

PH.D. PROGRAM IN COUNSELING PRACTICUM AND INTERNSHIP HANDBOOK

Old Dominion University, Darden College of Education and Professional
Studies, Department of Counseling and Human Services

*Academic Year
2022-2023*

Table of Contents

Introduction	3
Purpose	3
Practicum & Internship Terminology	3
Prerequisites	5
Background Check Clearance	6
Application of Intent to Enroll in Practicum and Internship	6
Practicum and Internship Sites for Clinical Experience	7
Requirements for Advanced Practicum	8
Requirements for Doctoral-Level Internship	11
Supervision Competency Area	12
Teaching Competency Area	16
Clinical Competency Area	17
Leadership Competency Area	17
Research Competency Area	18
Doctoral Internship Supervision	18
Recording Policy	21
Confidentiality of Clinical Supervision Policy	22
Professionalism Expectations	23
Use of Social Media	25
Liability Insurance Coverage	25
Direct vs. Indirect Service Hours	26
Licensure Verification Forms	27
Appendix A: Supervision Assist Live Session Options	29
Appendix B: Client Confidentiality	33
Appendix C: Guidelines for the Purpose, Structure, and Evaluation Procedures of Individual/Triadic Supervision with COUN 669 Supervisees	35

ADVANCED 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 Ph.D. in Counseling program students must complete COUN 869: Advanced Practicum at an approved site, to include a minimum of 200 total hours, 80 which must be direct client or supervisee contact (where a minimum of 40 must include work with clients or K-12 students). The goal, purpose, and nature of the practicum placement experience should be determined by students in consultation with their advisors and/or program committee.

In addition, all Ph.D. in Counseling program students must complete COUN 868: Doctoral Internship at an approved site, which includes a minimum of 600 hours over two semesters. The focus areas and goals of internship should also be determined by students in consultation with their program advisor and/or committee members. The doctoral competency areas for internship are: Counseling, Supervision, Teaching, Leadership, and Research. At minimum, internship students must complete work as supervisors, instructors/teachers, and in at least one other doctoral competency area.

PURPOSE

The practicum and internship courses provide an opportunity for doctoral students to advance their clinical skills and to experience the variety of counseling- and counselor education-related responsibilities they will encounter as professors, master clinicians, and administrators. Doctoral students will apply the theoretical and practical knowledge learned through their doctoral coursework to actual practice and counselor education settings.

These courses contribute primarily to meeting CACREP accreditation standards associated with the doctoral-level professional identity areas of counseling, supervision, teaching, research & scholarship, and leadership & advocacy (CACREP 6.B).

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.
Faculty Supervisor	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 868 or 869. The Faculty Supervisor provides 1.5 hours of weekly group supervision to COUN 868 and 869 Trainees throughout the semester. The Faculty Supervisor also provides 1 hour of weekly individual/triadic supervision to COUN 868 Trainees for the Supervision Competency Area.
Individual/Triadic Supervisor	Individual/Triadic Supervisor is the term used to indicate you as the doctoral-level Counseling student in providing university-based individual and/or triadic supervision to master’s-level Practicum students enrolled in COUN 669. The Individual/Triadic Supervisor provides 1 hour of weekly individual or triadic supervision to master’s level Practicum Trainees throughout the semester, and follows the other requirements specified in the Supervision Competency Area.
Site Supervisor	Site Supervisor is the term used to indicated the licensed mental health professional, licensed school counseling professional, or other qualified mental health or counselor education professional at the Placement Site that provides oversight of Trainee’s work at their Placement Site. The Site Supervisor provides between 1-hour/week to 1-hour/month, dependent on the competency area site supervision requirements, of 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.
Competency Areas	Competency Areas are the five different areas in which doctoral students can complete their 600 hours of internship to advance their professional identities as counselors and counselor educators, per the CACREP Professional Identity areas (CACREP 6.B). The Competency Areas are: <ol style="list-style-type: none"> 1. Supervision Competency Area (SCA; must complete a minimum of 100 hours and engage in the SCA <u>during both semesters</u> of internship) 2. Teaching Competency Area (TCA; must complete a minimum of 60 hours <u>across</u> both semesters of internship) 3. Clinical Competency Area (CCA) 4. Research Competency Area (RCA) 5. Leadership Competency Area (LCA)
Placement Site	Placement Site is the term used to indicate the settings, either a mental health practice, school, university, organization, or other agency, in which the Trainee has been accepted to complete internship hours in each of the competency areas.

<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 (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>
<p>Placement Application</p>	<p>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. Trainees enrolled in COUN 868 must submit at least one Placement Application with an identified Site Supervisor for <u>each competency area</u> in which they are completing internship hours.</p>
<p>Direct & Indirect Service Hours</p>	<p>See the Direct vs. Indirect Services Hours section for definitions and descriptions of each type of service hour.</p>
<p>Recordings</p>	<p>Refers to the audio or video recordings of counseling sessions with clients/students/supervisees that are part of the requirements for practicum and internship. May be used interchangeably with “recordings” in the P&I materials. See Recording Policy for more information on how to complete the recording requirement.</p>

PREREQUISITES

Prerequisites for Advanced Practicum Checklist:

- 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:
 - COUN 801
 - COUN 820
 - COUN 742 or 842
 - COUN 744 or 844

Prerequisites for 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 868 (see [Applications](#) section for how to apply)
- Courses:
 - COUN 869

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 by the end of their first semester for **ALL** students, as this is a requirement before entering practicum or other field experiences.

The process to complete the ODU clearance background check is located at: <http://www.odu.edu/success/academic/teacher-education/placement/background-checks>. 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/Internship. Read the instructions carefully and follow them accurately. Any delays in the processing of your background checks could result in deferring your application 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

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 mental health counseling 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 Advanced Practicum

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

Doctoral Students with a Specialty in School Counseling

The Office of Clinical Experiences handles all placements within in school settings. Thus, if you are planning to complete your Advanced Practicum in a **public school**, *you should refer to the procedures for school counseling placements in the MSEd/EdS Practicum & Internship Handbook* on the [CHS website](#).

In addition to the Application of Intent to Enroll in PhD Practicum doctoral students who want an Advanced Practicum placement in a public school need to **complete both master's level Applications of Intent to Enroll in School Counseling Internship** per the directions in the MSEd/EdS P&I Handbook.

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

B. Application of Intent to Enroll in Internship

Doctoral students should consult with their program advisors on which competency areas to focus on during COUN 868 prior to submitting your Application of Intent to Enroll in PhD Internship.

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

PRACTICUM AND INTERNSHIP SITES FOR CLINICAL EXPERIENCES

Students 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 group supervisor.

A. Mental Health Counseling Sites

If seeking placement in a mental health counseling site, you are responsible for identifying and securing your own practicum and internship sites prior to the start of the semester during which they will complete their experience. The Mental Health Counseling site list 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 Graduate 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. If the site has not hosted an ODU counseling student previously, then the site will need to sign an affiliation agreement with ODU prior to placement at the site.

When locating a site, your site supervisor should be an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills (CACREP 6.C.2).

B. School Counseling Sites

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

REQUIREMENTS FOR ADVANCED PRACTICUM

A. Clinical Experience Hours

The program requires students to complete supervised practicum experiences that total a **MINIMUM of 200 clock hours over a full academic term, with a minimum of 80 hours of direct service with clients or supervisees that contributes to the development of advanced counseling skills. At least 40 of the direct service hours must be providing counseling services** (CACREP 6.C.1). The remaining direct services hours may be accrued through direct counseling services or clinical supervision with master's level trainees, to be determined by the Site Supervisor based on their expectations and needs at the Placement Site.

The clinical experience should include new learning that is qualitatively different from your previous experience as a counselor, both during your master's-level internship and post-master's experience. For example, if you have only worked with children and adolescents, consider a site that provides treatment to only adults.

Extra hours obtained for practicum are **not permitted** to "roll-over" into internship hours. Per CACREP, practicum and internship are considered two distinct experiences. 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 6.C.4).**
2. Group Supervision: **a minimum of one and a half (1.5) hours per week of university-based group supervision by the Faculty Supervisor (CACREP 6.C.5).**

Attendance Requirements

Students are expected to attend and participate in each group supervision session. 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.**

Site Supervisor Qualifications

Site supervisors should have the following qualifications (CACREP 6.C.2-3):

- A graduate degree (preferably doctoral) in counseling or a related mental health profession
- Specialized expertise to advance the student's knowledge and skills
- Relevant certifications and/or licenses (preferably an LPC)
- Knowledge of the program's expectations, requirements, & evaluation procedures for students
- Relevant training in counseling supervision

C. Practicum Documentation & Evaluation Forms

See the *COUN 869 Paperwork Checklist* on the [CHS website](#) for a complete and detailed list of the documentation to be submitted during the 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
 - 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

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.

D. Audio/Video Recording of Client and/or Supervision Sessions

Review the [Recording Policy](#). Students will be required to submit **four (4) video or audio (video is preferred) recordings** of their direct client work to their Faculty Supervisor. 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 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 two (2) recordings to their Faculty (group) Supervisor** for case presentations in group supervision during practicum.
 - **Case Presentations (KPI 1):** Complete **two (2) case presentations**, following the **COUN 869 case presentation guidelines** on the [CHS website](#), one by mid-term and one at the end of the semester. The case studies should be accompanied by an audio or video-recording of a session with the client or supervisee.
- **Students will submit at two (2) additional recordings to their Faculty Supervisor** during practicum.
 - **Verbatim Transcripts:** Submit **two (2) verbatim transcripts** of approximately 15 minutes of your session, submitted along with a video or audio recording of a session with a client or supervisee, to your Faculty Supervisor. Use the **COUN 869 transcript form** on the [CHS](#)

[website](#). Submit the verbatim transcripts by the due dates provided by your instructor.

E. Other Advanced Practicum Requirements

Students must do all other readings, additional recordings or assignments, and activities assigned by their Faculty or Site Supervisors to complete and pass advanced practicum. Students who demonstrate professional behavior or skills that are **not at level** as expected for the developmental level of advanced practicum 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 in order to pass advanced practicum.

REQUIREMENTS FOR DOCTORAL-LEVEL INTERNSHIP

A. Clinical Experience Hours

The program requires students to complete supervised internship experiences that total a minimum of **600 clock hours over two semesters**. The doctoral-level internship is intended for doctoral students to develop competency in the CACREP Professional Identity areas (CACREP 6.B) for counselor education doctoral students, as follows: clinical supervision, teaching, research, leadership, and advanced clinical practice (CACREP 6.C.7).

Doctoral students **must complete hours in the Supervision Competency Area during each semester enrolled in internship**. In consultation with their program advisor, you **will pick at least two of the other four Competency Areas** (Clinical, Teaching, Research, and Leadership; review the specific requirements for each competency area in [Section B](#) below) to focus on during each semester of internship. Doctoral students must complete **at least 60 hours in the teaching competency area** as part of the 600 hours of internship; teaching hours can be accrued in either one or both semesters in which doctoral students are enrolled in internship. You may focus on more than 3 competency areas during a semester with approval from your advisor, considering your ability to manage time and accomplish the requirements in each area.

The 600 clock hours should include:

- A **minimum of 100 hours** of clinical supervision practice
- A **minimum of 60 hours** of co-teaching a graduate level counseling course
- The **remaining 440 hours** will be tailored to the doctoral students' professional goals across the five competency areas with approval from their advisor
- **At least 1.5 hours per week of group supervision** with a Faculty Supervisor (course instructor)
- **At least 1 hour per week of individual/triadic supervision** for each of the **clinical practice & supervision** competency areas, or monthly basis with an experienced professional (site supervisor) in the setting for each competency area
- **At least 1 hour per month of individual/triadic supervision** for each of the **teaching, research, and leadership** competency areas, or monthly basis with an experienced professional (site supervisor) in the setting for each competency area

If doctoral students plan to use their doctoral P&I hours towards state licensure, they should log their hours according to rules of the licensing boards in the state(s) in which they applying for their license.

B. Clinical Experience Requirements for Each Competency Area

Supervision Competency Area (SCA)

Doctoral students will complete a minimum of 100 hours of clinical supervision during their internship experience, including supervising master's practicum students in coordination with the MEd/EdS Practicum & Internship Handbook requirements.

You will be assigned a minimum of two and a maximum of four master's level supervisees enrolled in COUN 669: Practicum in Counseling for **each semester you are enrolled in internship**. The Graduate Clinical Coordinator will try to distribute individual master's-level supervisees evenly among the doctoral students enrolled in internship but may ask doctoral students to accommodate more supervisees depending on enrollment. You should account for providing individual supervision to master's students during both semesters of your internship and select other internship responsibilities to accommodate the supervision requirement.

Clinical Experience Expectations in the Supervision Competency Area

- *Review the most recent version [MEd/EdS Practicum & Internship Handbook](#) on the [CHS website](#) to familiarize yourself with the requirements for 669.*
- *Review [Appendix C: Guidelines for the Purpose, Structure, and Evaluation Procedures of Individual/Triadic Supervision with COUN 669 Supervisees](#) for procedures to clarify the aims of individual/triadic supervision with your 669 supervisees during the initial supervision sessions.*
- *Supervision with 669 Students
Meet with your assigned supervisees for individual and/or triadic supervision on a weekly basis throughout the semester, starting no later than the second week of classes. *Individual/triadic supervision may be conducted **fully online** through Supervision Assist.* The purpose of supervision is to provide ongoing feedback to your 669 supervisees throughout the supervisory relationship.*

Supervision with 669 students can be conducted in either an individual or triadic (with 2 supervisees concurrently) format. If you utilize the triadic format, you should have **at least 3 individual meetings** with each supervisee:

1. Beginning of semester to establish rapport and goals;
2. Middle of the semester for the midterm evaluation; and
3. End-of-semester for the final evaluation

Unless a scheduled supervision time falls on a day the University has a scheduled closing (e.g., holidays, breaks, inclement weather), missed supervision sessions due to illness, scheduling conflict, etc., should be made up within the same week. Review the attendance requirements for 669 students in the MEd/EdS Practicum & Internship Handbook.

- *COUN 669 Documentation & Evaluation Forms
Review the [Supervision Competency Area portion of the COUN 868 Paperwork Checklist](#).*

Also, review the *COUN 669 Paperwork Checklist* under the *MSED P&I Paperwork* on the [CHS website](#) for a complete and detailed list of the COUN 669 documentation your supervisees are required to submit.

- **COUN 669 Consent to Record Supervision**

Obtain your supervisees' Consent to Record Supervision at the *beginning of your first supervision session*, prior to recording your sessions. The **COUN 669 Consent To Record Supervision** form is located in the Supervision Assist master's level platform under Evaluations. You can ask your 669 supervisees to share their screen and complete the consent with you during the first individual/triadic supervision session, or to email you a copy of the signed consent to confirm completion.

- **Supervision Case Notes**

Keep weekly supervision case notes for all supervision sessions with your 669 supervisees. The case notes do not need to be submitted to your COUN 868 Faculty Supervisor, unless they request copies of your notes. See the example case note under *Evaluations* within Supervision Assist, and under *PhD P&I Paperwork* on the [CHS website](#).

- How to submit:

- Use the electronic version of the case note under Evaluations in SA. You can submit this form as many times as you need to do so throughout the semester.
- Use the Word version of the case note on the CHS website. Keep your supervision case notes in a secure location following FERPA guidelines (e.g., password protected folder on a password protected computer). To save the notes for long-term records, it is suggested that you aggregate the case notes into one document and upload to your Documentation for your 868 Training Plan in SA at the mid-point and/or end of each semester.

- **Clinical Competency Goals – Beginning of the Semester**

Completed by the 669 student as an *part of their Placement Application in Supervision Assist*, as a means of developing SMART goals for the semester, during the *first two weeks of the semester*.

- How to review: Review the CCG with supervisees during the individual supervision. Supervisees can share their screens with you, or you can ask them to download a PDF of the CCG to email to you.

- **COUN 669 Midterm Progress Report**

Complete the Midterm Progress Report as an *Evaluation* in Supervision Assist (example copy is under *MSEd P&I Paperwork* on the [CHS website](#)), to be reviewed with supervisees during the *midterm individual* supervision meeting.

- How to submit: Complete as an Evaluation in the **master's platform**. Switch to your master's platform account and click on Evaluations to access the form.
- If the 669 supervisee is **not** progressing towards a PASS: If the supervisee is **not at level** (e.g., making progress as expected for their developmental level toward a PASS for Practicum) in their clinical skills or professional behaviors, then you should contact their 669 Faculty Supervisor and request a consultation on how to address the skills or behaviors with the supervisee, with the goal of the supervisee being *at level* for a PASS by the end of the semester.

- **Clinical Competency Goals – End of the Semester**
Completed by the 669 student as an [evaluation in Supervision Assist](#), as a means of assessing their progress towards their beginning of the semester CCG SMART goals, during the *last two weeks of the semester*. Review supervisees' CCG with supervisees during individual supervision, to process their progress towards their goals and setting new goals for continued development in their selected skill areas.
 - How to review: Supervisees can share their screens with you, or you can ask them to download a PDF of the CCG evaluation to email to you.
- **Individual/Triadic Supervisor Evaluation of Practicum Student**
As the final evaluation of your 669 supervisee, complete the Individual/Triadic Supervisor Evaluation of Practicum Student (under [MSEd P&I Paperwork](#) on the [CHS website](#)), to be reviewed with supervisees during the *final individual* supervision meeting.
 - How to submit: Complete as an Evaluation in the **master's platform**. Switch to your master's platform account and click on Evaluations to access the form.
- *Recording Submission Requirements for 669 Students*
Review **four (4) audio or video-recorded counseling sessions** conducted by your 669 supervisees throughout the semester. Recordings should be *at least 30 minutes* in length to count as a tape submission.. Your 669 supervisees should follow the *Recording Policy* outlined in the MSEd/EdS Practicum & Internship Handbook.

Your 669 supervisees should share **all** recorded sessions with you in Supervision Assist using the *Share* function to add you to their recordings. You will provide knowledgeable and thorough feedback to your 669 supervisees regarding counseling skills, ability to conceptualize cases clinically, and ability to integrate theory into counseling sessions.

- **Verbatim Transcripts**
Supervisees will complete **two (2) verbatim transcripts** of a *15 minute section of the session*, to be submitted along with two of their four required recordings. Review and provide feedback (either oral, written, or both) on the transcripts. The *669-667-668 Verbatim Transcript Form* completed by your supervisees is under [MSEd P&I Paperwork](#) on the [CHS website](#).
- **Role Plays as Recording Submissions**
In the event that a 669 supervisee is not allowed to record clients at their site, supervisees may use practice clients for role plays to achieve their recording requirements, upon approval of their 669 Faculty (group) Supervisor. Encourage supervisees to talk with their Site Supervisor to try to attain recordings on site as a first step. Review the *Role Plays of Counseling Policy* in the MSEd/EdS Practicum & Internship Handbook with your 669 supervisees to ensure they engaging in appropriate role plays for their recordings. These sessions are to be *role plays*, in which the “client” is acting out a scenario in which they are seeking counseling; thus, the “client” should not use their real life scenarios for the session.

- Recording Individual/Triadic Supervision Sessions with 669 Supervisees
Once the Consent to Record Supervision Sessions form is signed, utilize the **Schedule a Live Session** option within your **SA master's platform account** to schedule record all supervision sessions throughout the semester. Set the sessions to automatically record when the session starts. You can replicate scheduled Live Sessions by opening the initial session you scheduled, and click the blue “Actions” button in the upper right corner.
- Reporting Concerns about your 669 Supervisee
You should bring immediate attention to any urgent matters that involve ethical concerns, lack of accumulation of hours or recordings, or performance issues of your supervisee that might warrant a Professional Development Plan to address their areas that are below level for their developmental stage as a Practicum student.
 - First, consult with *your* 868 Faculty Supervisor about any issues or concerns you have regarding your 669 supervisees.
 - Next, **contact the 669 Faculty Supervisor immediately if professional issues or concerns arise with your supervisee throughout the semester.**
 - In consultation with the 669 Faculty Supervisor, develop a plan to address the areas of concern (e.g., a meeting between you, the supervisee, and Faculty Supervisor; an informal written plan that details the supervisee’s behaviors that need to change to be at level; a more formal Professional Development Plan for progress in Practicum), dependent on the context and the severity of the behavioral concern(s).

You are not permitted to directly contact the Site Supervisor for your 669 supervisees without the permission of their 669 Faculty Supervisor.

- Addressing 669 Supervisee’s Concerns about Sites or Site Supervision
If a supervisee presents with concerns about their site or site supervision in Individual/Triadic supervision, you should:
 - **Remain objective.** The supervisee’s concerns are valid, *and* their description is only their perception and one side of the interaction, without having their Site Supervisor’s account of the situation for context.
 - **Be cautious in criticizing their site or Site Supervisor.** Although you may have valid concerns about the site or site supervision based on what your 669 supervisee is presenting, being critical of the site or Site Supervisor may further negatively impact the supervisee by diminishing their experience on site.
 - **Ask the supervisee to describe how they tried to address their concerns with their site and/or Site Supervisor.** Part of the clinical placement experience learning how to have direct conversations and how to effectively advocate for oneself. If supervisees have not yet addressed their concerns with their site and/or Site Supervisor or could have brought up their concerns in a more effective manner, you should *first direct supervisees should to discuss their concerns directly with their Site Supervisor*. In the case of an extenuating circumstance (e.g., supervisee observed unethical or illegal behavior by counseling staff on site) that you believe needs to be escalated to a higher level immediately, then have the supervisee bring their concerns to their 669 Faculty Supervisor first instead of their Site Supervisor.

- **Focus on what the supervisee can learn from the experience.** What is their self-awareness during and after the situation they are presenting? What are they learning from the experience? How can what they learn inform how they do counseling or engage in professional interactions differently in the future?
 - **Direct the supervisee to present their concerns to their 669 Faculty Supervisor.** Again, part of the clinical placement experience is learning direct communication and advocacy; hence, you should direct your supervisee to bring their concerns to their 669 Faculty Supervisor *themselves*. It is primarily your supervisee’s responsibility to bring up concerns when they arise, and your responsibility to guide your supervisees in how to present concerns in a professional manner with a supervisor. The 669 Faculty Supervisor is the primary point of contact with the site each semester, and are responsible for addressing initial concerns with the site and Site Supervisor that are not in line with the program’s expectations. *The 669 Faculty Supervisor is responsible for communicating concerns about sites and site supervision to the Graduate Clinical Coordinator, if they need to be addressed at a higher level.*
 - **Process your supervisee’s concerns in your group or individual/triadic supervision with your 868 Faculty Supervisor.** How were you reacting to the concerns when presented by your supervisee? How did you follow the suggestions outlined here, and address your supervisee’s concerns effectively? What could you do differently to address the concerns in a more effective manner if they present again in the future? What are the next steps with your supervisee to follow up on their concerns, if needed?
 - **Remind the supervisee to detail concerns on their Final Evaluation of Site and Site Supervisor form at the end of the semester.** These evaluations are reviewed bi-annually by the Graduate Clinical Coordinator, to address issues at sites or with Site Supervisors that are) of ethical or legal concern, b) examples of the site not meeting the program’s expectations, or c) concerns reported consistently by students at the site.
- Site Supervision
 Doctoral students completing hours in the Supervision Competency Area must obtain a **minimum of one (1) hour per week of university-based individual/triadic supervision** with your Faculty Supervisor (CACREP 6.C.8) throughout the semester. See additional supervision requirements in the Doctoral Internship Supervision section below.

Teaching Competency Area (TCA)

Doctoral students will complete a minimum of 60 hour of co-teaching during their internship experience. Courses must be graduate level and counselor education-related. You can co-teach courses at other universities to fulfill this requirement.

Co-teaching hours can only be counted towards your internship hours during the semester you are enrolled in internship. If you volunteer to co-teach a course prior to internship, those hours will not count towards your internship hours.

Once your Application of Intent to Enroll in Internship is approved by the Clinical Coordinator, you may contact Counseling program faculty to inquire about co-teaching the courses you are interested in teaching during your internship.

Clinical Experience Expectations in the Teaching Competency Area

- Class Preparation
A minimum of three (3) class periods will be prepped and facilitated by you during your co-teaching experience. Materials should be sent to the instructor for their review prior to the class.
- Course Attendance
Attend the class you are co-teaching weekly. Be on time and remain active during each class, per the agreement with the course instructor.
- Grading
You should gain experience in grading, as decided upon with the instructor, but should grade no more than 50% of assignments for the course.
- Site Supervision
Meet a minimum of four (4) times throughout the semester, with the instructor (CACREP 6.C.8). The instructor should meet with you prior to the beginning of the class to discuss syllabus development and expectations. The instructor should also meet with you prior to each class facilitation; all materials should be sent to the instructor beforehand. Instructors are encouraged to informally debrief with the student after each class facilitation. See additional supervision requirements in the Doctoral Internship Supervision section below.

Clinical Competency Area (CCA)

Doctoral students may complete additional clinical hours during their internship.

Clinical Experience Expectations in the Clinical Practice Competency Area

- All procedures outlined in the Advanced Clinical Practicum section should be followed if you choose to complete clinical hours during your internship.
- Site Supervision
Doctoral students completing hours in the Clinical Competency Area must obtain a **minimum of one (1) hour per week of site-based individual/triadic supervision** with an approved Site Supervisor (CACREP 6.C.8) throughout the semester. See additional supervision requirements in the Doctoral Internship Supervision section below.

Leadership Competency Area (LCA)

Doctoral students should discuss their ideas to fulfill experiences in the leadership competency area with their advisors. Leadership and advocacy activities that count towards internship should be related to counselor education or the counseling profession.

Clinical Experience Expectations in the Leadership Competency Area

- Current Leadership & Advocacy Activities
You may count current leadership or advocacy activities in which you are involved towards your internship hours as long as they are related to counseling and counselor education and you can meet the supervision requirement for this competency area.
- Service in the Omega Delta Chapter of CSI: Doctoral students holding leadership positions in the Omega Delta chapter of CSI can count a maximum of thirty (30) clock hours in this leadership activity towards their total internship hours each semester.
- Site Supervision
You must have a “site” supervisor who can meet with you on a monthly basis to provide supervision on your leadership or advocacy activities throughout the course of the semester. The supervisor should be an individual with a graduate degree and specialized expertise to advance your knowledge and skills (CACREP 6.C.8). Your supervisor should be involved in the organization or advocacy activity, and at a higher level of leadership within the organization than your position. See additional supervision requirements in the Doctoral Internship Supervision section below.

Research Competency Area (RCA)

Doctoral students should discuss their ideas to fulfill experiences in the research & scholarship competency area with their advisors. Research activities that count towards internship should be related to counselor education or the counseling profession. *Dissertation hours are a separate course and do not count as internship hours.*

Clinical Experience Expectations in the Research Competency Area

- Current Research & Scholarship Activities
You may count current research or scholarship activities that are related to counseling and counselor education towards your internship hours as long as you can meet the supervision requirement.
- Site Supervision
You must have a “site” supervisor who can meet with you on a monthly basis to provide supervision on your research and scholarship activities throughout the course of the semester. The supervisor should be an individual with a graduate degree and specialized expertise to advance your knowledge and skills (CACREP 6.C.8). See additional supervision requirements in the Doctoral Internship Supervision section below.

C. Doctoral Internship Supervision

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

- An average of 1.5 hours per week of group supervision with a Faculty Supervisor, who is a core counselor education program faculty member (CACREP 6.C.9). Students who miss more than two group supervision sessions will not pass and will be required to repeat practicum. Arriving late or leaving early counts as time missed.

- A minimum of one (1) hour per week of individual/triadic supervision with Site Supervisor(s) (CACREP 6.C.8). The minimum one (1) hour per week of supervision can be aggregated across the areas of competency in which the student is obtaining internship hours. Supervision should be proportionate to the number of hours spend in the competency area (e.g., *If 100 of your clock hours are in the Research area, then you should have more supervision sessions than the suggested one-hour per month due to the increased number of hours in this competency area*).

Site Supervisor Requirements

Site Supervisors for each competency area should have the following qualifications (CACREP 6.C.8):

- A graduate degree (preferably doctoral) in counseling or a related mental health profession
- Specialized expertise to advance the student’s knowledge and skills

Site Supervision Requirements for Each Competency Area

- Supervision Competency Area
 - Your 868 Faculty Supervisor (course instructor) also serves as your SCA Site Supervisor.
 - Students should meet with their SCA Site Supervisor for an average of **one (1) hour of individual/triadic supervision per week** throughout the semester.
- Teaching Competency Area
 - Your TCA Site Supervisor is the Instructor for the course(s) you are co-teaching.
 - Students should meet with their TCA Site Supervisor for an average of **one (1) hour of individual/triadic supervision per month** throughout the semester, or on a more regular basis as determined by the TCA Site Supervisor.
- Clinical Competency Area
 - Your CCA Site Supervisor is the licensed mental health or school counseling professional at your clinical placement site.
 - Students should meet with their CCA Site Supervisor for an average of **one (1) hour of individual/triadic supervision per 20 hours accumulated on site** (i.e., meet for site supervision weekly if on site 20 hours per week; bi-weekly if on site 10 hours per week) throughout the semester.
- Research Competency Area
 - Your RCA Site Supervisor is a Counseling & Human Services faculty member or an individual with a counseling-related graduate degree involved in research-related activities, who can advance your expertise in research and scholarship.
 - Students should meet with their RCA Site Supervisor for an average of **one (1) hour of individual/triadic supervision per month** throughout the semester, or on a more regular basis as determined by the RCA Site Supervisor.

- Leadership Competency Area
 - Your LCA Site Supervisor is a Counseling & Human Services faculty member or an individual with a counseling-related graduate degree involved in professional and/or university leadership, who can advance your expertise in leadership and advocacy.
 - Students should meet with their LCA Site Supervisor for an average of **one (1) hour of individual/triadic supervision per month** throughout the semester, or on a more regular basis as determined by the LCA Site Supervisor.

Group Supervision Requirements

Students must attend group supervision throughout the semester, even if they are finished with their internship hours.

Students are expected to attend and participate in each group supervision session. 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.**

D. Internship Documentation & Evaluation Forms

See the *COUN 868 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:

- **Supervision Assist HIPAA Training**
- **Placement Applications:** Submit a **Placement Application** for each site and/or site supervisor in each Competency Area in which you will be completing hours during the Current Training before you begin accruing hours at each 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**).
- **Evaluation Forms:**
 - Midterm Site Visit Form (**CCA – completed by Faculty Supervisor**)
 - Faculty Supervisor Evaluation of Doctoral Internship Student (**assessing your overall competency**)
 - Faculty Supervisor Evaluation of Supervision Competency Area (**SCA**)
 - Site Supervisor Evaluation of Clinical Competency Area (**CCA**)
 - Site Supervisor Evaluation of Teaching, Research, or Leadership Competency Area (**TCA, RCA, and/or LCA**)
 - Final Evaluation of Group Supervisor
 - Final Evaluation of Site and Site Supervisor (**CCA**)
 - PhD Program Evaluation (**only 2nd semester internship students**)

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 Supervisors.

- 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 Supervisors for your hours to be considered completed.

F. Audio/Video Recording of Client and/or Supervision Sessions

Students will be required to submit at least **two (2) video recordings** of their direct client work, clinical supervision sessions, or course instruction to their Faculty Supervisor. Each client (or parent of a minor client) and supervisee must sign a Consent to Record form prior to recording clinical and supervision sessions.

- **Students will submit at least two (2) recordings to their Faculty Supervisor** for case presentations in group supervision during internship.
- **Case Presentations (KPI 1 & 2):** Complete **two (2) case presentations**, following the **COUN 868-869 case presentation guidelines** on the [CHS website](#), one by mid-term and one at the end of the semester. The case studies should be accompanied by an audio or video-recording of a session with the client or supervisee, or a recording of the doctoral student implementing curriculum or an activity during instruction of a master's-level counseling course.
- The Faculty Supervisor may request additional recording submissions of clinical supervision sessions, to be reviewed during individual/triadic supervision of supervision.

E. Other Doctoral-Level Internship 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 in order to pass internship.

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.

Consent to Record Forms for the Clinical Competency Area

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 for client/students at clinical and school placement sites 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.

Consent to Record Forms for the Supervision Competency Area

Individual/Triadic Supervisors should obtain consent to record their supervision sessions with the master's Practicum Trainees during the first individual supervision session of the semester. The **COUN 669 Consent To Record Supervision** form is located in the Supervision Assist master's level platform under Evaluations. You can ask your 669 supervisees to share their screen and complete the consent with you during the first individual/triadic supervision session, or to email you a copy of the signed consent to confirm completion.

Recording Sessions

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.

Recording Sessions for the Clinical Competency Area

Students should follow any additional recording policies specified by their CCA Site Supervisor. Hence, students should discuss and receive approval from their CCA 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.

Trainees 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 (e.g., not recorded or stored on cloud-based software that could be hacked, uploaded within 24 hours to SA & immediately and fully deleted from the recording device once upload to SA, never shared via email or other cloud-based software that is not HIPAA compliant).

Recording Sessions for the Supervision Competency Area

For supervision sessions with their master's Practicum supervisees, 868 students should obtain a Consent to Record Supervision for each supervisee and utilize the **Schedule a Live Session** option to schedule and record all individual/triadic supervision sessions throughout the semester. Set the sessions to automatically record when the session starts.

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.

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 an 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>

LIABILITY INSURANCE COVERAGE (CACREP 6.C.6-7)

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.**

Doctoral students who are Residents in Counseling or LPCs

If you are a Resident in Counseling or a LPC while enrolled in 868/869, you need to obtain liability insurance as a **Professional, not as a student**. The student coverage will not cover your clinical practice outside of our program's practicum and internship requirements. Thus, if you are continuing in your position past these courses, or acquiring hours outside of the course requirements, ensure you have the correct liability insurance purchased. Thus, the easiest way to ensure you are fully covered is to purchase the Professional insurance once you are registered as a Resident or LPC.

Student Liability Insurance

If you are not registered with the state as a Resident or LPC, and are only accruing clinical hours during the course of 868/869, you can purchase lower-cost liability insurance options as a student through:

- 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 HSPO liability insurance without obtaining an ACA membership. Visit <https://www.hpso.com> for more information. Select "Counselor Educator" 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 to ensure you are covered for services provided in both community and school settings.

Additionally, Old Dominion University's registered and enrolled students who are required by their curriculum to participate in supervised and graded service outside the University at various internship sites are covered by liability insurance provided through the Commonwealth of Virginia. Please email clinicalcoord@odu.edu for proof of coverage.

DIRECT VS. INDIRECT SERVICE HOURS

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

Direct services for clinical supervision practice are conducted to supervisees, via person-to-person interactions between supervisor and supervisee, through in-person interactions or videoconference.

Indirect services are provided for clients, students, or supervisees, 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
- Administering intakes or assessments to clients
- Psychotherapy or psychoeducational groups conducted with 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 in-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

C. Definitions of Clinical Supervision Service Hours

Direct services are conducted to supervisees, via person-to-person interactions between the supervisor (the doctoral student) and the supervisee (master’s level trainee):

- Conducting or co-conducting individual, triadic, or group supervision
- Clinical consultation with supervisee outside of supervision sessions
- *Direct hours include supervision services conducted via videoconference*

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

- Shadowing/observation where you are not directly interacting with supervisees
- Trainings/workshops that you attend
- Consultation with Faculty Supervisor, Site Supervisor, or other staff members
- Review of supervisees’ audio/video recording of client sessions

LICENSURE VERIFICATION FORMS

Effective October 2019, the Virginia Board of Counseling adopted Regulations in which supervised practicum and internship hours from a CACREP-accredited doctoral counseling program may be accepted for:

- Up to 900 hours of counseling practice towards the residency requirement, and
- Up to 100 of the required hours of supervision provided the supervisor holds a current, unrestricted license professional counselor.

To count your doctoral P&I hours towards licensure in Virginia, you need to submit the Doctoral Verification of Supervised Practicum/Internship Hours towards LPC Licensure.

Processing of Doctoral Verification of Supervised Practicum/Internship Hours forms:

You may submit your verification form to the Clinical Coordinator for signing at either:

- Any point after your internship is completed (your degree does not need to be completed), or

- If you have already accrued the majority of your Residency hours for licensure (e.g., you completed 3,000 before you started practicum), and do not need the full 900 hours of counseling practice/100 hours of supervision, you may request completion at any point during your practicum and internship experience.

Allow up to **2 weeks** for processing when the university is in session. Completion may take longer than 2 weeks during semester breaks.

Directions:

1. Email clinicalcoord@odu.edu with your request.
2. *Attach to the email:*
 - a. The Doctoral Verification of Supervised Practicum/Internship Hours form with the following information completed:
 - Name, student ID, and email
 - ****Do not complete the section for your SSN or VA DMV #**
 - Your P&I hours
 - b. A copy (unofficial or official) of your transcript
 - c. Copies of your hours logs* (either your Hours Log Summary Forms or download your Activity Log Summary from Supervision Assist) for each semester you are counting doctoral practicum and internship hours.
3. *Return of the form.* Indicate if you want the signed form:
 - a. Emailed directly to you
 - Choose this option if you are collecting paperwork for your Residency but have not yet applied for your LPC.
 - b. Emailed to the VA Board.
 - Choose this option if you have already submitted your full LPC licensure application to the Board (e.g., your Residency hours are complete).

* 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).

** Your SSN and VA DMV # are considered restricted information, and should not be distributed over email. The VA Board will contact the Clinical Coordinator if they have any issue locating your applications without these IDs.

Appendix A: Supervision Assist Live Session Options

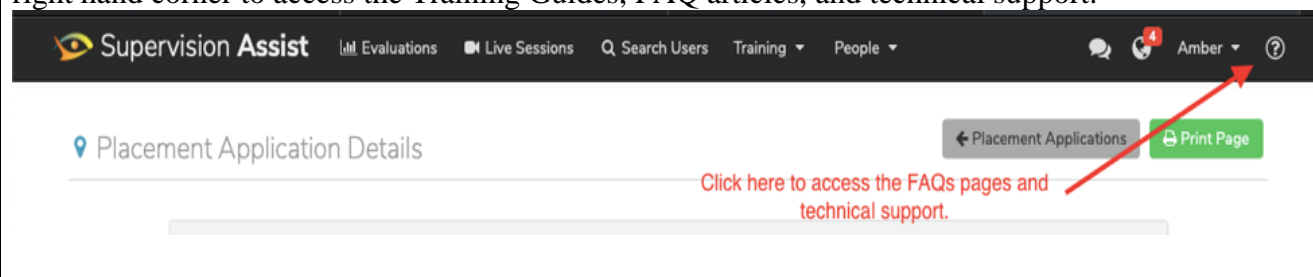
Introduction

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

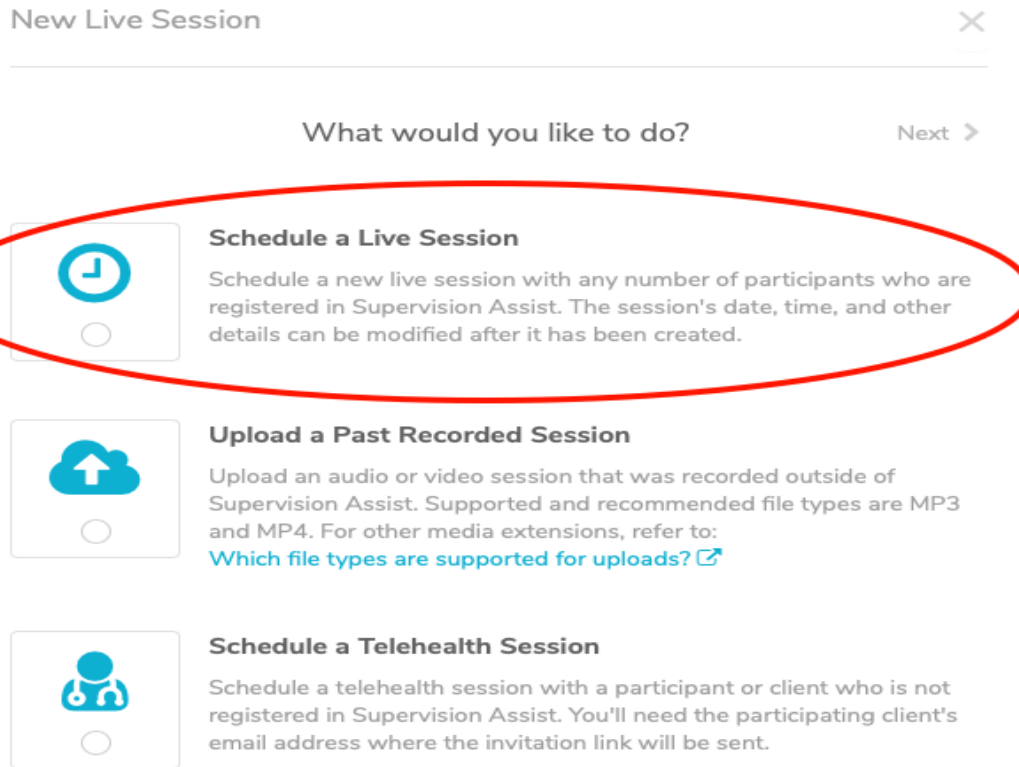
You have three options on how to record sessions or upload recordings of sessions. Review the linked training guides and Helpful Tips below for more information on each option:

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

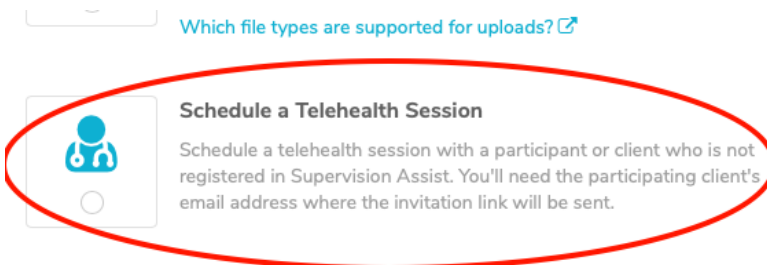
- For **Trainees** who are conducting *face-to-face counseling sessions*
- For **Trainees, (site) Supervisors, & Faculty Supervisors** who want to create a **meeting with another user** within the Supervision Assist system



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.

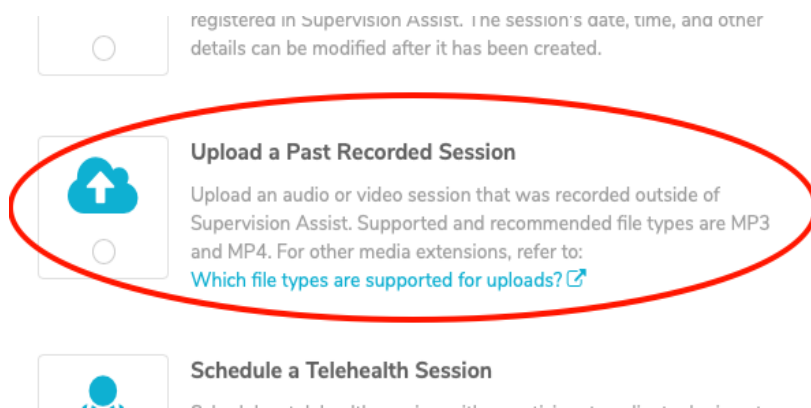
(Site) Supervisors:

- 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: 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.

Appendix C: Guidelines for the Purpose, Structure, and Evaluation Procedures of Individual/Triadic Supervision with COUN 669 Supervisees

The guidelines below are for COUN 868 students to clarify the purpose, structure, and evaluation procedures of individual/triadic supervision with 669 supervisees. Below is a list of topics for Individual/Triadic Supervisors to cover with your 669 supervisees at the start of each semester during your initial individual/triadic supervision sessions. In addition to covering these topics during your initial supervision sessions, Individual/Triadic Supervisors also should send an email summary to your supervisees after the 2nd week of supervision, which briefly reviews your discussions during supervision and re-emphasizes the expectations of individual/triadic supervision. **I bolded some terminology to be intentional in using language from a strengths-based framework.**

Topics to cover the first week during the 1st individual supervision session:

- Review the consent to record supervision and its purpose, so that your supervision sessions can be evaluated by your 868 instructor and peers in your internship supervision group.
- Provide an overview of individual/triadic supervision expectations as a part of 669, including tape submissions, transcript assignments, and attendance.
- Determine due dates for tape submissions*
 - *With the note to be flexible if 669 students are having difficulty obtaining tapes on site.
- Discuss how individual/triadic supervisors evaluate 669 supervisees, including:
 - The formal midterm and final evaluations in SA
 - Informal communication throughout the semester with the supervisees' Faculty Supervisor to report on their progress, which may occur at any point throughout the semester, particularly when skill or professional behavior **growth areas** are observed so both you and the Faculty Supervisor can work together **to support** the supervisees
 - At times, communication with me as the Graduate Clinical Coordinator may occur, which you can state it is commonplace to include me on P&I-related communication since I oversee the courses at a systemic level.
- Reiterate that Practicum (and internship) students are evaluated as a whole on their interactions with their supervisors, peers, and site colleagues and staff throughout the semester, in addition to their counseling skills as observed through their clinical work on site.
- Set goals for the semester that supervisees would like to be the focus of individual/triadic supervision.

Topics to cover the second week during the 1st triadic session or 2nd individual sessions:

- Invite conversation about entering a professional clinical setting for the first time. What is it like for them and what is their previous professional work history? They are becoming **counseling professionals** through this process, so what are considerations to develop and demonstrate professionalism during practicum?
 - e.g., be reliable, timely, and dependable;
 - be present when on site and not engaged in homework or outside tasks;
 - timeliness with completing clinical documentation;

- proper demeanor, poise and etiquette;
- how to appropriately bring up concerns when they arise with their supervisors
- professional communication via face-to-face, email, phone, and other electronic modalities
- Consider how you want to structure individual and/or triadic supervision (i.e., initial check-ins, time devoted to tape reviews, how to provide feedback), and discuss the structure with your supervisees with the caveat the structure could change over the course of the semester as individual needs arise.

Email summary to supervisees after your 2nd supervision session:

Upload a copy of this email to your 868 Training Plan Documentation in SA, so you have it for reference if you needed during the course of the semester.

- Email out a brief summary to supervisees, either individually or as triads, after your first two supervision sessions of the info you covered, including:
 - course expectations
 - due dates for assignments (if established)
 - evaluation procedures
 - professionalism expectations
 - their goals for supervision (appropriate to share with both supervisees if established and/or shared in triadic sessions)
 - any other details you feel are important to emphasize