

PRACTICUM & INTERNSHIP MANUAL
M.S. COUNSELING
DEPARTMENT OF PSYCHOLOGY & COUNSELING
FALL 2018



TABLE OF CONTENTS

Purpose of the Practicum & Internship Manual	3
Practicum & Internship Overview	3
Practicum.....	3
Key Players	4
The site supervisor.....	4
The faculty instructor.....	4
The Practicum & Internship Coordinator	5
Practicum & Internship Requirements.....	5
Prerequisites	5
General.....	5
Practicum.....	6
Internship	6
Practicum and Internship Sites	7
Non-discrimination statement.....	7
Identifying an appropriate field site.....	7
General standards.....	8
Clinical mental health counseling.....	9
School counseling.....	10
Process and Deadlines	10
Clinical mental health counseling.....	10
School counseling.....	11
Preparing for Your Practicum/Internship Interviews.....	13
Balancing Work, Life and Practicum/Internship	14
Paid and unpaid placements.....	14
Placements at existing place of employment.....	15
Documentation of Practicum and Internship Activities	15
Hours logs	15
Counting practicum and internship hours toward licensure	15
Ethical Guidelines, Professional Behavior, and Academic Honesty	16
Expectations for ethical and professional behavior.....	16
Examples of unethical or unprofessional behavior.....	17
Confidentiality and recording procedures	18

Practicum and Internship Challenges and Concerns	18
Completion of hours.....	18
Graduation.....	19
Extended absence	19
Unsatisfactory performance and dismissal.....	20
Safety and emergency guidelines.....	20
Legal concerns.....	21
Professional liability insurance	21
Court subpoenas.....	21
Frequently Asked Questions.....	21
Appendix.....	23
Application for Practicum/Internship	Error! Bookmark not defined.
Field Site Supervisor Agreement.....	26
Sample Activity Hours Log.....	31
Recording Policy.....	32
Informed Consent for Recordings.....	36

Purpose of the Practicum & Internship Manual

The purpose of this document is to provide detailed information about the field experience requirements within the Clinical Mental Health Counseling and School Counseling M.S. programs at Hood College. Students, field site supervisors, agency representatives, and faculty instructors involved in the practicum and internship process should all familiarize themselves with the content of this manual and bring any questions to the Practicum and Internship Coordinator (PIC). It is the responsibility of each student embarking on practicum and internship to be aware of the requirements, policies, and procedures guiding these experiences, as outlined in this document.

Practicum & Internship Overview

Practicum and internship, referred to more generally as the “field experience”, is a three-semester clinical sequence required for completion of a master’s degree in Clinical Mental Health Counseling or School Counseling at Hood College. During the field experience, students will be working as an entry-level professional directly with clients or students at a site appropriate to their specialization (e.g., a mental health services agency, therapeutic school, or public school). The field experience is an opportunity to apply academic and experiential learning from coursework and to further develop counseling skills in a real-world setting.

Practicum is the first stage of the field experience and represents a gradual entry into the work of a professional counselor. Students can expect to spend 8-10 hours per week at their practicum site, for a total of 100 hours over one full academic term. *Internship* is a more intensive experience in which students spend 20-25 hours per week at their site, for a total of 600 hours over two full academic terms. During both phases, students are providing direct client services such as individual and group counseling, as well as attending individual supervision with their site supervisor for a minimum of one hour per week. Students also attend a weekly practicum or internship class (COUN 596 or 597), taught by Counseling program faculty members. This course includes didactic material focusing on clinical issues (e.g., the therapeutic relationship; diagnosis and treatment) as well as group supervision and presentations of field site cases.

The field experience is considered the capstone of the master's degree in School or Clinical Mental Health Counseling, and culminates with the creation of a detailed online portfolio where the student presents academic and professional material related to their site placement experiences.

Key Players

The student's field experience is primarily supported by three key individuals: the site supervisor, the faculty instructor, and the PIC. The roles and qualifications required of those individuals are as follows.

The site supervisor...

- Provides the student with a minimum of one hour/week of individual supervision.
- Oversees and provides feedback on the student's counseling and other professional activities such as record keeping and professional behavior.
- Provides formative and summative evaluations of the student's performance.
- Is an employee of the agency, organization, or school where the student is completing the field experience.
- Holds a master's degree or higher in counseling or a related mental health field.
- For Clinical Mental Health students, is fully licensed as a mental health professional (Licensed Clinical Professional Counselor; Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Psychologist, and in some cases a Licensed Psychiatrist or Licensed Psychiatric Nurse), in the state where the field experience occurs.
- For School Counseling students, is fully certified as a School Counselor or licensed as a School Psychologist in the state where the field experience occurs.
- Has relevant training in clinical supervision, documented by a relevant supervisory credential such as Approved Clinical Supervisor or Board Approved Supervisor in Maryland); or completion of a Hood College workshop/Webinar or other workshop in clinical supervision.
- Has a minimum of two years relevant, post-master's professional experience in the student's specialty area.
- Has knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Is clearly designated as the student's "primary" supervisor. Some sites may have multiple supervisors overseeing the student according to changing settings and roles inherent to the placement. This is acceptable, as long as all supervisors meet the above criteria, and one supervisor is designated as the primary supervisor.

The faculty instructor...

- Provides 2-2.5 hours weekly of instruction and group supervision in the Practicum (COUN 596) and Internship (COUN 597) courses.
- Is first point of contact for relaying concerns, successes, and challenges at the field site.
- Maintains regular contact and consultation with the student's field site supervisor.
- Provides formative and summative evaluations of the student's performance.
- Is a faculty member in the Counseling Department at Hood College.

- Is fully licensed as a professional counselor.
- Has relevant training in clinical supervision, as evidenced by completion of a graduate-level course in clinical supervision and/or possession of a relevant supervisory credential (such as Approved Clinical Supervisor or state board certification as a supervisor).

The Practicum & Internship Coordinator...

- Assists students in finding field site placements.
- Holds Practicum Orientation meetings in Spring and Fall semesters.
- Maintains relationships with a wide range of “partner” field sites in the area, and frequently updates a list of those sites.
- Is first point of contact for any questions related to the field site search process.
- Reviews practicum and internship applications and renders application decisions.
- Ensures that field sites can and will provide the professional opportunities necessary for the student to meet requirements for practicum and internship.
- In consultation with the faculty instructor, handles any disputes between the student and the field site.

Practicum & Internship Requirements

In accordance with the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the requirements for practicum and internship are as follows:

Prerequisites

We strongly recommend that you complete the majority of your coursework—particularly the 27 core credits—prior to starting Practicum. The following are non-negotiable prerequisites for entering practicum:

- COUN 501: Professional, Legal, and Ethical Responsibilities
- COUN 504: Counseling Techniques
- COUN 505: Group Dynamics, Processing, and Counseling
- COUN 511: Theory and Principles of Counseling
- COUN 540: Foundations of School Counseling (School Counseling only)

General

- Students have the opportunity to participate in counseling and related activities consistent with the role of an entry-level professional at the field site.

- Students have the opportunity to develop individual counseling skills as well as lead or co-lead a counseling or psychoeducational group for at least six sessions during *either* practicum or internship.
- Formative and summative evaluations of the student's performance on a variety of measures, including counseling skills and professional behavior, are conducted on a regular schedule (twice per semester by the faculty instructor and one per semester by the field site supervisor).
- Students must audio or video record, or submit documentation of live supervision/observation by the field site supervisor, of at least two counseling sessions per semester for review in supervision and/or practicum/internship class.
- *Direct hours* are defined as direct services or contact with clients. Examples of direct service include individual counseling, group counseling, intakes, assessments, and check-ins. Students must be directly engaged in the service in order for it to count as direct hours. Situations in which students are purely observing services do *not* count as direct time.
- *Indirect hours* encompass all other time that supports the activities of the field experience. Indirect hours include record keeping, other administrative duties, individual and group supervision, and professional development activities.

Practicum

- 100 hours at your field site (40 direct; 60 indirect) over a full academic term; 8-15 hours/week, 3-5 direct hours/week
- Typically begins with orientation and observation activities
- May include facilitation or co-facilitation of a group
- Minimum one hour per week of supervision by a qualified supervisor (as described on p. 2).
- Enrollment in COUN 596: Practicum (3 credits), which includes weekly meeting for group supervision and didactic course material, completion of course readings and assignments
- Maintenance of weekly hours logs to be signed by field site supervisor
- Completion and submission of Practicum Portfolio (Key Assignment)
- Must obtain professional liability insurance prior to starting

Internship

- Must complete COUN 596: Practicum prior to enrolling
- 600 hours at your field site: 300 per semester (120 direct; 180 indirect); 20-25 hours/week, 8-10 direct hours/week
- Moving into more independent clinical/school counseling work
- Must include facilitation or co-facilitation of a group (if not done in practicum)
- Minimum one hour per week of supervision by a qualified supervisor (as described on p. 2).
- Enrollment in COUN 597: Internship (6 credits total; 3 credits per semester), which includes weekly meeting for group supervision and didactic course material, completion of course readings and assignments

- Maintenance of weekly hours logs to be signed by field site supervisor
- Completion and submission of Internship Portfolio (Key Assignment)
- Must submit proof of maintained professional liability insurance

Practicum and Internship Sites

A high-quality training experience requires ongoing coordination and collaboration between Hood College, the field site, and the student. Hood College must approve every practicum and internship site, including a clear description of duties and responsibilities of all parties involved in the training of the student.

Non-discrimination statement

Hood College does not discriminate against students with regard to race, ethnic background, sex, age, ability, sexual orientation, gender identity, or any additional characteristic protected by local, state, or federal law. The Counseling program is further committed to training students from groups traditionally underrepresented in the counseling profession. As such, the Counseling program expects potential field sites to conduct their selection and training process in a similar non-discriminatory manner. Students should notify the PIC immediately of any potentially discriminatory practices noted during the search or training process.

Identifying an appropriate field site

The PIC maintains a frequently updated list of “partner sites”. A partner site is an agency, organization, or school that has been previously screened and approved by Hood College. Representatives from each Partner Site sign an Affiliation Agreement with Hood College and the Counseling program that includes programmatic requirements for the completion of practicum and internship as well as legal and ethical responsibilities of all parties involved. Affiliation Agreements are secured by the PIC. Students may pursue sites that are not on the current Partner Site List, but they must do so in consultation with the PIC. A student may not accept a placement at a field site until the PIC has made a site visit, approved the site, and secured an Affiliation Agreement. The Affiliation Agreement must be signed with the site prior to the application deadline listed in the Process and Deadlines section below.

The following list is a minimum set of standards necessary for a site to meet programmatic requirements for practicum and internship. General standards necessary for both clinical mental health and school counseling sites are listed first, followed by standards specific to each specialty.

General standards

1. Sites must be willing to engage students in counseling and counseling-related activities that are typical of the work environment and consistent with the student's interests, training level, and abilities.
2. Sites must provide or facilitate opportunities for students to lead or co-lead a counseling or psychoeducational group during either practicum or internship.
3. Practicum sites must provide 100 hours over a full academic term (12 weeks in Summer; 15 weeks in Fall and Spring), with a breakdown of 40 direct and 60 indirect hours. This translates into 8-15 hours/week, 3-5 direct.
4. Internship sites must provide 600 hours over two full academic terms (12 weeks in Summer; 15 weeks in Fall and Spring), with a breakdown of 240 direct and 360 indirect hours. This translates into 20-25 hours/week, 8-10 direct.
5. Sites must offer at least one hour of *individual or triadic* clinical supervision for each student per week. Group supervision and professional development opportunities are highly encouraged but not required and may not replace individual/triadic supervision.
6. Site supervisors establish supervision agreements with students (Appendix, p. 27), including to provide consistent monitoring and evaluation of the student's progress and direct guidance on clinical matters including risk assessment. They fill out summative evaluations of student progress at the end of each semester.
7. Sites may provide the student with multiple supervisors, as long as there is a clear rationale based on the student's duties (i.e., the student has different supervisors for different settings/roles within the placement). There must be a designated "primary" supervisor, however, who is responsible for all paperwork and aggregating and providing feedback in formative and summative evaluations.
8. If the primary field site supervisor is unavailable for supervision in a given week, an alternate qualified supervisor (as described on p. 2) must be provided at the site, or, if necessary, the faculty instructor will provide individual supervision for that week up to two times per semester.
9. Sites must allow audio and/or video recordings, or live supervision/observation, of at least two counseling sessions (individual or group) per semester in both practicum and internship. Sites must comply with the Hood College Field Site Recording policy and must assist the student in obtaining appropriate informed consent from the client(s) being recorded. Site supervisors must be willing to review the recordings with the student as part of supervision. In cases where recording is impossible, live observation and supervision may be substituted but must be clearly documented and processed in supervision, and documentation of the supervisor's feedback must be provided to the faculty instructor.
10. Sites must be willing to have some form of "raw data" from the student's caseload presented to the faculty instructor. Raw data may include recordings, live observation/supervision notes, redacted case notes or treatment plans, and case conceptualizations. Physical recordings of client sessions must be transported in a locked box, and electronic recordings must be transported via HIPAA-compliant channels.

11. Sites must understand that students will be presenting de-identified case material to the faculty instructor and other students in the practicum and internship courses on a regular basis.
12. Sites must accept sole responsibility for care rendered to clients served by students. The faculty supervisor does not provide direct clinical supervision, and any recommendations for client care made by Hood College faculty or students must be cleared with the field site supervisor.
13. Sites must provide, at either the group or individual level, an orientation reviewing agency policies, administrative standards (e.g. record keeping), and emergency procedures.
14. Sites must present trainees with a clear plan of action to follow in emergency situations, including if a client is at risk of harm to self or others.
15. Students are prohibited from using their own personal vehicles for transporting clients in any capacity.
16. Sites supervisors should be willing to communicate with the PIC in a timely manner regarding concerns about the student's performance or personal characteristics.

Clinical mental health counseling

1. Sites must assign a primary supervisor who is a fully licensed mental health professional (as described on p. 2). Licensed psychiatrists or psychiatric nurses with appropriate training and background in counseling and psychotherapy may be considered on a case-by-case basis at the discretion of the PIC.
2. Sites must ensure that a licensed mental health professional* is on the premises and available for emergency consultation at all times when the student is engaged in direct client work. This individual does not always need to be the student's primary supervisor. *NOTE: In some cases, the individual on site may be another type of professional (e.g., Registered Nurse, Certified Addictions Counselor), as long as, 1) the individual has training in mental health risk assessment; 2) the individual is regularly called upon to provide emergency coverage at the site; 3) it is not possible for a licensed mental health professional to be there at all times; and 4) the Hood College PIC has approved the individual – *in advance, prior to starting placement* – to be an emergency supervisor for the student.
3. Counselors and other mental health providers in independent private practice are typically not appropriate supervisors/sites for Hood College counseling students, though there are a few exceptions. These providers may have difficulty providing the student with enough hours and office space, and often cannot be on site at all times when the student is with clients. Group practices or consortiums of independent practitioners who have agreed to create a training program may be approved at the discretion of the PIC.

School counseling

1. Sites must be a public or private, primary or secondary school approved by the Maryland State Department of Education (or other state board). The school may be traditional, charter, alternative, or therapeutic.
2. Sites must assign a primary supervisor who is a fully certified school counselor in by the state of practice. School counseling students who may wish to pursue LCPC licensure should consider seeking a supervisor who is licensed.
3. School counseling students must gain experience working with a range of ages and grade levels. Students placed in traditional schools must work for at least one semester at the elementary level and at least one semester at the secondary (middle or high school) level. Students placed in private or therapeutic K-12 schools must have a caseload that spans across the age spectrum.

Process and Deadlines

The practicum and internship process begins approximately nine months prior to the student's projected practicum start date. The Practicum & Internship Coordinator provides active support throughout this process, however CMHC students in particular are expected to take ownership over the field site search process as if it were a professional job search (in other words, the student will not simply be "placed" at a field site, but must actively seek out and apply to various sites with the guidance of the Coordinator). The process for securing practicum and internship sites is described below per specialty.

Clinical mental health counseling

1. Reflect on when may be the right time to start practicum. Remember that this is a three-semester commitment that will eventually ramp up to 20-25 hours per week. Consider what this will mean for your personal and professional life. Field sites will not be able to accommodate extremely specific scheduling needs, and very few sites offer evening and weekend hours for trainees.
2. Attend a *mandatory* practicum/internship orientation to review this manual and learn more details about the field site search process. The student must attend the orientation that corresponds with their desired start date (see timetable below). Students are only required to attend one orientation for both practicum and internship. Students will be given copies of the Practicum & Internship Manual, the Partner Site List, and will be oriented to the field site search process.
3. Fill out the Practicum/Internship Interest Google Form so that the PIC is aware of your intentions and interests.
4. Begin to research and contact potential field sites. Cast a wide net; remember that practicum and internship placements are opportunities to try out different settings, even if they are not what you imagine yourself doing long term. Be sure to

- thoroughly search the organization's website for details about the practicum/internship application process before reaching out with questions.
5. Finalize your resume/CV and cover letters and make an appointment with the Career Center and/or send them to the PIC if desired. Reach out for potential references/letters of recommendation as necessary, and begin to prepare for on-site interviews.
 6. Embark on the application/interview process as directed by each field site to which you are applying, maintaining regular contact with the PIC. *As representatives of Hood College, students are expected to communicate and present themselves in a professional and formal manner. Professional language in emails and phone calls, as well as professional interview attire when presenting at field sites, is required at all times. Please see page 15 for more information on presenting yourself professionally.*
 7. Each site has its own timetable as to when applications are due, when interviews are conducted, and when application decisions are made. This information is often available on the organization's website or may be communicated to you during the interview process.
 8. Secure a field site placement. If offered a placement, you are expected to accept or decline within 48 hours of the offer. After you have accepted an offer, all details are coordinated between the site and the student. You *must* notify other organizations with which you have been interviewing about your decision.
 9. Submit your practicum/internship application by the specified deadline, including the signed Field Site Supervisor Agreement*. *Please note:* You must submit this application for practicum, and you must submit again for internship IF you are switching sites.
 10. Receive your application decision for entering practicum/internship.
 11. Obtain professional liability insurance through the American Counseling Association student membership or another organization. Send proof of insurance to the PIC via email.
 12. Begin work at your field site within a week of the first practicum/internship course meeting. Complete a supervision agreement or contract with your supervisor within your first two supervision meetings. *Note:* In the Spring semester, COUN 596 and 597 may begin meeting for group supervision one week prior to the official start of classes, at the discretion of the instructor, to accommodate student hours in early January.

School counseling

1. Reflect on when may be the right time to start practicum. Remember that this is a three-semester commitment that will eventually ramp up to 20-25 hours per week. Consider what this will mean for your personal and professional life. School counseling placements require weekday hours, typically 3-4 days per week. Some districts offer summer placements; others do not.
2. Attend a *mandatory* practicum/internship orientation to review this manual and learn more details about the field site search process. The student must attend the orientation that corresponds with their desired start date (see timetable below).

- Students are only required to attend one orientation for both practicum and internship. Students will be given copies of the Practicum & Internship Manual, the Partner Site List, and will be oriented to the field site search process.
3. Fill out the Practicum/Internship Interest Google Form so the PIC is aware of your intentions and interests. Consider whether you would like to be placed in a public, private, or alternative/therapeutic school. Hood College currently has relationships with Frederick County Public Schools, Washington County Public Schools, Montgomery County Public Schools, and Carroll County Public Schools, in addition to a selection of private and alternative schools.
 4. Communicate your desired placement location to the PIC to learn next steps. Each school or district has its own process for application and placement. Some districts prefer to coordinate with the student directly during the process, and others prefer to work with the PIC.
 5. Complete application materials and return them to the school or PIC as directed. Deadlines vary but generally range from April 1-June 1 for Fall, September 1-December 1 for Spring, and February 1-April 1 for Summer. Please note: Most schools and districts require a background check, fingerprinting, and sometimes a tuberculosis test, as part of the application/placement process. These procedures are scheduled and funded by the student.
 6. Embark on interviews or provide further application materials as directed by the site and PIC. *As representatives of Hood College, students are expected to communicate and present themselves in a professional and formal manner. Professional language in emails and phone calls, as well as professional interview attire when presenting at field sites, is required at all times. Please see page 15 for more information on presenting professionally.*
 7. Receive a placement at your desired location*. You will be notified either directly by the school/district or by the PIC. You are expected to accept or decline within 48 hours of the offer. You *must* notify other organizations with which you have been interviewing about your decision to go elsewhere.
 8. Submit your practicum/internship application by the specified deadline, including the signed Field Site Supervisor Agreement*. *Please note:* You must submit this application for practicum, and you must submit again for internship IF you are switching sites.
 9. Receive your application decision for entering practicum/internship.
 10. Obtain professional liability insurance through the American Counseling Association student membership or another organization. Send proof of insurance to the PIC via email.
 11. Begin work at your field site within a week of the first practicum/internship course meeting. Complete a supervision agreement or contract with your supervisor within your first two supervision meetings. *Note:* In the Spring semester, COUN 596 and 597 may begin meeting for group supervision one week prior to the official start of classes, at the discretion of the instructor, to accommodate student hours in early January.

**In the event that the student is not offered a site placement by the Hood College application deadline, an extension may be granted or the student will be asked to wait*

until the following semester, at the discretion of the PIC. In order for an extension to be granted, the student MUST have been in regular contact with the Coordinator between the orientation and the application deadline, and must be able to document concerted efforts to secure a site.

Exact deadlines are subject to change but occur on or around the following dates:

<i>Desired start date</i> →	Summer 2019	Fall 2019	Spring 2020
Mandatory orientation	November 7, 2018	November 7, 2018	May 1, 2019
Application deadline	April 12, 2019	June 28, 2019	November 16, 2018
Application decisions	May 1, 2019	July 12, 2019	November 30, 2018
Field experience starts	May 20, 2018	August 19, 2019	January 13, 2020

Preparing for Your Practicum/Internship Interviews

Students are expected to treat their interviews for practicum or internship placements just like interviews for any other professional position. Remember that placements at many sites are competitive, and you will give yourself the best chance at securing your first choice placement by presenting yourself as prepared, professional, and willing to learn. **PLEASE NOTE:** Most school districts place school counseling applicants without an interview, however many of the following guidelines should still be followed for initial meetings with supervisors.

Professional attire

Acceptable attire for a practicum/internship interview is the same as acceptable attire for any other professional interview. Appropriate interview attire may include a collared shirt or blouse; pressed slacks, skirt or suiting dress; a blazer or smart cardigan. All attire should be neatly pressed, free of stains and wrinkles, and not revealing or overly casual.

How to prepare and what to bring

- Get feedback from the PIC and/or Career Center on your resume and cover letters.
- Consider scheduling a mock interview with the PIC and/or Career Center.
- Bring several copies of your resume to the interview (at a minimum, one copy for every individual you are scheduled to meet with, plus two extra). Bring business cards if you have them (they're a nice touch).
- Make sure you are thoroughly familiar with our program's practicum and internship requirements so that you can answer questions about them. Bring a copy of the Practicum/Internship Manual. Even long-standing partner sites may need a refresher.

- Research the site and the individuals with whom you are interviewing. Be sure you understand the type of work they do and the populations they serve.
- Practicum and internship candidates are not expected to be clinical experts, however there are some commonly asked questions you should be prepared to answer. Some examples include:
 - What interests you about our site?
 - What population are you hoping to work with, and why?
 - Tell me about your experience working with diverse populations.
 - Describe a time when you had to resolve a conflict in a professional or academic setting.
 - Tell me about how you collaborate or work with others on a team.
 - I'm going to describe a case to you. Given what I tell you, briefly summarize how you might work with that client/student.

How to follow up

- Send a thank you note, email or hand-written, within 48 hours of your interview.
- Pay careful attention to the time frame the site gives you for communicating their decision. Some sites have structured timelines for interviewing and notifying candidates, which may mean you do not hear back for several weeks. Other sites may notify you of their decision to accept you on the spot.
- If no timeframe is given, it is reasonable to follow up 7-10 days after your in-person interview via email.
- If offered a position, you are expected to accept or decline within 48 business hours. Once you accept a position, please *promptly* notify other sites where you interviewed so those spots may be offered to other candidates.
- Notify the PIC of any acceptance or declines of offers.

Balancing Work, Life and Practicum/Internship

We encourage students to think far in advance about how they will balance practicum and internship with other commitments in their lives. Many students wish to continue working at another job while completing practicum and internship, and we understand that this may be necessary. It is the responsibility of the faculty, however, to caution students that working—especially full time—while on practicum and internship will be extremely challenging and requires significant preparation, flexibility, and self care. Field sites are not expected to accommodate specific scheduling requests and very few sites offer evening or weekend hours. Your training experience will bring significant emotional demands that may be difficult to fully understand or anticipate in advance; reserving time for self-care will be critical to your personal and professional wellbeing.

Paid and unpaid placements

Paid practicum and internship placements are rare. Students may be paid for their work on practicum and internship placements *only* with the approval of the PIC. Students

are not permitted to use their *current* jobs—even if relevant and counseling related—as their practicum and internship placements. These policies seek to minimize interference of dual relationships, employment requirements, power dynamics, pre-existing expectations, and financial demands in the training experience.

Placements at existing place of employment

In rare cases, students may be permitted to complete their practicum and internship *in a new role* at their current place of employment if the following conditions are met and clearly documented to the PIC: 1) the training role is entirely distinct from the student's employment position, with a different title, and wholly different duties and responsibilities; 2) the training role will provide the student with a new set of skills; 3) the training role is housed within a different department, or at a minimum, provides the opportunity for interaction with a new set of clients and colleagues; 4) the student will have a different supervisor in the training role; and 5) the student's performance in the training role is in no way linked to their performance evaluations or pay in the pre-existing position. In these cases, a detailed description of how the arrangement meets these requirements is due to the PIC with the practicum/internship application.

Documentation of Practicum and Internship Activities

Hours logs

Students will document their practicum and internship hours in a log created in Google Sheets or Microsoft Excel (see Appendix for sample log). The log must include: 1) the date of the activity; 2) the type of activity (e.g., individual counseling session, intake session, group session); 3) the number of hours spent in that activity; 4) whether the hours are direct or indirect; 5) a running total of direct, indirect, and total hours; 6) and a running total of the number of direct, indirect, and total hours needed to complete practicum or internship. Students must have their logs signed by their site supervisor every two weeks, and will submit signed copies of the signed logs to their faculty instructor every two weeks via Blackboard. A final log with all completed hours must be included in both the practicum portfolio and internship portfolio to be turned in at the completion of each experience.

Students are expected to report all practicum and internship hours accurately and honestly. Any falsification of type, number, or supervisor approval of hours is grounds for immediate dismissal from practicum and from the Counseling program.

Counting practicum and internship hours toward licensure

Prior to starting practicum, students are encouraged to familiarize themselves with the licensing and certification requirements for any state in which they may wish to

become licensed in the future. Some states (e.g., Virginia) require students to register direct supervisors (i.e., site supervisors) in advance in order for practicum and internship hours to count toward licensure.

In the state of Maryland, applicants for licensure as a Professional Counselor (LGPC, then LCPC) may count up to 1,000 hours (1 year) of pre-master's, supervised clinical hours toward the 3,000 required hours, as long as the hours were supervised by an appropriate, licensed mental health professional (as described on p. 2). Students are encouraged to have their field site supervisors sign off on their practicum and internship hours *before* ending practicum and internship, using the forms required by the Maryland Board of Professional Counselors or other state board, as it may be more difficult to get in touch with former supervisors in the future when the student is applying for licensure. More information about the process of applying for licensure in Maryland can be found at: <http://dhmh.maryland.gov/bopc/Pages/gradprofessional.aspx>.

Ethical Guidelines, Professional Behavior, and Academic Honesty

Counseling students are expected to conduct themselves in a professional manner, in accordance with the American Counseling Association (ACA) Code of Ethics, at all times while on practicum and internship. Students should review the Code of Ethics (<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>) prior to beginning practicum and are encouraged to discuss any questions with their faculty instructor. Students are also expected to follow the Hood College Academic Honor Code for all assignments, which is available for review in the student handbook (<http://www.hood.edu/policies/>).

Students are representatives of Hood College while serving at a field site and are expected to behave professionally as if working in full employment position.

Expectations for ethical and professional behavior

- Professional dress and grooming according to site policies and standards
- Professional communication in person and via phone and email. The Writing Center at UNC-Chapel Hill offers a helpful resource for email communication: <http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>.
- Respectful communication with supervisors, colleagues, instructors, and clients. Threatening, demanding, or rude behavior is inconsistent with the professional identity of counselors and will not be tolerated.
- Adherence to field site policies, expectations, and scheduling requests
- Presence at the site for all hours agreed upon in the schedule approved by the site supervisor, and a willingness to engage in appropriate field site activities other than direct client work

Examples of unethical or unprofessional behavior

- Acting in a manner that violates the ACA Code of Ethics, the standards laid out in this manual, or the standards in the Hood College Academic Honor Code or Student Handbook.
- Failure to appear for any previously scheduled activity or obligation at the field site, such as a counseling session, supervision session, or professional development activity without proper advance notification of all parties and approval of the field site supervisor. This includes taking leave from the field site without express prior approval of the supervisor, or assuming that leave will be approved due to a particular holiday or personal commitment.
- Leaving the field site during agreed upon working hours without the approval of the site supervisor, or simply because no direct client hours are scheduled.
- Failure to follow safety or emergency guidelines as outlined at the field site.
- Refusing or resisting the completion of appropriate and expected field site administrative duties such as record keeping, filing, file auditing, answering phones, attending meetings or trainings, or website maintenance.
- Recording client interactions without the express written consent of all clients involved, or in a way that violates site or program procedures.
- Failing to follow standards of confidentiality as described in the ACA Code of Ethics or the “Confidentiality of Recordings” section below.
- Falsification of type, number, or supervisor approval of hours.
- Removal or private use of any equipment or materials from the site or College.
- Working at a field site without going through the proper application and approval process through the PIC.
- Accepting multiple field site placement offers or retracting an acceptance upon receiving another offer.
- Terminating work at the field site without notifying and gaining approval from the faculty instructor and PIC.
- Demonstration of behavior that is overtly resistant, rude, demanding, threatening, or lewd toward any member or associate of the field site or Hood College community.
- Providing or offering to provide services beyond the scope of the student’s competence or ability as a trainee under supervision.
- Continuing to provide services despite compromised effectiveness due to significantly reduced emotional functioning or abuse of alcohol or drugs.
- Failing to inform instructor and supervisor if convicted of a crime.
- Testifying in court or participating in any legal proceeding related to field site clients without notifying and providing all related information to the field site supervisor and faculty instructor.

Engaging in any of the behaviors described above, or any other behaviors or activities deemed unprofessional or unethical by the site supervisor, faculty instructor, or other relevant party, warrants review by the Counseling faculty, and may be grounds for dismissal from practicum and internship and/or the Counseling program.

Confidentiality and recording procedures

Students are expected to maintain confidentiality of client work according to the standards described in the ACA Code of Ethics. All client material discussed in practicum and internship classes (in case presentations, class discussions, etc.) should exclude any identifying information such as name, address, place of employment, or specific school attended, and should use only client initials. Students in practicum and internship classes are expected to uphold the confidentiality of their peers' clients, and are not to discuss any client material outside of class.

Students are required to provide at least two recorded or live supervised counseling sessions with clients per semester while on practicum and internship. Procedures and policies related to recording are further described in the "Recording Policy" document in the Appendix. Students must sign the recording policy upon beginning practicum class. Depending on the nature and regulations of the field site setting, students may: 1) audio or video record individual or group counseling sessions and review them on site in supervision with the field site supervisor or practicum/internship instructor; 2) audio or video record individual or group counseling sessions and review them off site with the practicum/internship instructor; or 3) receive live supervision of an individual or group counseling session from the site supervisor, and submit documentation of that process to the faculty instructor. Students must obtain informed consent from all involved clients/legal guardians prior to recording any sessions, using the form provided by the program in the Practicum and Internship Manual (see Appendix) or a standard form required by their field site. The informed consent form must clearly state the purpose of recording, who will review the recordings, how the recordings will be transported and stored, and limits of confidentiality related to recordings.

Client recordings must be protected at all times. Digital recordings must be created in accordance with the Health Insurance Portability and Accountability Act (HIPAA; <http://www.hhs.gov/ocr/privacy/>), including "Technical Safeguards"), as well as the ACA Code of Ethics, Standards H.2. Informed Consent and Security and H.5. Records and Web Maintenance. Students are expected to redact any identifying information from the recording and use encryption/encoding to limit access only to authorized users. Physical recordings must be stored and transported in locked boxes. Students must maintain possession of digital or physical recordings at all times and must delete recordings immediately after review in supervision or class. Recordings should never be accessible to anyone unaffiliated with the care of the client or the practicum and internship class, including family members and roommates of the student.

Practicum and Internship Challenges and Concerns

Completion of hours

Students must complete their 100 practicum hours by the last day of graduate classes during the semester they are registered for practicum. Students who have not completed their practicum hours (COUN 596) will not be able to register for internship (COUN 597). Students must complete their 600 internship hours by the last day of classes during the second semester they are registered for internship. They are not required to complete 300 hours by the end of the first semester of internship (i.e., more than half the hours may be accrued in the second semester of internship).

Students who do not complete their hours by the last day of classes in any semester may be granted an opportunity to complete only if they lack no more than 10% of their hours (4 hours direct and 6 hours indirect for practicum; 24 hours direct and 36 hours indirect for internship). The student must provide a clear plan to the faculty instructor and PIC to complete those hours within two weeks of the last day of classes for practicum, and four weeks of the last day of classes for internship. If this is not possible, the student must register for another semester of practicum/internship. If the student does not complete the hours by the grading deadline for a given semester, a grade of “In Progress” will be granted until the hours are completed within the two- or four-week timeframe.

Graduation

Hood College awards Master’s degrees three times per year: September, January, and May. The only formal graduation ceremony is in May; students graduating in September and January can walk in graduation the following May. In the case where a student is completing internship in Spring semester and plans to graduate in May, the student may walk in the May graduation if they lack no more than 10% of their hours, and can document a completion plan as described above. The student will, however, receive their degree in September, not May.

Extended absence

Students are expected to be on site for the entire period of service agreed upon with the field site (i.e., one, two, or three semesters). This includes the winter break between Hood College’s Fall and Spring Semesters, if required by the site. Students are not permitted to be absent from field site work for more than a two-week period. Any absence of more than two weeks must be approved in writing by the student’s field site supervisor, faculty instructor, and academic adviser. Students who anticipate needing more than a two-week break during the field experience period should strongly consider withdrawing from and/or postponing practicum or internship until a later semester. Any extended absence will likely result in failure to meet the practicum and internship hours and course attendance requirements, including a grade of F if the student does not withdraw by the College’s withdrawal deadline. The student may also be asked to re-start their hours upon re-entering practicum or internship, as detailed below under “Unsatisfactory Performance”.

Unsatisfactory performance and dismissal

Students are expected to receive an average of “Meets Expectations” on evaluations completed by the field site supervisor and faculty instructor. These evaluations include expectations for professional and ethical behavior, professional dispositions, counseling skills and techniques, and collaboration and consultation. If a student receives an average of “Needs Improvement” in the first round of evaluations (mid-term at practicum or first semester of internship)—or if particular concerns are raised by the site supervisor prior to the first evaluation—the faculty instructor, site supervisor, and student will create a plan clearly outlining the criteria which must be improved in order for the student to progress. If the student cannot meet those criteria prior to the next evaluation (end of term), the student will not be able to successfully complete practicum/internship, and will need to withdraw or risk a failing grade in the course. In those cases, the student will need to re-take that semester of practicum/internship and may lose the hours accrued, at the discretion of the faculty instructor and PIC.

In rare cases, a student may be dismissed from the field site by the site supervisor or the Counseling faculty. Such dismissals are based on a failure to progress (as described above), or demonstration of unprofessional or unethical behavior as outlined above on pages 12-13. Site supervisors are encouraged to report any concerns to the faculty instructor and/or PIC immediately. At this point, a meeting between the faculty instructor, student, and PIC will be called. If the faculty and site supervisor agree that there should be an opportunity for remediation, the student will be given clear, written guidelines on what must be improved in a Remediation Plan document that is signed by the student, faculty instructor, PIC, and site supervisor. If any of the parties deem there will be no opportunity for remediation—for example, if the student demonstrates any of the behaviors described on page 12-13 above—the student will be considered for immediate dismissal from practicum/internship and potentially the Counseling program in an additional meeting between the faculty instructor, PIC, and Counseling Program Director. In some cases, a student who is dismissed from a field site may be permitted to retain the hours accrued and remain in COUN 596 or 597 while searching for a new field site, at the discretion of the Counseling faculty. In those cases, the student must continue to complete all appropriate assignments for the course as directed by the faculty instructor.

Safety and emergency guidelines

Students must follow all safety procedures and policies as described by their field site. Guidelines may include an emergency protocol and contact numbers, physical security and safety information, and procedures for clients presenting with risk. Most sites provide this information during the orientation period at the beginning of practicum or internship. If students do not receive this information within the first week of placement, they should ask their supervisor for this information. Students are required to include safety and emergency guidelines for their site in their practicum portfolio. Failure to follow safety and emergency guidelines may be grounds for dismissal from the site.

Legal concerns

Professional liability insurance. Students are required to maintain individual professional liability insurance of at least \$1 million per claim and \$3 million annual aggregate throughout their training at their practicum and internship sites. Individual professional liability insurance may be sourced through the American Counseling Association's Student Membership, which includes an appropriate coverage policy through an agreement with Health Provider's Service Organization (HPSO). Students may source their individual professional liability insurance elsewhere as long as it meets the above requirements. Students must submit proof of insurance to the PIC prior to starting practicum and are responsible for renewing the policy (and submitting proof of that renewal to the Coordinator) if it expires prior to completion of internship. Documentation of the student's individual professional liability insurance is kept on file by both the PIC and departmental staff. The PIC forwards proof of the student's individual professional liability insurance to the site supervisor prior to the start of practicum and whenever it is renewed. In addition, Hood College obtains group professional liability insurance in the amount of \$1 million per occurrence and \$3 million annual aggregate, covering all Hood College students and employees involved in any practicum or internship placement. In order for the College to issue the group Certificate of Insurance, there must be an Affiliation Agreement on file signed by representatives from the field site, the Counseling Program Director, and the Hood College Vice President for Finance. Students may not begin work at a field site until the Affiliation Agreement, group Certificate of Insurance, and individual proof of insurance have been received by the PIC.

Court subpoenas. In rare instances, students may become involved in legal proceedings related to their clients, their site, or their client work. If a student receives a court subpoena or any other document or communication from a court or attorney, the student must contact the field site supervisor and faculty instructor immediately for guidance. Under no circumstances should a student meet with an attorney or other party involved in legal proceedings alone or without consulting the field site supervisor and faculty instructor. The student must provide all information including the specific details of the subpoena or other communication, date and location of court appearance or any other legal proceeding or meeting, and any case notes and materials that are being subpoenaed. If a student provides any testimony or participates in legal proceedings in any other way without notifying and providing the required information to both the site supervisor and faculty instructor, this may be grounds for dismissal from practicum/internship and the Counseling program.

Frequently Asked Questions

Will I be able to work while completing Practicum and Internship?

- This depends on the specifics of your job. Part-time jobs with scheduling flexibility tend to be the easiest to maintain during practicum and internship. Working a full-time job with little scheduling flexibility will be very difficult, particularly during internship. Though the faculty will do our best to point you toward sites that match your needs, we CANNOT guarantee that you will find a site that meets very specific scheduling needs (e.g., evening and weekend hours).

Can I complete my Practicum and Internship only in the evening or on weekends?

- Probably not (and definitely not for School Counseling). Most field sites are open primarily during daytime hours. Some sites offer evening and weekend availability for clinical hours, but individual supervision, group supervision, and professional development activities are likely to be scheduled during the day. Though the faculty will do our best to point you toward sites that match your needs, we CANNOT guarantee that you will find a site that meets very specific scheduling needs.

During what semesters can I start Practicum?

- Students may start in any semester (Fall, Spring, or Summer). School Counseling students are most likely to start in Spring or Fall unless completing a placement at an alternative school during Summer.

Can I take other classes while completing my Practicum and Internship?

- Yes, but we strongly recommend that you complete the majority of your coursework (especially the majority of your 27 core credits) prior to starting practicum. Your semesters in practicum and internship will be highly demanding both personally and professionally, and we encourage you to consider your self-care needs.

Can I be paid for my Practicum and Internship?

- The Counseling Program does not have a policy against this, but any such arrangement must be approved by the Practicum/Internship Coordinator, Program Director, and site supervisor. Please note that paid placements are extremely rare.

Can I do my Practicum and Internship at a site where I already work?

- Yes, but your responsibilities for practicum and internship must be distinctly different from your previous job responsibilities. Any such arrangement must be approved by the Practicum/Internship Coordinator, Program Director, and site supervisor.

Can I count my Practicum and Internship hours toward licensure?

- Students wishing to pursue licensure in Maryland may count up to one year or 1,000 hours of pre-master's field experience toward the total 3,000 hours required, as long as you were supervised by a licensed mental health professional and provide the required documentation. Students wishing to pursue licensure in other states are encouraged to familiarize themselves with the licensing requirements in that state prior to starting practicum.

What happens if I don't complete my hours by the end of the semester?

- Students are required to complete their hours by the last day of graduate classes for the semester in which they are enrolled. Students with no more than 10% of hours lacking may submit a plan to complete those hours within two weeks of the last day of classes for practicum, or four weeks of the last day of classes for internship. If the hours are not completed by the grading deadline for that semester, the student will receive a grade of In Progress (IP) until the hours are completed within the two- or four-week timeframe.

Appendix

**COUN 596/597: PRACTICUM AND INTERNSHIP
M.S. IN CLINICAL MENTAL HEALTH/SCHOOL COUNSELING
DEPARTMENT OF PSYCHOLOGY & COUNSELING**



Application for Practicum/Internship

I. BASIC INFORMATION

Student name:

Specialization: School Counseling Clinical Mental Health Counseling

Faculty adviser:

Applying to start: Practicum Internship

Desired start semester/year: Fall Spring Summer Year:

II. REQUIRED COURSEWORK

The following courses are pre-requisites for beginning practicum and internship. Please fill out the table below.

Pre-requisite	Semester taken	Instructor	Grade earned
COUN 501			
COUN 504			
COUN 505			
COUN 511			
COUN 540 (School only)			
<i>If applying for Internship: COUN 596</i>			(to date)

Students are required to earn a B or better in COUN 504 to enter Practicum. Additionally, your COUN 504 instructor must approve your skills as acceptable for beginning Practicum based on your Recording 3. Your Recording 3 must have been completed no more than three semesters (one calendar year) prior to the practicum application deadline in order to count as your skills demonstration video. For example, if you completed your Recording 3 in May 2017, you must apply for Practicum no later than May 2018 (for a Fall 2018 start) in order for the video to count; otherwise, a new 30-minute recording must be submitted to the Practicum & Internship Coordinator for approval by the application deadline. A recording from COUN 532 is acceptable. Please answer the following:

When did you TURN IN your Recording 3 for COUN 504?

If date is more than three semesters (one calendar year) prior to the application deadline, you must turn in a new 30-minute recording with this application. Recordings from COUN 532 may be acceptable.

Did your COUN 504 instructor approve your Recording 3?

YES, I did not have to "re-record".

NO, I had to "re record". Date submitted:

III. SITE INFORMATION

Name of field site where you have accepted a placement:

Agreed upon start date:

Approximate number of hours per week to be spent at site:

Are you currently employed at this site in a paid position? YES NO

Note: If you checked YES above, you must submit a written description of how your new role will differ from your current position (different supervisor, different colleagues, different clients, etc.), signed by your new supervisor.

Primary field site supervisor information:

Name: Phone: Email:

Licensure: LCPC LCSW LMFT Licensed Psychologist
 Psychiatrist Psychiatric Nurse Other:

IV. REQUIRED DOCUMENTS AND ACKNOWLEDGEMENT

*Check the boxes below to confirm you are submitting completed and signed versions of the following required documents with this application. ****NOTE****: These documents are NOT required for Internship students who are staying with the same site and supervisor as practicum. They ARE required for all Practicum applicants and Internship applicants changing sites or supervisors.*

One-page description of site role and responsibilities

Field Site Supervisor Agreement and Supervisor’s resume Student’s resume

By signing this form, you acknowledge that admission into practicum and internship is not guaranteed and depends on field site placement availability as well as meeting academic, skill-based and professional disposition criteria for entry into practicum. You also commit to training at your field site for the number of hours cited above, under the supervision of the primary supervisor listed; any changes to or termination of this arrangement must be cleared with your site supervisor, faculty instructor, and the Practicum & Internship Coordinator, as outlined in the Practicum & Internship Manual. You also acknowledge that you are aware of the scheduled meeting time for COUN 596/597 for the semester you will be starting, and that you are required to attend this class each week.

Student Name	Student Signature	Date
Faculty Adviser Name	Faculty Adviser signature	Date

Practicum & Internship Coordinator use only:

APPROVE DENY

Practicum & Internship Coordinator Signature:

Date:

**COUN 596/597: PRACTICUM AND INTERNSHIP
M.S. IN CLINICAL MENTAL HEALTH/SCHOOL COUNSELING
DEPARTMENT OF PSYCHOLOGY & COUNSELING**



Field Site Supervisor Agreement

By signing below:

- 1) You, as the field site supervisor and student, acknowledge you have been informed of the Hood College programmatic requirements for the field experience (practicum and/or internship), and have been given a copy of the Hood College Counseling Program Practicum & Internship Manual, as well as the Affiliation Agreement between the College and your organization.
- 2) You, as the field site supervisor, confirm meeting Hood College's minimum requirements for a clinical supervisor, specifically that you:
 - a. Hold a minimum of a master's degree in Counseling or a related field
 - b. Are currently fully licensed or certified as a mental health professional/school counselor in the state where the field experience will occur (Licensed Clinical Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Psychologist, Licensed Psychiatrist, Licensed Psychiatric Nurse, or Certified School Counselor).
 - c. Have relevant training in clinical supervision, as evidenced by completion of a graduate-level course in clinical supervision, possession of a relevant supervisory credential (such as Approved Clinical Supervisor or state board certification as a supervisor), or completion of a Hood College webinar/workshop in clinical supervision.
 - d. Have at least two years post-master's clinical and supervisory experiences.
- 3) You, as the field site supervisor, confirm you are employed by the agency/organization where the student will be completing the clinical field experience, and that you are recognized by this agency or organization as qualified to supervise based on the standards described in Number 2 above.
- 4) You, as field site supervisor and student, will develop an individual plan detailing the duties, roles, and responsibilities of the field experience, including:
 - a. A generally consistent weekly schedule for the field experience that is feasible for both student and supervisor, and that can lead to completion of the student's hours requirement (100 hours over one full academic term for Practicum; 600 hours over 1-2 full academic terms for Internship; 40% of hours for both Practicum and Internship must be direct service).
 - b. A *consistent* weekly meeting time for one hour of individual or triadic supervision. If you, as the field site supervisor, are unavailable to provide individual/triadic supervision in a given week, you agree to make arrangements for an appropriate substitute who meets the above requirements. If no appropriate substitute is available, you agree to contact the faculty instructor, who will provide individual/triadic supervision and update you with a Supervision Note within 48 hours of the session.
 - c. A clear description of any other duties expected of the student (e.g., record keeping, administrative).

- 5) You, as field site supervisor, confirm that your agency/organization will allow audio or video recording—or in settings where recording is impossible, live observation/supervision—of at least two clinical sessions per semester, and that you are willing to review them with the student as part of supervision.
- 6) You, as field site supervisor and student, understand that a Counseling faculty instructor will be providing group supervision for 2-2.5 hours per week while the student is on practicum/internship. The faculty supervisor will provide guidance and support but does not hold any clinical or legal responsibility for clients seen by the student. You, as the student, agree to discuss with the site supervisor any significant recommendations made by the faculty instructor and/or other students in group supervision *prior* to implementing them with clients.
- 7) You, as the field site supervisor, agree to communicate regularly with the Counseling faculty instructor, at least once a month in Practicum and at least three times per semester Internship, regarding substantive matters related to the supervisee’s training experience. Communication may occur in person or via phone/email/video chat, but the faculty instructor will make an in-person site visit at least once prior to/during the semester of placement for all Practicum students and Internship students at new sites (different from Practicum).
- 8) You, as field site supervisor, have received a copy of one another’s resumes, and have forwarded a copy of both resumes, along with this form, to the Practicum and Internship Coordinator.

Student Name	Student Signature	Date
Site Supervisor Name	Site Supervisor Signature	Date
Agency Name	Site Supervisor phone and email	
Practicum & Internship Coordinator Name	P&I Coordinator Signature	Date

**HOOD COLLEGE
SUPERVISION AGREEMENT TEMPLATE**

Hood College Counseling students and their supervisors may use the following template as their supervision agreement or use another template if preferred by the supervisor. The Hood College faculty instructor and Practicum and Internship Coordinator should receive a copy of any supervision agreement.

This is an agreement for clinical supervision between _____ (Supervisee) and _____ (Supervisor), for the period of _____ (start date) to _____ (end date). The purpose of supervision is to provide clinical, professional, and administrative guidance, and to fulfill training requirements for a graduate degree in Counseling. Supervision will occur at least once a week for at least one hour on _____ (designated day and time).

The format of supervision will be: Individual Triadic Group. The typical agenda for supervision will include _____. The supervisor's theoretical orientation can be described as _____. The supervisor's specialty and/or scope of practice can be described as _____.

Description of supervisor's qualifications, certifications, and training related to supervision: _____.

1. Purpose and goals of supervision
 - a. To provide clinical, professional, and administrative guidance.
 - b. To ensure client welfare.
 - c. To fulfill requirements for training/supervision.
 - d. To promote supervisee's professional development/competence.
 - e. Other, as agreed upon by supervisor/supervisee:
2. Focus and context of supervision
 - a. Focus will be on increasing knowledge, skills, and awareness within the supervisor/supervisee's specialty area.
 - b. Context of supervision is defined according to ethical and legal guidelines within the supervisor's scope of practice.
 - c. Other, as agreed upon by supervisor/supervisee
3. Rights and responsibilities
 - a. Supervisee Rights

- i. To at least one hour per week of uninterrupted time in a private space.
 - ii. To the supervisor's full attention during that time.
 - iii. To receive feedback and specific guidance, and to discuss and occasionally challenge that guidance in a constructive manner that promotes learning.
 - iv. To ask questions.
 - v. To set the agenda (partially).
 - vi. To have training needs met.
 - vii. To request a change of supervisor if supervisor is not fulfilling responsibilities as described below.
 - viii. To receive remedial guidelines or a professional development plan (in consultation with faculty) prior to premature termination of the supervision relationship, except in cases of serious ethical violations or concerns about client welfare.
- b. Supervisee Responsibilities
- i. To attend all scheduled supervision meetings and arrive on time.
 - ii. To arrive prepared to all supervision meetings with specific issues and case material to discuss.
 - iii. To uphold ethical and professional guidelines and standards.
 - iv. To be open to various interventions, approaches, and techniques, and to apply those techniques as recommended by supervisor.
 - v. To implement supervisor directives.
 - vi. To maintain client records and complete other administrative tasks promptly and accurately, as directed.
 - vii. To immediately contact supervisor or other designated, qualified individual at the field site in the event of an emergency.
- c. Supervisor Rights
- i. To give supervisee constructive feedback on counseling-related activities.
 - ii. To raise questions about supervisee's work or caseload.
 - iii. To observe supervisee's work through live supervision and/or recordings.
 - iv. To raise concerns about supervisee's performance with supervisee and faculty instructor; to engage in supportive or corrective actions as needed.
 - v. To terminate the supervision relationship if supervisee is not upholding responsibilities or in cases of serious concern about the supervisee's performance (in consultation with program faculty).
- d. Supervisor Responsibilities
- i. To provide at least one hour per week of uninterrupted supervision time, according to the agreed upon schedule.
 - ii. To keep a record of supervision sessions per the standards of the field site.

- iii. To provide training (or schedule training with the appropriate person) for the supervisee on record keeping and other administrative responsibilities at the field site.
- iv. To monitor supervisee performance and fill out evaluations as required by the program and the field site.
- v. To maintain awareness and oversight over the supervisee's caseload.
- vi. To provide specific guidance appropriate to the supervisor's specialty and the field site environment.
- vii. To communicate regularly with the faculty instructor, at least once a month during Practicum and three times per semester during Internship, regarding substantive matters related to the supervisee's training experience. Communication may occur in person or via phone/email/video chat, but the faculty instructor will make an in-person site visit at least once prior to/during the semester of placement for all Practicum students and Internship students at new sites (different from Practicum).
- viii. To raise concerns about the supervisee's performance with the supervisee and the faculty instructor in a timely fashion.
- ix. To allow for remediation of performance concerns before deciding to terminate the supervision relationship, except in cases of serious ethical violations or concerns about client welfare.
- x. To support the supervisee's professional development, including by suggesting resources and training opportunities.
- xi. To complete paperwork required by state licensure or certification bodies.
- xii. To arrange for a temporary or permanent change in supervisor (with appropriate qualifications) if unable to uphold responsibilities.

This contract is subject to review at any time, per the request of the supervisor, supervisee, and/or faculty instructor or Practicum and Internship Coordinator.

We, the Supervisee and Supervisor, agree to uphold the guidelines, rights, and responsibilities set forth in this contract and by the American Counseling Association Code of Ethics for the agreed upon timeframe. Revisions to the contract will be made only with the consent of both Supervisee and Supervisor. We have provided a copy of this contract, as well as any revisions, to the student's faculty instructor and Practicum and Internship Coordinator.

Supervisee signature: _____

Date:

Supervisor signature: _____

Date:

*Sample Activity Hours Log***Field Site Activities Log (Practicum)**

Date	Activity	Direct hours	Indirect hours	TOTAL
8/21/17	Orientation			6
8/21/17	Practicum class/group supervision			2
8/22/17	Individual supervision			1
8/22/17	Review of site policies and procedures			4
8/23/17	Observation of individual sessions (M.C., P.R.)			2
8/23/17	Case notes training			1
8/28/17	Group counseling session (grief group)	1		
8/28/17	Administrative duties			2
8/28/17	Intake session (K.J.)	1		
8/28/17	Intake report			2
8/28/17	Practicum class/group supervision			2
8/29/17	Individual supervision			1
8/29/17	Individual counseling session (V.S.)	1		
8/29/17	Case notes			1
8/30/17	Individual counseling sessions (B.D., M.P.)	2		
8/30/17	Case notes			2
TOTALS		5	26	31
REMAINDER		35	34	69

Site supervisor name:

Site supervisor signature:

**COUN 596/597: PRACTICUM AND INTERNSHIP
M.S. IN CLINICAL MENTAL HEALTH/SCHOOL COUNSELING
DEPARTMENT OF PSYCHOLOGY & COUNSELING**



Recording Policy

PART I: INITIAL SESSION RECORDING AND TRANSFER

- Students are to use a recording device manufactured solely for the purpose of recording (e.g., a digital recorder or camera, or a cassette recorder/player), NOT personal cell phones/laptops/tablets.
- Physical recordings (e.g., audio or video cassette) must be transported in a locked box.
- Students are to transfer all digital recordings onto a data encryption, password-protected USB flash drive (see below). Students must ensure that the file is not saved to the computer used to make the transfer, but only saved to the flash drive.
- Transfer of the recorded data must occur while at the training site after recording the session (i.e., NOT saved on the initial recording device, taken home, and then transferred).
- Students must attest to transferring the data while at the site, and they must attest to deleting the recording data from the initial recording device once the transfer has been completed, checked for successful transfer (e.g., ensure proper play on a computer system), and before removing the recording data from the training site on the flash drive.

PART II: STORAGE AND USE

- Students will use an independent data encryption, password-protected flash drive for transferring and playing recorded session data.
- Students are only allowed to use the recordings for the specific class in which the recording is required (i.e., 504, 596 or 597).
- Students must use an encrypted USB drive [*for transferring recorded data*] unless the site has a secure server where recordings can be uploaded and accessed.
NOTE: *If a secure server is utilized, the recording can NOT be downloaded but must be viewed/streamed from the server.*
- Students must ensure that no identifying information such as name, address, etc., is recorded, and, even if video is being used, that the client's face is not recorded unless necessary for the class.
- Recordings must not be downloaded onto any other computer system at any time, but rather played directly from the flash drive.
- The only individuals who may have access to the recording are the student, the site supervisor(s), and the faculty instructor. *The student may play a portion of the recording in class, however this MUST not contain any identifying information, and fellow students/trainees should never have access to the actual recorded file.*

- Recordings must be deleted immediately after use (i.e., after the student has presented the recording to the supervisor, faculty instructor, or class for review), by reformatting the flash drive, described below.

PART III: DESTRUCTION OF RECORDINGS

- Physical recordings (e.g., audio or video cassette) must be physically destroyed AT THE SITE.
- Digital recordings should be deleted according to a reformatting process, described below. In the reformatting process ALL existing data on the flash drive WILL BE PERMANENTLY DELETED/ERASED.
- Reformatting Process (Windows system)
 - Insert the flash drive into a computer system
 - Locate the flash drive on the computer system
 - Hold the cursor over the flash drive location (Should highlight)
 - Right click on the highlighted name of the flash drive
 - Select “FORMAT”
 - Click “START”
 - Click “OK” when prompted with the WARNING that all data will be erased
 - Click “OK” on the “FORMAT COMPLETE” prompt
 - Double-check to make sure that if any recording files have automatically transferred to the computer Trash Bin, the file is further deleted from the Bin.

NOTE: The reformatting process will need to be completed after review of the session recordings on the flash drives. For clarity, students are permitted to transfer multiple recordings to their flash drives, therefore, the reformatting process will not be required until all assignment recordings (or recorded sessions being considered for presentation) contained on the flash drive have been either reviewed or dismissed as unusable by the student.

RECORDING DEVICES

Acceptable recording devices can be purchased from retail stores or online at retail sites such as Amazon.com. Please see the example below from Amazon for around \$30. Hood College does not endorse any brand of hardware.

Digital Voice Recorder by Yemenren, 8GB 3072Kbps Sound Audio Recorder Dictaphone, Double Microphone, Metal Casing, Voice Activated



USB ENCRYPTION/PASSWORD-PROTECTED FLASH DRIVES

Acceptable flash drives can be purchased from retail stores or online at retail sites such as Amazon.com. Please see the example below from Amazon for around \$16 for 16GB (prices lower for less GB):

See example of acceptable hardware below. Hood College does not endorse any brand of hardware:

Kingston Digital 16GB Data Traveler Locker + G3, USB 3.0 with Personal Data Security and Automatic Cloud Backup (DTLPG3/16GB)



Hardware encryption includes:

- Superior password protection - user sets a password to prevent unauthorized access
- Easy to use - no application installation required
- Versatile - works interchangeably between Mac OS X and Windows systems
- Secure - drive locks down and reformats after 10 invalid login attempts
- Stylish - durable metal casing with built-in key loop
- **USBtoCloud and ESET Anti-virus (Windows systems only)**

NOTE: On the USBtoCloud models, the Cloud option must be set to NO when prompted or configured to bypass saving or backing up data to Cloud.

USB Storage Amount: When purchasing a password protected, data encryption flash drive, students should consider the amount of storage Gigabytes (GB) depending on class requirements. For example, audio with video recordings utilize a higher amount of storage capability than audio recordings alone. Therefore, students who are required to record video sessions might want to consider purchasing a 32GB storage capacity flash drive; or higher, if storing multiple sessions on the flash drive.

By initialing in the lines provided and by signing this form, I attest to the following as it relates to my initial recording of a client session for clinical training review:

A. _____ Session recording(s) was completed by using a recording device manufactured solely for the purpose of recording. I did not use my cell phone to record the session.

- B. _____ After recording the session(s), I transferred the recording data to a data-encrypted, password-protected flash drive that I own and to which I alone have access to the data and password.
- C. _____ All data transfer occurred on the day of the recording(s) while at my training site.
- D. _____ After checking for successful data transfer (i.e., playing the recording(s) from the flash drive on a computer system at the training site through Windows Media), I deleted the recorded session(s) from the recording device I used to record the patient/client session.

Student signature: _____ Date: _____

COUN 596/597: PRACTICUM AND INTERNSHIP
M.S. IN CLINICAL MENTAL HEALTH/SCHOOL COUNSELING
DEPARTMENT OF PSYCHOLOGY & COUNSELING



Informed Consent for Recordings

Hood College requires that master's students in Clinical Mental Health Counseling and School Counseling obtain several recordings of client sessions during their training experience. The purpose of these recordings is for supervision of the student's clinical practice and to enhance quality of care for clients. Students will follow the policies and procedures of the counseling site or agency regarding recording procedures, as well as the guidelines below. Clients are informed that:

1. You give your written permission to be audio or video recorded prior to recording a session. You may choose to be audio recorded only. If you consent to video recording, the device will still be positioned such that your face and other identifying features are not visible.
2. You will never be recorded without your permission.
3. The recording may be electronically or digitally stored, and only shared for the purpose of continued student training and clinical development with relevant individuals such as supervisors, doctoral student supervisors/teaching assistants, class, etc.
4. Identifying client information will be disguised/removed when turning in recordings and writing reports. Encryption or encoding will be used to limit access to authorized users only.
5. Electronic recordings will be compliant with the **Health Insurance Portability and Accountability Act (HIPAA)**; see <http://www.hhs.gov/ocr/privacy/> including "Technical Safeguards."
6. When using digital recordings, confidentiality is limited by the secureness of the technology being used to record, transmit, and store them.
7. All efforts will be made to keep recordings confidential but the possibility of unforeseen events, including technological events, means that confidentiality cannot be absolutely guaranteed.
8. Students are mandated to abide by the American Counseling Association Code of Ethics: H.2. Informed Consent and Security, and H.5. Records and Web Maintenance (ACA, <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>).

- 9. Recordings will be stored and transported with utmost care and deleted after they are used.
- 10. When recordings are used for supervision review, the student will be in possession of the recording at all times.

I (We) understand that the student named below is a counselor trainee who is working with the site and supervisor named below as part of her/his clinical training requirements for Hood College, also under a university faculty supervisor. I am (we are) giving consent for counseling sessions to be audio or video recorded (check below). I understand that I can revoke this consent at any time and the recording will then be discontinued.

I (We) consent to: Audio recording only Audio and video recording

Client Name
Client Signature
Date
Additional Client/Guardian Name
Additional Client/Guardian Signature
Date
Counseling Student Name
Counseling Student Signature
Date
Site Supervisor Name
Site Supervisor Signature
Date