

OLD DOMINION UNIVERSITY
Department of Counseling & Human Services
Counseling Program

M.S.Ed. / Ed.S.

FIELDWORK HANDBOOK

Practicum & Internship in Counseling

Clinical Mental Health Counseling • School Counseling

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A Note on Accreditation and CACREP Citations

The Old Dominion University Counseling Program is accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**. The fieldwork curriculum and supervised field experiences described in this handbook align with both the **2016** and **2024** CACREP Standards, ensuring that trainees gain the practical experience needed for effective, ethical entry-level practice and for licensure or certification as professional counselors and/or school counselors.

Throughout this handbook, the applicable CACREP Standards are cited in parentheses for accreditation-verification purposes. Citations use the following convention:

(CACREP 2016, X.X; 2024, Y.Y) the first reference is to the corresponding **2016 Standard** and the second is to the corresponding **2024 Standard**. When a requirement appears in only one set of Standards, only that citation is provided.

In the 2016 Standards, professional-practice requirements appear in **Section 3 (Professional Practice)** and the foundational curriculum appears in **Section 2 (Professional Counseling Identity)**. In the 2024 Standards, professional-practice requirements were renumbered into **Section 4 (Professional Practice)** and the foundational curriculum into **Section 3 (Foundational Counseling Curriculum)**. This handbook reflects that crosswalk.

Essential consideration for all counseling trainees: while these requirements align with CACREP accreditation standards, each trainee must verify the specific fieldwork, licensure, and certification requirements set by the board in the state where one intends to practice. State boards may have additional or unique stipulations.

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Part 1: Getting Started

Section 1: Introduction to Fieldwork

Welcome to the fieldwork portion of the Counseling Program! The fieldwork journey is an exciting and essential phase of your professional development, where you progress from academic learning to practical application. The practicum and internship experiences are designed to help you grow as a counselor, apply your knowledge, and refine your clinical skills in a supportive, supervised environment. This handbook is your comprehensive guide to navigating the fieldwork process.

To obtain licensure as a professional counselor in many states, counseling trainees must complete a 600-hour internship. Similarly, for licensure or certification as a school counselor in applicable states, trainees must complete at least 200 hours of fieldwork in an accredited PreK–12 setting, with experience at two different grade levels (i.e., 300 internship hours at the elementary level and 300 hours at the middle/high school level).

The Purpose and Value of Fieldwork

Fieldwork provides the opportunity to integrate and apply the counseling theories, techniques, and knowledge you have learned in your coursework. Under the guidance of experienced supervisors, you gain invaluable practical experience in real-world mental health or school counseling settings. These experiences are crucial for developing the skills necessary for entry-level professional practice and are foundational for students seeking licensure as professional counselors and/or school counselors.

These courses contribute primarily to the CACREP standards associated with entry-level professional practice (**CACREP 2016, 3.A–E; 2024, 4.A–P**), practicum (**CACREP 2016, 3.F–I; 2024, 4.Q–T**), and internship (**CACREP 2016, 3.J–M; 2024, 4.U–X**). They also reinforce foundational-curriculum areas, including professional orientation and ethical practice (**CACREP 2016, 2.F.1; 2024, 3.A**), social and cultural diversity (**CACREP 2016, 2.F.2; 2024, 3.B**), human growth and development (**CACREP 2016, 2.F.3; 2024, 3.C**), counseling and helping relationships (**CACREP 2016, 2.F.5; 2024, 3.E**), and group counseling and group work (**CACREP 2016, 2.F.6; 2024, 3.F**).

Overview of the Fieldwork Sequence

The fieldwork experience is a two-part sequence required for all M.S.Ed. trainees:

- **COUN 669 Practicum in Counseling:** a minimum 100-hour introductory fieldwork experience that includes at least 40 hours of direct service with clients (**CACREP 2016, 3.F–G; 2024, 4.Q–R**).
- **COUN 667/668 Internship:** a minimum 600-hour fieldwork experience completed over two consecutive semesters that includes at least 240 hours of direct service with clients (**CACREP 2016, 3.J–K; 2024, 4.U–V**).

Ed.S. Trainees: Ed.S. learners may complete COUN 667/668 Internship -or- both COUN 669 Practicum and COUN 667/668 Internship to align with specific professional goals.

Section 2: Key Fieldwork Terminology

The following terms are used throughout this handbook and during your fieldwork experience.

Term	Definition
Trainee	Used interchangeably with “student” or “learner.” Refers to individuals enrolled in practicum and internship courses.
Fieldwork Site / Placement Site	The setting — a mental health practice or a school — where a trainee is accepted to complete practicum or internship hours. May be called a “clinical placement site” in the mental health context. School Counseling trainees must complete the Office of Clinical Experiences (OCE) Teacher Candidate Internship Application to secure school-based placements.
Faculty Supervisor	Used interchangeably with “instructor” or “group supervisor.” The faculty member who serves as the fieldwork course instructor (COUN 669, 667, or 668) and provides a minimum of two (2) hours of weekly group supervision throughout the fieldwork semester(s).
Site Supervisor	The licensed counseling or related mental/behavioral health professional at the fieldwork site who oversees the trainee’s work. Provides a minimum of one (1) hour of individual or triadic supervision each week throughout the entire placement, including semester breaks. A trainee should have at least one site supervisor at each site and may have more than one qualified site supervisor at the same site.
Individual/Triadic Supervisor	A university-approved supervisor — typically a doctoral student enrolled in COUN 868 Doctoral Internship and under the supervision of a counseling program faculty member — who provides a minimum of one (1) hour of weekly individual or triadic supervision to COUN 669 Practicum trainees.
Supervision Assist (SA)	The secure, online, HIPAA / HECVAT / SOC 2-compliant platform used to track fieldwork hours and activities, manage required documentation, submit recorded fieldwork sessions for review, and complete fieldwork evaluations.
COUN Intent to Enroll Application	A formal online application that trainees must submit to the Counseling Program to receive approval to register for fieldwork courses, confirming that prerequisites have been or will be met. Unless otherwise specified, due dates are February 1 (Fall enrollment) and August 1 (Spring/Summer enrollment) — approximately six months before COUN 669 Practicum. The Clinical Coordinator must approve the application before a trainee can enroll.

Term	Definition
OCE Teacher Candidate Internship	The required Office of Clinical Experiences (OCE) application process that School Counseling trainees must complete to request in-school placements. School Counseling trainees should refrain from contacting schools or district offices directly unless instructed to do so by the OCE.
Placement Application	Often used interchangeably with “fieldwork application.” An electronic form in Supervision Assist submitted at the beginning of each practicum or internship semester to formally confirm placement at the designated site and with the assigned site supervisor. Components include verification of liability insurance, clinical competency goals, the trainee due-diligence statement, and the site supervision agreement.
Direct Service Hours	Services provided to clients through face-to-face interaction between counselor and client (in person or via telehealth/videoconference), such as conducting or co-conducting individual, family, or group counseling and administering intakes or assessments.
Indirect Service Hours	Services provided as a result of the counselor’s interaction with others (e.g., session shadowing/observation, trainings or workshops attended or facilitated, staff/case-management meetings, consultation, outreach, and referrals).
Recordings	Audio or video recordings of counseling sessions with clients or students, required for fieldwork. Sometimes referred to interchangeably as “tapes.”

Section 3: Pre-Fieldwork Requirements

All counseling trainees must successfully complete the required program prerequisites before enrolling in a fieldwork course:

- **Fieldwork Orientation** (see Appendix A for session schedules).
- **Background Check Process** (see Section 4).
- **COUN Intent to Enroll Application** (see Section 6).
- **For COUN 668 School Counseling Internship:** Office of Clinical Experiences (OCE) Teacher Candidate Internship Application.

Counseling courses completed with a grade of B- or better:

- **COUN 669 Practicum Prerequisites:** COUN 601, 633, 634, 642 or 644, and 650.
- **COUN 667 Mental Health Counseling Internship Prerequisites:** COUN 601, 633, 634, 644, 645, 648, 650, 669, 680, and 685.
- **COUN 668 School Counseling Internship Prerequisites:** COUN 601, 633, 634, 642, 645, 648, 650, 669, 676, 677, and 678.

Section 4: Background Check Process

Old Dominion University (ODU) requires a background clearance check of all counseling trainees before entering fieldwork experiences. The clearance must be completed within the first year of program enrollment and before beginning practicum. Background checks are coordinated through the Office of Clinical Experiences (OCE). Questions should be directed to the OCE at oce@odu.edu or 757-683-3348.

Because the clearance process can take a minimum of eight weeks, trainees are advised to begin well before the intended practicum semester.

Background Check Components

- Social services / child protective services check via the Central Registry Release (\$10 fee).
- Fingerprinting (\$27 state police processing fee | \$15 fingerprinting fee).
- A review of each candidate's name through the State Police Sex Offender Registry.

Important Clarifications

- The OCE background check process is the same for both in-state and out-of-state (distance) trainees, and all checks go through the national background check registry covering all states, not just Virginia.
- **Per OCE policy, all trainees preparing for fieldwork must complete the university background check.** Previous, external, or non-university background checks will not be accepted.
- Most collaborating mental health agencies rely on the university's screening and wait for results before allowing trainees to begin. Rarely, a site (e.g., integrated behavioral health, military-serving agencies, or community service boards) may request an additional check.

OCE Background Check Policy (Effective 08/21/2025): *“Students will no longer be permitted to submit background check letters from outside organizations or external agencies. The only exceptions to this policy are for students who are: (a) provisionally licensed or (b) participating in specific grant programs. In these cases, students must provide verifiable documentation to support their exception status. All other students are required to complete ODU’s official background check process.”*

Background Check Results

To verify that your clearance has been completed and recorded, log in to **Leo Online** and review the **Test Score** page. A **score of 1** indicates successful clearance.

Continuation of Background Clearance

Once the OCE has cleared a candidate, no additional background check is required unless there is a break or pause in continual program enrollment exceeding six months. In that case, the candidate must complete the reactivation or readmission process with the ODU admissions office.

Section 5: Professional Liability Insurance Coverage

All counseling trainees are required to secure and maintain active professional liability (malpractice) insurance throughout the entire fieldwork experience (**CACREP 2016, 3.A; 2024, 4.B**). Proof of coverage must be submitted via the Supervision Assist Placement Application before a trainee can begin accruing direct hours at the site.

Two Different Documents: Personal **clinical liability insurance** (described below) is *different* from the university's certificate of insurance that some placement sites request. Email clinicalcoord@odu.edu for proof of the Commonwealth of Virginia coverage that ODU provides to enrolled students in supervised, graded placements.

Recommended options for purchasing affordable professional liability insurance:

- **Option 1 — ACA Student Membership:** paid student members of the American Counseling Association (ACA) receive complimentary liability insurance provided by the Healthcare Providers Service Organization (HPSO). Join at <https://www.counseling.org/membership/join-now>.
- **Option 2 — NBCC and Lockton Affinity:** insurance obtained via the National Board for Certified Counselors (NBCC) is typically the most affordable option. See <https://www.cmfgroup.com/about-cmf/cmf-partners/nbcc-member-malpractice-insurance-benefits>.
- **Option 3 — Direct Purchase from HPSO:** trainees may purchase a policy directly from HPSO without an ACA membership. Students and recent graduates are eligible for up to a 60% discount. See <https://www.hpsoc.com/Insurance-for-you/Students-recent-graduates> and select "Mental Health Counselor" or "School Counselor" as the main area of study.

Annual Liability Insurance Renewal

Policies are valid for one (1) year. If fieldwork experiences last longer than 12 months, the trainee is responsible for renewing coverage to maintain continuous protection across all fieldwork semesters.

Liability Insurance for School Counseling Trainees

The free liability insurance offered with an American School Counselor Association (ASCA) student membership covers work only within a school setting and does not extend to COUN 669 Practicum experiences in mental health settings. School Counseling trainees must therefore secure one (1) of the three options above to be fully covered for both community and school placements.

Section 6: The Application and Placement Process

Intent to Enroll Application Process

To enroll in any fieldwork course, trainees must first submit an Intent to Enroll Application and receive official approval from the Clinical Coordinator. This approval is mandatory before registering for any fieldwork course.

Gentle Note: Trainees who register for a fieldwork course without prior approval will be administratively dropped from the course.

Intent to Enroll Application Due Dates

- **February 1:** due date for Fall semester fieldwork enrollment.
- **August 1:** due date for Spring/Summer semester fieldwork enrollment.

Per CACREP standards, each fieldwork course section is limited to **12 trainees (CACREP 2016, 3.S–U; 2024, 4.Y–BB)**; once a section is full, additional seats cannot be added. All applications are reviewed after the due date. Please allow up to two (2) weeks for a response.

Summer Semester Fieldwork Enrollment

For Summer, Intent to Enroll applications are accepted only for COUN 669 Practicum and COUN 667 Mental Health Counseling Internship.

Fieldwork Semester Change or Deferment

If a trainee defers fieldwork to a future semester after receiving approval, a new Intent to Enroll Application must be submitted for that semester.

Program-Specific Intent to Enroll Routes

- **M.S.Ed./Ed.S. Clinical Mental Health Counseling (COUN 669 Practicum and COUN 667 Internship):** Submit the CMHC Intent to Enroll Application.
- **M.S.Ed./Ed.S. School Counseling (COUN 669 Practicum and COUN 668 Internship):** Submit the School Counseling Intent to Enroll Application and, for COUN 668, the OCE Teacher Candidate Internship Application.
- **Advanced Ed.S. (COUN 667/668 Internship or COUN 868 Advanced Internship):** Submit the Advanced Ed.S. Intent to Enroll Application.

OCE Teacher Candidate Internship Application (COUN 668)

In addition to the School Counseling Intent to Enroll Application, COUN 668 trainees secure their PreK–12 placements through the Office of Clinical Experiences (OCE) by completing the OCE Teacher Candidate Internship Application. Per correspondence with the OCE regarding the “Student Teaching Guidelines” associated with this application, school counseling trainees only need to complete the following “Student Teaching Requirements” (VDOE statutory requirements):

- First Aid / CPR / AED hands-on training
- Dyslexia Awareness Training

- Child Abuse and Neglect Recognition and Intervention Training
- Behavior Intervention and Support Training
- Cultural Competency Training

After selecting “I have read and understood the application requirements” and then “Proceed,” the remainder of the application — general questions about the internship placement — can be completed in one sitting.

Note from the OCE: *“The most important part for the school counseling learners is to complete the online application. The school counseling learners also need to complete the OCE Teacher Candidate Internship Application each semester of internship placement.”*

OCE Teacher Candidate Internship Application Due Dates (COUN 668 School Counseling Internship):

April 1 for Fall semester internship and October 1 for Spring semester internship. Submit a new application before **each** COUN 668 internship semester. School Counseling trainees should **not** contact a school division until the OCE announces placements.

Securing a Placement Site

All COUN 669 Practicum and COUN 667 CMHC Internship trainees are responsible for identifying and securing their own placement sites before the start of the semester. Begin with the [COUN Placement Directory](#) (located in the COUN Fieldwork Hub in Canvas), which lists sites that have hosted ODU trainees in prior semesters. Trainees are not limited to the directory. To work with a prospective site that is not listed in the directory, request that the site point of contact complete the [New Site Verification Form](#). The Graduate Clinical Coordinator must verify and approve any site that does not already appear on the directory before placement.

COUN 668 School Counseling Internship trainees are placed in PreK–12 schools by the Office of Clinical Experiences (OCE). ***School Counseling trainees should not contact a school division regarding placements for practicum, internship, or observations until the OCE announces placements.***

Placement Tips and Interview Preparation

- **Start early:** Begin the CMHC site search up to a year (and at least two semesters / 6–8 months) before your semester start date. Both mental health and school counseling trainees complete COUN 669 Practicum in mental health settings. School counseling trainees are encouraged to find a practicum setting serving youth.
- **Know your requirements:** Read this handbook and attend a fieldwork orientation before reaching out to sites. Discuss the session recording requirement(s) early with prospective site supervisors.
- **Treat it like an employment interview:** Review the agency’s website, dress professionally, and be on time. Contacting your top five (5) sites at once provides interview options rather than waiting on one site at a time.
- **Make a commitment.** Practicum is a minimum of 100 hours. Sites often prefer a full-year commitment, so consider completing both practicum and internship at the same location.

Helpful questions to ask a prospective fieldwork site:

- What are the site’s expectations for fieldwork trainees; and what site handbooks, policies, or onboarding requirements exist?
- What is the site’s policy on audio/video recordings for case recordings and presentations?
- What is the expected weekly schedule, and is there flexibility for evening classes?
- When does the trainee meet weekly with the site supervisor for individual site supervision?
- What opportunities exist to accrue direct client hours?

Section 7: Employment Site as a Fieldwork Placement Site

Trainees may use their current mental or behavioral health employment as an official fieldwork site. This is a viable option when the following conditions and best practices are honored:

1. **Site verification:** A site representative (owner, coordinator, administrator, or supervisor) must complete the [New Site Verification Form](#) — this is always the first step.
2. **Appropriate services:** The employment site must provide mental health services to clients.
3. **A distinct experience:** The fieldwork experience must be a new clinical experience that is distinct and separate from one’s day-to-day work responsibilities.
4. **A different supervisor:** The licensed fieldwork site supervisor must be a different person than one’s day-to-day managing supervisor, to mitigate conflicts of interest.
5. **Qualified supervisor.** The site supervisor must meet the CACREP site-supervisor qualifications (**CACREP 2016, 3.P; 2024, 4.P**) detailed in Section 8.

What the New Clinical Experience Should Include

The new experience should provide ample opportunity to grow across the areas that align with the overall fieldwork requirements and case presentations.

Example: If your daily role provides youth or family services as a QMHP or behavioral health employee, your fieldwork experience might focus on individual counseling with adults or on developing a new clinical skill (e.g., receiving supervised EMDR training and providing EMDR-focused sessions as appropriate). Target growth areas/requirements include:

- Intake processes
- Testing and assessment administration
- Case conceptualization
- Treatment planning
- Diagnosis identification and diagnostic impressions
- Implementation of advanced techniques
- Theory-oriented facilitation of sessions (developing and working from one’s theoretical orientation)

Which Hours to Log

When the fieldwork site is also the employment site, the best practice is to log only the hours directly applicable to the internship experience (i.e., non-work hours), not routine employment duties.

If it becomes too cumbersome: The option is always available to secure a second placement site that better aligns with one's professional goals while ensuring the internship requirements are met.

Part 2: Supervision and Technology

Section 8: Supervision of Trainees

All supervision must be entered weekly into the trainee's Activity Log in Supervision Assist, including supervision received from University Group/Faculty Supervisors, University Individual/Triadic Supervisors, and Site Supervisors. COUN 669 Practicum involves **three (3) forms of supervision** (i.e., site, university individual/triadic, and university group). Group supervision and the practicum class meeting are the same.

University Supervision

Doctoral Students as University Individual/Triadic Supervisors: In most cases, doctoral students provide individual/triadic supervision to master's-level COUN 669 Practicum trainees while under the supervision of a Faculty Supervisor. Doctoral student supervisors must **(CACREP 2016, 3.O; 2024, 4.O)**:

- Have completed entry-level counseling degree requirements consistent with CACREP standards (including practicum and internship);
- Have completed, or be receiving, preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
- Be under supervision from qualified core or affiliate counselor education program faculty on a regular schedule, with a faculty-student ratio that does not exceed **1:6 (CACREP 2016, 3.V; 2024, 4.Y)**.

COUN 669 trainees meet with their University Individual/Triadic Supervisor for a minimum of one (1) hour per week of individual or triadic supervision during practicum. These sessions are not held when the university is officially closed.

Faculty Supervisors for Group Supervision: Each core, adjunct, or affiliate Faculty Supervisor leading the group-supervision portion of a fieldwork course must have **(CACREP 2016, 3.N; 2024, 4.N)**:

- Relevant experience and professional credentials (relevant certifications and/or licenses);
- Relevant training for in-person and/or distance counseling supervision; and
- Relevant training in the technology utilized for supervision.

Faculty Supervisors maintain regular consultation with Site Supervisors throughout the semester to monitor student learning and performance in accordance with the supervision agreement (CACREP 2016, 3.H, 3.R; 2024, 4.H, 4.J).

Site Supervision

Every trainee must receive a minimum of one (1) hour per week of individual or triadic supervision from a qualified Site Supervisor at the placement site (CACREP 2016, 3.H, 3.L; 2024, 4.S, 4.W). Missed or canceled site-supervision sessions should be made up within the same week. Site Supervisors must meet the following qualifications **(CACREP 2016, 3.P; 2024, 4.P)**:

- A minimum of a master’s degree, preferably in counseling or a related profession;
- Active certifications and/or licenses in the geographic location where the trainee is placed, preferably in counseling (e.g., LPC, LCMHC) or a related profession (e.g., LMFT, LCSW, or Licensed Psychologist);
- A minimum of two years of post-master’s professional experience relevant to the CACREP specialized practice area in which the trainee is enrolled;
- Relevant training for in-person and/or distance counseling supervision;
- Relevant training in the technology utilized for supervision; and
- Knowledge of the program’s expectations, requirements, and evaluation procedures for trainees.

Weekly site supervision is used to review goals and tasks defined by the site supervisor, monitor progress, and process the trainee’s experience with clients. Sites are requested to allow audio or video recording (**video preferred**) for review by Faculty and Individual/Triadic Supervisors (CACREP 2016, 3.B; 2024, 4.C). The program provides orientation, consultation, and professional-development opportunities to site supervisors (CACREP 2016, 3.Q; 2024, 4.I, 4.K).

Supervision Hours Summary

Course	Site (Individual/Triadic)	University Individual/Triadic	University Group
COUN 669 Practicum	1 hour/week	1 hour/week (doctoral student supervisor)	2 hours/week (faculty supervisor)
COUN 667/668 Internship	1 hour/week	—	2 hours/week (faculty supervisor)

Course-Load Ratios (CACREP 2016, 3.S–V; 2024, 4.Y–BB): When individual/triadic supervision is provided by faculty or a doctoral student under supervision, a course should not exceed a **1:6** faculty-student ratio. When individual/triadic supervision is provided solely by a site supervisor (and faculty/doctoral students provide only group supervision), a course should not exceed a **1:12** ratio. Group supervision should not exceed **12 students**, and practicum and internship students are not combined for group supervision (CACREP 2024, 4.AA).

Evaluation of Supervisors

Trainees are expected to submit evaluations via Supervision Assist of their University Individual/Triadic (COUN 669) Supervisor, University Group/Faculty Supervisor, and Site Supervisor as part of their final practicum and internship paperwork. Trainees also have regular, systematic opportunities to evaluate fieldwork sites and site supervisors via site evaluations and site visit documentation in Supervision Assist (CACREP 2016, 4.K; 2024, 4.L, 4.M).

Section 9: Supervision Assist (SA)

Supervision Assist (SA) is the online platform the Counseling Program uses during practicum and internship for trainees to track service hours and activities, complete required fieldwork documentation, and record counseling sessions to meet recording-submission requirements.

Cost and Access: Trainees pay a **one-time \$197 fee** to register for SA when beginning practicum. This fee covers SA for the full duration of fieldwork (practicum and internship) and provides lifetime access to your fieldwork documentation. **Approximately a month before COUN 669 Practicum, trainees receive an email invitation to create an SA account.**

Using SA, trainees can audio- or video-record counseling sessions from a smartphone, tablet, or computer using the Live Sessions function, so no outside recording devices are required. Faculty and Site Supervisors also have SA accounts and can monitor activities and hours, review documentation, and view recordings. Trainees can email supervisors from within SA, assign tasks as reminders, and leave comments on Activity Logs and documentation.

The Clinical Coordinator adds trainees to SA before the practicum semester and emails instructions for registering and completing the preliminary paperwork (the SA placement application). Log in at app.supervisionassist.com/login and begin with the Student Start Guide. Site Supervisors and Faculty Supervisors have their own role-specific start guides (see the quick-reference table in **Appendix A**). Trainees and supervisors should consult the SA FAQ pages or the SA Help Desk before contacting the Clinical Coordinator. See **Appendix A** for the Supervision Assist Live Sessions resource link.

Part 3: Fieldwork Course Requirements

Section 10: Requirements for COUN 669 Practicum in Counseling

Clinical Experience Hours

The program requires trainees to complete supervised practicum experiences totaling a **minimum of 100 clock hours over a full academic term** of at least ten (10) weeks (**CACREP 2016, 3.F — minimum 10 weeks; 2024, 4.Q — minimum 8 weeks**). The 100 clock hours should include:

- **A minimum of 40 hours of direct service** with actual clients that contributes to the development of counseling skills (**CACREP 2016, 3.G; 2024, 4.R**).
- Opportunities to become familiar with a variety of professional activities and resources, including technological resources (**CACREP 2016, 3.D; 2024, 4.D**).
- Opportunities to develop case conceptualizations, case reports, and treatment plans (**CACREP 2016, 2.F.5.h, 5.C.1.c; 2024, 3.E.3, 3.E.13, 5.C.4**).

Both mental health and school counseling trainees complete practicum in mental health settings and are responsible for securing those sites. School counseling trainees are encouraged to find a practicum setting serving youth.

Additional Practicum Hours: Extra hours earned in practicum may **not** “carry over” into internship. Practicum and internship are two distinct experiences (**CACREP 2016, 3.J; 2024, 4.U**). A practicum trainee may, however, remain on site during a semester break to finish practicum hours at the discretion and permission of the site supervisor.

Practicum Supervision

- **Site Supervision:** A minimum of one (1) hour per week of site-based individual/triadic supervision with an approved Site Supervisor (**CACREP 2016, 3.H; 2024, 4.S**).
- **Individual/Triadic Supervision:** A minimum of one (1) hour per week of university-based individual/triadic supervision with a doctoral-level counseling student (**CACREP 2016, 3.H; 2024, 4.S**).
- **Group Supervision:** A minimum of two (2) hours per week of university-based group supervision by the Faculty Supervisor (**CACREP 2016, 3.I; 2024, 4.T**).

Attendance Requirements

Trainees attend each class/group and participate in group activities and counseling-practice sessions and must attend university supervision throughout the semester, even after completing their clinical-experience hours.

- **Missing more than two group supervision sessions -or- two scheduled university individual/triadic sessions will result in a failing grade.**
- Treat university individual/triadic supervision as a scheduled class. It is not rescheduled for convenience.

- Except in an emergency, canceling less than 24 hours in advance with your university individual supervisor counts as an absence.

Practicum Documentation

All practicum documentation is tracked in Supervision Assist (**CACREP 2016, 3.C, 3.R; 2024, 4.F, 4.H**). Review the COUN 669 Paperwork Checklist on the CHS website for a complete list. Required documentation includes (but is not limited to):

- Supervision Assist HIPAA training.
- Supervision Assist Placement Application for each site and/or site supervisor (with all associated forms) submitted before accruing hours; the Clinical Coordinator approves it when complete (shows as READY).
- Clinical Competency Goals (beginning and end of semester).
- Evaluation Forms: Midterm Site Visit Form (Faculty Supervisor); Midterm Progress Report (Individual/Triadic Supervisor); Supervisor Evaluation of Practicum/Internship Student (Site and Faculty Supervisors); Individual/Triadic Supervisor Evaluation of Practicum Student; and Final Evaluations of the Group, Site, and Individual/Triadic Supervisors.
- Activity Log: enter clinical and supervision hours for approval by the Faculty and Site Supervisor(s). Enter group supervision hours under the Faculty Supervisor and on-site hours (direct/indirect) and site supervision under the correct Site Supervisor. All logged hours must be approved to count as completed.

Audio/Video Recording of Sessions

Review the Recording Policy (Section 15). Trainees submit **five (5)** video or audio recordings (video preferred) of direct client work to their Faculty and Individual/Triadic Supervisors, along with **one (1) case presentation** and **two (2) verbatim transcripts (CACREP 2016, 3.B; 2024, 4.C)**. Recordings should be at least 30 minutes to count. Each client (or parent of a minor client) must sign a Consent to Record form before recording.

- **To the Faculty Supervisor:** At least one (1) recording, plus one (1) case presentation following the COUN 669 case-presentation guidelines, in group supervision. The presentation should be paired with a recording from a different session than those submitted to the doctoral supervisor.
- **To the University Individual/Triadic Supervisor:** At least four (4) recordings, two (2) of which include a verbatim transcript on a 15-minute section (one by mid-semester; the second at least two weeks before the end of the semester).

If recordings are not permitted on site: follow the Role Plays of Counseling Policy (Section 16).

Other Requirements

Trainees complete all additional readings, recordings, assignments, and activities assigned by their Faculty, Individual/Triadic, or Site Supervisors. A trainee whose professional behavior or skills are not at the expected developmental level may be placed on a Professional Development Plan (PDP) and must achieve its goals by the assigned dates to pass practicum.

Section 11: Requirements for COUN 667 Internship in Mental Health Counseling

Clinical Experience Hours

The internship reflects the comprehensive work experience of a professional counselor appropriate to the designated program area (**CACREP 2016, 3.J; 2024, 4.U**). Trainees complete supervised internship experiences totaling a **minimum of 600 clock hours over two semesters** (typically 300 per semester), begun after successful completion of practicum. The 600 hours should include:

- **A minimum of 240 hours of direct service** with actual clients (**CACREP 2016, 3.K; 2024, 4.V**).
- **A minimum of 10 direct group counseling hours** (within the 240 direct hours) leading or co-leading a counseling or psychoeducational group (**CACREP 2016, 3.E; 2024, 4.E**).
- Experience in individual and group counseling with clients.
- Opportunities to become familiar with a variety of professional activities and technological resources (**CACREP 2016, 3.D; 2024, 4.D**), and to develop case conceptualizations, case reports, and treatment plans (**CACREP 2016, 2.F.5.h, 5.C.1.c; 2024, 3.E.3, 3.E.13, 5.C.4**).

KPI Clarification for Group Counseling and Group Work: The lead/co-lead group requirement and the associated Key Performance Indicator for Group Counseling and Group Work (**CACREP 2016, 2.F.6; 2024, 3.F**) are assessed during **internship** (e.g., via the Group Skills Evaluation Form), not practicum.

Additional Internship Hours: Internship hours **may** carry over from one semester to the next, provided they are approved by the Site and Faculty Supervisors.

Internship Supervision

- **Site Supervision:** A minimum of one (1) hour per week of site-based supervision with an approved Site Supervisor (**CACREP 2016, 3.L; 2024, 4.W**).
- **Group Supervision:** A minimum of two (2) hours per week of university-based group supervision by the Faculty Supervisor (**CACREP 2016, 3.M; 2024, 4.X**).

Attendance Requirements

Trainees attend each class/group throughout the semester, even after completing their hours. Missing more than two group-supervision sessions will result in a failing grade.

Internship Documentation

All documentation is tracked in Supervision Assist (**CACREP 2016, 3.C, 3.R; 2024, 4.F, 4.H**). Review the COUN 667 Paperwork Checklist on the CHS website. Required documentation includes (but is not limited to):

- Supervision Assist Placement Application for each site and/or site supervisor, with all associated forms (approved as **READY** before accruing hours).
- Clinical Competency Goals (beginning and end of semester).
- Evaluation Forms: Midterm Site Visit Form (Faculty Supervisor); COUN 667 CMHC Internship Session Review Form (Site Supervisor); Group Skills Evaluation Form (Site Supervisor); Supervisor Evaluation

of Practicum/Internship Student (Site and Faculty Supervisors); Final Evaluations of the Group and Site Supervisors; and the M.S.Ed. Program Evaluation (second-semester interns only).

- Activity Log entries approved by the Faculty and Site Supervisor(s).

Audio/Video Recording of Sessions

Trainees submit video or audio recordings (video preferred) of direct client work to their Faculty and Site Supervisors (**CACREP 2016, 3.B; 2024, 4.C**). Recordings should be at least 30 minutes. Each client (or parent of a minor) must sign a Consent to Record form.

- **To the Faculty Supervisor (each semester):** At least two (2) recordings, accompanied by **two (2) case presentations** (one by mid-semester; the second at least two weeks before the end of the semester), following the COUN 667 case presentation guidelines and CMHC portfolio requirements.
- **To the Site Supervisor (each semester):** At least one (1) recording or a scheduled live observation. The Site Supervisor completes the COUN 667 CMHC Internship Session Review Form (recommended near mid-semester).

Mental Health Counseling Portfolio

As a cumulative assessment of your development as a counselor (**KPI 2; CACREP 2016, 2.F.1; 2024, 3.A**), you submit a portfolio to your university group supervisor across the internship semesters. Portfolios are due two weeks before the end of the semester; several assignments are completed as part of your case presentations. You must pass the portfolio to pass the second internship semester. Directions and rubrics are on the CHS website.

CMHC Portfolio Assignment	Description and Due Point
1. DSM Diagnosis Worksheet	Example case summary with identification of DSM diagnosis and differential diagnosis. Due: Internship I case presentation
2. Sample Treatment Plan	Example case summary and treatment plan utilizing evidence-based practices. Due: Internship I case presentation
3. Ethical Decision-Making	Description of an ethical issue encountered with a client and use of an ethical decision-making model to resolve it. Due: Internship II case presentation
4. Application of Current Research	A research article (published within the past five years) and a summary of how that article informed one’s counseling practice with a client. Due: Internship II case presentation

CMHC Portfolio Assignment	Description and Due Point
5. Counseling Assessment	Identification of an assessment used with a client and how it informed practice. Due: Two (2) weeks before the conclusion of Internship II
6. Theoretical Orientation and Interventions	Description of your primary theoretical orientation with three examples of theory-aligned interventions used with clients. Due: Two (2) weeks before the conclusion of Internship II
7. Professional Membership and Involvement	Evidence of joining a counseling professional organization (other than ACA) or participating in a counseling conference/workshop. Due: Two (2) weeks before the conclusion of Internship II
8. Action Plan for Continued Professional Development	Statement of professional goals and a development plan (e.g., NCMHCE, licensure, trainings/certifications). Counts for 20 points of the final portfolio grade. Due: Two (2) weeks before the conclusion of Internship II

Portfolio Structure: Submit electronically via one’s Supervision Assist Dashboard (“Documentation” area within the current training plan). Organize assignments in numerical order with clear labels, following the CMHC Portfolio Overview, Assignment Instructions, and Grading Rubric available via the COUN Fieldwork Hub in Canvas.

Other Requirements

Trainees complete all additional work assigned by their Faculty or Site Supervisors. A trainee whose behavior or skills are not at the expected developmental level may be placed on a Professional Development Plan (PDP) and must meet its goals to pass internship.

Section 12: Requirements for COUN 668 Internship in School Counseling

Clinical Experience Hours

The internship reflects the comprehensive work experience of a professional school counselor (**CACREP 2016, 3.J; 2024, 4.U**). Trainees complete a **minimum of 600 clock hours over two semesters**, begun after successful completion of practicum. School counseling trainees complete **300 hours at the elementary level** (grades PreK–6) and **300 hours at the middle/high school level** (grades 7–12). The 600 hours should include:

- **A minimum of 240 hours of direct service** with students (**CACREP 2016, 3.K; 2024, 4.V**).
- **A minimum of 10 direct group counseling hours** (within the 240) leading or co-leading a counseling or psychoeducational group (**CACREP 2016, 3.E; 2024, 4.E**).
- Experience in individual and group counseling with students.
- Opportunities to become familiar with professional activities and technological resources (**CACREP 2016, 3.D; 2024, 4.D**), and to develop case conceptualizations, case reports, and treatment plans (**CACREP 2016, 2.F.5.h; 2024, 3.E.3, 3.E.13**).
- Opportunities for observation, school counseling curriculum/classroom or group lesson preparation, case consultations, and professional-development activities.
- Attendance at one IEP meeting and one 504 meeting during each semester of internship.

Placement Timing and Semester Breaks (School)

School Counseling site placements operate differently from mental health sites because the Office of Clinical Experiences (OCE) coordinates these placements with local school districts' HR offices. **Trainees cannot begin until they receive the OCE email confirming district HR approval, and the last day on site each semester is the last day confirmed by OCE.**

- Trainees facing extenuating circumstances (e.g., a personal/family health issue requiring time off) may ask the OCE to extend the placement timeframe. Approval rests with the district HR and is reserved for genuine extenuating circumstances, not for being behind on hours.
- A trainee who falls behind and takes an Incomplete (rare in a school setting) must make up those hours the following semester (excluding summer semesters).

Full-Time Teachers: The program has policies to help accommodate full-time teachers' schedules during internship. Contact the Clinical Coordinator for details.

Not Offered in Summer: School counseling internships are **not** available in the summer. Trainees complete internship during fall and spring semesters.

Internship Supervision

- **Site Supervision:** A minimum of one (1) hour per week of site-based supervision with an approved Site Supervisor (**CACREP 2016, 3.L; 2024, 4.W**).
- **Group Supervision:** A minimum of two (2) hours per week of university-based group supervision by the Faculty Supervisor (**CACREP 2016, 3.M; 2024, 4.X**).

Attendance Requirements

Trainees attend university supervision throughout the semester, even after completing hours. Missing more than two group-supervision sessions will result in a failing grade.

Internship Documentation

All documentation is tracked in Supervision Assist (**CACREP 2016, 3.C, 3.R; 2024, 4.F, 4.H**). Review the COUN 668 Paperwork Checklist on the CHS website. Documentation parallels COUN 667 and includes Placement Application(s), Clinical Competency Goals, the Midterm Site Visit Form, the Group Skills Evaluation Form, Supervisor Evaluations, Final Evaluations, and the Activity Log.

Audio/Video Recording of Sessions

Trainees submit video or audio recordings (video preferred) of direct work to their Faculty and Site Supervisors (**CACREP 2016, 3.B; 2024, 4.C**). A parent/guardian must sign a Consent to Record form before recording counseling sessions with a student. Consent forms are not required for classroom lessons and consultation sessions; however, the camera should remain only on the trainee, not other participants.

- **To the Faculty Supervisor (each semester):** At least three (3) recordings — a consultation session with an educational stakeholder (e.g., a teacher), a classroom lesson, and a group or individual counseling session with students (Consent to Record required).
- **Case Presentations and Lesson Report:** Two (2) case presentations on the counseling and consultation sessions, plus one (1) classroom lesson plan and report, each accompanied by a recording, following instructor guidelines.

School Counseling Data Project

A substantial component of internship is a data project based on the school's unique needs. In consultation with the site supervisor: (a) select an individual, small-group, or school-wide concern based on achievement or behavioral data; construct SMART goal(s); (b) plan and implement an approved intervention; (c) collect data to evaluate impact; and (d) present a results/data report to both the Site and Faculty Supervisors. Templates (i.e., SMART Goals worksheet, Action Plan, Lesson/Group Plan, Results Report, and Data Report) and APA 7th edition formatting are required. All elements must be original student work.

School Counseling Portfolio

As a cumulative assessment of development as a school counselor, trainees submit an electronic portfolio during the second internship semester. Portfolios are due four weeks before the end of the semester, and a grade of 80 or above is required to pass. The portfolio articulates how diverse activities and insights contributed to the trainee's identity as a professional school counselor (see **Appendix C** for digital portfolio tools).

School Counseling Portfolio Section	Contents
Personal Professional Information	<ul style="list-style-type: none"> • Professional resume (i.e., education, GPA, professional and volunteer experiences, statement of goals including a multicultural competence goals, professional development, interests, trainings/certificates, and licenses) • A 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) • A theoretical orientation with justification for use in schools • Two (2) professional letters of recommendation
Self-Assessment Statement	<p>Self-assessment of strengths, needs, and areas for growth, with a plan for professional development (including enhanced multicultural competence and one specific example, such as an upcoming conference or webinar).</p>
Professional Identity Statement (KPI 2; CACREP 2016, 2.F.1; 2024, 3.A)	<p>A statement about your sense of professional identity as a school counselor — especially in the roles of counselor, educator, leader, advocate, collaborator, and change agent.</p>
Comprehensive School Counseling Program Documents	<ul style="list-style-type: none"> • Annual calendar (sample weekly and monthly, per the ASCA National Model). • A school data profile • Examples of one small group and one classroom lesson you designed and facilitated — each with a SMART goal worksheet, lesson plan/group template, and data report form (KPI 2; CACREP 2016, 2.F.8; 2024, 3.H) • A 1-2 page reflection on the IEP and 504 meetings attended across both internships.
Professional Certificates and Licenses	<p>Examples such as the Child Abuse and Neglect module, workshop certificates, Chi Sigma Iota membership, and ASCA membership.</p>

Section 13: Additional Procedures for School Counseling Trainees

Practicum

School Counseling trainees complete COUN 669 Practicum in a mental health setting, preferably one serving children or adolescents, and may complete practicum during the summer semester. Trainees find their own COUN 669 Practicum placement(s) using the COUN Placement Directory (located in the COUN Fieldwork Hub in Canvas). Sites accepting practicum-only placements are noted accordingly. Check the directory regularly for updates.

Internship

School counseling trainees complete 300 clock hours in an elementary setting (grades PreK–6) and 300 clock hours in a middle or secondary setting (grades 7–12). Some trainees pair an elementary and middle placement. Others pair an elementary and high school placement. School counseling internships are not available in summer.

OCE Teacher Candidate Internship Application Each Semester: The COUN 668 School Counseling Internship placement is coordinated by the OCE. School Counseling trainees must complete the OCE Teacher Candidate Internship Application before **each** semester of internship placement. The required “Student Teaching Requirements” (VDOE statutory trainings) and the one-sitting completion note are detailed in Section 6.

Teacher and School Counselor Candidate Dispositions at ODU

School professional candidates (including school counselors) are expected to consistently exhibit the dispositions of effective education and counseling professionals throughout the program. Candidates must adequately and consistently showcase a disposition toward and commitment to:

- Punctual attendance at required functions and a professional appearance;
- Soliciting feedback and adjusting behavior based on professional feedback;
- Effective oral and written communication;
- Sensitivity to others’ feelings and opinions, and showcased/evidenced cultural competence;
- Advocacy and leadership for equitable education for all, including promoting systemic change to remove barriers to student success;
- Collaboration, respect, and timely, professional communication with all constituents;
- Currency in subject-area knowledge and ongoing professional development;
- Enjoyment of working with diverse PreK–12 learners; and
- Effective decision-making, problem-solving, and evident enthusiasm for school counseling.

Section 14: Additional Procedures for International Trainees

International trainees on a student visa must obtain Curricular Practical Training (CPT) authorization before beginning any off-campus practicum or internship — even though the program already requires fieldwork — because all off-campus fieldwork must be approved by the ODU Visa Office.

1. Complete the [Request for CPT Form](#) (Part I and Part II only).
2. Submit/upload the completed form to the [International Student Portal](#) for review and approval.
3. Allow approximately 10 business days for the Visa Office to process the application and issue a new I-20 once all signatures are received.

Good to Know: The CPT application process is free (i.e., no additional fees apart from standard tuition for the fieldwork course/credits). Begin the CPT authorization process a semester before practicum.

More information: <https://www.odu.edu/visa/employment/employment-international-students/cpt>

Part 4: Policies and Professional Expectations

Section 15: Recording Policy

Counseling trainees record counseling sessions during the program for educational and supervision purposes and must handle confidential information and recordings in a professional, ethical manner.

Each client (or parent of a minor client) must complete a **Consent to Record** form before recording. Trainees may use the program's form or a site-provided form. **The consent form stays at the site as part of the client/student's record.** If a site form is used, it should explain how the recording will be used in ODU group supervision. If it does not, use the program form or have the client sign both.

Using Supervision Assist, trainees can audio- or video-record sessions from a smartphone, tablet, or computer with the Live Sessions function, so no outside recording devices are needed (see **Appendix A**). Trainees should discuss and obtain approval from the Site Supervisor on how to record. We **strongly recommend** the *Schedule a Live Session* or *Schedule a Telehealth Session* options via Supervision Assist as a HIPAA-compliant platform.

Protected Health Information (PHI): Fieldwork session recordings are protected health information. The recordings must **never** be shared via email or stored outside of Supervision Assist. At this time, ODU's Microsoft OneDrive and Google Drive are not HIPAA-compliant. Upload recordings to Supervision Assist within 24 hours of the session, then immediately and fully delete the session recording from the recording device. Trainees agree to follow this policy when signing the Due Diligence Statement each semester.

Section 16: Role Plays of Counseling Policy

If a placement site does not allow recordings of client sessions, trainees have several options for meeting the recording requirement:

- The individual or group supervisor can conduct a live observation, or review a session recording during the mid-term site visit; or
- The trainee can conduct role-play counseling sessions with an ODU counseling program alum, a fellow on-site trainee, or a non-supervising clinician on site.

Role plays count as indirect service hours.

Instructions for Trainees Conducting Role Plays

- Role-play sessions should be ~45–60 minutes (the timeframe of a typical clinical session).
- Simulate a real-world counseling scenario, reviewing informed consent, intake, and treatment-planning procedures as applicable.
- Conduct at least three (3) sessions with the same person (mock client) so you can be supervised on clinical progression (e.g., a brief, EAP-style scenario of 4-5 sessions).

- Ensure the person acting as the “client” has read the directions and understands the role of acting out a case scenario — not a real-life issue. Do not conduct these sessions with individuals you know outside the program or profession. Avoid choosing non-clinical staff as mock clients who may not understand the parameters.

Instructions for Those Role-Playing the “Client”

- Do not use current issues from your real life in the role play.
- Draw scenarios from textbook case studies or base the “client” on someone you know while changing any identifying information.
- Remember these recordings are played for supervisors and peers in group supervision. The confidentiality of the “client’s” identity cannot be guaranteed — hence the direction not to use real-life issues.

EAP-Style Role Play Guidance (Recommended)

For sites that limit session recordings, an Employee Assistance Program (EAP)-style role play is permissible:

- **Session duration:** 45–60 minutes (a typical clinical session).
- **“Client” options:** A current on-site (non-ODU) practicum learner, intern, clinical resident, or therapist/clinician at or affiliated with the placement site.
- **Approach:** Resemble short-term EAP support (4–5 sessions) on a focus area for the “client,” drawing from employee-benefit wellness support.
- **Approval and scope:** Obtain site-supervisor approval first. Include a comprehensive therapeutic process (i.e., intake, assessment/appraisal, treatment planning, diagnosis and diagnostic impressions, case conceptualization, and theory-informed technique). Meet with a maximum of three (3) EAP-style “clients,” with a maximum of five (5) sessions each.

Limited Individual-Session Opportunities? A trainee may add a second fieldwork site (or explore co-facilitating individual sessions with another on-site clinician) to accomplish the individual counseling requirement.

Section 17: Confidentiality of Clinical Supervision Policy

Trust is a cornerstone of the counseling relationship. The ACA Code of Ethics requires counselors to respect clients’ right to privacy and to avoid illegal or unwarranted disclosures of confidential information, including anything that might readily identify a client to unauthorized others.

Trainees should remove identifying information from recordings, case presentations, and transcripts. Information revealed about clients during peer supervision must be treated with the same care and respect for confidentiality required by the ACA Code of Ethics and Virginia statutes (see **Appendix E**).

Exceptions to Confidentiality in Supervision: If you have a client or student who is experiencing suicidal or homicidal ideations, or if you are subpoenaed to testify in court, inform your Site Supervisor and Faculty Supervisor as soon as possible to consult on action strategies. In these cases, you may need to disclose identifying information to your supervisors to ensure appropriate protective action.

Personal and professional information revealed by peers during supervision must be treated with the same care as client information and must not be discussed outside the supervision session. Trainees agree to follow this policy when signing the Due Diligence Statement each semester. A breach of confidentiality may result in disciplinary action.

Section 18: Professional Expectations

Professionalism During University Supervision

- **Punctuality and attendance:** Attend each supervision session and be on time. Notify the instructor before class begins if you must be absent (by email or phone) and follow up with classmates regarding missed content. Submit all assignments by the due date.
- **Communication:** Initiate communication using one modality at a time (email, phone, or text) and allow supervisors 24 business hours to respond.
- **Email:** Be professional — use appropriate titles, keep messages polite and brief, be clear in your requests, use proper openings/closings, and proofread. Note that university emails can be audited and used as documentation in legal or remediation cases.
- **Presence:** Be present, attentive, and engaged. Silence cell phones during group supervision. Laptops should not be used during face-to-face/synchronous supervision except to retrieve documentation or recordings for a case presentation.
- **Receptivity to feedback:** Ask questions, seek consultation, and remain open and respectful toward supervisor and peer feedback and multiple perspectives.
- **Codes of conduct:** Adhere to the ACA Code of Ethics and ASCA Ethical Standards, legal statutes in one's state, ODU graduate policies, and this handbook. Immediately notify your Faculty Supervisor of any policy violation or ethical concern.

Professionalism On-Site

- **Punctuality and attendance:** Treat your site as you would an employer. Be on site during agreed-upon hours. Notify your Site Supervisor in a timely manner if you must miss time, and make up missed hours by the end of the semester. Cancel and reschedule client sessions appropriately. Submit course documentation and client records promptly.
- **Communication:** Use one modality (email, phone, or text) at a time and allow supervisors and staff 24 business hours to respond.
- **Email:** Maintain the same professional standards. Emails can be audited and used as documentation in legal or remediation cases.

- **Presence on site:** Engage only in activities related to your clinical placement. Do not complete homework or outside activities while on site.
- **Receptivity to feedback:** Ask questions, seek consultation, and remain open and respectful.
- **Codes of conduct:** Adhere to the ACA Code of Ethics and ASCA Ethical Standards, all applicable legal statutes in one's state, and the placement site's policies. Immediately notify your Faculty Supervisor of violations or ethical concerns.

Section 19: Social Media Considerations

Use good judgment with social media at every point during practicum and internship. Your actions and statements can affect not only you but also others in the Counseling Program, your placement site, and ODU as a whole. Posts may be replicated quickly, taken out of context, and remain public indefinitely. Likewise, do not disclose research findings or collaborations that have not been formally made public.

Trainees are expected to follow ACA Code of Ethics section H.6 regarding social media throughout fieldwork, and to review ODU's [Social Media Communications Policy](#) for additional guidelines.

Section 20: Student Retention, Remediation, and Dismissal

Consistent with the counseling profession's ethical codes and the program's gatekeeping responsibility, the Counseling Program follows a written policy for student retention, remediation, and dismissal that is consistent with institutional due-process policies (**CACREP 2016, 1.O; 2024, 1.O**). Fieldwork is a key point at which trainee knowledge, skills, and professional dispositions are systematically assessed (**CACREP 2016, 4.F–H; 2024, 2.C**).

A trainee who exhibits professional behavior or skills that are not at the level expected for the developmental stage of practicum or internship may be placed on a **Professional Development Plan (PDP)** by their Faculty Supervisor, University Individual/Triadic Supervisor (in consultation with the Faculty Supervisor), or Site Supervisor. A trainee on a PDP must complete the tasks and achieve the behavioral goals detailed in the plan by the assigned due dates to pass the course.

Full details of the program's retention, remediation, and dismissal procedures — including the academic-appeal process — are provided in the M.S.Ed./Ed.S. Program Handbook.

Part 5: Hours, Licensure and Appendices

Section 21: Direct Versus Indirect Service Hours

Direct service is the supervised use of counseling, consultation, or related professional skills with actual clients/students through person-to-person interaction (in person or via telehealth/videoconference) (**CACREP 2016, Glossary; 2024, Glossary**).

Indirect service is provided as a result of the counselor's interactions with others; shadowing/observation counts as indirect because you are not directly interacting with the client/student (**CACREP 2016, Glossary; 2024, Glossary**).

Mental Health Counseling Service Hours

Direct services

- Conducting or co-conducting individual, family, or group counseling (including via telehealth/videoconference).
- Administering intakes or assessments to clients (including via telehealth/videoconference).

Indirect services

- Shadowing/observation where you are not directly interacting with clients.
- Trainings/workshops you attend or lead for staff.
- Staff, triage, or case-management meetings.
- Consultation with the Site Supervisor or other staff, outreach activities, and referrals to other providers.

School Counseling Service Hours

Direct services

- Core curriculum: classroom lessons, large-group student lessons, and school-wide presentations.
- Individual student planning: advising.
- Responsive services: individual and group counseling and crisis response (direct hours include services delivered via telehealth/videoconference).

Indirect services

- Consultation and collaboration with parents, teachers, school counselors, the Site Supervisor, or other staff.
- Membership/attendance on student-support or evaluation teams, staff meetings, or other committees.
- Leading or attending staff and parent workshops, trainings, and conferences.
- Shadowing/observing school staff.
- Making referrals to other providers in the school or community.

Section 22: Licensure Overview and Resources

Trainees who complete the M.S.Ed. Counseling Program are eligible, immediately after degree conferral, for licensure through the Virginia Department of Health Professions as a Qualified Mental Health Professional (QMHP) and as a Licensed Resident in Counseling — the precursor to becoming a Licensed Professional Counselor (LPC).

- [Virginia Board of Counseling](#)
- [QMHP Information](#)
- [LPC Residency Information](#)
- [Application Handbooks](#)

To become licensed as an LPC by the Virginia Board of Counseling, you must pass the [National Clinical Mental Health Counselors Examination \(NCMHCE\)](#) or the [National Counselor Examination \(NCE\)](#), unless you are applying for licensure by endorsement. Both examinations are administered by the National Board for Certified Counselors (NBCC). You can take the licensure examination at any point during your residency. Board pre-approval is not required to sit for the licensure exam. To register for the examination, visit [NBCC's Credentialing Gateway](#) and follow the instructions for registration. You will work directly with the testing agency until you pass the examination. You can take the examination every 90 days. Your scores will be forwarded to the Board office within four to six weeks following the examination.

Virginia Licensure Exam Considerations: To qualify for reimbursement under TRICARE, a licensee must pass the NCMHCE exam. TRICARE will NOT reimburse a licensee who has only passed the NCE.

Trainees completing the School Counseling concentration are also eligible for licensure as a school counselor through the Virginia Department of Education (VDOE) immediately after degree conferral:

- [VDOE Licensure](#)
- [OCE Advanced Licensure / Application Checklist](#)

State-Specific Licensure Requirements: Because the program is CACREP-accredited, your degree likely meets the educational requirements for professional counseling and school counseling licensure in many states. However, requirements vary by state, so current trainees and graduates must verify specifics with the relevant Board of Counseling and/or Department of Education. See the [ACA licensure requirements](#) and the [U.S. Department of Education state contacts](#). Additional resources are also available via the COUN Fieldwork Hub in Canvas. Direct licensure questions to the state licensing board or Department of Education, the authority on requirements and decisions.

Section 23: Residency, Licensure, and Credentialing Verification

Congratulations on beginning the residency and licensure journey! After your degree is conferred, you will likely need the program to verify your coursework and supervised fieldwork hours for credentialing. The program verifies clinical mental health credentials (LPC residency and QMHP), while the Office of Clinical Experiences (OCE) manages Virginia Department of Education (VDOE) school counseling verifications.

Clinical Residency, Licensure, and QMHP Verification

When you are ready, submit a verification request using the Counseling Program's [Licensure/Credentialing Verification Request form](#). Requests may be submitted once your second-semester internship grade has posted.

Processing Time: Verification typically takes about **two (2) weeks** during the semester (while the university is in session) or approximately **three to four (3–4) weeks** during semester breaks. Questions about the verification process are welcome at clinicalcoord@odu.edu.

Have the following ready to support your request:

1. The relevant verification form(s) with your name, student ID, and email completed. **Do not complete the SSN section (restricted information).**
2. A copy (official or unofficial) of your transcript.
3. Copies of your Supervision Assist Training Totals (Training Report).

The Clinical Coordinator will return the signed verification forms to you by email for inclusion in your application packet to the Board of Counseling.

State-Specific Verification Requests: It is your responsibility to learn the destination state's standards. Include specific directions for form completion in your request to facilitate the state-specific verification processing.

VDOE School Counseling Verification

The Office of Clinical Experiences (OCE) manages Virginia Department of Education (VDOE) school counseling verifications. Submit a verification request using the [VDOE School Counseling Verification Request form](#).

Additional guidance for the VDOE College Verification process:

- Access the College Verification Form on the VDOE website.
- **Complete Part I ONLY**, then send the form to the OCE (oce@odu.edu). Processing takes about 8–10 business days. The original and a copy are mailed to the address on the form unless otherwise directed.
- Review the [Advanced Licensure](#) tab for further directions.

Helpful Hints for M.S.Ed. and Ed.S. Graduates

- **Keep your own copies:** Maintain a separate set of your hours logs and internship paperwork outside Supervision Assist. The importance for licensure makes redundancy worthwhile.
- **Plan ahead for relocation:** Review each state's regulations in advance and consider applying for licensure in your new state before you move, as processing can take months.
- **Take the NCE or NCMHCE early:** As a CACREP-accredited program graduate, you may take the NCE or NCMHCE at any point after graduation. Taking the exam earlier keeps diagnostic, assessment, and treatment-planning material fresh, and a failed attempt requires a three-month wait before retaking (best avoided after residency hours are complete).

Appendix A: Key Fieldwork Links and Resources

Essential Fieldwork Resources — Quick Reference

The **COUN Fieldwork Hub** (Canvas) is the central location for all fieldwork resources, announcements, and applications. The table below lists the most frequently used links.

Resource	Link
COUN Fieldwork Hub (Self-Enroll)	https://canvas.odu.edu/enroll/6XW849
OCE Clearance / Background Check Process	https://www.odu.edu/clinical-experiences/placement/background-checks
Teacher Candidate Internship Application (COUN 668 School Counseling Internship)	https://www.odu.edu/clinical-experiences/placement/internship
Supervision Assist: Login	https://app.supervisionassist.com/login
Supervision Assist: Student Guide	https://help.supervisionassist.com/category/109-student-start-guide
Supervision Assist: Site Supervisor Guide	https://help.supervisionassist.com/category/108-site-supervisor-start-guide
Supervision Assist: Faculty Supervisor Guide	https://help.supervisionassist.com/category/107-faculty-start-guide
Supervision Assist: Live Sessions	https://help.supervisionassist.com/category/114-live-sessions
Curricular Practical Training (CPT) Application for International Students	https://www.odu.edu/visa/employment/employment-international-students/cpt

COUN Fieldwork Hub — Fieldwork Quick Links

- [Fieldwork Site Directory](#) (ODU login required)
- [New Site Verification Form](#)
- [CMHC Intent to Enroll Application](#)
- [School Counseling Intent to Enroll Application](#)
- [Between-Semester Fieldwork Form](#)
- [Licensure/Credentialing Verification Request](#) (Clinical Residency, Licensure, and QMHP)
- [VDOE School Counseling Verification Request](#) (OCE-managed)

COUN Fieldwork Hub — New Fieldwork Opportunities

- [New Fieldwork Placement Alerts](#)
- [Grant-Based Fieldwork Opportunities](#)
- [Career Board](#)

Preliminary Fieldwork Action Items

1. **Review the Fieldwork Handbook:** Due within the first semester of enrollment
2. **Attend a Fieldwork Orientation Session:** Due within the first year of enrollment
3. **Complete the Background Check:** Due within the first year of enrollment
4. **Complete the Necessary Intent to Enroll Application(s)**
 - **February 1:** Due Date for Fall Semester Approval
 - **August 1:** Due Date for Spring and Summer Semester Approvals
5. **School Counseling Trainees: Complete the OCE Teacher Candidate Internship Application**
 - **April 1:** Due date for Fall COUN 668 Internship
 - **October 1:** Due date for Spring COUN 668 Internship
 - **Note:** Submit a new application before each COUN 668 semester
6. **International Trainees: Complete the CPT Form**
 - Due a semester before beginning COUN 669 Practicum
7. **Secure a Placement Site (for COUN 669 Practicum and COUN 667 CMCH Internship)**
 - Begin the search 6-8 months before the COUN 669 Practicum semester

Fieldwork Orientation Sessions

- **Fall Semester Orientation:** September/October
- **Spring Semester Orientation:** January/February

Continuing Fieldwork During Semester Breaks

Due to liability concerns, trainees are dissuaded from continuing fieldwork when the university is not in session and faculty supervision is unavailable. However, some placement sites request learners stay on site for continuity of care with clients, or learners may request to stay on site to finish their hours if receiving an "Incomplete" at the end of the semester. To continue fieldwork during a semester break:

1. Inform the Clinical Coordinator (clinicalcoord@odu.edu) of the intent to stay on site.
2. Inform the Site Supervisor(s) that you will not be receiving university-based (Faculty/Group) supervision during the break.
3. Request that the Site Supervisor(s) complete the [Between-Semester Fieldwork Form](#) (confirming continued weekly site supervision).

Point of Contact During Breaks: The Clinical Coordinator (clinicalcoord@odu.edu) is the contact for trainees and site supervisors if any urgent or emergent fieldwork situation requires immediate attention from program faculty.

Contact Information

Graduate Counseling Clinical Coordination Team: clinicalcoord@odu.edu

Office of Clinical Experiences (OCE): oce@odu.edu | 757-683-3348

Counseling & Human Services Main Office: CHSoffice@odu.edu | 757-683-3326

Appendix B: ODU Counseling Program Policy on Generative AI

I. Academic Integrity and the Use of Artificial Intelligence

Students are expected to uphold the highest standards of academic integrity in all coursework. The use of artificial intelligence tools, including platforms such as ChatGPT, must align with course expectations and instructor guidelines. Misuse of AI or other academic integrity violations may result in disciplinary action and possibly removal from the program.

Students are responsible for:

- Ensuring that the submitted work reflects their own understanding and effort.
- Using AI tools ethically and appropriately, when permitted.
- Adhering to all university and program policies related to academic honesty.

II. Educational and Course-Level Flexibility

The ODU Counseling Program recognizes that Artificial Intelligence (AI) or Generative AI (GenAI) is a rapidly evolving technology that holds potential as both an educational and clinical tool. We are committed to training our students to use AI ethically, responsibly, and effectively across their developmental stages as counselors-in-training.

A. Course-Specific Guidelines: Because the use of AI looks different depending on a course's content and experiential nature, our faculty retain the flexibility to determine AI usage within their specific classes. Faculty will outline clear, written expectations in the syllabi regarding if, when, and how AI may be utilized. Students must adhere to the guidelines set forth by each instructor.

B. Learning Aid versus Academic Dishonesty: There is a distinct difference between using AI to supplement the learning process (e.g., brainstorming, informal research, or studying) and submitting AI-generated work as one's own. Presenting another's work, including AI-generated content, as your own is plagiarism and a violation of professional ethics (American Counseling Association [ACA], 2014).

III. Clinical Practice and Ethical Mandates

When students transition into clinical coursework, practicum, and internship stages, the use of GenAI must adhere to the ethical codes of the counseling profession.

A. Client Confidentiality and Data Protection (Strict Prohibition): Under no circumstances may a student or supervisee enter Protected Health Information (PHI), client transcripts, or any identifying client data into a public or unauthorized GenAI platform. Counselors have a primary ethical duty to protect client identity, privacy, and confidentiality (ACA, 2014). The vulnerability of electronic communications requires counselors to take appropriate measures to maintain confidentiality (American School Counselor Association [ASCA], 2022) and to take necessary precautions to ensure client confidentiality in all electronic transmissions (American Mental Health Counselors Association [AMHCA], 2020). All client data used by or stored in AI systems must be encrypted and secured (National Board for Certified Counselors [NBCC], 2024).

B. Protecting the Learning Process and Clinical Judgment: AI must never be used as a replacement for professional clinical judgment or the counselor-client relationship (NBCC, 2023; NBCC, 2024). While AI can serve as an informal learning tool, uncritical reliance on AI for case conceptualization limits a student's ability to assess and conceptualize client needs independently. Students bear the ultimate responsibility and accountability for their clinical decisions and client outcomes (NBCC, 2024).

C. Bias and Multicultural Competence: Counselors must recognize that AI tools carry inherent biases. Counselors must consider multicultural issues and exercise critical thinking to ensure the unbiased and competent delivery of services (NBCC, 2024).

D. Guidelines for Navigating Crisis Situations: During active crisis situations (e.g., suicidality, homicidality, severe trauma response, or mandated reporting events), immediate client safety and careful professional boundary setting are paramount. In these critical moments, the use of AI should be reserved exclusively for administrative resourcing, such as gathering external referral information or locating local emergency facilities. However, AI must never be relied upon to guide clinical responses, formulate interventions, or replace human clinical judgment. Instead, students are expected to prioritize client safety by immediately engaging their professional training, consulting with site supervisors, and following established emergency protocols to manage the crisis and prevent serious and foreseeable harm (ACA, 2014).

E. Transparency, Disclosure, and Supervision: If AI tools are approved for use in supervised clinical preparation or administrative work, this utilization must be disclosed to the client. Counselors must obtain informed consent specifically regarding AI use (NBCC, 2024). Furthermore, supervisors must be knowledgeable about AI tools used by supervisees and address the ethical use of AI within supervision agreements (NBCC, 2024).

F. Documentation and Citation for Academic and Research Purposes: To uphold our shared professional values of transparency and scientific integrity, students are expected to thoughtfully document any authorized use of generative AI when creating educational materials, conducting research, or completing administrative tasks (NBCC, 2024). When integrating AI into these areas, students should detail the specific tools utilized and provide a justification for their use within assignments or clinical records. Furthermore, for all academic coursework and research projects, the application of GenAI must be openly disclosed and cited in accordance with current American Psychological Association (APA) guidelines (McAdoo et al., 2025). When documenting this use, students should adhere to the following standards:

- **Textual Disclosure:** Students should describe the utilization of the AI tool within the narrative of their paper, typically within the Method section or introduction (McAdoo, 2025).
- **In-Text Citations:** This disclosure must be accompanied by appropriate APA 7th edition in-text citations referencing the creator of the AI tool, using formats such as a parenthetical citation like (OpenAI, 2025) or a narrative citation like Google (2025).
- **Reference List:** A corresponding entry should be included in the reference list, generally containing the authoring company, the date, the title of the chat or tool with a bracketed description (e.g., “[Large language model]”), and the source URL.

IV. Programmatic Commitments

Recognizing the rapid evolution of technology, the ODU Counseling faculty will review and update this AI policy as needed to ensure it aligns with current legal standards, ethical guidelines, and best practices.

Ethical References

American Counseling Association. (2014). *ACA code of ethics*. <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American Mental Health Counselors Association. (2020). *AMHCA code of ethics*. <https://www.amhca.org/publications/ethics>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

American School Counselor Association. (2022). *ASCA ethical standards for school counselors*. <https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities>

McAdoo, T. (2025, September 15). How to cite ChatGPT. *APA Style Blog*. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

McAdoo, T., Denny, S., & Lee, C. (2025, September 9). Citing generative AI in APA Style: Part 1—Reference formats. *APA Style Blog*. <https://apastyle.apa.org/blog/cite-generative-ai-references>

National Board for Certified Counselors. (2023). *NBCC code of ethics*. <https://www.nbcc.org/assets/ethics/NBCCCodeofEthics.pdf>

National Board for Certified Counselors. (2024). *Ethical principles for artificial intelligence in counseling*. https://www.nbcc.org/assets/ethics/EthicalPrinciples_for_AI.pdf

Appendix C: Digital Portfolio Resources (School Counseling)

The following tools and tutorials can help School Counseling trainees develop a digital portfolio.

Resource	Tutorials
Google Sites (Free Website Creation Tool)	https://www.youtube.com/watch?v=0woNTtlcxgM https://www.youtube.com/watch?v=afL293kgZAA
LiveBinders (Online Three-Ring Binder)	https://tinyurl.com/5c6yebm2
Weebly (Free Website Builder)	https://tinyurl.com/mu4k2ckp
Wix (Free Website Option Available)	https://tinyurl.com/23p3h5tc
WordPress (Free Website Creation)	https://tinyurl.com/h9cytmf2

Appendix D: ACA Professional Development Resources

CMHC trainees who join the American Counseling Association (ACA) to obtain professional liability insurance can also use ACA member benefits to complete portfolio Assignment #7. To access ACA's [Continuing Education Center](#):

- Log in as a member at [counseling.org](https://www.counseling.org) and go to the Professional Development Center under the Continuing Education tab.
- Access the free “CE of the month” course (announced in ACA’s Member Minute email): typically a new publication to review with a short quiz. Register during the month it is available. You then have up to a year to complete it.
- Under the [ACA Learning Portal](#), ACA offers a free monthly CE course for members (CE catalog) plus low-cost recorded conference sessions and webinars (typically \$15–\$30) across many topic areas.

Appendix E: Client Confidentiality

ACA Code of Ethics

Reference the full ACA Code of Ethics.

B.1.c. Respect for Confidentiality. Counselors protect the confidential information of prospective and current clients and disclose information only with appropriate consent or sound legal or ethical justification.

B.1.d. Explanation of Limitations. At initiation and throughout counseling, 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 (full code). Each individual is entitled to have all identifying information that a provider maintains remain confidential, and has the right to authorize disclosure before a provider shares identifying information — unless another law or regulation requires or permits disclosure. Providers must maintain confidentiality of identifying information; obtain and document proper authorization before disclosure; inform individuals of their confidentiality rights and how information may be disclosed; and prevent unauthorized disclosures by maintaining and sharing records securely. Records pertaining to referral, diagnosis, or treatment of substance use disorders are disclosed only per applicable federal regulations (42 CFR Part 2). For 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 (full code). Each individual receiving services in a facility or program operated, funded, or licensed by the Department is assured legal rights and care consistent with basic human dignity, including access to their medical and clinical records and assurance of confidentiality — a right limited to access consistent with the individual's condition and sound therapeutic treatment.

Appendix F: Information for Prospective Fieldwork Sites

The following overview may be shared with prospective fieldwork or residency sites. Completing the [New Placement Site Verification Form](#) begins the placement-verification process and allows a site to share fieldwork, residency, employment, and/or volunteer opportunities with graduate counseling trainees.

Greetings Prospective Fieldwork or Residency Site!

Many exuberant thanks for sharing the placement opportunity with our Counseling program!

Completion of the [New Placement Site Verification Form](#) is an excellent next step to:

- Begin the placement verification process
- Share fieldwork, residency, employment, and/or volunteer opportunities with graduate counseling learners

This letter provides a concise overview of our program's mental health counseling fieldwork structure per the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards:

- **Master's Fieldwork Standards:** [Section 4, Professional Practice](#)

COUN 669 Practicum Structure: The program requires students to complete supervised practicum experience totaling a minimum of 100 clock hours over a full academic term of at least 10 weeks. The 100 clock hours should include:

- A minimum of 40 hours of direct service with clients that contributes to the development of counseling skills.
- Opportunities to become familiar with a variety of professional activities and resources, including technological resources.
- Opportunities to develop case conceptualizations, case reports, and treatment plans.
- A minimum of one (1) hour per week of site-based supervision with an approved site supervisor.

COUN 667 Internship Structure: The internship reflects the comprehensive work experience of a professional counselor. Students must complete supervised internship experiences totaling a minimum of 600 clock hours over two semesters (300 hours per semester), beginning after the successful completion of practicum. These 600 clock hours should include:

- A minimum of 240 hours total (120 per semester) of direct service with clients.
- A minimum of 10 direct group counseling hours (within the 240 direct hours) leading or co-leading a counseling or psychoeducational group.
- Experience in individual and group counseling with clients.
- A minimum of one (1) hour per week of site-based supervision with an approved site supervisor.

Site Supervisor Qualifications: CACREP-accreditation requirements for site supervisor qualifications include:

- A minimum of a master's degree, preferably in counseling or a related profession.
- Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession.
- A minimum of two years' post-master's professional experience relevant to the specialized practice area in which the student is enrolled.

- Relevant training for in-person and/or distance counseling supervision and the technology utilized for supervision.
- Knowledge of the program's expectations, requirements, and evaluation procedures.

Fieldwork Technology and Next Steps

Our Counseling Program utilizes [Supervision Assist](#), an online platform for counseling trainees to record internship hours, activities, and counseling sessions. Via email invitation, site supervisors receive access to Supervision Assist to sign the supervision contract, monitor internship activities, complete evaluations, and view supervisees' recordings.

Thank you again for the thoughtful consideration! Ecstatic and hopeful for an opportunity to continue the conversation on possible fieldwork, residency, and career opportunities.

Appreciatively,

Graduate Counseling Clinical Coordination Team
Department of Counseling and Human Services
Old Dominion University
Email: clinicalcoord@odu.edu