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INTRODUCTION

A practicum that includes a **minimum** of 100 hours and an internship that includes a **minimum** of 600 hours of clinical experience is required in all specializations in the Master’s in Counseling Program and should be completed near the end of the program.

PURPOSE

The practicum and internship courses provide an opportunity to gain counseling experiences in relevant sites in communities. 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.

PREREQUISITES

**Prerequisites for Practicum:**
- Attend Practicum & Internship Orientation
- 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
- Courses: COUN 601, 633 and 634 (pass with a ‘B’ or higher), 642 or 644, & 650.

**Prerequisites for Mental Health Counseling Internship:**
- Courses: COUN 645, 648, 680, 685, 669

**Prerequisites for School Counseling Internship:**
- Courses: COUN 645, 648, 676, 677, 678, 669
PRACTICUM & INTERNSHIP ORIENTATION

Practicum & Internship Orientation is held in the Fall & Spring semesters. Before entering Practicum, students are required to attend the mandatory 1.5 hour P&I Orientation. The orientation will be held in person, with an option to attend via video conference with permission of the Clinical Coordinator. Students are advised to attend P&I Orientation at least two semesters in advance of starting Practicum.

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.

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.

Anyone who does not have satisfactory results on file will NOT be able to participate in Practicum and 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 FOR PRACTICUM AND INTERNSHIP

Students must fill out a Practicum or Internship application for approval prior to securing a site and registering for internship.

Application submission deadlines:

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

You need email approval of your application in order to register for Practicum or Internship. You may begin your site search prior to approval of your application, however, given the length of time it may take to secure a site.

A. Practicum and Mental Health Counseling Internship Applications

Applications are on Qualtrics. You will receive an email copy of your completed application.

B. School Counseling Internship Applications

School Counseling students need to complete two applications:

1. Master’s level School Counseling Internship Application
   - On Qualtrics

2. Application form for area school district
   - Found 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 SITES

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.
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 the Clinical Coordinator the contact information (e.g., site name, supervisor name, email, phone) for your potential site supervisor to begin the processing of approving a site not currently on the site list for placement.

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 a Practicum/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 Sites

The program strongly recommends that school counseling students complete their practicum in a mental health setting with children and adolescents, to strengthen their counseling skills. The Office of Clinical Experiences places all school counseling internship students in schools K-12. 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.

REQUIREMENTS FOR PRACTICUM

A. Clinical Experience Hours
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)
- A minimum of 10 hours (as part of the 40 direct hours) of leading or co-leading a counseling or psychoeducational group (CACREP 3.E)
- 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)

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).

**Note:** 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.

**B. Site Supervision Agreement Forms** (CACREP 3.R)

In conjunction with your site supervisor, you must complete a Site Supervision Agreement Form in Qualtrics prior to accumulating hours at your site. Both you and the site supervisor should sign the form in Qualtrics, and you will get an email copy of the form upon submission. A PDF copy is provided on the website for draft purposes only, to facilitate the completion of the form online.

**Due Dates:**
- First week of the semester for Mental Health Counseling students
- Second week of the semester for School Counseling Students

During the first week of classes, you must complete a Group Supervision Agreement form with your university group supervisor, and an Individual Supervision Agreements form with your university individual supervisor.

**C. Supervision**

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

- **Group supervision:**
  - 1.5 hours per week of group supervision by a counselor education program faculty member (CACREP 3.I). 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.

- **Individual/triadic supervision:**
  - A minimum of one (1) hour per week of individual/triadic supervision by a doctoral student supervisor who is under the supervision of a counselor education program faculty member (CACREP 3.H). Students who miss more than two individual/triadic 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 by the student’s site supervisor (CACREP 3.H)
Students must attend university supervision throughout the semester, even if they are finished with their clinical experience hours.

**Attendance Requirements:** Absences are not permitted; missing more than two supervision sessions will result in a failing grade. This includes arriving late and leaving early. For COUN 669 students, missing more than two group supervision or two scheduled university individual supervision sessions will result in a failing grade.

You should treat university individual 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.

**D. Hours Logs**

Students should complete the Mental Health Counseling hours log provided on the CHS webpage on a weekly basis to document your direct and indirect clinical experience hours and your supervision hours throughout the semester. *Utilize 15 minute increments in counting your hours (e.g., a 50 minute counseling session would count as 1 direct hour).*

Your site supervisor and group supervisor will check your hours logs regularly throughout the semester. You will submit the Final Hours log with the signatures of both your site and group supervisor at the end of the semester.

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

Students will be required to submit video or audio (video is preferred) tapes of their direct client work. **Students must submit a minimum of five (5) tapes to their university supervisors:**

- One (1) tape to their group supervisor
- Four (4) tapes to their individual doctoral student supervisor.

*Each tape should be at least 30 minutes in length* (with the exception of the Mursion simulation, which is 25 minutes). If you are in a setting in which shorter sessions are the norm, then you would need to submit two (2) 15-20 minute sessions to your individual doctoral supervisor to count as one tape submission for practicum. Students may be required to submit more than the minimum number required tapes if the supervisor determines more oversight of a student’s progress is warranted.

Students should have each client (or parent of a minor client) complete a Consent to Record form prior to recording the session with the client. You may use the consent to record form provided by the Counseling Program, or another consent to record form provided by your site. The consent to record form should stay at your site as a part of the client’s record.

Students will need to purchase a digital audio or video recorder, and an encrypted password protected jump drive. Recording devices should not be directly connected to the internet. Reference the section on Recording Policies for more information about ethically recording sessions, protecting client information, and role play instructions if you need to submit mock sessions.
It is recommended that you submit a sampling of your work to your university supervisors, such as:

- Intake session
- First counseling session after the intake
- A minimum of two tapes with the same client to show your progress with that client
- Group session (if applicable)
- Shining moment
- Growing moment
- Termination session

As a part of tape submission in practicum, students will complete the following two assignments:

1. **Case Presentations:** Complete one (1) case presentation, accompanied by an audio or video-recording, during the semester in group supervision, one by mid-term and one at the end of the semester. Case study guidelines are on the CHS website. Your case presentation recordings should be different sessions than what you submit to your doctoral supervisor.

2. **Transcripts:** Submit four (4) recordings to your doctoral student supervisor to review. For two (2) of the recording submissions, complete a verbatim transcript form and submit along with the recording to your doctoral student supervisor. The transcript form is on the CHS website.

**F. EVALUATION FORMS** (CACREP 3.C)

**Clinical Competency Forms:** To be completed by student in conjunction with individual supervisor at beginning and end of the semester.

**Final Evaluation of Student Forms**
   Need to be completed by the following persons at the end of the semester:
   - University group supervisor/course instructor
   - University doctoral student supervisor
   - Site supervisor

**Group Skills Self and Site Evaluation Forms** (KPI 6; CACREP 2.F 6)
   Your site supervisor (if observing you leading groups) or another licensed clinician serving as the group co-leader will fill out the form at the end of the semester.

**G. Other Requirements**

Students must do all other readings or assigned activities which may be provided by their university supervisors.
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)
- 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 the hours log is signed off by the site supervisor and group supervisor.

Due to liability concerns, students are not permitted to collect hours at their practicum and internship sites when the university is not in session and they are not receiving faculty supervision, unless approved by the Clinical Coordinator due to extenuating circumstances. Students must inform their sites that they are not under university supervision, and their site supervisor must agree in writing to the Clinical Coordinator to continue to provide 1-hour of supervision per week during the time the student is at the site.

B. Site Supervision Agreement Forms (CACREP 3.R)

In conjunction with your site supervisor, you must complete a Site Supervision Agreement Form in Qualtrics prior to accumulating hours at your site. Both you and the site supervisor should sign the form in Qualtrics, and you will get an email copy of the form upon submission. A paper copy of the form is provided on the website for draft purposes only, to facilitate the completion of the form in Qualtrics.

Due Dates:
- First week of the semester for Mental Health Counseling students

During the first week of classes, you must complete a Group Supervision Agreement Form with your university group supervisor.
C. **Supervision**

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

- Two (2) hours per week of group supervision by a counselor education program faculty member (CACREP 3.M). Students who miss more than two group supervision sessions will not pass and will be required to repeat internship. Arriving late or leaving early counts as time missed.
- A minimum of one (1) hour per week of individual/triadic supervision by the student’s site supervisor (CACREP 3.L)

**Attendance Requirements:** Students must attend group supervision throughout the semester, even if they are finished with their clinical experience hours. Absences are not permitted; missing more than two supervision sessions will result in a failing grade. This includes arriving late and leaving early.

D. **Hours Logs**

Students should complete the Mental Health Counseling Internship hours log provided on the CHS webpage on a weekly basis to document your direct and indirect clinical experience hours and your supervision hours throughout the semester. *Utilize 15 minute increments in counting your hours (e.g., a 50 minute counseling session would count as 1 direct hour).*

Your site supervisor and group supervisor will check your hours logs regularly throughout the semester. You will submit the Final Hours log with the signatures of both your site and group supervisor at the end of the semester.

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

Students will be required to submit video or audio (video is preferred) tapes of their direct client work to their university and site supervisors. **Students will submit a minimum of three (3) tapes to their supervisors throughout each semester:**

- Two (2) tapes to their university group supervisor for case presentations during group supervision
- One (1) tape or a live observation of a counseling session with their site supervisor

*Mental health counseling students’ tapes should be at least 30 minutes in length.* Students may be required to submit more than the minimum number required tapes if the supervisor determines more oversight of a student’s progress is warranted.

Students should have each client (or parent of a minor client) complete a Consent to Record form prior to recording the session with the client. You may use the consent to record form provided by the Counseling Program, or another consent to record form provided by your site. The consent to record form should stay at your site as a part of the client’s record.
Students will need to purchase a digital audio or video recorder, and an encrypted password protected jump drive. Recording devices should not be directly connected to the internet. Reference the section on Recording Policies for more information about ethically recording sessions, protecting client information, and role play instructions if you need to submit mock sessions.

F. **Group Supervision:** Students must submit at least 2 tapes to the to their university group supervisor. As a part of tape submission during group supervision, students will complete the following assignments.

*Case Presentations: (KPI 3, 2.F.2)* Complete two (2) **case presentations**, following the COUN 667 case presentation guidelines, during the semester 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:

- **First semester:**
  - DSM-5 Diagnosis Worksheet
  - Sample Treatment Plan
- **Second semester:**
  - Ethical Decision-Making
  - Application of Research

*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).*

G. **Site Supervision:** Students should submit at least one tape or schedule a live observation with their site supervisor during each semester of internship.

*Session Review Form:* As part of tape submission or live observation during site supervision, the site supervisor will complete a **Session Review Form** (it is recommended to complete this near mid-semester), to be submitted to your group supervisor upon completion.

H. **Mental Health Counseling Portfolio**

As a cumulative assessment of your development as a counselor, you will submit the following documents in an either a paper or electronic portfolio format, per preference of your university group supervisor, during your 2nd semester of internship. For electronic submission, creating a shared folder in ODU’s Box is recommended. 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. *It is recommended that you scan in and save your*
Portfolio Assignments as you complete them. You must receive a passing grade on your portfolio to pass your 2nd semester of internship.

<table>
<thead>
<tr>
<th>CMHC Portfolio Assignments</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td><strong>Assignments attached to Case Presentations</strong></td>
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<tr>
<td>1. DSM Diagnosis Worksheet</td>
<td>1st semester Case Presentation</td>
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<tr>
<td>Example case summary with identification of DSM diagnosis and differential diagnosis</td>
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<tr>
<td>2. Sample Treatment Plan</td>
<td>1st semester Case Presentation</td>
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<tr>
<td>Example case summary and treatment plan utilizing evidence-based practices for a client</td>
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<tr>
<td>3. Ethical Decision-Making</td>
<td>2nd semester Case Presentation</td>
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<tr>
<td>Description of ethical issue encountered with a client and outline of using an ethical decision-making model to resolve issue</td>
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<tr>
<td>4. Application of Research</td>
<td>2nd semester Case Presentation</td>
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<tr>
<td>Research article and summary of how article informed counseling practice with a client</td>
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<tr>
<td><strong>Assignments Due in e-portfolio</strong></td>
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<tr>
<td>5. Counseling Assessment</td>
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<tr>
<td>Identification of assessment used with a client and description of how assessment was used to inform counseling practice</td>
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<td>6. Theoretical Orientation &amp; Interventions</td>
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<td>Description of primary theoretical orientation and three examples of interventions used with clients aligned with counseling theory</td>
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<td>7. Professional Membership and Involvement</td>
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<td>Evidence of joining a counseling professional organization (other than ACA*) or participation in a counseling conference/workshop</td>
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<td>8. Plan for Continued Professional Development</td>
<td></td>
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<tr>
<td>Statement of professional goals and plan for development – Plans to take NCMHCE, become licensed, additional trainings/certifications to pursue</td>
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</tbody>
</table>

**Portfolio Structure**

The portfolio should be a well-organized, with all assignments clearly labeled and submitted in numerical order. Assignments follow outlines and instructions provided.

* 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. **Evaluation Forms** (CACREP 3.C)

   **Clinical Competency Forms:** To be completed by student in conjunction with the university group supervisor at **beginning** and **end** of the semester.

   **Final Evaluation of Student Forms**
   Need to be completed by the following persons at the end of the semester:
   - University group supervisor/course instructor
   - Site Supervisor

J. **Other Requirements**

Students must do all other readings or assigned activities which may be provided by their university supervisors.

**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)
   - 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)

   Due to liability concerns, students are not permitted to collect hours at their practicum and internship sites when the university is not in session and they are not receiving faculty supervision, unless approved by the Clinical Coordinator due to extenuating circumstances. Students must inform their sites that they are not under university supervision, and their site supervisor must agree in writing to the Clinical Coordinator to continue to provide 1-hour of supervision per week during the time the student is at the site.
**Full-time teachers:** The counseling program has policies to try to accommodate full-time teachers’ schedules in completing internship. Please talk to the Clinical Coordinator for more information.

**B. Site Supervision Agreement Forms (CACREP 3.R)**

In conjunction with your site supervisor, you must complete a Site Supervision Agreement Form in Qualtrics prior to accumulating hours at your site. Both you and the site supervisor should sign the form in Qualtrics, and you will get an email copy of the form upon submission. A paper copy of the form is on the website for draft purposes only, to facilitate the completion of the form in Qualtrics.

**Due Dates:**
- Second week of the semester for School Counseling Students

During the first week of classes, you must complete a Group Supervision Agreement form with your university group supervisor.

**C. Supervision**

Students will engage in the following supervision components over the course of internship:
- Two (2) hours per week of group supervision by a counselor education program faculty member (CACREP 3.M). Students who miss more than two group supervision sessions will not pass and will be required to repeat internship. Arriving late or leaving early counts as time missed.
- A minimum of one (1) hour per week of individual/triadic supervision by the student’s site supervisor (CACREP 3.L)

**Attendance Requirements:** Students must attend group supervision throughout the semester, even if they are finished with their clinical experience hours. Absences are not permitted; missing more than two supervision sessions will result in a failing grade. This includes arriving late and leaving early.

**D. Hours Logs**

Students should complete the School Counseling Internship hours log provided on the CHS webpage on a weekly basis to document your direct and indirect clinical experience hours and your supervision hours throughout the semester. *Utilize 15 minute increments in counting your hours (e.g., a 25 minute counseling session would count as .5 direct hours/30 minutes direct contact).*

Your site supervisor and group supervisor will check your hours logs regularly throughout the semester. You will submit the Final Hours log with the signatures of both your site and group supervisor at the end of the semester.
E. **Audio/Video Recording of Students** (CACREP 3.B)

Students will be required to submit video or audio (video is preferred) tapes of their direct client work. **Students must submit at least 3 tapes (see below) to their university group supervisor.**

As a part of tape submission in school counseling internship, students will complete three case conceptualizations (see the form on Bb) with accompanying tapes that will be presented in group supervision on the assigned date. A ten-minute segment of this tape will be shown in group supervision as well. Tapes will include:

- One consultation tape
- One classroom lesson tape, and
  - For consultation and classroom lessons, the Consent to Record form is not required. The camera should remain on you only and not on the students or teacher in the room.
- One individual counseling tape
  - For individual or group counseling sessions, each parent/guardian of a minor must complete a “Consent to Record” form **before** recording counseling sessions.
- *Other tapes may be required, if warranted by the professor.

Students may be required to submit more than the minimum number required tapes if the supervisor determines more oversight of a student’s progress is warranted.

Students should have parents of a student complete a Consent to Record form prior to recording the session with the client. You may use the consent to record form provided by the Counseling Program, or another consent to record form provided by your site. The consent to record form should stay at your site as a part of the student’s record.

Students will need to purchase a digital audio or video recorder, and an encrypted password protected jump drive. Recording devices should not be directly connected to the internet. Reference the section on Recording Policies for more information about ethically recording sessions, protecting client information, and role play instructions if you need to submit mock sessions.

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 (6th 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.
G. School Counseling Portfolio

As a cumulative assessment of your development as a 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. Refer to the resources for creating a digital portfolio in Appendix B. You must receive a passing grade on your portfolio to pass your 2nd semester of internship.

Overview of the School Counseling Portfolio:

1. Introduction:
   A 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. Purposes
   There are two primary purposes for the portfolio, to facilitate students’ intentional shaping and synthesis of their learning and 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, eportfolio, usb, 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:

Please include all headings:

**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**
• 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:
    - SMART goal worksheet
    - Lesson Plan/Group Template
    - Data Report form

**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. Evaluation Forms** (CACREP 3.C)

  **Clinical Competency Forms:** To be completed by student in conjunction with university group supervisor at **beginning** and **end** of the semester.

  **Final Evaluation of Student Forms**
  Need to be completed by the following persons at the end of the semester:
  • University group supervisor/course instructor
  • Site Supervisor

**I. Other Requirements**
Students must do all other readings or assigned activities which may be provided by their university supervisors.
ADDITIONAL PROCEDURES FOR SCHOOL COUNSELING STUDENTS

A. Practicum

School Counseling students are to complete their practicum in a mental health agency that provides counseling services to children in order to reinforce their counseling skill set. 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 updates the site list regularly, 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

END-OF-SEMESTER PAPERWORK SUBMISSION

Students will submit to the group/class instructor all required forms including evaluation forms and hours logs. See Appendix A for a list of the required paperwork, and how to complete the forms either via PDF or on Qualtrics. Paperwork must be appropriately completed and signed. Links to all the forms (except 4b. Final Evaluation of Student by Site Supervisor and 5b. Final Evaluation of Site and Site Supervisor – see information below) are available on the CHS website.

For forms in Qualtrics, print emailed copies of forms and/or submission pages, following the instructions on the P&I checklist, to submit with completed paperwork packet at the end of the semester.

Instructions for Submitting Paperwork at the End of the Semester:
1. Your group supervisor will review and verify that all forms are completed before assigning you a course grade.

2. Download GeniusScan app (or another scanning app) for smart phone or scan paperwork in at the main office.

3. Scan all forms into one PDF file in numerical order EXCEPT for the Hours Log and Hours Log Summary Forms.
   - Save as “[Last Name, First Name] COUN [insert course number] Final Paperwork” (e.g., Doe, Jane COUN 66x Paperwork)

4. Scan the Hours Log Summary and Hours Log separately. The Hours Log Summary Form should be the first document (this helps us in verifying internship hours for QMHP and LPC paperwork) and the Hours Log as the secondary document.
   - Save as “[Last Name, First Name] COUN [insert course number] Hours Log” (e.g., Doe, Jane COUN 66x Hours Log)

5. Email scanned Paperwork and Hours Log to clinicalcoord@odu.edu.
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’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.

Students should purchase a digital audio or video recorder, as well as a password protected USB drive used to submit the recordings to your university supervisors. Recording devices should not be connected to the internet; thus, students should not use their laptops or phones to record sessions.

Once the session has been recorded, the student must immediately (i.e., by the end of the workday) transfer the recording to an encrypted password protected USB drive, which they use to submit to their tapes to their university supervisor. Students should keep the recording device on their person at all times until the recording can be transferred to the USB drive. To transfer the recording source file on the recording device to the jump drive, make a direct transfer by dragging or cutting/pasting the source icon (i.e., on the recording device) to the destination icon on the jump drive. Recording source files should then be deleted from the recording device. Recordings saved on the USB drive should not include any identifying information (e.g., full name) of the client.

Students should keep their USB drives in a secure location (e.g., restricted areas of their practicum or internship site, site-supervisor’s office, lock box etc.), and keep the USB drive on their person at all times when transferring the drive to their university supervisors. If students need to leave the USB drives for their university supervisors on campus, they should be left in a secure location (e.g., doctoral students’ lockers, in the CHS front office, etc.).

All recordings should be kept on the password-protected USB drive, and not on students’ personal devices (e.g., laptops, computers, phones, tablets). Students are never permitted to share the recordings via email or to upload to a cloud sharing software that is connected to the internet.

All recordings must be deleted from the USB drive at the end of the semester, once they have passed the course.

In the event that a recording device or jump drive is lost, students must report this to their site and university supervisor within one day of losing the recording device or jump drive.

Students should follow any additional recording policies specified by their sites.
A. Recording Options

If you are at a placement site that does not allow recordings of client sessions, or does not allow recordings to be taken off-site, 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.
3. For COUN 669 students, the Clinical Coordinator will organize 1-2 Mursion simulation sessions that can count for direct hours and recordings each semester. The Mursion simulations are conducted online via Zoom, and the role play will be of a triage intake with client(s) that lasts 25 minutes. You will need to sign up for the simulation in advance. Recordings will be uploaded to Google Drive for you to share with your supervisors. More information will be provided by your instructor at the start of the semester.

B. 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. 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. **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.

**CONFIDENTIALITY OF CLINICAL SUPERVISION POLICY**

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).

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.

**DIRECT VS. INDIRECT SERVICE HOURS**

Direct services are conducted to clients or students, via in-person interactions between counselors and clients/students. **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. **Mental Health Counseling**

   **Direct services** are conducted to clients, via in-person interactions between counselors and clients:
   - Conducting or co-conducting individual, family, or group counseling
   - Administering intakes or assessments to clients
   - Group:
     - Psychotherapy or psychoeducational groups conducted with clients

   **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. School Counseling

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

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, supervisor, etc.
• 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 onto the Supervision Log including supervision received from university group supervisor, university individual supervisor, and site supervisor.

A. University Supervision

1. Doctoral Students as University Supervisors
In most cases, doctoral students will individually supervise master’s degree students for practicum. In such cases, the doctoral student supervisors will be receiving supervision from a faculty individual supervisor. All doctoral student supervisors who are supervising master’s degree students must meet the following requirements (CACREP 3.0):
• 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

Students are required to meet with their individual supervision once a week for individual or triadic supervision. Supervision sessions will not be held when the university is officially closed.
2. **Faculty Instructors as Group Supervisors**

   Each regular, adjunct, and affiliate program faculty member who is a faculty instructor or supervisor for the internship course must have the following (CACREP 3.N):
   
   - relevant experience
   - professional credentials, and
   - counseling supervision training and experience

   Group supervisors should have regular consultation with the student’s site supervisor (CACREP 3.H).

B. **Site Supervision**

   All students must receive a **minimum** of one (1) hour per week of **individual or triadic supervision** by their site supervisor. Any site supervision missed, should be made up within the same week. Site supervisors should have the following (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

   Sites must also permit audio or video recording for review by the university supervisors. Weekly site supervision should be used to review goals, tasks as defined by the site supervisor, and progress toward those goals and tasks. Site supervision should also include processing of the student’s experience with clients. Site supervisors for students should have regular consultation with the student’s university group supervisor (CACREP 3.H).

C. **Evaluation of Supervisors**

   Students are expected to complete written evaluations of their university individual and group supervisors as well as their site supervisors as part of their final 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](http://www.counseling.org).
- The National Board of Certified Counselors and Lockton Affinity. *This is the more cost-effective*
Visit https://locktonmedicalliabilityinsurance.com/nbcc/ for more information.

- Purchase HSPO liability insurance without obtaining an ACA membership. Visit https://www.hpsocom 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, 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.

**LICENSURE VERIFICATION FORMS**

**School Counseling Students**
The Office of Clinical Experiences supports your licensure process and completes your College Verification Forms. Visit their website at https://www.odu.edu/oce/tep-requirements/application-checklist#tab401763649215=0 for directions, under the Advanced Licensure tab.

**QMHP & LPC Verifications for the Virginia Board**
The Clinical Coordinator has to sign the following forms for the VA Board of Counseling:

- **LPC**: Verification of Coursework, Degree, & Internship Form
- **QMHP**: Verification of Internship/Practicum for QMHP

**Current students:**

- Track your hours in the Practicum & Internship Final Hours Summary spreadsheet (on the CHS website under Hour Log Summary Forms)
- At the end of your 2nd semester of internship: Email the P&I Final Hours Summary spreadsheet as a separate attachment, along with your internship paperwork, to clinicalcoord@odu.edu
- LPC/QMHP requests can be submitted once your 2nd semester internship grade has posted and you have submitted your final paperwork to the Clinical Coordinator.

**Processing of verification forms after graduation:**
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:
   a. The completed verification form (with your hours and coursework filled out);*
   b. A copy (unofficial or official) of your transcript
   c. Copies of your Hours Logs for each semester or the P&I Final Hours Summary spreadsheet

3. Return of the form. Indicate:
   a. If you want to pick up the form at the CHS front office; or
   b. Include your mailing address if you need the form mailed to you.

Due to COVID-19 restrictions, the Clinical Coordinator is emailing the verification forms to the VA Board. If you are outside of VA, please provide an email address for the state’s licensing board or another electronic means for to submit the form.

*The QMHP & LPC forms say “To be completed by the program,” but it is faster to review forms for accuracy than to fully complete forms. We will change the information you completed, if the courses or hours are inaccurate based on our records.

Helpful Hints

   c. **Current students:** Complete the Practicum & Internship Final Hours Summary spreadsheet and submit to clinicalcoord@odu.edu at the end of your 2nd semester of internship.

   d. **Keep copies of your hours logs & internship paperwork for your personal records!**

   e. Completing the verification form and attaching your transcripts and hours logs to your requests helps us speed up the processing time, as we then can easily verify the information by cross-checking your submissions.

   f. **If you move out of state,** it is your responsibility to familiarize yourself with the state board’s standards. Include specific directions in your request to facilitate processing for out-of-state requests.
## Appendix A: Paperwork Checklist

<table>
<thead>
<tr>
<th>#</th>
<th>Name of Form</th>
<th>Deadline</th>
<th>Courses</th>
<th>Completed By</th>
<th>Additional Information</th>
</tr>
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<tbody>
<tr>
<td>1a</td>
<td>Liability Insurance Confirmation</td>
<td>First week of classes</td>
<td>669 667, 668</td>
<td>Student</td>
<td>Submit a copy of your liability insurance coverage certificate to your group supervisor during the first week of classes. Students must have insurance in place before accruing direct hours at their site.</td>
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<tr>
<td>1b</td>
<td>Due Diligence Statement for Clinical Practicum or Internship</td>
<td>First week of classes</td>
<td>669 667, 668</td>
<td>Student</td>
<td>Bring signed to first group supervision session.</td>
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<td></td>
<td>Site and Supervision Agreements</td>
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<tr>
<td>2a</td>
<td>Site Supervision Agreement</td>
<td>First week of classes for MHC placements</td>
<td>669 667, 668</td>
<td>Students complete form in conjunction with Site Supervisor</td>
<td>This form is <strong>completed ONLINE in Qualtrics.</strong> The Qualtrics link is on the CHS website. The PDF form on the CHS website is for draft purposes only. Both the student and site supervisor have to sign the form, so students need to complete the form in a face-to-face meeting with the site supervisor. Site Supervisors and students will receive an email copy of the form. Submit a copy to your Group Supervisor. <em>If you have more than one site, you need to submit a separate site agreement for each site.</em></td>
</tr>
<tr>
<td>2b</td>
<td>Group Supervision Agreement</td>
<td>Second week of classes</td>
<td>669 667, 668</td>
<td>Group Supervisor</td>
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<tr>
<td></td>
<td>Individual Supervision Agreement (PRACTICUM ONLY)</td>
<td>Second Week of classes</td>
<td>669</td>
<td>Individual Supervisor</td>
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### Clinical Competency Scale

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<tr>
<th></th>
<th>Clinical Competency Scale</th>
<th>Second week of classes</th>
<th>Last week of classes</th>
<th>669</th>
<th>667, 668</th>
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<tr>
<td>3</td>
<td>669: Students complete form in conjunction with their Individual Supervisor</td>
<td></td>
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<td></td>
<td>667/668: Students complete form in conjunction with their Group Supervisor</td>
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<td>This form is to be completed at the beginning and end of the semester.</td>
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### Final Evaluation of Student Forms

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<tr>
<th></th>
<th>Final Evaluation of Practicum/Internship Student by Group Supervisor</th>
<th>Last week of classes</th>
<th>669</th>
<th>667, 668</th>
<th>Group Supervisor</th>
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<tbody>
<tr>
<td>4a</td>
<td>This form is completed ONLINE in Qualtrics.</td>
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<td></td>
<td>The group supervisor will provide with students with the Qualtrics survey link to distribute to their site supervisors a few weeks prior to the end of the semester.</td>
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<td></td>
<td>Site Supervisors and students will receive an email copy of the form.</td>
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<th></th>
<th>Final Evaluation of Practicum/Internship Student by Site Supervisor</th>
<th>Last week of classes</th>
<th>669</th>
<th>667, 668</th>
<th>Site Supervisor</th>
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<tr>
<th></th>
<th>Final Evaluation of Student by Individual Supervisor (PRACTICUM ONLY)</th>
<th>Last week of classes</th>
<th>669</th>
<th>Individual Supervisor</th>
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<tbody>
<tr>
<td>4c</td>
<td>This form must be signed by the individual supervisor and the group supervisor.</td>
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<td></td>
<td>Group Skills Evaluation Form (PRACTICUM ONLY)</td>
<td>Last week of classes</td>
<td>669</td>
<td>Site Supervisor or another licensed clinician on site serving as the group co-leader.</td>
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**Final Evaluations of Supervisors**

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<tr>
<th></th>
<th>Final Evaluation of Group Supervisor</th>
<th>Last week of classes</th>
<th>669 667, 668</th>
<th>Student</th>
<th>This form is <strong>completed ONLINE in Qualtrics.</strong> The Qualtrics link is on the CHS website. Print the submission page to provide proof of completion to your instructor.</th>
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<tbody>
<tr>
<td>5a</td>
<td>Final Evaluation of Site and Site Supervisor</td>
<td>Last week of classes</td>
<td>669 667, 668</td>
<td>Student</td>
<td>This form is <strong>completed ONLINE in Qualtrics.</strong> The group supervisor will provide with students with the Qualtrics survey link a few weeks prior to the end of the semester. Students will receive an email copy of the form.</td>
</tr>
<tr>
<td>5b</td>
<td>Final Evaluation of Individual Doctoral Supervisor (PRACTICUM ONLY)</td>
<td>Last week of classes</td>
<td>669</td>
<td>Student</td>
<td>This form is <strong>completed ONLINE in Qualtrics.</strong> The Qualtrics link is on the CHS website. Print the submission page to provide proof of completion to your instructor.</td>
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**Site Visit Form**

<table>
<thead>
<tr>
<th></th>
<th>Site Visit Form</th>
<th>Mid-semester</th>
<th>669 667, 668</th>
<th>Group Supervisor when conducting a site visit</th>
<th>The group supervisor should provide students with a copy of this form to be submitted with their final paperwork packet.</th>
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<tbody>
<tr>
<td>Hours Logs (Excel Spreadsheets)</td>
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<td><strong>7a</strong> Practicum/Internship Hours Log (Clinical Mental Health Counseling)</td>
<td>Throughout semester</td>
<td>669, 667, 668</td>
<td>Student</td>
<td>Your site supervisor and university supervisor will be checking your hours logs on at least a bi-weekly basis.</td>
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<td><strong>7b</strong> Practicum/Internship Hours Log (School Counseling)</td>
<td>Throughout semester</td>
<td>669, 667, 668</td>
<td>Student</td>
<td>Your site supervisor and university supervisor will be checking your hours logs on at least a bi-weekly basis.</td>
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<th>Hours Log Summary Forms</th>
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<tr>
<td><strong>8a</strong> Hours Log Summary (Clinical Mental Health Counseling)</td>
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<td><strong>8b</strong> Hours Log Summary (School Counseling)</td>
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<th>Additional Forms</th>
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<td>COUN 667 Session Review From</td>
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<th>MSEd Specialty Area Portfolios</th>
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<tr>
<td>Mental Health Counseling Portfolio</td>
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<td>School Counseling Portfolio</td>
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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
- https://www.youtube.com/watch?v=wDdL.BcD68uA&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/1vSFnunAhw

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=ChQmwV9sbf4
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.