your main supervision regarding the specific individual clients with whom you are seeing at your site. Your site supervisor will monitor your work with individual clients/students at the site, as well as provide feedback on your skills, case conceptualization, and site procedures and protocols as they relate to your work with each of the clients/students with whom you are working in practicum/internship. Your site supervisor is your first line of contact for ANY questions regarding your work with

clients/students; you may not consult with outside persons without the explicit written consent of your site supervisor.

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

- **Group Supervision:** You will receive 1 ½ hours per week of group supervision with your university supervisor and peers in your practicum and internship classes. Group supervision will provide you with the opportunity to both give and receive feedback (both positive and constructive) and develop consultation skills. Please note that this supervision will be synchronous with several of your classmates and a university supervisor. Scheduling will be coordinated by the university supervisor. While individual agendas and schedules will be taken into consideration flexibility will be necessary in order to find a common meeting time.
- **Individual or Paired Supervision with University Supervisor:** This supervision is different from the individual or paired supervision you will receive at your site in several ways. This supervision will focus more on your skills and case conceptualization *across cases* rather than on a single specific case. Your university supervisor will also address developmental factors including: professional identity development and aspects of personal and professional growth throughout the practicum and internship experience.

Receiving Feedback and Supervision

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

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

- **Focus:** Before each supervision session, take time to focus on your professional goal of becoming an effective counselor.
- **Listen:** Make a commitment to truly hear the feedback offered to you, even when the comments seem critical to you.
- **Reflect:** Be open to new ways of thinking about yourself and what you believe. Be willing to grow and change.
- **Value:** Remember what strengths you bring to the counseling process and pay attention to your own wellness.

Giving Feedback

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

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

Professional Performance Evaluation and Notice of Professional Performance Concerns

Students are evaluated throughout their enrollment in the program using criteria of student achievement and limitations that have been set to measure students’ professional competence, as well as interpersonal and intrapersonal functioning. Failure to meet program expectations may result in delayed enrollment in clinical courses. For additional information on Professional, Personal, and Interpersonal Performance Review, and remediation and dismissal information, please refer to the Student Handbook.

Ethical Guidelines for Practicum and Internship Students Wake Forest University Department of Counseling

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

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

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

- a. Journals.** Journals are often assigned as a part of your clinical courses. The purpose of these journals is to encourage reflection on your professional experience and growth, as well as to reflect on your work with clients. **You must not provide any identifying client information in these journal entries.**
2. **Recognition of qualifications and limitations.** It is important to recognize the limitations of your training and abilities, and not to exceed these limitations in your work with clients. When clinical situations are beyond your knowledge or ability, seek assistance from university and site supervisors.
3. **Identification as counselors-in-training.** As a part of your professional disclosure and informed consent with clients you must explicitly identify yourself as a counselor-in-training to your clients, in reports, and in other professional activities. Do not misrepresent your training, qualifications, or status. Because you will be at a placement for a limited time, inform clients of that limitation at the outset of therapy and take it into consideration when making decisions about counseling approaches.
4. **Record keeping.** You will accurately and reliably maintain written and other records as required by the clinical experience site and the Department of Counseling. You will submit time logs to your University Supervisor as instructed. These time logs should be signed by your site supervisor, and are due to your University Supervisor weekly.
5. **Dual relationships.** Refrain from clinical work with persons with whom you have other types of relationships. Such dual relationships inhibit the effectiveness of your clinical work and may jeopardize both the client and yourself and are unethical. For example, coworkers, friends, and fellow students should not be seen as clients.
6. **Prohibition regarding sexual conduct or harassment.** Under no circumstances should you become involved in a sexual or romantic relationship of any sort with clients at your clinical site. It is important also to refrain from sexual harassment and to respect the sensitivity of others regarding sexual matters.
7. **Self-awareness and monitoring.** Monitor your own emotional and physical status and be aware of any conditions that might adversely impact your ability to conduct your professional activities. If such conditions arise, inform your university and site supervisors immediately.

8. **Ethics discussion with site supervisor.** Discuss the ethical standards for your placement before performing any clinical work.

Prior to the start of their clinical experience, students are required to sign a copy of Ethical Guidelines for Practicum and Internship Students Form, agreeing to adhere to the guidelines listed above as well as those of the professional discipline and specific placement agency or school.

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

CONFIDENTIALITY & TECHNOLOGY

In regards to recorded sessions, **students are responsible for maintaining the security of the recorded counseling sessions and related paperwork.** Students will use Adobe Connect and Sakai to submit recordings and paperwork. Your University Supervisor will provide you with instructions on this process. Students *must not* save any recordings to their personal devices.

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

The Wake Forest University Department of Counseling is deeply committed to the privacy, security, and protection of all the clients our students come in contact with throughout their time in the program as well as their subsequent careers. We believe in modeling that commitment throughout their training, and it is specifically for that reason that we chose Adobe Connect hosted online conferencing as the method of recording, storing, and sharing client sessions with the Department of Counseling faculty for direct observation and supervision. For additional information, click [here](#).

Students are responsible for following best practices and maintaining HIPAA (<http://www.hhs.gov/ocr/privacy/>) and FERPA (<https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) compliance with all client-identifying information (e.g., case notes, session recordings).

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

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

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

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

AUDIO RECORDING INFORMED CONSENT

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

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

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

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

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

parents/legal guardians must be contacted in order to gain informed consent to record all subsequent sessions with the student.

Audio Recording Informed Consent Form and Presentation: Please check with your clinical site to see if they have an audio/video recording form that is **designated for use by practicum and internship students**. If they do, please use their form. If they do not have a form, or do not have one that is designated for interns, you will need to use the Consent for Audio Recording Form provided by the Department--create a separate form for each client to sign. Clients have a right to refuse recording; however, they may have to be transferred to a different counselor if that is their wish. You can access the appropriate consent forms on the Department of Counseling's website. Students must keep and turn in a copy of every 'consent to record' form received during practicum and internship. These forms should be submitted to your University Supervisor, and they will be filed in the department.

Example of how to present recording to a client. First, present the client with the Consent for Audio Recording Form. Allow them the opportunity to look over the form while you provide an oral explanation. For example you might say:

*“As I mentioned earlier, I am a counselor-in-training at Wake Forest University; therefore, I am required to record some of my counseling sessions with clients. I record sessions in order to ensure that you are receiving the best possible care in our work together, as well as to further my development as a counselor. I know the idea of recording can sound scary; however, I want to make sure you understand the purpose of the recording is for my supervisors to listen to **ME** and make sure that **I** am doing what I am supposed to be doing, and they are not necessarily listening to you. My supervisor here at this agency/school, (name of supervisor), may listen to some of the recordings, as well as my university supervisor, (name of supervisor) in individual sessions with me. Any recording can also be reviewed in a small group supervision session of approximately 4 other counselors-in-training for feedback on my skills and techniques. However, in the group supervision sessions, I will not share your name or any identifying information with any of them. I want to let you know that you can choose not be recorded; however, since I am still in training and am required to record some of our sessions, I would have to refer you to another counselor in this agency/school if that is your wish. Do you have any questions?”*

During this oral explanation it is important not to overwhelm the client so that he/she becomes scared of the recording, but to inform him/her that the recording is not necessarily to listen to what the client says in counseling but to ensure that you, as a counselor-in-training, are providing the best services to the client and continuing to develop and learn.

OVERVIEW (CNS 738: PRACTICUM)

The Practicum is a pre-internship experience designed to help students further develop their individual counseling and group work skills under careful supervision. The Practicum includes a minimum of 165 hours of clinical experience in a clinical mental health or school setting plus individual/pair and group supervision by faculty.

The hours break down as follows:

- 165** Hours of work in a school or clinical mental health setting over a period of one full semester (approximately 11-12 hours per week) and should include a minimum of 50 hours of direct contact, 10 hours of which should be group work, and 7 hours of supervision by the site supervisor.
- 14** Hours of individual or paired supervision by a university supervisor.
- 21** Hours of group supervision (1.5 hours per week) by University Supervisor with other students.

- 200** Total Hours (Minimum)

Supervision

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

University Supervisor The university supervisor is responsible for initiating and maintaining contact with the student's site supervisor and meeting with practicum students individually or in pairs for one hour per week. The University Supervisor also meets with groups of approximately 5 practicum students for 1.5 hours of group supervision each week.

Student Logs and Recordings

A log of practicum activities will be completed weekly by the student and submitted to the University Supervisor to monitor progress toward the meeting hourly requirements. You must keep up with your hours on a daily/weekly basis (see Time Log forms). You will keep your university supervisor and site supervisor informed on your hours on a regular basis. At the end of each semester/course you will submit a final time log documenting all of your hours for the full semester. This document must be signed by your site supervisor(s) and your university supervisor.

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

Evaluation

Grades in the course will be based on:

Evaluation by University Supervisor	60%
Evaluation by Site Supervisor	40%

Please note: Wake Forest University students are NOT allowed to conduct home visits alone. They may, however, accompany another site employee on such visits, either to client or student homes. If WFU students plan to go on home visits, they must provide the Department with a copy of the site's home visit policy/regulations. Students are prohibited from transporting clients/students in their personal vehicle.

OVERVIEW (CNS 744: Internship I and CNS 745: Internship II)

There are two counseling internship courses (CNS 744 and CNS 745) that together total a minimum of 600 hours of clinical experience on site and 42 hours of University group supervision. Internships begin following the successful completion of the Practicum and other required courses.

The minimum hourly requirements per semester are as follows:

- 300** Hours of work in a school or clinical mental health setting over a period of one full semester (approximately 20-22 hours per week for entirety of the semester) and should include a minimum of 120 hours of direct contact and 14 hours of supervision by the site supervisor (i.e., 1 hour of individual site supervision per week).
- 21** Hours of group supervision (1.5 hours per week) by internship course instructor with other students.
- 321** Total Hours Each Internship Course

In certain situations, students can opt to complete the entire 600 hours of internship in a single semester. Or, students may opt to complete 200 hours of internship per semester, over the course of three semesters. These are special circumstances, and need to be approved well in advance by the Clinical Program Manager, as well as the internship site.

Supervision

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

Internship students in the work setting, including assistance in planning the student's schedule and monitoring his/her work.

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

On-Site Supervisors Information

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

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

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

Student Logs and Recordings

A log of internship activities and hours is to be completed weekly by the student and submitted to the University Supervisor to monitor progress toward the meeting of requirements. You must keep up with your hours on a daily/weekly basis (see Time Log forms). You will keep your university supervisor and site supervisor informed on your hours on a regular basis. They may require you to submit a monthly log to them for this purpose. At the end of each semester/course you will submit a final time log documenting all of your hours for the full semester. This document must be signed by your site supervisor and your university supervisor.

It is very important that the student submit audio and recordings of interactions with clients/students for review and discussion with their site and faculty supervisors. Students are expected to record as much as possible. The minimum course requirement is three recordings. However, your University Supervisor may ask you to submit more.

Evaluation

Grades in the course will be based on:

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

Please note: Wake Forest University students are NOT allowed to conduct home visits alone. They may, however, accompany another site employee on such visits, either to client or student homes. If WFU students plan to go on home visits, they must provide the Department with a copy of the site's home visit policy/regulations. Students are prohibited from transporting clients/students in their personal vehicle.

CORE EXPECTATIONS

A. Skill Development (Practicum and Internship)

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

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

B. Professional Development (Practicum & Internship)

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

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

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

- The student relates to peers, professors, and others in an appropriate professional manner.
- The student adheres to legal and ethical standards during the training program.
- The student respects the fundamental rights, dignity, and worth of all people.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.

- The student behaves in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Clinical Experience Manual.
- The student behaves maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate).

C. Personal Development (Practicum & Internship)

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

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

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

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

ADDITIONAL CLINICAL COURSE REQUIREMENTS

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

1. Carry Current Liability Insurance (Basic Skills, Practicum & Internship)

All graduate students in the Department of Counseling are required to carry professional liability insurance throughout the entire program, beginning with the semester in which they are taking CNS 737 Basic Counseling Skills and Techniques. See information on page 9. **Liability insurance needs to be renewed on an annual basis and must remain current during the duration of the student's time in the counseling program. All students are required to join the Department's group liability insurance policy. There are no exceptions, including a pre-existing personal insurance policy.**

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

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

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

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

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

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

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

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

- **State Requirements:** Each student should become familiar with the requirements for counseling licensure in his or her state. For example, some states require that a percentage of hours be spent diagnosing or conducting group work during practicum or internship experiences. Licensure requirements may change without notice. **It is the student’s responsibility to stay current with requirements.** Obtain this information from the sources listed:
 - State Professional Counselor Licensure Boards
 - State School Counselor Certification and Licensure Agencies

Accumulate Required Hours and Service for Practicum and Internship. For **Practicum**, students are required to spend **165 hours** of supervised experience at an approved site. This experience should include a minimum of **50 hours** of direct contact with clients/students, **10 hours** of which should be group work with clients/students, and **7 hours** of supervision by the site supervisor. Practicum students will participate in **14 hours** of individual or paired supervision with a university supervisor, and **21 hours** of group supervision by course instructor with other students (this is a synchronous group supervision experience). This brings the practicum total requirement to **200 hours**.

For both **Internship I & Internship II**, students are required to spend a total of **300 hours** of supervised experience at an approved site in the student’s designated program area (e.g., school counseling). **Of the 300 clock hours, 120 must be in direct service with clients/students at the site.** Students must also complete **14 hours** of supervision by the site supervisor and **21 hours** of group supervision by the course instructor with other students (this is a synchronous group supervision experience). In total students will complete a combined 600 hours (240 direct) on site for Internships I & II.

- **Group Supervision for Internship is not included as part of the 300 minimum hour requirement for each semester.** However, group supervision for internship is still noted in the time log toward the 21 hours of group supervision each semester required by the Department.

Examples of Direct Service	Examples of Indirect Service
Conducting individual, couples, family, or group sessions	Observation of other clinicians
Conducting intake interviews	Attending staff meetings, completing paperwork
Participating in staffing with client/student/family present	Attending trainings, workshops, etc.
Speaking on phone with client or client’s partner or parent/guardian	Preparing or planning for sessions and activities
Providing consultation to families, teachers, staff, parents, case managers, other professionals, etc.	Data collection, analysis, etc.
(School Counselors) Participating in Fair Share responsibilities when interacting with students (e.g. duties everyone shares in, such as recess, lunch, or bus duty)	Attending weekly clinical supervision

(School Counselors) Conducting classroom guidance activities	Developing Psychoeducation Materials
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- If students have questions about specific duties or assignments at their practicum or internship site, they should ask the university supervisor whether it is indirect or direct.
- Students will be expected to follow all procedures and policies as directed by their site supervisor, including documenting contact with client/student. Examples of this may include case notes, intake reports, critical incident reports, etc.

3. **Recorded Sessions (Practicum and Internship)**

Requirements for Reynolda Campus students and Online Campus students

- Students are expected to record counseling sessions with clients/students at their practicum and internship sites. The Consent to Record forms and the Site Supervisor-Student Recording Agreement Form can be found on the Department of Counseling website.
- Students will be expected to present their recorded sessions during class for group feedback and during individual or paired supervision. Students are required to ethically dispose of all recordings as soon as they are no longer needed for supervision purposes. No recordings should be kept by students after the end of the semester. Additionally, students are responsible for complying with best practices as well as FERPA and HIPAA standards regarding the storage and transportation of all client records (e.g., case notes, files, recordings).
- Sessions should consist of the traditional 50 minute counseling hour unless otherwise specified or due to developmental age of the client (e.g., 30 minute sessions for children or students seen within the school system).
- Procedures for the recording of and the submission of recorded counseling sessions and related paperwork will be provided by the University Supervisor.

4. **Fulfill Supervision Requirements**

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

A. Practicum

7 hours of individual supervision by site supervisor (minimum of 30 minutes per week)

14 hours of individual or paired supervision by university supervisor (1 hour per week)

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

B. Internship I & Internship II

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

Hours of individual or paired supervision will be determined by university supervisor.

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

CLINICAL FORMS AND PROCEDURES FOR USE

All forms are for Reynolda Campus AND Online Campus students unless otherwise noted, and can be found on the Department of Counseling website.

Ethical Guidelines for Internship & Practicum Students

Clinical Mental Health & School Tracks

- Form must be reviewed and signed by student, site supervisor, and faculty practicum/internship instructor and returned to the Clinical Program Manager for the student's file.

Practicum/Internship Learning Agreement Form

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

Guidelines for Supervisors of Practicum Students

Clinical Mental Health & School Tracks

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

Guidelines for Supervisors of Internship Students

Clinical Mental Health & School Tracks

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

Consent to Record Form

Clinical Mental Health and School Counseling Tracks

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

Phone Consent to Record Form

Clinical Mental Health and School Counseling Tracks

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

Site Supervisor-Student Recording Agreement Form

Gap Semester Form

Clinical Mental Health and School Counseling Tracks

- This form will be used in the event that a practicum or internship placement requires a student to continue working at their site during a particular semester, even though the student is not enrolled in a

practicum or internship course during that semester. This is usually done to provide continuity for clients when students need to alter the sequence of field experiences. Please consult with the Clinical Program Manager on the circumstances that may require the use of this form.

Practicum/Internship Weekly/Monthly Time Log

School Track

- **Practicum:** A **weekly** record of total time spent and the distribution of time spent on various categories of skills at a school site practicum. Maintain this log each week for your records and also to assist you in completing the monthly log. Students may be asked to submit their weekly logs if additional information is needed.
- **Practicum:** A **monthly** record of total time spent and the distribution of time spent on various categories of skills at a school site practicum. Must be turned in to the University Supervisor within the first week of the following month (e.g., monthly logs for September are due within the first week of October). All logs will be submitted to the Clinical Program Manager by the University Supervisor at the end of the semester.
- **Internship:** A **weekly** record of total time spent and the distribution of time spent on various categories of skills at a school site internship. Must be turned in to the University Supervisor within the first week of the following month (e.g. weekly logs for September are due within the first week of October).
- **Internship:** A **monthly** record of total time spent and the distribution of time spent on various categories of skills at a school site internship. Must be turned in to the University Supervisor within the first week of the following month (e.g. weekly logs for September are due within the first week of October).

Practicum/Internship Weekly/Monthly Time Log

Clinical Mental Health Track

- **Practicum:** A **weekly** record of total time spent and the distribution of time spent on various categories of skills at a clinical mental health site practicum. Maintain this log each week for your records and to assist in completing the monthly log. Students may be asked to submit these logs if additional information is needed.
- **Practicum:** A **monthly** record of total time spent and the distribution of time spent on various categories of skills at a clinical mental health site practicum. Must be turned in to the Course Instructor and or University Supervisor within the first week of the following month (e.g., monthly logs for September are due within the first week of October). All logs will be submitted to the Clinical Program Manager by the Course Instructor/University Supervisor at the end of the semester.
- **Internship:** A **weekly** record of total time spent and the distribution of time spent on various categories of skills at a clinical mental health site practicum. Must be turned in to the University Supervisor within the first week of the following month (e.g. weekly logs for September are due within the first week of October).
- **Internship:** A **monthly** record of total time spent and the distribution of time spent on various categories of skills at a clinical mental health site internship. Must be turned in to the University Supervisor within the first week of the following month (e.g. weekly logs for September are due within the first week of October).

Site Agreements

- **These forms will be completed electronically, and may be requested from the Clinical Program Manager.**
 - Clinical Mental Health Practicum and Internship
 - School Counseling Practicum and Internship
 - Human Services Field Experience

Supervisor's Evaluation of Student for Practicum and Internship

Clinical Mental Health & School Tracks

- This form is completed for all students by both the Site Supervisor and the University Supervisor for Practicum and Internship placements at the mid-point and at the end of each semester. The form is used to evaluate the student's growth and performance during their clinical experience. The course instructor may require additional evaluation of students at any time.

Student's Site Description for Departmental Notebook

Clinical Mental Health & School Tracks

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

Student Evaluation of Practicum/Internship Experience

Clinical Mental Health & School Tracks

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

Student Evaluation of Practicum/Internship University Supervisor

Clinical Mental Health & School Tracks

- Completed by all students at the end each semester of the practicum and internship field placements. Students are sent a link to complete this form electronically.

Recording Review Form

Clinical Mental Health & School Tracks

- Completed by all students when submitted recordings to the Lead Instructor.

Professional Performance Evaluation Forms A and B

Clinical Mental Health & School Tracks

- Completed by the Faculty Individual Supervisor at the end of each semester of the practicum and internship field placements. The forms must be submitted to the Clinical Program Manager at the end of each semester.

End of list.