

# **On-Campus Counseling Program**

## **Fieldwork Manual**



**William & Mary**  
**School of Education**

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## Standards Guiding the Practicum and Internship Experience

The fieldwork experience is crafted based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Specifically, [Section 3: Professional Practice](#) provides the foundational guidance for fieldwork experiences. Students, site supervisors, and faculty are encouraged to review and be familiar with these standards to ensure complete adherence to these guidelines.

### Role Descriptions

#### Client

The term “client” represents the individuals that counseling students work with when providing therapeutic services (i.e., direct counseling services; individual, group, couples/relationship, and family counseling). For school counseling students, the term “client” also represents the K-12 students for which they are providing counseling services. Students in practicum and internship are expected to counsel clients who represent the ethnic and demographic diversity of their community.

#### Student

The major expectations for students (counseling practicum or internship students) participating in fieldwork courses are to participate fully and to achieve the learning goals outlined in this manual and the student agreement form. These responsibilities include

1. Read and follow the American Counseling Association Code of Ethics. If needed, the counseling intern will seek guidance to apply these Codes of Ethics in their work.
2. Be responsible for personal growth and development that occurs during clinical experiences.
3. Complete the required hours for practicum (100 hours) and internship (600 hours over multiple semesters).
4. Provide direct counseling services to the clients assigned to the counseling intern.
5. Complete all indirect counseling activities required to do at the assigned setting.
6. Document all services in accordance with school/agency policy and in compliance with any standards set forth by the faculty supervisor.
7. Become familiar with the system in which the student is placed. This includes becoming familiar with key organizations and individuals that support the mission of the setting.
8. Seek positive working relationships with staff members and other persons/agencies affiliated with my placement setting.

9. Prepare the proper number of recorded sessions that demonstrate counseling activities. This includes creating and discussing case presentations in accordance with the established format.
10. The student will do everything in their power to protect the confidentiality and the ethical and legal rights of the students/clients in their care.
11. Demonstrate full compliance with the Counselor Education program's Professional Performance Standards (i.e., counseling dispositions).

### **Faculty Supervisor**

The fieldwork courses will be facilitated by the faculty supervisor. The responsibilities of the faculty supervisor include:

1. Oversight of the delivery of fieldwork course activities
2. Provision of synchronous group supervision which averages a minimum of 1.5 hours per week
3. Communication with the Site Supervisor regarding student progress through the completion of a virtual site visit each semester
4. Observation of each student's counseling activities through review of recorded sessions
5. Communication with field placement site supervisors appropriate to the student's training level
6. Monitoring student effort and progress toward fulfillment of course objectives
7. Completion of final performance assessment for students
8. Evaluation of student performance in the course
9. Collection and maintenance of students' course and academic paperwork

### **Site Supervisor**

The on-site supervision of practicum and internship students is led by the site supervisor. The responsibilities of the site supervisor are defined in the Site Supervisor Agreement Form and include the following:

1. To provide direct, individual supervision to the counselor, in forms including but not limited to: case discussion and feedback; critique of and advisement on counseling skills, counseling philosophy and technique, intervention design and implementation, problem resolution, and work attitudes.

2. To model inclusive and multiculturally sensitive and responsive counseling and will provide an environment in which the student will serve multiculturally diverse clients/students to foster their skills relative to multicultural counseling, in alignment with the American Counseling Association Code of Ethics.
3. To provide a supportive, learning-oriented environment that affords the student opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
4. To introduce and orient the student to this professional setting, making sure that they understand its organization, role expectations, and policies and procedure (including record-keeping requirements for counseling activity).
5. To be reasonably available to assist the student outside of the weekly supervision hour (if needed) in the performance of their assigned responsibilities.
6. To encourage the student to participate in those professional activities that will maximize their learning as well as their effectiveness in this professional setting.
7. Meet in this setting with the student's supervisor once during the semester to discuss the nature of the placement and the student's progress in the placement.
8. To facilitate the video recording of the student's counseling activity during the semester for presentation to and review by the student's class supervision group and faculty/doctoral supervisors.

### **Counseling Practicum and Internship**

All students in the M.Ed. in Counseling program are required to complete a clinical course sequence that integrates classroom instruction with field-based practicum and internship experiences under the supervision of qualified field supervisors and program faculty. The clinical course sequence consists of a 100-hour practicum completed over a 15-week semester and a 600-hour internship experience completed over multiple 15-week semesters in which students work as counselors in a clinical mental health setting or school counseling setting according to their specified degree program. Students in the School Counseling and Clinical Mental Health Counseling (CMHC) programs complete an Internship over two semesters. Students in the CMHC-Couples, Marriage and Family Counseling (CMFC) concentration will complete their 600 hours of internship over three semesters (1<sup>st</sup> year summer, 2<sup>nd</sup> year fall and spring). In addition to the hours conducted in the field site placement, students will have additional group supervision and coursework requirements. Students will complete their practicum and internship while enrolled in other classes. Any changes to the expected program of study involving fieldwork must be arranged in consultation with the faculty advisor.

Students in the CMHC concentration, including the CMHC-Addictions and CMHC-Military and Veterans Counseling (MVC) concentrations, are responsible for securing their practicum and

internship placements. The university's faculty will assist with finding placements; however, the ultimate responsibility for obtaining a placement rest with the student. Students are responsible for complying with site requirements for a background check, drug testing, etc., and costs associated with such site requirements.

Students in the CMHC-CMFC concentration will identify a placement in the community for their practicum experience and will be placed in the [Flanagan Counselor Education Clinic](#) during their internship experiences.

Students in the School Counseling concentration will have assistance in identifying a site. Dr. April Lawrence, Director of Field and Clinical Experiences for the School of Education, will assist in the placement of students and serve as a liaison to the Divisions for which students will be placed. School Counseling students should not attempt to identify their placement sites in the on-campus program unless instructed to do so by their faculty advisor or Dr. Lawrence.

Practicum and internship placements must be approved by William & Mary faculty prior to the student's placement. The university's faculty will approve both the field placement site and the site supervisor's credentials. The site supervisor for fieldwork placements must have credentials that meet CACREP requirements and must actively participate in your clinical experiences as specified in the Site Agreement. Students should begin exploring fieldwork options early in the program through networking with local schools and mental health facilities. Sites and supervisors must meet program and CACREP requirements throughout the student's field experience.

### **Professional Liability Requirement**

Students are required to obtain and maintain continual individual professional counseling liability insurance policies while enrolled in practicum and internship (CACREP 3.A). Students must submit proof of coverage with their fieldwork application. Individual liability insurance coverage must remain in effect through the duration of the student's field experience.

The American Counseling Association, the American School Counselor Association, and the American Mental Health Counselors Association offer liability insurance coverage to master's level student members as part of the student membership dues, should you choose to become a member of one of these professional organizations. Additionally, The National Board of Certified Counselors offers students liability insurance through Lockton Affinity. Visit <https://locktonmedicalliabilityinsurance.com/nbcc/> for more information.

In addition, students who are enrolled in the Counseling Practicum and Internship courses who are also acting as agents of the Commonwealth (such as by participating in a placement at William & Mary or another Commonwealth Agency) are entitled to coverage under the Commonwealth's Risk Management plan, which includes medical malpractice liability coverage. This coverage does not replace the individual liability insurance purchasing requirement.

William & Mary is an agency of the Commonwealth of Virginia, and as such, is covered by the Commonwealth as demonstrated by our Certificate of Insurance. The Commonwealth and its

agencies are self-insured through the State Insurance Reserve Trust Fund administered by the Commonwealth's Department of the Treasury. Since the Commonwealth assumes its own liabilities, agencies of the Commonwealth may not name third parties as additional insured.

The Commonwealth of Virginia's Risk Management Plan extends the coverage limit to students while participating within the authorized scope of a clinical, internship, externship, or other educational programs to meet pedagogical requirements.

Health care professionals and health care professional students are provided medical malpractice coverage for those acts or omissions arising out of the course of their employment or authorization on behalf of the University. Coverage is provided up to the malpractice cap in Virginia. Per the Virginia Code (Section 8.01-581.15), the medical malpractice cap on July 1, 2014 increased to \$2,150,000. The malpractice cap will increase annually on July 1, by \$50,000 in accordance with this statute. Coverage is not provided for non-University activities.

### **Course Descriptions**

As part of the M.Ed. in Counseling Program, students are required to complete a clinical course sequence that integrates classroom instruction with field-based internship experience under the supervision of qualified field supervisors and program faculty. The term "fieldwork" will be used throughout this manual when referring to both the practicum and internship experiences in totality. The specific terms "practicum" and "internship" refer to the experiences as described below.

#### **Practicum**

The counseling Practicum course (EDUC C42) is designed to provide students with counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a minimum of 100 clock hours (40 direct service hours) engaged in counseling-related activities in a field setting under supervision by the counseling faculty and qualified field placement site supervisors. Synchronous group supervision by faculty is required and the hours apply as indirect hours toward the 100-clock-hour requirement.

**The Practicum is a self-contained experience. No hours may be carried over from Practicum to Internship. This is a CACREP requirement and there are no exceptions to this policy.**

Per CACREP requirements, students may not begin the Internship until they have successfully completed all Practicum requirements (including required hours).

#### **Internship**

The counseling Internship course is designed to give post-practicum students in counseling the opportunity to put into practice the skills and knowledge they have acquired through their

coursework and practicum experience. The Internship course consists of two 300-hour internships over the equivalent of two (three for CMHC-CMFC) 15-week semesters in which students work as counselors in a clinical mental health or school setting. Each semester, students complete a minimum of 300 clock hours (120 minimum direct) engaged in counseling-related activities in a clinical/school counseling field experience setting under supervision by both the counseling faculty and approved field placement site supervisors. Synchronous group supervision by faculty is included toward the 300-clock-hour requirement each semester. For students in the CMHC-CMFC concentration, the first internship required fewer hours but over the three internships, there should be a total of 600 clock hours.

## **Course Objectives**

### **Practicum**

The major goal of the counseling practicum course is to help students begin to operationalize theoretical constructs and further develop counseling skills acquired in the classroom, toward the ultimate goal of developing a personal style and sense of continuity in the counseling process. Weekly group and individual or triadic supervisory meetings and various assigned activities are designed to give site supervisors and faculty supervisors the opportunity to assess the student's counseling performance in relation to client goals and to the counselor's professional development.

### **Internship**

The major goal of the counseling Internship course is to provide students the opportunity to further apply and develop their theoretical knowledge and practical skills to specific client cases within a professional counseling setting. The internship occurs after the practicum.

### **General Course Objectives**

A fundamental premise of the fieldwork courses is that professional counselor education is best accomplished through a "self-knowledge" approach. This approach contends that the counselor-client relationship is a relational endeavor in which the growth and development of the client depend very much upon the concurrent growth and development of the counselor. Thus, students' willingness to give feedback and openness to receive feedback during group supervision sessions is central to the achievement of the course goals.

## **Fieldwork Preparation and Site Application Procedures**

### **Fieldwork Preparation**

Students will be oriented to the process for identifying and applying for a fieldwork site. This orientation occurs at various times in the program and is led by the Fieldwork Coordinator.

## Site Qualifications and Requirements

All fieldwork experiences must be completed within the United States. Students must provide at least some of their direct counseling to clients *in person* and may not obtain 100% of their direct service hours via telehealth (50% of direct service hours must be conducted via in-person counseling). If a student wishes to work from a site that provides 100% of services via telehealth, they will need to have an additional site that provides in-person services.

### *CMHC Sites*

Field placement sites for CMHC, CMHC-MVC, and CMHC-Addictions practicum and internship characteristically consist of community mental health clinics, private practices, or institutions of higher learning which offer mental health or preventive counseling services in both individual and group settings and allow recording of sessions. The program structure is designed to allow CMHC, CMHC-MVC, and CMHC-Addictions students to use the same site for practicum and internship, though this is not required.

### *CMHC-MVC Sites*

CMHC-MVC students use the same sites as CMHC students but are required to obtain a minimum of 40% of their hours in an *internship* with military/veteran clients or military-connected individuals. There are no minimum requirements for service to military-connected clients in the practicum. A **military-connected** individual is any person who has ever served in the military or who has a family member (parent, sibling, grandparent, aunt/uncle, cousin, etc.) or partner who is or has ever been connected with the military.

Although we *allow* students to consider federal sites (such as VAMC or The Vet Center) for fieldwork placements, we **strongly encourage students to complete fieldwork in community settings** for the following reasons:

- More military-connected individuals access services through community agencies than through VAMCs, which means students will be able to reach a larger portion of the military-connected population by working in a community setting
- Making services more accessible to military-connected clients by providing them in community agencies is a direct social justice advocacy
- There are extremely limited opportunities available at federal sites
- Federal sites are historically limited to psychology and social work interns
- The paperwork and placement process for federal sites is lengthy and complex
- There are expectations and politics related to these sites that require strict adherence to prescribed protocol and can damage relationships between sites and the university if students do not follow the procedures provided

Students interested in completing fieldwork at a federal site **MUST** contact the Fieldwork Coordinator for specific procedural requirements for federal sites.

**STUDENTS MUST NOT CONTACT FEDERAL SITES DIRECTLY. All communication between William & Mary and federal sites MUST be directly from the MVC Program Coordinator, Dr. Elizabeth Burgin ([eeburgin@wm.edu](mailto:eeburgin@wm.edu)).**

Most website addresses (URLs) for government sites use the “.gov” extension. If you are unsure if the site you are interested in is a federal site, contact the Fieldwork Coordinator for assistance.

### ***School Counseling Sites***

Field placement sites for School Counseling students shall only consist of public-school settings in grades K-12. School Counseling students are required to gain experience in all three levels (elementary, middle, and high school) across the three semesters of the practicum and internship. It is preferred, but not required, that students work in three different districts for their fieldwork placements.

Appropriate field placement for School Counseling typically consists of a public school with a comprehensive developmental model of school counseling. Site placements must be public schools that fall under the operation of a state educational system and are funded by local, state, and/or federal tax dollars. This can include public schools located on military bases or in military communities but not schools operated by DoDEA; these sites are governed by the DoD, not a state educational system, and thus are not public settings.

School counseling students must arrange practicum and internship placements through Dr. April Lawrence ([adlawrence@wm.edu](mailto:adlawrence@wm.edu)), the W&M School of Education Director of Field and Clinical Experiences. School counseling students should not contact school districts or specific schools directly to request placements.

### ***Site Supervisor Qualifications*** (CACREP 3.P)

Site supervisors must have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students (provided by the program; CACREP 3.Q); and (5) relevant training in counseling supervision (program faculty can provide training for sites supervisors who do not meet this requirement; CACREP 3.Q).

The final determination as to the appropriateness of a potential site supervisor’s qualifications rests with the Fieldwork Coordinator.

### ***Student Experience Requirements***

In order to be approved as a fieldwork placement, sites must be willing to provide opportunities for the students to obtain experience providing direct services hours (including individual counseling) to clients/students as follows:

- **For Practicum:** Students must complete a minimum of 100 supervised clock hours (minimum of 40 direct counseling hours) over one semester (CACREP 3.F-G). No hours from Practicum may carry over to internship. Students may not proceed to Internship until Practicum requirements are successfully completed (CACREP 3.J).
- **For Internship:** Students must complete a minimum of 300 supervised clock hours (minimum of 120 direct counseling hours) during each semester\* of Internship, for a total of 600 supervised clock hours and 240 direct counseling hours (CACREP J-K).
- **Group counseling** (CACREP 3.E): All fieldwork students are required to obtain 10 hours of group counseling experience during the *entirety* of their field experience (not 10 hours per semester, but 10 hours total during Practicum and Internship combined).  
\*NOTE: Students who are unable to fully complete this requirement during Practicum will need to complete any remaining group counseling hours during their Internship.

\*CMHC-CMFC students complete their first 300 supervised clock hours over the course of two semesters, 1<sup>st</sup> year summer and 2<sup>nd</sup> year fall. The final 300 clock hours are completed during the 2<sup>nd</sup> year spring semester.

For each semester of their fieldwork placement, students must participate in an average of 1.5 hours a week of group supervision conducted by their faculty supervisor (CACREP 3.I and 3.M).

For each semester of fieldwork, sites must also provide the opportunity for students to

- Attend weekly meetings for an average of 1 hour per week of individual or triadic supervision with a site supervisor (CACREP 3.H and 3.L) who meets CACREP supervisor requirements (noted in *Site Supervisor Qualifications* section above.)
- Video record a minimum of 2 individual counseling sessions (with client/parent consent) for review in synchronous group supervision sessions facilitated by a university supervisor (CACREP 3.B).

School counseling students are also expected to complete the following:

- Classroom curriculum (guidance)
- Develop and implement a school-family-community partnership program
- Plan, develop, and implement an evidence-based school counseling project

Faculty and site Supervisors will complete summative evaluations of the student's progress at the midterm and end of the semester, in addition to formative evaluations of students' counseling through live session reviews by site supervisors and case presentations in group supervision

(CACREP 3.C). During Practicum, Site Supervisors communicate bi-weekly with Faculty Supervisors via the Bi-Weekly Contact Log (CACREP 3.H). Faculty supervisors will contact Site Supervisors at mid-term to complete a site visit, and may contact site supervisors at any time throughout the semester with questions, concerns, or to discuss student progress (CACREP 3.Q).

## **Site Requirements**

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (CACREP 3.D). Sites must be able to provide fieldwork students with opportunities to utilize all resources available (e.g., direct services, observations of other staff providing direct service, reading materials, in-service training programs, training in clinical and administrative technology, learning about tests that the agency uses, etc.) to maximize their understanding of and effectiveness in the professional setting in which they have been placed. There must be sufficient space for effective, confidential, counseling service, and the site must allow for the recording of a student's clinical work. The faculty supervisor must have sufficient access to the field site (through virtual site visits and availability of the site supervisor for consultation) to be able to maintain administrative control over the clinical instruction program.

### ***Physical Presence of Clinician on Site***

A clinician or school administrator must be physically present at the fieldwork site any time the fieldwork student is providing direct services to clients/students. The person present does not need to be the site supervisor but someone with the appropriate credentials to provide support and supervision as needed. The clinician/administrator does not need to be in the counseling room; they must be available on-site for emergency situations. For sites that provide counseling services in clients' homes or off-site, a staff member must be present at the physical location where services are being provided to clients by the fieldwork student. Students working with clients via telehealth from home must have their supervisor accessible via phone while providing direct counseling services to clients.

### ***Means of Client/Student Communication***

The site is responsible to provide a method for clients to communicate with student counselors via the site and should not give clients access to the student's personal phone number or email address. The site must have a system in place for clients/students to leave messages/contact the student counselor such as leaving a message or voicemail at the site's phone number, providing HIPAA-compliant/FERPA-compliant e-mail address for the student through the site email system, and/or other methods that complies with HIPAA and FERPA regulations. Students who initiate phone calls to clients from a personal phone should block their outgoing number when making calls by pressing \*67 before dialing the client's number.

### ***Payment/Insurance Billing***

Students may collect payments for the practice/agency from clients but may not keep payments received from clients for counseling services they provide. Students may receive a stipend for

their internship paid to them by the practice/agency. Providers may not bill a third-party payer (i.e., insurance company) for services provided by a master's-level practicum student or intern.

## **Reporting Concerns/Termination of Site Placement**

### **Reporting Student Concerns**

Site supervisors are asked to discuss concerns with students directly with students and to notify faculty supervisors immediately upon identification of concerns. In addition to emailing the faculty supervisor, site supervisors are asked to note concerns on the mid-term evaluation form for both practicum and internship students. Site supervisors should consult with faculty supervisors regarding any concerns identified, provide details of actions taken to address concerns directly with students, and provide written feedback in formal evaluations for documentation purposes.

### **Reporting Site Placement or Site Supervision Concerns**

Students may encounter issues of concern at a site placement or with a site supervisor. Students must follow and document their attempts to follow the American Counseling Association Code of Ethics standard D.1.d. Establishing Professional and Ethical Obligations, which states:

Counselors who are members of interdisciplinary teams work together with team members to clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

### **Change of Site Placement Status Requests/Termination of Site Agreement**

Students are expected to fulfill the contract between the student, fieldwork site, and university through the date stated on the Site Agreement Form. If a student is unable or unwilling to fulfill the contract agreement, the student should consult the site supervisor, faculty supervisor, and Fieldwork Coordinator to discuss their request for a change to the contract.

If the student's learning experience appears compromised or ethical or legal concerns arise, the Fieldwork Coordinator may decide to reassign the student to a new field placement site.

*NOTE: A Notification of Professional Performance Review may be issued for any student who is dismissed from a field site placement by the site.*

## **Fieldwork and Employment Policies**

CACREP (2016) defines the practicum and internship experiences as follows:

“Practicum - a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship (p. 43).”

“Internship - a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives (p. 42).”

### **Completing Fieldwork at the Place of Employment**

In accordance with the CACREP definitions of practicum and internship (CACREP, 2016), fieldwork experiences are to be distinctly differentiated from a student’s pre-existing work experiences (even if these experiences include current employment in a behavioral health or school environment).

However, if certain conditions are met, students may be allowed to obtain approval for a fieldwork placement at their place of employment. These arrangements are reviewed by the Fieldwork Coordinator on a case-by-case basis to determine that they meet the following requirements:

- The student cannot accrue fieldwork hours for performing their regular job duties.
- Fieldwork activities must be substantially different from the student’s regular job duties and should go beyond students’ current competencies and skills.
- Students must work with different clients than those that the student works with during their regular hours of paid employment.
- The supervisor for fieldwork must be a different person than the employment supervisor and must hold no managerial functions that would create a dual relationship or impact the student’s evaluation as an employee at the site. For example, a site supervisor who is the supervisor for the student’s employment supervisor would constitute a dual relationship, as would a site supervisor who is the owner of the business where the student is employed.
- There must not be any conflicts of interest or dual relationships that are created by the student being both a fieldwork student and a paid employee at the site.

The final determination as to the suitability of all field placement sites rests with the Fieldwork Coordinator.

### **Fieldwork Application Process**

#### **Prerequisites to Fieldwork**

Students are required to complete the following prerequisites before beginning EDUC C42 Supervised Practicum in Counseling:

EDUC C43	Professional, Ethical & Legal Issues in Counseling
EDUC C32	Theories of Counseling & Psychotherapy
EDUC C33	Techniques of Counseling
EDUC C34	Group Therapy & Techniques

Students applying for internships (EDUC C47, EDUC 646, or EDUC C49) must have fully completed all prerequisite courses and EDUC C42 Practicum in Counseling.

*If you will not complete the prerequisite courses prior to your anticipated fieldwork start, you are not eligible to apply for fieldwork.*

*Please consult your Program of Study for expected completion terms. Contact your faculty advisor with questions.*

#### **Telebehavioral Health Training Requirements**

In accordance with CACREP accreditation and state licensure requirements, the William & Mary faculty are requiring all counseling students to complete (and verify) that they have received a minimum of six hours of training in telebehavioral health service delivery before applying for fieldwork that involved telehealth service delivery.

#### **Fieldwork Application Process**

Students starting Practicum will need to attend the Fieldwork Placement Orientation. At this orientation, students will learn about the process for identifying a possible site, the requirements of that site to be approved, and recommendations on how to pursue that site.

Because the university needs enough time to complete the site approval process, applications for fieldwork will have strict deadlines. These deadlines will be shared in the Fieldwork Placement Orientation.

Students are encouraged to consider where they will obtain their required clinical experiences early in the program and to start networking with sites in their area as early as the first semester of their program.

### ***CMHC, CMHC-MVC, & CMHC Addictions (Community Site) Process***

1. Students will identify a site, meet with the site officials, and determine if the site is appropriate. If the site is appropriate, they will complete the Fieldwork Application and submit it to the Fieldwork Coordinator.
2. Once students submit the fieldwork application, the Fieldwork Coordinator will confirm that the site and supervisor meet program and CACREP requirements.
3. Students will receive a notification once a site is approved.

### ***CMHC-MVC Process – Federal Site***

1. Contact the Fieldwork Coordinator via email.
2. The Fieldwork Coordinator will notify students of the site approval process.

### ***CMHC-CMFC Process***

1. CMHC-CMFC students should follow the CMHC & CMHC-MVC Community Site Process for practicum placement.
2. All CMHC-CMFC students complete their CMFC internship in the Flanagan Counselor Education Clinic over three semesters, starting in the Summer of their 2<sup>nd</sup> year.
3. CMFC interns are automatically placed in the FCEC, so no additional steps are required for CMFC internship placement.

### ***School Counseling Process***

1. School counseling students submit information to Dr. April Lawrence or the Field Placement Coordinator. This should include information:
  - a. Indicating the up to three divisions of interest in order of preference
  - b. Indicate the level preferred for the placement (elementary, middle school, high school)
  - c. Indicate any preferred schools
2. After the student submits this information, Dr. April Lawrence will coordinate the process for securing a placement.
3. Students may be required to complete additional applications for the districts. These applications must be completed by the division-assigned due dates.
4. The district contact person will work with the Fieldwork Coordinator to arrange a school counseling placement.

5. The district contact will notify the Fieldwork Coordinator when the student has been placed and provides the site supervisor's contact information.
6. Students must submit the forms required in the Fieldwork Application Packet (see below) to their course instructor.

### ***Site/Supervisor Screening and Approval***

The Fieldwork Coordinators or course instructors will provide the site supervisor with an orientation to clarify training expectations, supervisor qualification requirements, and roles and will confirm the site's ability to meet these expectations.

- If the site or school district cannot meet the program requirements, the student will be informed to submit a new fieldwork application.

Once the Site Agreement Form (CACREP 3.R) is signed by all parties, the site is approved.

### ***Fieldwork Application Packet***

Your full Fieldwork Application packet consists of the items listed below:

- Fieldwork Application for both School Counseling and Clinical Mental Health Students:
  - Field Placement Description and Authorization Form
  - Student's Certificate of Insurance (CACREP 3.A)
  - Site Supervisor Agreement Form (CACREP 3.R) signed by the site supervisor
  - Student Agreement (CACREP 3.R) signed by the student
  - Training and Experience of Field Placement Supervisor Form (CACREP 3.P)
  - Memorandum of Understanding (MOU) with the site (if required by the site)

*Students cannot begin fieldwork if the required documentation is not received by the specified deadlines. All items on this list must be received by the last day of the semester before fieldwork begins or fieldwork may be delayed until the next available fieldwork semester (i.e., CMHC students may be delayed until the following semester; School Counseling students may be delayed until the next fall or spring semester).*

### **Introductory Letter to Site Supervisors**

During the first two weeks of the first semester of fieldwork, the faculty supervisor will send site supervisors an introductory letter, which will outline the purpose, goals, and schedule of the course. In addition, the supervisors will be informed about the evaluation form that they will be asked to complete as part of the fieldwork requirements.

## Final Letter to Site Supervisors

Near the end of each semester of fieldwork, the faculty supervisor will send a letter to all site supervisors, thanking them for their participation and their completion and submission of the student evaluation and soliciting their general feedback regarding the fieldwork experience.

## Course Requirements

### Practicum Hours Requirements

Students participating in the Practicum Course will be required to devote a *minimum of 100 clock hours at a field site placement*. In addition, students will need to participate in synchronous supervision with the faculty supervisor, which includes weekly class meetings over the course of the 15-week semester (at minimum averaging 1.5 per week). If more direct hours are completed, reduce indirect hours accordingly.

Minimum hours providing direct services to clients	40 hours (minimum)
Indirect counseling services	60 hours
<b>Total on-site hours</b>	<b>100 hours</b>

### Internship Hours Requirements

Students participating in the Internship Course will be required to devote a minimum of 300 total hours of internship activity *per semester* over two 15-week semesters. This translates to *a minimum of 600 total clinical hours at the field site placement*. The CMHC-CMFC students complete internships over three semesters. In addition, students will need to participate in synchronous supervision with the faculty supervisor, which includes weekly class meetings over the 15-week semester (at minimum averaging 1.5 per week). If more direct hours are completed, students may reduce indirect hours accordingly. Students (especially in CMHC settings) should expect to over-book their direct client hours due to the frequency of client cancellations and “no-shows.”

<b>Across a Semester</b>	
Minimum hours providing direct services to clients	120 hours (minimum)
Indirect counseling activities	180 hours
<b>Total per semester</b>	<b>300 hours</b>
<b>Total/Overall Internship Hours</b>	
Minimum hours providing direct services to clients	240 hours (minimum)

Indirect counseling activities	360 hours
<b>Total for Internship</b>	<b>600 hours</b>

## Counseling Requirements

Students are required to complete a specific minimum number of direct contact hours with clients, which includes significant individual counseling experience. Students will complete a minimum of 10 hours of group counseling in an approved field placement at some point during their practicum and/or internship experience. Students must facilitate or co-facilitate a psychoeducational or counseling group. Students are encouraged to co-facilitate a counseling group with a seasoned professional but are also allowed to independently lead groups. If a prospective site does not offer group counseling services, students are encouraged to inquire if the site would allow them to create and facilitate a time-limited group to fulfill this requirement.

## Direct vs. Indirect Service Hours

The following sections describe direct and indirect counseling services. These types of services are documented in students' hour logs that are completed during the Practicum and Internship Classes.

**Direct services** Supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

The following would *not* be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

These descriptions of direct services come from the [CACREP standards Glossary](#).

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

## Definitions of Mental Health Counseling Service Hours

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

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

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

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

### **Definitions of School Counseling Service Hours**

**Direct services** are conducted *to clients* (K-12 students), via person-to-person interactions between students and clients:

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

**Indirect services** are provided *for clients* (K-12 students), as a result of the student's interactions with others:

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

### **Record-Keeping Requirements**

Students participating in the fieldwork courses will be required to maintain selected written records related to their counseling activities, including (but not limited to) case progress notes, authorization for recording, and exchange/release of information authorization. All written client records will be stored in the client's file at the site. Client records are *never* to be removed (in whole or part) from the site and should always be secured when not in use. Clinical sites conducting telemental health should provide students access to the electronic health records (EHR) system. All notes must be completed at the site for in-person sessions or on a secure electronic system housed at the site that can be accessed remotely for telemental health sessions. Students should not use personal computers for storing client notes. Release of Information for

Recording will be kept at the site, but a copy will be uploaded to the student's designated SharePoint/OneDrive folder for case presentations.

## **Supervision Requirements**

Students are required to obtain regular scheduled supervision from both their field site supervisor and the faculty supervisor throughout the internship experience:

### ***On-site Individual or Triadic Supervision:***

Students shall participate *in an average of one hour of individual or triadic supervision per week* with their designated field site supervisor. In school counseling settings, this may be divided into two scheduled 30-minute meetings per week if needed. CMHC students should schedule 1 hour per week of individual or triadic supervision with their site supervisors. Some sites offer students the opportunity to participate in group supervision at the site. On-site group supervision is not a program requirement, but students are encouraged to attend if possible.

Supervision involves discussion of counseling cases, site issues, professional development, and any issues that affect your counseling of clients including:

- Professional concerns
- Personal issues as they relate to your counseling: How you felt, your perceptions & how these affect your counseling practice
- Session process & dynamics of the session; transference & counter transference issues
- Learning new skills or information
- Reviewing session recordings
- Planning and setting goals for the next counseling sessions
- Discussing treatment planning.
- Relating theory and techniques to the practice of counseling
- Addressing any issues that are related to supervision, including the supervisory relationship, the structure of meetings, etc.

### ***Synchronous Group Supervision:***

Students will meet as a class (i.e., synchronously) where they will engage in group supervision with the faculty supervisor. This activity will contribute toward the indirect hours required for the course. Group supervision will typically consist of discussions of client cases that students

present either formally or informally to the class. Students are expected to both share client cases and provide feedback to classmates on clinical cases.

### **Case Presentation**

Case presentations consist of formal presentations of clients being counseled at the site. Students will complete several case presentations during each semester of their fieldwork. The case presentations shall include (a) a concise summary of the case and (b) a presentation of a 10-minute recorded segment of a counseling session.

### **Video Recording Guidelines**

The authorization to record student counseling activity is a requirement for field site placement approval (CACREP 3.B). Students are generally required to record two individual counseling sessions per semester and they share approximately ten minutes of these recordings as part of their required case presentations during group supervision class facilitated by a faculty supervisor. Recordings are stored in a HIPAA-compliant and FERPA-compliant SharePoint folder or OneDrive located within the university's firewall and only the student counselor, site supervisor, faculty supervisor, and Fieldwork Coordinator have access to the folder. Details of the protections of electronic files are described below.

Video recording is required, and audio recording shall be permitted only with prior approval from the Fieldwork Coordinator. Program faculty are ethically bound as gatekeepers to the profession to observe student counselors conducting sessions with actual clients to ensure they are competent to progress to the next level of training and to graduate from the program. To provide student counselors with the best possible supervision and guidance to improve their counseling skills, it is *strongly preferred* to have both the client and counselor visible in the video recording. In rare instances, student counselors have been allowed to have only the student counselor (and not the client) visible in the frame so that clients are only audible, but not visible in the recording. All clients in sessions to be recorded must give prior written authorization for the recording to occur, and may revoke this consent at any time including during a session being recorded. A consent form for recording is provided by the university and may be modified as needed by the site. It shall be the responsibility of the fieldwork student to ensure that written and signed client authorization for recording is on record in the field site placement's client file and uploaded to the designated SharePoint folder. A sample authorization for the recording form is provided in the Form Samples section of this handbook.

Electronic recordings of counseling sessions shall, in all cases, be subject to the following security policies:

- Electronic recordings of counseling are to be made and used only for the purpose of group clinical supervision in required clinical instruction courses as designated by the counseling faculty.

- Electronic recordings of counseling sessions are to be recorded using site-designated recording equipment (i.e., video recorder) and platform if available. If the site does not provide recording equipment or a platform, students should use their laptop computer or digital recording device (*not on the student's mobile phone*) and record on their laptop. Immediately following the conclusion of the recorded session, students should upload the recorded session to a designated HIPAA-compliant and FERPA-compliant SharePoint folder and delete the recording from the recording device (including emptying the Recycle Bin). Electronic recordings must be deleted from the student's computer/device immediately following the upload to SharePoint. If student counselors will be providing counseling services virtually, a HIPAA-compliant Zoom account can be provided by the university if the site cannot provide a HIPAA-compliant platform with recording capability.
- Unless otherwise authorized by the faculty, electronic recordings of counseling sessions are to be destroyed (erased/deleted) from SharePoint/OneDrive immediately after they are presented in group supervision.
- Students are responsible for safeguarding the confidentiality of recorded counseling sessions. This includes viewing them out of sight and sound from anyone not currently enrolled in and participating in the specific clinical instruction courses for which they were made.

## **Evaluations**

Site supervisors will complete performance evaluations for each student they supervise according to criteria established by both CACREP and the Counseling Program. Site supervisors will receive an email reminder to complete evaluations in LiveText. Although not required, site supervisors are encouraged to review their evaluation directly with the student.

### ***Mid-term Performance Assessments***

The progress of each fieldwork student will be assessed by the site supervisor and faculty supervisor at the mid-point of each semester. These assessments will consider students' specific progress toward the fulfillment of the stated course requirements, general progress in the area of counseling skill development, and their personal and professional performance in accordance with the Professional Performance Review Process outlined in the Student Handbook.

### ***Final Performance Assessments***

During the last two weeks of the semester, the progress of each fieldwork student shall be assessed by the site supervisor and faculty supervisor. These assessments will consider students' specific progress toward the fulfillment of the stated course requirements, general progress in the area of counseling skill development, and their personal and professional performance in accordance with the Professional Performance Review Process outlined in the Student Handbook.

### ***Professional and Personal Performance***

Students are expected to demonstrate personal integrity and a commitment to professional development throughout their fieldwork experience. In this experience, as with all other counseling classes, it is integral that students demonstrate the following professional performance dispositions:

1. Openness to new ideas
2. Flexibility and adaptability
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Effective and appropriate expression of feelings
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Orientation to multiculturalism and social justice advocacy
12. Professional wellness and self-care
13. Humility
14. Professionalism
15. Willingness to seek help

Given the nature of Practicum and Internship classes, students are expected to exhibit personal and professional integrity by maintaining confidentiality for everyone in the class. These “non-academic” aspects of performance will be evaluated at the end of the fieldwork courses following the Professional Performance Review Process outlined in the [Student Handbook](#).

*NOTE: In order to receive a grade of PASS for each semester of their fieldwork, students must receive a satisfactory overall evaluation based on the determination of the faculty supervisor with consideration of the feedback from the site supervisor. Students with unsatisfactory evaluations may receive a failing grade in the fieldwork course regardless of the points earned and requirements met within the fieldwork course.*

### ***Student Evaluation of Field Placement Experience***

Students are to complete an evaluation of their fieldwork site placement in Live Text. This completed form will be discussed during the final supervision session, where the effectiveness of the field placement during the current and future semesters will be discussed.

### **Grading**

Students will receive a grade of PASS or FAIL in the fieldwork courses. To achieve a grade of PASS, students must satisfy fully the criteria defined in the Course Requirements section of this handbook. In addition, students must have demonstrated satisfactory skills and professional

performance as specified by the criteria listed on student evaluation forms and in the Student Handbook for the Counseling Program.

**In order to receive a passing grade in any fieldwork course, students must receive satisfactory evaluations from their faculty supervisor with consideration of their field site supervisor's evaluations. Students whose evaluations reflect an unsatisfactory level of performance may receive a failing grade and be required to repeat the fieldwork course(s).**

**Per the Academic Continuance and Standards:** Any student receiving more than one D or F in an approved program of studies for a degree or certificate program will not be permitted to continue in that program.

All papers/projects/dissertations/thesis submitted must be original to each course unless the student has explicit prior permission from the instructor(s) involved.

### **Use of Social Media**

Students should use good judgment when utilizing social media at any point during their time in the Counselor Education program. Good judgment is particularly important during practicum and internship. The actions and statements students make an impact not only on themselves but also others in the Counselor Education program, your clinical placement site, and W&M as a whole. Students need to bear in mind that posts on social media may be replicated quickly, be taken out of context, and will remain public for an indeterminate amount of time. Similarly, students do not disclose research findings or collaborations with colleagues that have not formally been made public (Adapted from Stanford University Communications).

Students are expected to review and adhere to the American Counseling Association's [Code of Ethics](#) section H.6. regarding social media usage. Students should also consider the regulations noted in the [W&M Student Handbook](#) when engaging in social media usage.