

M.S.Ed./Ed.S. Practicum & Internship Handbook

Old Dominion University

2022-2023

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THE COUNSELING PRACTICUM AND INTERNSHIP

References to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards are included in parentheses for accreditation verification purposes.

INTRODUCTION

All M.S.Ed. students must complete COUN 669: Practicum that includes a **minimum** of 100 hours (40 direct client contact) at an approved site. All M.S.Ed. students must also complete either COUN 667: Mental Health Internship or COUN 668: School Counseling Internship that includes a **minimum** of 600 hours of clinical experience over two semesters (240 direct client contact), at an approved site. Ed.S. may take either or both COUN 669 and COUN 667/668 to meet their specific career goals. For licensure as a LPC in Virginia, counseling trainees must complete a 600 hour internship. For licensure as a school counselor in Virginia, counseling trainees must complete a minimum of 200 hours of fieldwork in an accredited K-12 school, to include experience at two grade levels (elementary, middle, or high school).

PURPOSE

The practicum and internship courses provide an opportunity to gain counseling experiences in relevant mental health and school counseling placement sites. Students will apply theoretical and practical knowledge in actual practice settings. These courses contribute primarily to meeting CACREP accreditation standards associated with entry-level professional practice (CACREP 3.A-E) in Practicum (CACREP 3.F-I) and Internship (CACREP 3.J-M). In addition, the course contributes to accreditation standards associated with Program Objectives and Curriculum in the areas of professional orientation (CACREP 2.F.1), social and cultural diversity (CACREP 2.F.2), human growth and development (CACREP 2.F.3), helping relationships (CACREP 2.F.5), and group work (CACREP 2.F.6). Finally, actual counseling experiences in relevant settings are required for students desiring licensure as professional counselors and/or school counselors.

PRACTICUM & INTERNSHIP TERMINOLOGY

| Term | Definition |
|---------------------------|--|
| Supervision Assist | The online platform that the Counseling program utilizes during Practicum and Internship courses for Trainees to track their service hours and activities, required P&I documentation, and record counseling sessions to meet the recording submission requirements of the P&I courses. The acronym “SA” on any P&I documentation or related information refers to Supervision Assist. See the Supervision Assist section for more information. |
| Trainee | Used interchangeably with “ student. ” Trainee is the term used to indicate students who are enrolled in practicum and internship courses. |

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| <p>Faculty Supervisor</p> | <p>Used interchangeably with “instructor” or “group supervisor.” Faculty Supervisor is the term used to indicate the faculty member who is the course instructor for COUN 669, 667, or 668. The Faculty Supervisor provides 1.5 to 2 hours of weekly group supervision to Trainees throughout the semester.</p> |
| <p>Individual/Triadic Supervisor</p> | <p>Individual/Triadic Supervisor is the term used to indicate the doctoral-level Counseling student who provides university-based individual and/or triadic supervision to master’s-level Practicum students enrolled in COUN 669. Individual/Triadic Supervisors are typically enrolled in their doctoral level internship (COUN 868) course when providing supervision to master’s students, and are under the supervision of a Counseling program faculty member. The Individual/Triadic Supervisor provides 1 hour of weekly individual or triadic supervision to Practicum Trainees throughout the semester.</p> |
| <p>Site Supervisor</p> | <p>Site Supervisor is the term used to indicated the licensed mental health or school counseling professional at the Placement Site that provides oversight of Trainee’s work at their Placement Site. The Site Supervisor provides 1-hour of weekly individual or triadic supervision to Trainees throughout entire time (during the semester and between semester breaks) that a Trainee is at the Placement Site. Trainees should have at least one Site Supervisor for each Placement Site in which they are accruing hours, and may have more than one Site Supervisor at the same site.</p> |
| <p>Placement Site</p> | <p>Placement Site is the term used to indicate the setting, either a mental health practice or school, in which the Trainee has been accepted to complete their practicum or internship hours. Sometimes referred to as “clinical placement site” for mental health sites. Any student hoping to complete their practicum or internship at a school must contact the Office of Clinical Experiences here: https://www.odu.edu/occe</p> |
| <p>Application of Intent to Enroll in Practicum or Internship</p> | <p>The Application of Intent to Enroll in Practicum or Internship is an electronic application that Trainees must submit approximately 6 months prior (unless otherwise communicated, deadlines for submission are Feb. 1st and Aug. 1st) to each semester in which the Trainee plans to enroll in Practicum and Internship courses. The Application of Intent to Enroll demonstrates Trainees have met/will meet the pre-requisites for enrolling in Practicum or Internship. The Application of Intent to Enroll is reviewed by the Clinical Coordinator and Trainees must receive approval of their applications by the Clinical Coordinator in order to enroll in Practicum and Internship Courses. See the Application of Intent to Enroll in Practicum or Internship section for further instructions and details.</p> |

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| Placement Application | Placement Applications are the electronic applications within Supervision Assist that Trainees submit at the start of each semester of Practicum or Internship to accept placement at their Placement Site and with their Site Supervisor for the semester. All required documents of the Placement Application must be submitted prior to the Clinical Coordinator approving Trainee’s applications to begin accruing hours at their Placement Site. |
| Direct & Indirect Service Hours | See the Direct vs. Indirect Services Hours section for definitions and descriptions of each type of service hour. |
| Recordings | Refers to the audio or video recordings of counseling sessions with clients/students that are part of the requirements for practicum and internship. May be used interchangeably with “tapes” in the P&I materials. See Recording Policy for more information on how to complete the recording requirement. |

PREREQUISITES

Prerequisites for Practicum Checklist:

- Complete Growth Group (see Program handbook).
 - Information about Growth Group scheduling and registration is sent to students by email at the beginning of each semester. It is the student’s responsibility to fulfill the growth group requirement in time to begin a practicum.
- Complete the [background check process](#)
- Submit an application of intent to enroll in Practicum (see [Applications](#) section for how to apply)
- Complete the following courses with a grade of B- or better:
 - COUN 601
 - COUN 633
 - COUN 634
 - COUN 642 or 644
 - COUN 650

Prerequisites for Mental Health Counseling Internship Checklist:

In addition to completing the above prerequisites for practicum:

- Submit an application of intent to enroll in internship for each semester you plan to enroll in COUN 667 (see [Applications](#) section for how to apply)
- Courses:
 - COUN 669
 - COUN 645
 - COUN 648
 - COUN 680
 - COUN 685

Prerequisites for School Counseling Internship Checklist:

In addition to the completing the above prerequisites for practicum:

- Submit an application of intent to enroll in internship for each semester you plan to enroll in COUN 668 (see [Applications](#) section for how to apply)
- Courses:
 - COUN 669
 - COUN 645
 - COUN 648
 - COUN 676
 - COUN 677
 - COUN 678

BACKGROUND CHECK CLEARANCE

Old Dominion University **requires a background clearance check of students before entering their field experiences.** The background clearance must be successfully completed within your first year of enrollment in the counseling programs semester for **ALL** students, as this is a requirement before entering practicum or other field experiences.

Background checks are handled through the **Office of Clinical Experiences**. For information on the background check process, go to <http://www.odu.edu/success/academic/teacher-education/placement/background-checks>. Questions about the background check process should be directed to Carol Smith-Giles in the Office of Clinical Experiences at csmith@odu.edu or 757-683-3348.

The ODU clearance process includes: an FBI fingerprint, a child protective service/social service review, and a Virginia State Police sex offender registry review. Students are advised to complete this clearance process at least two semesters before starting practicum since the clearance process takes a minimum of eight weeks to complete.

Anyone who does not have satisfactory results on file will **NOT** be able to participate in Practicum and Internship. Any delays in the processing of your background checks could result in deferring your enrollment in Practicum or Internship to the next semester. Please note there are specific instructions for candidates in the Hampton Roads area, outside the Hampton Roads area, and outside the state of Virginia.

Check Leo Online for the results of your background check. They will be located under your test scores. If your results have not been posted within 8 weeks of your submission, please contact Carol Smith-Giles at csmith@odu.edu or 757-683-3348. A score of “1” is passing.

APPLICATION OF INTENT TO ENROLL IN PRACTICUM/INTERNSHIP

Students must fill out an **Application of Intent to Enroll in Practicum or Internship** to be approved by the Clinical Coordinator prior to registering for practicum and internship courses. **Students must**

submit an **Application of Intent to Enroll** for **each semester** they will be in **Practicum or Internship**. If you decide to postpone the start of your internship after submitting your Application of Intent to Enroll, you will need to submit a new application for the following semester.

Annual submission deadlines for Application of Intent to Enroll in Practicum/Internship:

- **February 1st** for Fall semester approval
- **August 1st** for Spring and Summer* semester approval

**Only Practicum and Mental Health Counseling Internship applications will be accepted for summer semesters.*

Students must receive email approval from the Clinical Coordinator of their Application of Intent to Enroll in Practicum or Internship **in order to register** for these courses. **Students who do not submit an application and receive approval to register for practicum or internship will be administratively dropped from the course.** However, you may begin your site search for a CMHC placement site prior to approval of your practicum or internship application, given the length of time it may take to secure a site.

The Application of Intent to Enroll is extremely important to ensure that the program offers enough sections of Practicum and Internship each semester to students who are planning to take those courses. Due to CACREP standards limiting the number of students in Practicum and Internship to 12 students per section, we cannot add additional seats for students to these courses.

A. Application of Intent to Enroll in Practicum

The Application of Intent to Enroll in Practicum is linked on the [CHS website](#), completed in Qualtrics. You will receive an email copy of your completed application.

B. Application of Intent to Enroll in Mental Health Counseling Internship

The Application of Intent to Enroll in CMHC Internship is linked on the [CHS website](#), completed in Qualtrics. You will receive an email copy of your completed application.

C. Application of Intent to Enroll in School Counseling Internship

School Counseling students need to complete two applications:

1. Application of Intent to Enroll in School Counseling Internship
 - Part 1 of the SC Internship application is linked on the [CHS website](#), completed in Qualtrics. You will receive an email copy of your completed application.
2. Application form for area school district
 - Part 2 of the SC Internship application is on the Office of Clinical Experiences webpage at <http://www.odu.edu/tes/internship>. Click on *Teacher Candidate Internship Application*, then *Application and How to Apply* to download the form for the school district you are considering. Submit directly to placements@odu.edu.

If possible, the school system will honor your request; however, you need to be prepared to be placed in a different school from the one you may have requested.

Note: School counseling students **should not contact** the school division regarding placements for practicum, internship, or course observations until placements have been announced.

PRACTICUM AND INTERNSHIP PLACEMENT SITES

Trainees should learn and comply with all policies, including holiday schedules, relevant to the practicum/internship site in which you are working. If you have any difficulties on site, talk with your site supervisor first. If this does not resolve the problem, then talk with your Faculty Supervisor.

A. Mental Health Counseling Placement Sites

When seeking placement in a mental health counseling site, students are responsible for identifying and securing their own practicum and internship sites prior to the start of the semester during which they will complete their experience. The Mental Health Counseling Placement Site Directory can be accessed on the CHS webpage under [*Internship Opportunities*](#).

Students are encouraged to use the sites listed on the Directory, as these sites have a history of hosting our practicum and internship students; however, students are not limited to the sites on the site directory. Please consult with the Clinical Coordinator if you would like to utilize a site not listed in the directory as the Coordinator will need to vet the site to ensure they are able to meet our requirements for practicum and internship. Email your potential site supervisor's contact information (e.g., site name, supervisor name, email, phone) to the Clinical Coordinator to begin the processing of approving a site not currently on the site list for placement. **The Clinical Coordinator must approve sites not on the CMHC site list before you can complete your placement at other sites.**

Here are some tips for securing mental health counseling practicum/internship placements:

- 1) Start your search for a site early, up to **two semesters/6-8 months** in advance of your semester start date.
- 2) Know your requirements:
 - a. Read the Practicum/Internship Handbook prior to emailing/calling/interviewing
 - b. Attend the Practicum and Internship Orientation held by the Clinical Coordinator
 - c. As site supervisors may not be familiar with the recording requirement, please be sure to discuss it with them.
- 3) Treat it like a job interview:
 - a. Review the website and be knowledgeable about the agency
 - b. Dress professionally
 - c. Be on time
- 4) Make a commitment:
 - a. 100 hours is the minimum in practicum, consider committing to more to secure a site
 - b. Consider making a commitment to do your practicum and internship at the same location
 - c. Sites prefer a whole year commitment; consider taking 300 hours of internship in a

semester over two semesters

B. School Counseling Placement Sites

The Office of Clinical Experiences places all school counseling internship students in K-12 schools. After you have obtained your placement information from the Office of Clinical Experiences, contact your on-site supervisor and plan to have the necessary forms completed. Your on-site supervisor should carefully read the Site Supervisor Agreement form. As the site supervisors may not be familiar with the recording requirement, please be sure to discuss it with them.

Note: School counseling students **should not contact** the school division regarding placements for practicum, internship, or course observations until placements have been announced.

SUPERVISION ASSIST

Supervision Assist (SA) is an online platform that the Counseling program utilizes during Practicum and Internship courses for Trainees to track their service hours and activities, required P&I documentation, and record counseling sessions to meet the recording submission requirements of the P&I courses.

Students will have to pay a **one-time \$197 fee** for SA when starting Practicum. This fee covers use of SA throughout your Practicum & Internship, and lifetime access to your P&I documentation within SA. You can also use SA once you graduate to track your licensure hours for Residency, should you choose to do so. Additionally, students can use their smartphones, tablets, or laptops/desktops to audio or video record counseling sessions using the Live Sessions function in SA, so no longer need to purchase outside recording devices or jump drives to meet the P&I recording submission requirements.

The Clinical Coordinator will add students as Trainees to SA once they register for Practicum, and will distribute instructions via email to Practicum students about how to register for SA and start utilizing the system. Your Faculty and Site Supervisors also will have SA accounts, and can monitor your service activities and hours, review your P&I documentation, and view your recordings, all within the SA platform. To improve communication with the Clinical Coordinator, your Faculty Supervisors, and Site Supervisors, you can email them directly from within the SA platform, assign Tasks to them within SA to remind them to complete documents, and leave comments on your Activity Logs and P&I documentation for their review.

Refer to the (SA) [Student Start Guide](#) as a Trainee to begin learning how to use the SA system. Trainees, Faculty Supervisors, and Site Supervisors should utilize the [FAQs pages](#) or SA Help Desk for more information on how to navigate and use the various functions in SA. The Clinical Coordinator will try to assist with SA issues, if possible; however, Trainees, Faculty Supervisors, and Site Supervisors should review the FAQ pages and contact SA directly for help when having difficulties with the system prior to contacting the Clinical Coordinator.

REQUIREMENTS FOR PRACTICUM

A. Clinical Experience Hours in Practicum

The program requires students to complete supervised practicum experience that total a **minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks** (CACREP 3.F).

The 100 clock hours should include:

- A **minimum of 40 hours of direct service** with clients that contributes to the development of counseling skills (CACREP 3.G)
- Opportunities to become familiar with a variety of professional activities and resources, including technological resources (CACREP 3.D)
- Opportunities to develop case conceptualizations, case reports, and treatment plans (CACREP 2.G.5.h; 5.C.1.c)

Both mental health and school counseling students should complete practicums in mental health settings and are responsible for securing these sites. In particular, school counseling students are encouraged to find a practicum setting serving youth.

Extra hours obtained for practicum are **not permitted** to “roll-over” into internship hours. Practicum and internship are considered two distinct experiences (CACREP 3.J). Practicum students, however, can stay on site during the semester break to finish their Practicum hours or at the request of their Site Supervisor.

Collecting Hours during Semester Breaks

Due to liability concerns, students are discouraged from collecting hours at their practicum and internship sites when the university is not in session and they are not receiving faculty supervision. However, some mental health placement sites request students stay on site for continuity of care with clients, or students may request to stay on site in order to finish their hours if they are receiving an Incomplete at the end of the semester.

Students who continue to work at their Placement Sites during semester breaks must do the following:

1. Inform the Clinical Coordinator via of their intent to stay on site;
2. Inform their Site Supervisor that they are not under university supervision during the break; and
3. Request their Site Supervisor email the Clinical Coordinator to provide a written statement that the Site Supervisor will continue to provide 1-hour of weekly supervision during time the student is at the site during the semester break.

The Clinical Coordinator is the point of contact during the semester break for both students and Site Supervisors, if any urgent or emergent situations arise that require immediate attention from Counseling program faculty.

B. Practicum Supervision

Students will engage in the following supervision components over the course of practicum:

1. **Site Supervision:** A minimum of one (1) hour per week of site-based individual/triadic supervision with an approved Site Supervisor (CACREP 3.H).
2. **Group Supervision:** a minimum of two (2) hours per week of university-based group supervision by the Faculty Supervisor (CACREP 3.I).
3. **Individual/Triadic Supervision:** A minimum of one (1) hour per week of university-based individual/triadic supervision with a doctoral-level counseling student (CACREP 3.H).

Attendance Requirements

Students are expected to attend each class/group and participate in group activities as well as counseling practice sessions. Students must attend university supervision throughout the semester, even if they are finished with their clinical experience hours.

- **Missing more than two group supervision or two scheduled university individual/triadic supervision sessions will result in a failing grade.**
- **Students should treat university individual/triadic supervision sessions as a scheduled class; these are not sessions that you can reschedule at your convenience.**
- Unless in an emergency situation, cancelling less than 24 hours in advance with your university individual supervisor constitutes an absence.

C. Practicum Documentation (CACREP 3.C & 3.R)

All of your practicum documentation will be tracked in Supervision Assist. Review the *COUN 669 Paperwork Checklist* on the [CHS website](#) for a complete and detailed list of the documentation to be submitted each semester you are enrolled in practicum.

Required documentation includes (but is not limited to) the following items:

- **Supervision Assist HIPAA Training**
- **Placement Applications:** Submit a **Placement Application** for each site and/or site supervisor in which you will be working with during the Current Training before you begin accruing hours at your site.
 - Complete all indicated forms associated with your **Placement Application**.
 - The Clinical Coordinator will approve your **Placement Application**, to access the Activity Log & Live Session Functions in Supervision Assist, once the application is completed (shows as **READY**).
- **Clinical Competency Goals – Beginning of Semester** (part of Placement Application)
- **Clinical Competency Goals – End of Semester**
- **Evaluation Forms:**
 - Midterm Site Visit Form (submitted by Faculty Supervisor)
 - Midterm Progress Report (submitted by Individual/Triadic Supervisor)
 - Supervisor Evaluation of Practicum/Internship Student
 - Submitted by both Site and Faculty Supervisor
 - Individual/Triadic Supervisor Evaluation of Practicum Student
 - Final Evaluation of Group Supervisor
 - Final Evaluation of Site and Site Supervisor
 - Final Evaluation of Individual/Triadic Supervisor

D. Activity Log

Students should enter their clinical and supervision hours in the **Activity Log** on Supervision Assist, to be approved by their Faculty Supervisor and Site Supervisor(s).

- Enter group supervision hours under your Faculty Supervisor’s name for their approval.
- Enter all hours on site (direct and indirect) and site supervision under the correct Site Supervisor’s name for their approval.
- All Activity Log hours must be approved by your Faculty & Site Supervisor(s) for your hours to be considered completed.

E. Audio/Video Recording of Clients (CACREP 3.B)

Review the [Recording Policy](#). Students will be required to submit **five (5)** video or audio (video is preferred) tapes of their direct client work to their Faculty and Individual/Triadic Supervisors, along with **one (1) case presentation** and **two (2) verbatim transcripts**. Recordings should be *at least 30 minutes* in length to count as a tape submission. Each client (or parent of a minor client) must sign a Consent to Recorded form prior to recording sessions with the client. See [Appendix A](#) for instructions on your options for how to record sessions via Supervision Assist using the Live Sessions function.

- **Students will submit at least one (1) tape to their Faculty Supervisor** for case presentations in group supervision during practicum.
 - **Case Presentation:** Complete **one (1) case presentation**, following the **COUN 669 case presentation guidelines** on the [CHS website](#), in group supervision. The case presentation should be accompanied by an audio or video-tape of a session with the client, and should be a different session than the tapes submitted to your doctoral supervisor.
- **Students will submit at least four (4) tapes to their Individual/Triadic Supervisor** during practicum.
 - **Verbatim Transcripts:** Complete a **verbatim transcripts on a 15 minute section of your session** for **two (2)** of the four (4) tapes submitted to your Individual/Triadic. Follow the **COUN 669 verbatim transcript guidelines** on the [CHS website](#). Submit one transcript by mid-semester (i.e., fall/spring break; 6-week mark for summer), and the second transcript at least 2 weeks before the end of the semester to your Individual/Triadic Supervisor.

Role Plays as Recording Submissions:

Review and follow the guidelines of the [Role Plays of Counseling Policy](#).

F. Other Requirements

Students must do all other readings, additional recordings or assignments, and activities assigned by their Faculty, Individual/Triadic, or Site Supervisors to complete and pass practicum. Students who demonstrate professional behavior or skills that are **not at level** as expected for the developmental level of practicum students may be put on a Professional Development Plan (PDP) by their Faculty, Individual/Triadic (in consultation with the Faculty Supervisor), or Site Supervisors. Students on a PDP must complete the tasks and achieve the behavioral goals detailed in the plan by the assigned due dates to pass practicum.

REQUIREMENTS FOR MENTAL HEALTH COUNSELING INTERNSHIP

A. Clinical Experience Hours

The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area (CACREP 3.J).

The program requires students to complete supervised internship experiences that total **a minimum of 600 clock hours over the course of two semesters**, begun after a successful completion of practicum.

The 600 clock hours should include:

- A **minimum of 240 hours of direct service** with clients that contributes to the development of counseling skills (CACREP 3.K)
- A **minimum of 10 direct group counseling hours** (as part of the 240 direct hours) of leading or co-leading a counseling or psychoeducational group (CACREP 3.E)
- Experience in individual and group counseling with clients
- Opportunities to become familiar with a variety of professional activities and resources, including technological resources (CACREP 3.D)
- Opportunities to develop case conceptualizations, case reports, and treatment plans (CACREP 2.G.5.h; 5.C.1.c)

Students **can “roll-over” internship hours from one semester to the next**, as long as their hours are approved by their Site and Faculty Supervisors.

Collecting Hours during Semester Breaks

Due to liability concerns, students are discouraged from collecting hours at their practicum and internship sites when the university is not in session and they are not receiving faculty supervision. However, some mental health placement sites request students stay on site for continuity of care with clients, or students may request to stay on site in order to finish their hours if they are receiving an Incomplete at the end of the semester.

Students who continue to work at their Placement Sites during semester breaks must do the following:

4. Inform the Clinical Coordinator via of their intent to stay on site;
5. Inform their Site Supervisor that they are not under university supervision during the break; and
6. Request their Site Supervisor email the Clinical Coordinator to provide a written statement that the Site Supervisor will continue to provide 1-hour of weekly supervision during time the student is at the site during the semester break.

The Clinical Coordinator is the point of contact during the semester break for both students and Site Supervisors, if any urgent or emergent situations arise that require immediate attention from Counseling program faculty.

B. Internship Supervision

Students will engage in the following supervision components over the course of internship:

1. Site Supervision: **A minimum of one (1) hour per week of site-based supervision with an approved Site Supervisor** (CACREP 3.L).
2. Group Supervision: **a minimum of two (2) hours per week of university-based supervision by the Faculty Supervisor** (CACREP 3.M).

Attendance Requirements

Students are expected to attend each class/group and participate in group activities as well as counseling practice sessions. Students must attend university supervision throughout the semester, even if they are finished with their clinical experience hours. **Missing more than two group supervision sessions will result in a failing grade.**

C. Internship Documentation (CACREP 3.C & 3.R)

All of your practicum documentation will be tracked in Supervision Assist. Review the *COUN 667 Paperwork Checklist* on the [CHS website](#) for a complete and detailed list of the documentation to be submitted each semester you are enrolled in internship.

Required documentation includes (but is not limited to) the following items:

- **Placement Applications:** Submit a **Placement Application** for each site and/or site supervisor in which you will be working with during the Current Training before you begin accruing hours at your site.
 - Complete all indicated forms associated with your **Placement Application**.
 - The Clinical Coordinator will approve your **Placement Application**, to access the Activity Log & Live Session Functions in Supervision Assist, once the application is completed (shows as **READY**).
- **Clinical Competency Goals – Beginning of Semester** (part of Placement Application)
- **Clinical Competency Goals – End of Semester**
- **Evaluation Forms:**
 - Midterm Site Visit Form (submitted by Faculty Supervisor)
 - COUN 667 CMHC Internship Session Review Form (submitted by Site Supervisor)
 - Group Skills Evaluation Form (submitted by Site Supervisor) (**KPI 2; 2.F.6**)
 - Supervisor Evaluation of Practicum/Internship Student (**KPI 2; 2.F.5**)
 - Submitted by both Site and Faculty Supervisor
 - Final Evaluation of Group Supervisor
 - Final Evaluation of Site and Site Supervisor
 - MSED Program Evaluation (**only 2nd semester internship students**)

D. Activity Log

Students should enter their clinical and supervision hours in the **Activity Log** on Supervision Assist, to be approved by their Faculty Supervisor and Site Supervisor(s).

- Enter group supervision hours under your Faculty Supervisor's name for their approval.
- Enter all hours on site (direct and indirect) and site supervision under the correct Site Supervisor's name for their approval.
- All Activity Log hours must be approved by your Faculty & Site Supervisor(s) for your hours to be considered completed.

E. Audio/Video Recording of Clients (CACREP 3.B)

Review the [Recording Policy](#). Students will be required to submit video or audio (video is

preferred) recordings of their direct client work to their Faculty and Site Supervisors. Recordings should be *at least 30 minutes* in length to count as a recording submission. Each client (or parent of a minor client) must sign a Consent to Record form prior to recording sessions with the client. See [Appendix A](#) for instructions on your options for how to record sessions via Supervision Assist using the Live Sessions function.

- **Students will submit at least two (2) tapes to their Faculty Supervisor** for case presentations in group supervision during each semester of internship. Along with your **two (2) tape submissions** to the Faculty Supervisor, submit the following assignments:
 - **Case Presentations (KPI 2, 2.F.3):** Complete **two (2) case presentations**, following the **COUN 667 case presentation guidelines** on the [CHS website](#), in group supervision, one by mid-term and one at the end of the semester. The case studies should be accompanied by an audio or video-tape of a session with this client.
 - **Portfolio Assignments:** Along with the case presentations, students will complete the following portfolio assignments attached to the case presentations. Students can choose which portfolio assignment to complete for each case presentations (i.e., they do not have to be in order; you can complete the Sample Treatment Plan for the first presentation and the DSM-5 Diagnosis Worksheet for the second presentation during your first semester of internship).
 - DSM-5 Diagnosis Worksheet
 - Sample Treatment Plan
 - Ethical Decision-Making
 - Application of Research
- **Students will submit at least one (1) recording or schedule a live observation with their Site Supervisor of a counseling session during each semester of internship.**
 - **COUN 667 CMHC Internship Session Review Form:** The site supervisor will complete a Session Review Form on their live observation/recording review. It is recommended to complete this near mid-semester.

Role Plays as Recording Submissions:

Review and follow the guidelines of the [Role Plays of Counseling Policy](#).

F. Mental Health Counseling Portfolio (KPI 2, 2.F.1)

As a cumulative assessment of your development as a counselor, you will submit the following documents in to your university group supervisor during your 2nd semester of internship.

- Portfolios are due 2 weeks before the end of the semester (i.e., the last week of classes).
- You will complete several of these assignments as a part of your case presentations throughout internship. You need to keep track of the assignments as you complete them and your instructor feedback for submission in your final portfolio.
- You must receive a passing grade on your portfolio to pass your 2nd semester of internship.
- Directions and grading rubrics for the CMHC portfolio assignments are on the [CHS website](#).

| CMHC Portfolio Assignments | Due Date |
|--|----------|
| Assignments attached to Case Presentations | |

| | |
|---|--|
| <p>1. DSM Diagnosis Worksheet Example case summary with identification of DSM diagnosis and differential diagnosis</p> | <p>Assignments 1-4 are due during your 1st and 2nd semesters of internship (two assignments submitted each semester), attached to your case presentation assignments.</p> |
| <p>2. Sample Treatment Plan Example case summary and treatment plan utilizing evidence-based practices for a client</p> | |
| <p>3. Ethical Decision-Making Description of ethical issue encountered with a client and outline of using an ethical decision-making model to resolve issue</p> | |
| <p>4. Application of Research Research article and summary of how article informed counseling practice with a client</p> | |
| Assignments Due in e-portfolio | |
| <p>5. Counseling Assessment Identification of assessment used with a client and description of how assessment was used to inform counseling practice</p> | <p>Assignments 5-8 can be submitted at any point during your 2nd semester of internship.</p> <p>The completed portfolio is due to your group supervisor at least 2 weeks prior to end of the semester.</p> |
| <p>6. Theoretical Orientation & Interventions Description of primary theoretical orientation and three examples of interventions used with clients aligned with counseling theory</p> | |
| <p>7. Professional Membership and Involvement Evidence of joining a counseling professional organization (other than ACA*) or participation in a counseling conference/workshop <i>*ACA offers free and low cost continuing education materials, webinars, and courses to members. See Appendix C to use your ACA member benefits to complete Assignment #7.</i></p> | |
| <p>8. Plan for Continued Professional Development Statement of professional goals and plan for development – Plans to take NCMHCE, become licensed, additional trainings/certifications to pursue</p> | |
| Portfolio Structure | |
| <p>The portfolio will be submitted electronically, and should be well-organized, with all assignments clearly numbered and labeled. Assignments follow outlines and instructions provided.</p> | |

G. Other Requirements

Students must do all other readings, additional recordings or assignments, and activities assigned by their Faculty or Site Supervisors to complete and pass internship. Students who demonstrate professional behavior or skills that are **not at level** as expected for the developmental level of internship students may be put on a Professional Development Plan (PDP) by their Faculty or Site Supervisors. Students on a PDP must complete the tasks and achieve the behavioral goals detailed in the plan by the assigned due dates to pass internship.

REQUIREMENTS FOR SCHOOL COUNSELING INTERNSHIP

A. Clinical Experience Hours

The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area (CACREP 3.J).

The program requires students to complete supervised internship experiences that total a **minimum of 600 clock hours over the course of two semesters**, begun after a successful completion of practicum.

School counseling students should complete 300 hours of internship at the elementary level and 300 hours at the middle/high school level.

The 600 clock hours should include:

- A **minimum of 240 hours of direct service** with students that contributes to the development of counseling skills (CACREP 3.K)
- A **minimum of 10 direct group counseling hours** (as part of the 240 direct hours) of leading or co-leading a counseling or psychoeducational group (CACREP 3.E)
- Experience in individual and group counseling with students
- Opportunities to become familiar with a variety of professional activities and resources, including technological resources (CACREP 3.D)
- Opportunities to develop case conceptualizations, case reports, and treatment plans (CACREP 2.G.5.h; 5.C.1.c)
- Opportunities to partake in observation, school counseling curriculum classroom or group lesson preparation, case consultations, and professional development activities.
- *Attending one IEP meeting and one 504 meeting during each semester of internship.*

Collecting Hours on Site during Semester Breaks

School Counseling students **cannot start at their school Placement Sites until** they receive the email from the Office of Clinical Experiences (OCE) indicating their placement has been approved by the school district's Human Resource (HR) office.

School Counseling site placements operate differently than mental health sites, as the OCE coordinates these placements with the local school districts' HR offices. The last day School Counseling students can be on site in a school setting per the time frame that is approved by the district HRs, is the **last day of the exam period for each semester.**

School Counseling students who encounter extenuating circumstances (e.g., a personal or family health issue where you had to take a week off from your site during the semester) may contact OCE to request that their site placement time frame is extended past the last day of the exam period. This request may or may not be approved by the district HR. These extension requests should **only** be submitted due to extenuating circumstances, and not simply because students are behind on their hours.

School Counseling students who fall behind on hours and take an Incomplete (this is a rare

occurrence, given the school setting where there are always students to work with) need to work to make up those hours the following semester.

Full-time Teachers

The counseling program has policies to try to accommodate full-time teachers' schedules while completing internship. Please talk to the Clinical Coordinator for more information.

B. Internship Supervision

Students will engage in the following supervision components over the course of internship:

1. **Site Supervision**: A minimum of one (1) hour per week of site-based supervision with an approved Site Supervisor (CACREP 3.L).
2. **Group Supervision**: a minimum of two (2) hours per week of university-based supervision by the Faculty Supervisor (CACREP 3.M).

Attendance Requirements

Students are expected to attend each class/group and participate in group activities as well as counseling practice sessions. Students must attend university supervision throughout the semester, even if they are finished with their clinical experience hours. **Missing more than two group supervision sessions will result in a failing grade.**

C. Internship Documentation (CACREP 3.C & 3.R)

All of your practicum documentation will be tracked in Supervision Assist. Review the *COUN 668 Paperwork Checklist* on the [CHS website](#) for a complete and detailed list of the documentation to be submitted each semester you are enrolled in internship.

Required documentation includes (but is not limited to) the following items:

- **Placement Applications**: Submit a **Placement Application** for each site and/or site supervisor in which you will be working with during the Current Training before you begin accruing hours at your site.
 - Complete all indicated forms associated with your **Placement Application**.
 - The Clinical Coordinator will approve your **Placement Application**, to access the Activity Log & Live Session Functions in Supervision Assist, once the application is completed (shows as **READY**).
- **Clinical Competency Goals – Beginning of Semester** (part of Placement Application)
- **Clinical Competency Goals – End of Semester**
- **Evaluation Forms**:
 - Midterm Site Visit Form (submitted by Faculty Supervisor)
 - Group Skills Evaluation Form (submitted by Site Supervisor) (**KPI 2; 2.F.6**)
 - Supervisor Evaluation of Practicum/Internship Student
 - Submitted by both Site and Faculty Supervisor
 - Final Evaluation of Group Supervisor
 - Final Evaluation of Site and Site Supervisor
 - MSED Program Evaluation (**only 2nd semester internship students**)

D. Activity Log

Students should enter their clinical and supervision hours in the **Activity Log** on Supervision Assist, to be approved by their Faculty Supervisor and Site Supervisor(s).

- Enter group supervision hours under your Faculty Supervisor's name for their approval.
- Enter all hours on site (direct and indirect) and site supervision under the correct Site Supervisor's name for their approval.
- All Activity Log hours must be approved by your Faculty & Site Supervisor(s) for your hours to be considered completed.

E. Audio/Video Recording of Students (CACREP 3.B)

Review the [Recording Policy](#). Students will be required to submit video or audio (video is preferred) recordings of their direct client work to their Faculty and Site Supervisors. Recordings should be at least 30 minutes in length to count as a recording submission. See [Appendix A](#) for instructions on your options for how to record sessions via Supervision Assist using the Live Sessions function.

A parent/guardian must sign a Consent to Record form for each student prior to recording counseling sessions with the student. Consent to record forms are not required for classroom lessons and consultation sessions; however, the camera should remain only on you and not the other participants in the room.

Students will submit at least three (3) recordings to their Faculty Supervisor for case presentations in group supervision during each semester of internship.

1. A *consultation* session with an educational stakeholder (e.g., teacher)
2. A *classroom lesson*
 - **Case Presentations (KPI 2, 2.F.3):** Complete **two (2) case presentations** on the **counseling** and **consultation** sessions, following the case presentation guidelines provided by your instructor. The case presentations should be accompanied by an audio or video-recording of your session.
3. A group or individual *counseling session* with students (Consent to Record required)
 - **Classroom Lesson Plan and Report:** Complete **one (1) classroom lesson plan and report**, following the guidelines provided by your instructor. The classroom lesson plan and report should be accompanied by an audio or video-recording of your **classroom lesson**.

Role Plays as Recording Submissions:

Review and follow the guidelines of the [Role Plays of Counseling Policy](#).

F. School Counseling Data Project

A substantial aspect of internship for students to create a school counseling data project, based on their school's unique needs. The elements of the project will be provided to students by their group supervisor. Elements should be completed using grammar, spelling, and language acceptable by the APA Manual (7th edition) including complete sentences, as well as professional and thorough content. All assignments/elements need to be original student work.

Select an individual, small group, or school wide concern based upon achievement or behavioral data. In consultation with your site supervisor, construct SMART goal(s) to address the concern. Plan and execute an intervention approved by your site supervisor. Collect data to evaluate the impact of your intervention along with recommendations for improvements. This report is presented to both your site and faculty supervisors. Your instructor will provide you with further instructions, and templates for the SMART Goals worksheet, Action Plan, Lesson/Group Plan template (as necessary), Results Report and Data Report. Your data project report will be presented to both your Site and Faculty Supervisors.

G. School Counseling Portfolio

As a cumulative assessment of your development as a school counselor, you will submit an electronic portfolio to your university group supervisor during your 2nd semester of internship.

- Portfolios are due 4 weeks before the end of the semester (i.e., the last week of classes).
- You must receive a grade of 80 or above on your portfolio to pass your 2nd semester of internship.
- Refer to the resources for creating an electronic portfolio in [Appendix B](#).

Overview of the School Counseling Portfolio:

1. Introduction:

The professional school counselor portfolio is a collection of experience based and reflective materials that demonstrate dimensions of the school counselor trainee's work, philosophy, abilities, attitudes and goals. The goal of the portfolio is to articulate how diverse activities and insights contributed to the student's identity development as a professional school counselor.

2. Purpose

There are two primary purposes of the portfolio: a) Facilitate students' intentional shaping and synthesis of their learning, and b) provide a format for presentation of professional qualifications.

3. Portfolio Structure

- **Physical Presentation:** The portfolio should be a well-organized, attractive presentation of professional materials. Students should submit a digital version of the portfolio (e.g. using Google sites, Weebly, ePortfolios, or compressed zip folder file). Consider including a table of contents, and separate pages/sections. Appearance is left to the individual student.
- **Content:** A guiding principle in deciding what to include in the entries is to ask, "How will this entry demonstrate my knowledge, awareness, skills and developing professional identity?" Include experiences and learning that occur outside the formal academic program, such as participation in volunteer, advocacy, and leadership activities in civic associations or other community/professional activities. Other questions to consider in creating the reflective portions of this document include: How did it help you grow? In retrospect, how would you do things differently? What did you learn? What attitudes, values and beliefs were validated and/or re-examined as a result of the experience? How

does this help in the attainment of one's professional goals?

School Counseling Portfolio Guidelines

Include each heading below in the structure of your portfolio.

Personal Professional Information

- Professional Resume (Be sure to include: education, GPA, professional experiences, volunteer experiences, statement of professional goals- including multicultural competence goal(s), professional development activities, areas of interest, trainings/certificates, and any licenses)
- School counseling position cover letter (Include reflection on ODU program, professional and service experiences related to the position, and personal characteristics related to the position)
- Theoretical orientation (with explanation/justification for its use in schools)
- Two professional letters of recommendations

Self-Assessment Statement

- Self-assessment of strengths, needs, and “growing edges” or challenges (these areas of growth should be addressed in your goals and professional development plan)
- Plan for your professional development (including enhanced multicultural competence and 1 specific example –attending an upcoming conferences or webinar)

Professional Identity Statement (KPI 2, 2.F.1)

- Statement about your sense of professional identity as a school counselor (especially in your role as a counselor, educator, leader, advocate, collaborator, and change agents)

Comprehensive School Counseling Program Documents

- Annual calendar: sample weekly and monthly (see ASCA National Model for more information)
- From your practicum, internship, or observation experiences, please complete the following (remember to use the ASCA documents; blank copies have been provided in the appendix):
 - School Data profile
 - An example of (a) one small group you designed and facilitated and (b) one classroom lesson you designed and facilitated. Please include the following, for both the lesson and group (**KPI 2, 2.F.8**):
 - SMART goal worksheet
 - Lesson Plan/Group Template
 - Data Report form
- Submit a 1-2 page reflection paper on your observations from attending IEP meeting and 504 meetings in each semester of internship:
 - What are your reactions to your observations from these four meetings you attended (across both internships)?
 - What was the school counselors' role in the IEP and 504s, in your internship sites?
 - How does this role align or not align with recommendations from ASCA?

Professional Certificates and Licenses

- Include examples of your professional certificates and licenses, such as the Child Abuse and Neglect module you completed, certificates from workshops, your Chi Sigma Iota Membership certificate, ASCA Membership certificate, etc.

H. Other Requirements

Students must do all other readings, additional recordings or assignments, and activities assigned

by their Faculty or Site Supervisors to complete and pass internship. Students who demonstrate professional behavior or skills that are **not at level** as expected for the developmental level of internship students may be put on a Professional Development Plan (PDP) by their Faculty or Site Supervisors. Students on a PDP must complete the tasks and achieve the behavioral goals detailed in the plan by the assigned due dates to pass internship.

ADDITIONAL PROCEDURES FOR SCHOOL COUNSELING STUDENTS

A. Practicum

School Counseling students are to complete their practicum in a mental health setting, preferably at a site that provides counseling services to children or adolescents. Therefore, School Counseling students can complete practicum during the summer semester. Students are required to find their own placement using the Mental Health Counseling Site Directory available on the CHS webpage. Sites that accept practicum-only placements are listed under the Practicum-Only tab. The Clinical Coordinator regularly updates the Directory, so check back for new information.

B. Internship

School counseling students are required to complete 300 clock hours of supervised clinical experiences in an elementary school setting (grades pre-K - 6th) and 300 clock hours of supervised clinical experiences in a middle or secondary school setting (grades 7th – 12th). Thus, some students may opt to complete their internship in an elementary and middle school, while others may choose to be placed in an elementary and high school.

School counseling internships are NOT available in the summer. School counseling students should complete their internship requirements during the fall and spring semesters.

C. Teacher & School Counselor Candidate Dispositions At ODU

Teachers and other school professional candidates (e.g., school counselors) at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective education and counseling professionals throughout their program. Candidates understand that they must adequately and consistently demonstrate these dispositions in order to maintain good standing in their School Counseling program at Old Dominion University. The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
2. Maintains a professional appearance
3. Solicits feedback from others
4. Adjusts behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
8. Demonstrates cultural competence
9. Shows ability and disposition to act as an advocate and leader for equitable education for all, including promoting systemic changes to remove barriers to student success
10. Participates with others in a collaborative manner
11. Treats others with respect
12. Provides information to all constituents in a professional and timely manner

13. Demonstrates a commitment to remain current in knowledge of subject area content
14. Demonstrates knowledge about school counseling
15. Participates in professional development activities that represent subject area currently or in the near future
16. Enjoys working with diverse (e.g., special education, gifted, English language learners, from various racial/ethnic and religious groups and sexual orientations, etc.) PreK-12 learners.
17. Demonstrates effective decision-making and problem-solving skills
18. Displays excitement about school counseling

RECORDING POLICY

Counseling students will be required to record counseling sessions during the program for educational and supervision purposes. Students are required to handle confidential information and recordings in a professional and ethical manner.

Each client (or parent of a minor client) must complete a Consent to Record form prior to recording the session with the client. Students may use the consent to record form provided by the Counseling Program, or another consent to record form provided by the site. **The consent to record form should stay at the site as a part of the client/student's record.**

If using a consent to record form provided by the site, it should include information on how the recordings will be utilized as a part of group supervision at ODU. If the site's consent to record form does not include this information, then use the form provided by the Counseling program or have the client sign both forms.

Using Supervision Assist, **students can use their smartphones, tablets, or laptops/desktops to audio or video record counseling sessions using the Live Sessions functions in SA**, so no longer need to purchase outside recording devices or jump drives to meet the P&I recording submission requirements. Review [Appendix A](#) for instructions on how to use the Live Sessions options in SA.

Students should follow any additional recording policies specified by their Site Supervisor.

Hence, students should discuss and receive approval from their Site Supervisor on how to record their sessions with SA. The Clinical Coordinator **strongly recommends** that students use the **Schedule a Live Session** or **Schedule a Telehealth Session** recording options within SA to record their sessions, as SA utilizes a HIPAA compliant platform for electronic recording, and your sessions will automatically upload to SA.

Students who utilize the **Upload a Past Recorded Session** option need to discuss with their Site Supervisor and receive approval on how to record sessions in a HIPAA secure manner outside of the Supervision Assist platform. Recordings are **protected health information**, and should be handled accordingly. Recordings should *never be shared via email or other cloud-based software that is not HIPAA compliant* (at this time, none of ODU's cloud based software, such as OneDrive or Google Drive, is HIPAA compliant), and should not be recorded or stored on cloud-based software that could be hacked. Recordings should be uploaded within *24 hours* of the session to SA, and then immediately and fully deleted from the recording device once uploaded. You are agreeing to follow the Counseling program's Recording Policy to handle protected health information in a legal and

ethical manner when you sign the Due Diligence Statement at the beginning of each semester of practicum and internship.

ROLE PLAYS OF COUNSELING POLICY

If you are at a placement site that **does not allow recordings of client sessions**, you have several options for meeting the recordings requirements:

1. Your individual or group supervisor can conduct a live observation of a session or review a session recording during their mid-term site visit.
2. Role play counseling sessions *with another student in the master's program, an ODU counseling program alum, or a non-supervising clinician on site*. See guidelines for role plays below.

A. Instructions for Role Plays of Counseling Sessions

Students who need to conduct role play sessions for recordings can count role plays as **indirect** service hours. Students should conduct role plays with:

- a) a peer in the master's program who can *act* as a "client;"
- b) an alumni of the ODU counseling program; or
- b) *a non-supervising clinician* (e.g., counselor, social worker, case manager who works at the site but is not providing you with direct supervision) on-site is willing to act as a "client."

These sessions are to be *role plays*, in which the "client" is **acting out** a scenario in which they are seeking counseling. Thus, students should not conduct these sessions with individuals you know outside of the program or profession. Also, it is not recommended to use non-clinical staff on site as "clients," as they may not understand the parameters of the role-play.

1. Role Play Directions for Student Counselors

- Role play sessions should be ~45-50 minutes in length.
- Simulate a real-world counseling scenario, reviewing informed consent, intake, and treatment planning procedures as applicable.
- It is recommended to conduct at least 3 sessions with the same person so you can be supervised on continuing work with a client over time. You can simulate a brief counseling scenario (e.g., Employment Assistance Programs only cover 3 sessions before clients have to use insurance).
- Ensure that the person who has agreed to be the "client" has read these directions, and knows that they should be acting out a case scenario, **not a real-life issue**. The direction to conduct role plays with peers is to ensure that the "client" recognizes this is a role play, and not an actual counseling session.

2. Role Play Directions for Students Role-Playing Clients

- **Do not use** current issues from your real life in the role play.
- Reference case studies in your textbooks for ideas for the role play, or you can base your "client" off someone that you know, changing any potentially identifying information for the role play.
- Remember that your peers are playing these recordings for their supervisors and peers in

group supervision. These recordings *are not* protected health information, and thus confidentiality of your identity as the “client” cannot be guaranteed. Hence the direction to not use current issues from your life as part of the role play.

You are agreeing to follow the Counseling program’s Role Plays of Counseling Policy to conduct role plays in an ethical manner to protect the individuals participating as the “client” when you sign the Due Diligence Statement at the beginning of each semester of practicum and internship.

CONFIDENTIALITY OF CLINICAL SUPERVISION POLICY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics specifies that counselors must respect their client’s right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information.

Students should remove identifying information in documenting recordings, case presentations, or transcripts to maintain confidentiality of client information. Information revealed about clients during the course of peer supervision should be treated with the same care of and respect to the regulations of client confidentiality outlined in the ACA Code of Ethics and Virginia statutes (see Appendix D).

Exceptions to client confidentiality in supervision: If you have a client or student who is **suicidal or homicidal** or if you are **subpoenaed to testify in court**, inform your Site Supervisor and Faculty Supervisor as soon as possible to consult to identify action strategies per the Virginia legal statutes. In these cases, you may have to disclose identifying information to your Supervisors to ensure appropriate action is taken to protect the individual’s safety.

Personal and professional information revealed by peers during the course of supervision should be treated with the same care and respect that are appropriate to client information. As such, personal and professional information revealed by peers during the course of supervision should not be discussed outside of the supervision session.

You are agreeing to follow the Counseling program’s Confidentiality of Clinical Supervision Policy to maintain confidentiality of client information when you sign the Due Diligence Statement at the beginning of each semester of practicum and internship. A breach of confidentiality may result in disciplinary action.

PROFESSIONALISM EXPECTATIONS

Professionalism during University Supervision

- **Punctuality & Attendance**
 - Attend each supervision session and **be on time**.
 - Notify the class instructor **before class begins** if you must be absent by email or by cell phone. Follow-up with classmates regarding missed content.
 - Submit all assignments by indicated due date.
- **Communication**

- Initiate communication with supervisors using one modality (i.e., email, phone, or text) at a time.
- Allow supervisors 24 *business* hours to respond to communications.
- **Email Communication**
 - Be professional in email communication, utilizing appropriate titles for the recipients, keeping emails polite and brief (avoid overcommunicating via email) be clear in your requests, use proper openings and closings, and proofread messages before sending.
 - Note all university emails can be audited and used as documentation in legal or remediation cases.
- **Presence in Supervision**
 - BE PRESENT, ATTENTIVE, AND ENGAGED during supervision.
 - Turn your cell phones off or set to an inaudible alert during group supervision to avoid distracting others. If you have a personal situation (e.g., a sick child) that may lead to you accepting a call during supervision, please let me know in advance.
 - Laptops **should not** be used during face-to-face supervision, except when a student is pulling up documentation or recordings for a case presentation.
- **Receptivity to Feedback & Multiple Perspectives**
 - Ask questions and seek out consultation as needed.
 - Be receptive and open to supervisor and peer feedback.
 - Be respectful of others' perspectives & opinions.
- **Adherence to Codes of Conduct**
 - Adhere to ACA Code of Ethics and ASCA Ethical Standards
 - Adhere to all Virginia legal statutes related to counseling in a clinical or educational setting.
 - Adhere to all ODU policies for graduate students.
 - Adhere to all policies and procedures outlined in the ODU Counseling program MSED Practicum & Internship Handbook.
 - Immediately notify Faculty Supervisor of violations of university policy and/or ethical concerns.

Professionalism On-Site

- **Punctuality & Attendance**
 - Treat your site as you would an employer.
 - Demonstrate punctuality and attendance. Be on site during agreed upon hours with Site Supervisor.
 - Notify your Site Supervisor in a timely manner via their preferred contact method if you must take time off from the site due to illness, emergencies, vacations, or other reasons.
 - Note you are responsible for making up any missed hours to meet the hours requirements by the end of the semester.
 - Cancel client sessions as needed, again notifying clients in a timely manner and rescheduling their sessions as soon as possible.
 - Submit all course documentation and client records in a timely manner.
- **Communication**
 - Initiate communication with supervisors and placement site staff using one modality (i.e., email, phone, or text) at a time.
 - Allow supervisors and staff 24 *business* hours to respond to communications.

- **Email Communication**
 - Be professional in email communication, utilizing appropriate titles for the recipients, keeping emails polite and brief (avoid overcommunicating via email) be clear in your requests, use proper openings and closings, and proofread messages before sending.
 - Note emails can be audited and used as documentation in legal or remediation cases.
- **Presence on Site**
 - When on site, you should be engaged in activities related to your clinical placement experience. Do not complete homework or outside activities while on site.
- **Receptivity to Feedback & Multiple Perspectives**
 - Ask questions and seek out consultation as needed.
 - Be receptive and open to supervisor and peer feedback.
 - Be respectful of others' perspectives & opinions.
- **Adherence to Codes of Conduct**
 - Adhere to ACA Code of Ethics and ASCA Ethical Standards
 - Adhere to all Virginia legal statutes related to counseling in a clinical or educational setting.
 - Familiarize yourself with and adhere to the placement site's policies and procedures.
 - Immediately notify Faculty Supervisor of violations of university policy and/or ethical concerns.

USE OF SOCIAL MEDIA

Use good judgment when utilizing social media at any point during your practicum and internship. Your actions and statements can impact not only yourself but also others in the Counseling program, your clinical placement site, and ODU as a whole. Please bear in mind that posts on social media may be replicated quickly, be taken out of context, and will remain public for an indeterminate amount of time. Similarly, do not disclose research findings or collaborations with colleagues that have not formally been made public (Adapted from Stanford University Communications).

Students are expected to adhere to the ACA Code of Ethics section H.6. regarding social media usage throughout Practicum & Internship. Also, refer to ODU's Social Media Communications Policy for additional guidelines: <https://www.odu.edu/facultystaff/communication/socialmedia>

DIRECT VS. INDIRECT SERVICE HOURS

Direct services are conducted to clients or students, via person-to-person interactions between counselors and clients/students, through in-person interactions or via telehealth.

Indirect services are provided for clients or students, as a result of the counselor's interactions with others. Shadowing/observation counts as *indirect* service hours, as you are not directly interacting with the client/student.

A. Definitions of Mental Health Counseling Service Hours

Direct services are conducted to clients, via person-to-person interactions between counselors and

clients:

- Conducting or co-conducting individual, family, or group counseling
 - *Includes counseling services conducted via telehealth*
- Administering intakes or assessments to clients
- *Direct hours include counseling & assessment services conducted via telehealth*

Indirect services are provided for clients, as a result of the counselor’s interactions with others:

- Shadowing/observation where you are not directly interacting with clients
- Trainings/workshops that you attend
- Trainings/workshops you lead for staff
- Staff meetings
- Consultation with Site Supervisor or other staff members
- Outreach activities
- Referrals to other providers in the community

B. Definitions of School Counseling Service Hours

Direct services are conducted to students via person-to-person interactions between school counselors and students:

- Core curriculum: Classroom lessons, Large group student lessons, School-wide presentations
- Individual student planning: Advising
- Responsive services: Individual and group counseling; crisis response
- *Direct hours include counseling, student planning, and classroom management services conducted via telehealth and videoconference*

Indirect services are provided for students, as a result of the school counselor’s interactions with others:

- Consultation and collaboration with parents, teachers, school counselors, Site Supervisor, or other school staff
- Member/attendee of student support/evaluation teams, staff meetings, or other school committees
- Leading or attending staff and parent education workshops, trainings, conferences
- Shadowing/observing school staff
- Referrals to other providers in the schools or community

SUPERVISION OF STUDENTS

All supervision must be entered weekly into the students’ Activity Log in Supervision Assist, including supervision received from students’ Faculty, Individual/Triadic, and Site Supervisors.

A. University Supervision

1. Doctoral Students as Individual/Triadic Supervisors

In most cases, doctoral students will individually supervise master's degree students for COUN 669: Practicum. In such cases, the doctoral students serving as supervisors will be receiving supervision from a Faculty Supervisor. All doctoral students who providing Individual/Triadic supervision to master's degree students must meet the following requirements (CACREP 3.O):

- have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program;
- have completed or are receiving preparation in training in counseling supervision; and
- be supervised by program faculty with a faculty/student ratio that does not exceed 1:6

COUN 669 students are required to meet with their Individual/Triadic Supervisor for a minimum of 1-hour per week of individual or triadic supervision during Practicum. Supervision sessions will not be held when the university is officially closed.

2. Faculty Supervisors for Group Supervision

Each regular, adjunct, and affiliate program faculty member who is a Faculty Supervisor for the group supervision portion of the internship course must have the following qualifications (CACREP 3.N):

- relevant experience
- professional credentials, and
- counseling supervision training and experience

Faculty Supervisors should have regular consultation with the Site Supervisors throughout the semester (CACREP 3.H).

B. Site Supervision

All students must receive a **minimum** of one (1) hour per week of **individual or triadic supervision** by a Site Supervisor who provides supervision at the placement site. Missed or canceled site supervision sessions should be made up within the same week. Site Supervisors should have the following qualifications (CACREP 3.P):

- a minimum of a master's degree, preferably in counseling, or a related profession
- relevant certifications and/or licenses
- a minimum of 2 years of pertinent professional experience in the specialty area in which the student is enrolled
- knowledge of the program's expectations, requirements, and evaluation procedures for students, and
- relevant training in counseling supervision

Weekly site supervision should be used to review goals, tasks as defined by the site supervisor, and progress toward those goals and tasks, in addition to processing the student's experience with clients.

Sites must also permit audio or video recording for review by the Faculty and Individual/Triadic Supervisors. Site Supervisors should have regular consultation with the Faculty Supervisors throughout the semester (CACREP 3.H).

C. Evaluation of Supervisors

Students are expected to complete written evaluations of their Individual/Triadic (for 669), Faculty, and Site Supervisors as part of their final practicum & internship paperwork.

LIABILITY INSURANCE COVERAGE (CACREP 3.A)

Students are required to carry their own liability insurance during the semesters enrolled in Practicum & Internship. **Students must submit a copy of their liability insurance policy to their group supervisors at the start of each semester, before accruing direct hours at their site.**

There are three options to purchase lower-cost liability insurance as a student:

- The American Counseling Association (ACA) provides complimentary insurance through HPSO to student members of the organization. To join ACA, visit www.counseling.org.
- The National Board of Certified Counselors and Lockton Affinity. *This is the more cost-effective of the three options.* Visit <https://locktonmedicalliabilityinsurance.com/nbcc/> for more information.
- Purchase HPSO liability insurance without obtaining an ACA membership. Visit <https://www.hpso.com> for more information. Select “Licensed Professional Counselor” as your area of study.

Note that insurance policies cover counselors-in-training on an *annual* basis, so you will need to renew the policy if you are completing your clinical experiences over more than a year.

Although the American School Counselor Association (ASCA) offers free liability insurance to student members, the coverage does not extend to providing services to community members and will not cover you outside of a school setting. Hence, we advise School Counseling students to either join ACA to receive the HPSO policy, or purchase insurance through Lockton Affinity or HPSO directly to ensure you are covered for services provided in both community and school settings.

Additionally, ODU’s enrolled students who are required by their curriculum to participate in supervised and graded service at community or school placement sites are covered by liability insurance provided through the Commonwealth of Virginia. Please email clinicalcoord@odu.edu for proof of coverage.

LICENSURE OVERVIEW AND RESOURCES

All students who complete the M.S.Ed. in Counseling are eligible for licensure through the Virginia Department of Health Professions as a Qualified Mental Health Professional (QMHP) and a Licensed Resident in Counseling, the precursor licensed to becoming a Licensed Professional Counselor (LPC), immediately after their degree conferral. Visit the Virginia Department of Health Profession’s website and review the appropriate licensure handbooks for more information about the QMHP and LPC licensure processes:

- <https://www.dhp.virginia.gov/counseling/default.htm>

- https://www.dhp.virginia.gov/counseling/counseling_QMHP.htm
- https://www.dhp.virginia.gov/counseling/counseling_handbooks.htm

The National Clinical Mental Health Counselor Exam (NCMHCE) is required by the state of Virginia to fulfill the examination requirement for the LPC. You may take the NCMHCE once you are licensed as a Resident in Counseling in Virginia. You can learn more about and register to take the NCMHCE on NBCC’s website:

- <https://www.nbcc.org/exams/ncmhce>

Students who complete their degree with the *School Counseling* concentration also are eligible for licensure as a school counselor through the Virginia Department of Education (VDOE), immediately after their degree conferral. Visit the VDOE’s website and the Office of Clinical Experience’s Advanced Licensure website for more information about licensure as a school counselor:

- <https://www.doe.virginia.gov/teaching/licensure/>
- <https://www.odu.edu/oce/tep-requirements/application-checklist#tab4=1&done1612907281342>

Since the M.SEd in Counseling program is CACREP-accredited, your degree likely will meet the educational requirements in other states for clinical mental health/professional counseling licensure for all master’s graduates and professional school counseling licensure for School Counseling graduates. However, *as licensure requirements vary state-to-state, current students and master’s graduates must check with the Boards of Counseling and Department of Education for specific educational requirements in the respective state(s) in which they desire to practice.* More information about out-of-state licensure is available at:

- The American Counseling Association: <https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>
- The U.S. Department of Education: <https://www2.ed.gov/about/contacts/state/index.html>

Questions pertaining to licensure should be directed to the state licensing board or Department of Education, who is the authority on the requirements and decisions regarding licensure.

LICENSURE VERIFICATION FORMS

A. LPC & QMHP Verification Forms

LPC/QMHP requests can be submitted once your 2nd semester internship grade has posted. Allow up to **2 weeks** for processing when the university is in session. Completion may take longer than 2 weeks during semester breaks.

| | | |
|----|---|--|
| 1. | Email clinicalcoord@odu.edu with your request. | |
| 2. | Attach to the email: | #1. The verification form(s)* for the Virginia Board of Counseling for the relevant license with the following information completed: <ol style="list-style-type: none"> a. Name, student ID, and email (QMHP form) b. **Do not complete the section for your SSN or VA DMV # c. Fill out your coursework and P&I hours filled on the: |

| | | |
|---|--------------------|--|
| | | <ul style="list-style-type: none"> • LPC: Verification of Coursework Form and Verification of Degree & Internship Form <i>Calculate <u>only</u> internship hours*** for the LPC form.</i> • QMHP: Verification of Internship/Practicum for QMHP <i>Calculate both practicum and internship hours for the QMHP form.</i> <p><u>If you move out of state:</u></p> <ul style="list-style-type: none"> • It is your responsibility to familiarize yourself with the state board's standards. • Include specific directions for form completion in your request to facilitate processing for out-of-state requests. <p>#2. A copy (unofficial or official) of your transcript</p> <p>#3. Copies of your hours logs.* Submit either:</p> <ul style="list-style-type: none"> • Copies of your Hours Log Summaries for each semester relevant to the verification form (download your Fall 2020 Activity Log Summary from Supervision Assist), <u>or</u> • The P&I Final Hours Summary spreadsheet (as indicated in the Helpful Hints below) |
| 3. | Return of the form | <p>Dr. Pope will email signed verification forms directly to the VA Board, CCing you on the submission.</p> <p>If you are outside of VA, please provide an email address for the state's licensing board or another electronic means to submit the form.</p> |
| <p>* Both of these steps are indicated as it assists the Clinical Coord team with processing your verification forms more quickly, in both reviewing the completed forms for accuracy (vs. filling out each form ourselves) and providing us with your documentation directly (vs. looking up your documentation).</p> <p>** Your SSN and VA DMV # are considered restricted information, and <u>should not</u> be distributed over email. The VA Board will contact the Clinical Coordinator if they have any issue locating your applications without these IDs.</p> <p>*** If you completed Practicum during Spring 2020, Fall 2020, Spring 2021, or Summer 2021, see the directions in the COVID Accommodations for 20-21 Academic year section for how to calculate your internship hours on the LPC form.</p> | | |

B. School Counseling Licensure Verification Forms

The Office of Clinical Experiences supports your licensure process and completes your College Verification forms.

- Access the [College Verification Form](#) on the OCS website.
 - **Complete Part I ONLY of the form.** Bring or send in to OCS via mail or email.
 - Email to Carol Smith-Giles at csmith@odu.edu.

- The form will be processed in about 8-10 business days, and the original and a copy will be mailed to the address on the form unless other instructions are given.
- Review the information under the [Advanced Licensure](#) tab for further directions.

C. Helpful Hints for MEd & EdS Graduates

- **The Clinical Coordinator suggests you keep a separate set of *copies of your hours logs & internship paperwork for your personal records, outside of Supervision Assist.***
It cannot hurt to have these records in multiple locations, given their level of importance in pursuing licensure.
- **If you are considering moving out of state, review each state’s licensure regulations in advance.**
It can take months for your licensure applications to be processed, and the process varies state-to-state, so the Clinical Coordinator also suggests applying for licensure in your new state prior to your move.
- **You can take the NCMHCE at any point** once you graduate, since we are a CACREP accredited program. You do not need to wait until the end of your Residency (as it sounds in the VA LPC Handbook). The Clinical Coordinator advises you to take the NCMHCE earlier rather than later for two reasons:
 1. Having the diagnostic, assessment, and treatment planning information fresh in your mind after you’ve completed your coursework and taken comps can be a benefit, vs. having to study again later.
 2. If you happen to fail, you have to wait 3 months before you can take the exam again, so you do not want this to happen when you have your Residency hours completed.

D. COVID Accommodations for the 2022-2023 Academic Year

- All students are encouraged to assess own needs relative to managing COVID-19 exposure risk.
- See here for current ODU guidelines and resources related to managing exposure to COVID-19: <https://www.odu.edu/status/covid-19/policies>
- All counseling trainees are expected to follow their sites COVID-19 policies and procedures, and the ODU counseling program faculty support sites application of their own policies and protocols.
- Students are encouraged to vet how comfortable they are with a sites COVID-19 policies prior to being placed at the site.
- To report exposure, receive testing, request an extended absence, or other COVID-19 issues please contact the ODU Cares team at: COVIDcares@Odu.edu

Appendix A: Supervision Assist Live Session Options

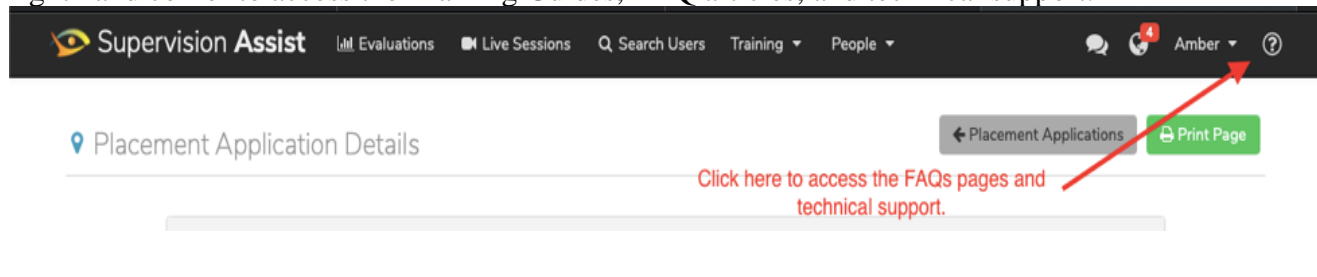
Introduction

For **Trainees, (site) Supervisors, & Faculty Supervisors**, review the introductory materials for utilizing the Live sessions below:

[Introduction to Live Sessions](#)

- Watch the Introductory Video (~1 minute)
- **Assess the training information and FAQs for Live Sessions here:**
<https://help.supervisionassist.com/category/114-live-sessions>

Remember that anytime you are logged into Supervision Assist, you can **click the ? mark** in the upper right hand corner to access the Training Guides, FAQ articles, and technical support.



Live Session Options

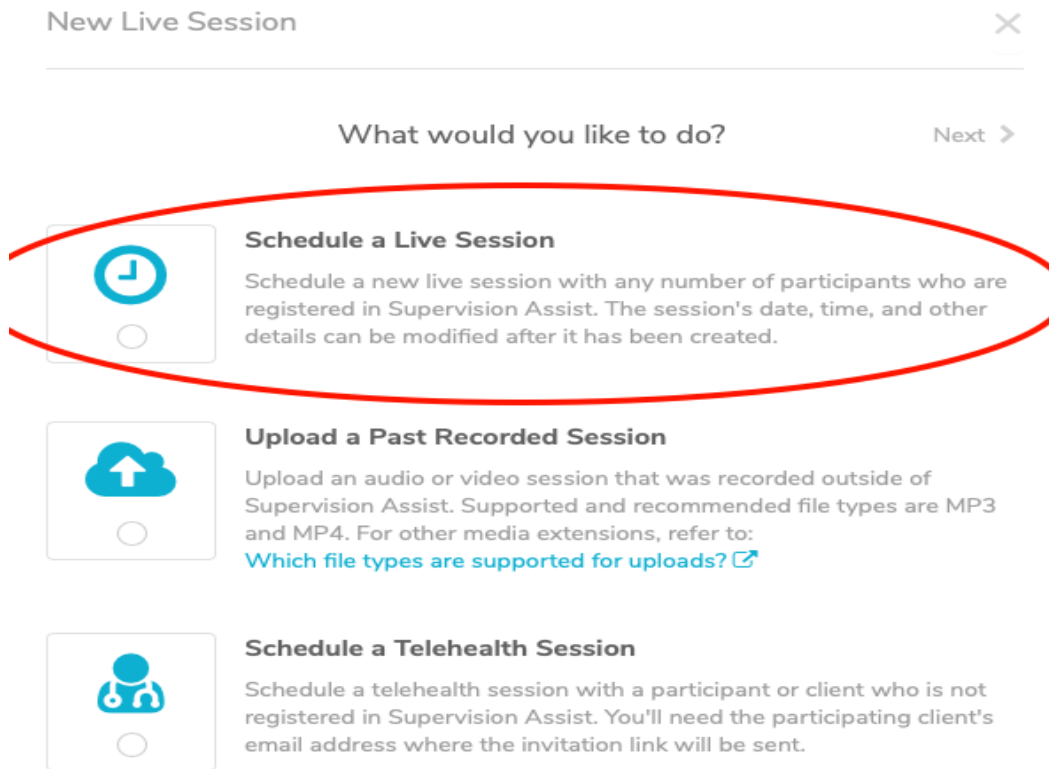
You have three options on how to record sessions or upload recordings of sessions. Review the linked training guides and Helpful Tips below for more information on each option:

1. [Schedule a Live Session](#)
General information on all the Live Sessions functions for **Trainees, (site) Supervisors, & Faculty Supervisors**
2. [Schedule a Telehealth Session](#)
General information for **Trainees** on utilizing Supervision Assist's account to conduct telehealth counseling with your clients and students at your site **with your (site) Supervisors approval**
 - **Trainees should not** use this option within SA until they have discussed with their (site) Supervisor and obtained permission to conduct telehealth sessions at your site via Supervision Assist's platform.
3. [Upload a Past Recorded Session](#)
General information on uploading recordings for **Trainees** who have conducted and recorded sessions outside of the Supervision Assist platform

Helpful Tips for **Schedule a Live Session** Option

Use the **Schedule a Live Session** Option

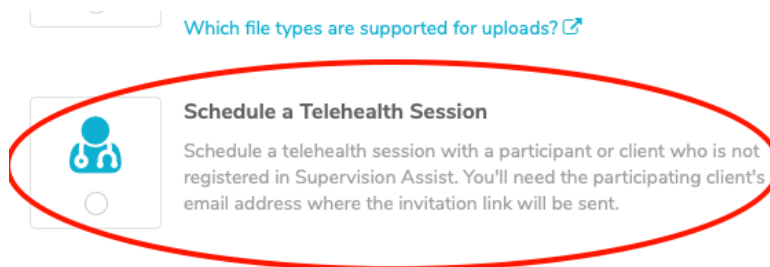
- For **Trainees** who are conducting *face-to-face counseling sessions*
- For **Trainees, (site) Supervisors, & Faculty Supervisors** who want to create a **meeting with another user** within the Supervision Assist system



Helpful Tips for **Schedule a Telehealth Session** Option

Use the **Schedule a Telehealth Session** Option

- For **Trainees** who are conducting *telehealth counseling sessions*



For Trainees & (site) Supervisors:

Supervision Assist utilizes a recording platform that is HIPAA compliant. Thus, **upon approval of their site and (site) Supervisor**, Trainees may utilize the Telehealth Session function within Supervision Assist to conduct and record telehealth sessions.

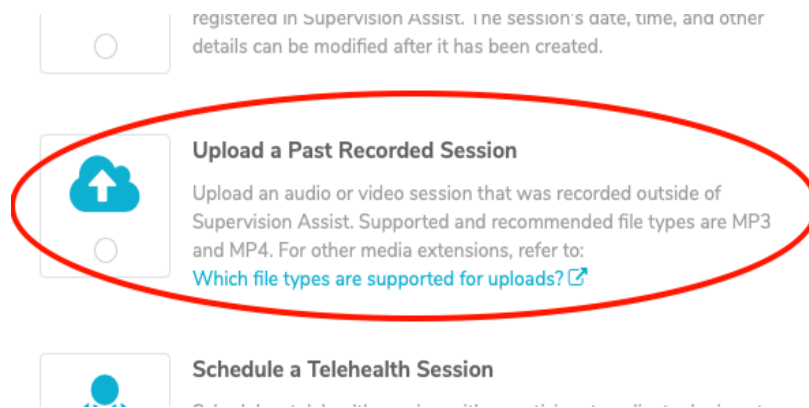
(Site) Supervisors:

- For recordings of sessions, it is optimal if Trainees can utilize the Telehealth Sessions within SA, so I encourage (site) Supervisors to review the information for this live session option and reach out to SA if you need more information to approve this option for Trainees at your site.
 - To obtain more information about Supervision Assist’s HIPAA compliance, please contact SA at 1-888-318-0520 or info@supervisionassist.com.
- **The decision to allow Trainees to utilize the Telehealth Sessions function is ultimately up to the site and (site) Supervisor.**
 - I understand this function may not be an option for Trainees at all sites based on the legality of the platforms your site is using for telehealth.

Helpful Tips for Upload a Past Recorded Session Option

Use the **Upload a Past Recorded Session** Option:

- For **Trainees** who have **conducted and recorded sessions outside of the Supervision Assist platform**
- Review the [Which types of files are supported for uploads directions](#). The best option is to convert *audio files to MP3s* and *video files to MP4s* prior to uploading.



Important Note for Trainees:

If your site and (site) Supervisor **does not** approve the use of the Telehealth Session function to conduct and record telehealth sessions, there are some work-arounds for you to still record telehealth sessions.

The two options at your disposal to record telehealth sessions outside of SA are:

1. Utilize two devices (e.g., two computers, a computer and your phone) to use the [Schedule a Live Session](#) function to create a live video session:

- **First device:** Use the primary device (e.g., your computer) will be used to conduct the telehealth session on the site's telehealth platform.
- **Second device:** Use the other device (e.g., secondary computer/laptop, tablet, phone) to schedule a **Live Session** (not a Telehealth session) in Supervision Assist, as if you were meeting the client F2F.
 - Set up the device so either a) **you are on screen and near the First Device's audio output** during your telehealth session (if you can video record at your site) or b) near the **First Device's audio output** (if you can only audio-record at your site).

For Option 1, the Live Session recording will **automatically upload to your SA account's cloud** (*as long as you selected the option for the session to record automatically to the cloud*) for you to then share the recording with your Supervisors.

2. Use a method outside of Supervision Assist to record your telehealth session and then [Upload your Recording](#) to SA to share with your site supervisor.

If the telehealth platform your site uses has a Recording option, you can use your site's platform to record your session then upload your recording to SA.

Appendix B: Digital Portfolio Resources for School Counseling Students

Below is a list of videos and resources you can use while developing your digital portfolio.

Google sites

- <https://sites.google.com>
- http://eportfolioca.org/index.php?option=com_content&view=article&id=120
- <https://www.youtube.com/watch?v=wDdLBcD68uA&list=PL77D34FF8C4238AD6>
- <https://youtu.be/1j-x3-VbGVg>

Weebly (Free web-hosting with drag-and-drop website builder)

- <http://www.weebly.com/>
- https://youtu.be/u2I5924P_2k

WIX (Free web-hosting with drag-and-drop website builder)

- <http://www.wix.com/>
- https://youtu.be/1vSF_nuNahw

WordPress (Free online website creation tool)

- <https://wordpress.com/website/>
- https://youtu.be/diRqV_hWy10

Live Binder (Online 3-ring binder)

- <http://www.livebinders.com/welcome/home>
- <https://www.youtube.com/watch?v=ChQmwV9sf4>

Appendix C: ACA Professional Development Resources

CMHC students who join ACA to obtain professional liability insurance can also ACA's member benefits to complete Assignment #7 of the CMHC Portfolio. Follow the directions below to access ACA's Professional Development Center.

- Login as a member to the ACA website. Go to *Professional Development Center* under the *Continuing Education* tab.
- In your Professional Development Center, you can access:
 - The free CE of the month course (ACA informs you on the CE topic each month in their Member Minute email). The free CE is typically a new publication that you are asked to review and take a short quiz to test your knowledge of the material. You need to register for this product during the month the CE course is available, but you will have access to the materials to complete the CE up to a year.
 - Under the *Shop CE Products* tab, ACA currently offers two free online courses, one on LGBTQ-affirmative counseling and the other on private practice business protocols.
 - Also under the *Shop CE Products* tab, ACA offers recorded sessions from the annual ACA conference, webinars, and other education sessions for low cost (typically \$15-30 for each product) on a variety of topics, if you want to pick something more in line with your specific interest area.

Appendix D: Client Confidentiality

ACA Code of Ethics

(Reference the ACA Code of Ethics at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>)

B.1.c. Respect for Confidentiality

Counselors protect the confidential information of prospective and current clients. Counselors disclose information only with appropriate consent or with sound legal or ethical justification.

B.1.d. Explanation of Limitations

At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify situations in which confidentiality must be breached.

Virginia Regulations

12VAC35-115-80. Confidentiality

(For the full code, refer to

<https://law.lis.virginia.gov/admincode/title12/agency35/chapter115/section80/>)

A. Each individual is entitled to have all identifying information that a provider maintains or knows about him remain confidential. Each individual has a right to give his authorization before the provider shares identifying information about him or his care unless another state law or regulation, or these regulations specifically require or permit the provider to disclose certain specific information.

B. The provider's duties.

1. Providers shall maintain the confidentiality of any information that identifies an individual. If an individual's services record pertains in whole or in part to referral, diagnosis or treatment of substance use disorders, providers shall disclose information only according to applicable federal regulations (see 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records).

2. Providers shall obtain and document in the individual's services record the individual's authorization or that of the authorized representative prior to disclosing any identifying information about him. The authorization must contain the following elements:

- a. The name of the organization and the name or other specific identification of the person or persons or class of persons to whom disclosure is made;
- b. A description of the nature of the information to be disclosed, the purpose of the disclosure, and an indication whether the authorization extends to the information placed in the individual's record after the authorization was given but before it expires;
- c. An indication of the effective date of the authorization and the date the authorization will expire, or the event or condition upon which it will expire; and
- d. The signature of the individual and the date. If the authorization is signed by an authorized representative, a description of the authorized representative's authority to act.

3. Providers shall tell each individual and his authorized representative about the individual's confidentiality rights. This shall include how information can be disclosed and how others might get information about the individual without his authorization. If a disclosure is not required by law, the provider shall give strong consideration to any objections from the individual or his authorized representative in making the decision to disclose information.
4. Providers shall prevent unauthorized disclosures of information from services records and shall maintain and disclose information in a secure manner.
5. In the case of a minor, the authorization of the custodial parent or other person authorized to consent to the minor's treatment under §54.1-2969 is required.

§ 37.2-400. Rights of individuals receiving services.

(For the full code, refer to <https://law.lis.virginia.gov/vacode/37.2-400/>)

A. Each individual receiving services in a hospital, training center, other facility, or program operated, funded, or licensed by the Department, excluding those operated by the Department of Corrections, shall be assured his legal rights and care consistent with basic human dignity insofar as it is within the reasonable capabilities and limitations of the Department, funded program, or licensee and is consistent with sound therapeutic treatment. Each individual admitted to a hospital, training center, other facility, or program operated, funded, or licensed by the Department shall:

8. Have access to his medical and clinical treatment, training, or habilitation records and be assured of their confidentiality but, notwithstanding other provisions of law, this right shall be limited to access consistent with his condition and sound therapeutic treatment.