

**M.Ed. Counseling Program
Fieldwork Manual
On-Campus & Online Modalities
2026-2027**



William & Mary
School of Education

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Welcome

Welcome to Fieldwork!

Practicum and internship represent the culmination of your academic preparation and the beginning of your transition from counseling student to professional counselor. As one of the nation's leading counselor education programs — offered both on campus in Williamsburg and fully online — we are committed to preparing ethical, culturally responsive, and evidence-informed counselors who are equipped to serve individuals, families, and communities across diverse settings.

Fieldwork provides the opportunity to integrate the knowledge and skills developed throughout your coursework with supervised clinical practice in your local community. Through meaningful client interactions, reflective supervision, and collaboration with experienced site supervisors and faculty, you will continue to develop your counseling competencies, professional identity, and commitment to lifelong learning.

This manual applies to both the On-Campus and Online modalities of the M.Ed. in Counseling Program. Most policies are identical across both modalities; where a policy differs, it is labeled “On-Campus” or “Online” below. It outlines program expectations, policies and procedures, CACREP requirements, documentation processes, and the roles and responsibilities of students, site supervisors, and faculty supervisors.

We are honored to be part of your professional journey and look forward to supporting you as you develop into a competent, compassionate, and reflective counseling professional who embodies the values and traditions of William & Mary.

Contact Information

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Fieldwork Overview

As part of the M.Ed. in Counseling Program (On-Campus and Online modalities), students 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 term “fieldwork” is used throughout this manual to refer to both the Practicum and Internship experiences in totality.

On-Campus: The clinical course sequence consists of a 100-hour Practicum completed over a 12-week semester and a 600-hour Internship completed over two 15-week semesters. Concentrations include Clinical Mental Health Counseling (CMHC), CMHC-Addictions, Clinical Mental Health-Military and Veterans Counseling (MVC), Clinical Mental Health–Relationship, Marriage, and Family Counseling (RMFC), and School Counseling.

Online: The clinical course sequence consists of a 100-hour Practicum completed over two 7.5-week terms and two 300-hour Internships completed over four 7.5-week terms, in which

students work as counselors in a clinical mental health or school counseling setting. Concentrations include CMHC, CMHC-MVC, and School Counseling.

In addition to the hours conducted in the field site placement, students will have additional group supervision and coursework requirements, and will complete practicum/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 are responsible for securing their practicum and internship placements; the university's faculty will assist, but ultimate responsibility rests with the student, including compliance with site background check/drug testing requirements and associated costs.

Practicum

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

On-Campus: Completed over one 12-week semester.

Online: Completed over two 7.5-week terms.

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 Internship until they have successfully completed all Practicum requirements (including required hours).

Internship

The counseling Internship course gives post-practicum students the opportunity to put into practice the skills and knowledge acquired through coursework and practicum. The Internship course consists of two 300-hour internships in which students work as counselors in a clinical mental health or school counseling setting. Each semester, students complete a minimum of 300 clock hours (120 minimum direct), and synchronous group supervision by faculty counts toward the 300 clock-hour requirement each semester.

On-Campus: Completed over two 15-week semesters.

Online: Completed over four 7.5-week terms.

Role Descriptions

The following roles participate in every fieldwork placement. Full responsibilities are defined in the Supervision Agreement Form.

Client

“Client” refers to the individuals with whom students work when providing therapeutic services (direct counseling to individuals, groups, couples, or families). For School Counseling students, “client” also refers to the K-12 students receiving school counseling services. Students are expected to counsel clients who represent the ethnic and demographic diversity of their community.

Student

Students participating in fieldwork courses are expected to participate fully and achieve the learning goals outlined in this manual, their course syllabus, and the Supervision Agreement Form, including to:

- Read and follow the ACA Code of Ethics, seeking guidance to apply it as needed.
- Take responsibility for their own personal growth and development during clinical experiences.
- Complete required Practicum (100) and Internship (600, over two semesters/four terms) hours.
- Provide direct counseling services to assigned clients and complete all required indirect activities.
- Document all services in accordance with school/site policy and program standards.
- Become familiar with the placement system, including key organizations and individuals supporting its mission.
- Build positive working relationships with site staff and affiliated persons/agencies.
- Prepare required recorded sessions and case presentations in the established format.
- Protect client confidentiality and ethical/legal rights.
- Comply with the Counselor Education Program's Professional Performance Standards.
- Maintain professional liability insurance throughout fieldwork.

Faculty Supervisor

Fieldwork courses are facilitated by a faculty supervisor, whose responsibilities are defined in the Supervision Agreement Form and include:

- Overseeing delivery of fieldwork course activities.
- Providing synchronous group supervision (averaging 1.5 hours/week).
- Communicating with the site supervisor regarding student progress, including a virtual site visit each semester.
- Observing each student's counseling activity through review of at least 2 recorded sessions.
- Monitoring student effort and progress toward course objectives.
- Completing mid-term and final performance assessments.
- Evaluating student academic performance in the course.
- Collecting and maintaining student fieldwork paperwork.

Field Placement Site Supervisor

The on-site supervision of Practicum and Internship students is led by the site supervisor, whose responsibilities are defined in the Supervision Agreement Form and include:

- Providing direct, individual supervision covering case discussion, skill critique, technique, intervention design, problem resolution, and work attitudes.
- Modeling inclusive, multiculturally responsive counseling consistent with the ACA Code of Ethics.
- Providing a supportive, learning-oriented environment with opportunities to give and receive feedback.
- Orienting the student to the setting, its organization, role expectations, policies, and record-keeping requirements.
- Being reasonably available to assist the student outside the weekly supervision hour as needed.
- Encouraging participation in professional activities that maximize learning and effectiveness.
- Meeting with the student's faculty supervisor once per semester to discuss the placement and the student's progress.
- Facilitating recording of the student's counseling activity for review in group supervision.

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, plus synchronous supervision with the faculty supervisor. If more direct hours are completed, reduce indirect hours accordingly.

On-Campus: Hours are completed across one 12-week semester (class meetings averaging 1.5 hours per week).

Online: Hours are completed across two 7.5-week terms.

On-Campus Practicum Hours

Component	Hours
Minimum direct hours (10 hrs of group facilitation must be accrued during practicum or internship)	40 hours
Minimum individual/triadic supervision with site supervisor (1 hr/week)	10 hours
Minimum synchronous faculty-led group supervision (avg. 1.5 hrs/week, 10-week semester)	15 hours
Indirect activity as determined by site supervisor	Variable
Total	100 hours

Online Practicum Hours

Component	Hours
Minimum direct hours (10 hrs of group facilitation must be accrued during practicum or internship)	40 hours
Minimum individual/triadic supervision with site supervisor (1 hr/week)	15 hours
Minimum synchronous faculty-led group supervision (avg. 1.5 hrs/week, 15 weeks)	24 hours
Other activity as determined by site supervisor	Variable
Total	100 hours

On-Campus Practicum Course Requirements: 100 clock hours (min. 40 direct) at a CMHC, CMHC-Addictions, RMFC, or School Counseling site placement over one 10-week semester; approximately 10 hours/week on-site; synchronous faculty-led group supervision each week with no more than 1 absence; a minimum of 2 in-class case presentations; pass/fail (no incomplete option). Students missing any requirement, or missing more than 1 group supervision session, will earn a failing grade and must repeat the entire practicum experience.

Online Practicum Course Requirements: 100 clock hours (min. 40 direct) at a school or CMHC site placement over two 7.5-week terms; 1 hour/week of individual or triadic supervision; approximately 8-10 hours/week on-site; synchronous faculty-led group supervision 2 hours/week; pass/fail (no incomplete option). Passing grade = 100 total hours including 40 direct service, 15 hours individual/triadic supervision, and a minimum of 24 hours of faculty-led group supervision. Students missing any requirement will earn a failing grade and must repeat the entire practicum experience.

Internship Hours Requirements

Students participating in the Internship course will be required to devote a minimum of 600 total hours of internship activity. If more direct hours are completed, students may reduce indirect hours accordingly. Students should expect to over-book direct client hours due to the frequency of cancellations and “no shows,” and must remain at their fieldwork placement for the duration of the term/semester regardless of hours accrued.

On-Campus: Completed over two 15-week semesters (300 hours/semester).

Online: Completed over four 7.5-week terms.

On-Campus Internship Hours (per semester / overall)

Component	Hours
Minimum direct hours per semester (10 hrs of group facilitation must be accrued during practicum or internship)	120 / 240 hours
Minimum individual or triadic supervision with site supervisor (1 hr/week)	15 / 30 hours
Minimum group supervision (weekly 2.5-hour class)	24 / 48 hours
Indirect counseling/other activity as determined by site supervisor	Remaining hours to equal 300/600
Total internship hours	600 hours

Online Internship Hours (overall, across four terms)

Component	Hours
Minimum direct hours (10 hrs of group facilitation must be accrued during practicum or internship)	240 hours
Minimum individual or triadic supervision with site supervisor (1 hr/week)	30 hours
Minimum synchronous group supervision (3 hrs every-other week or 2 hrs/week)	48 hours
Other activity as determined by site supervisor	Remaining hours to equal 600
Total internship hours	600 hours

On-Campus Internship 1 & 2 Requirements: complete at least 2 in-class case presentations per semester; successful completion of all coursework per syllabus each semester; complete 600 clock hours (min. 240 direct) at a clinical mental health or school counseling site (approx. 20-25 hrs/week on-site) over two 15-week semesters, including at least 10 hours of group facilitation/co-facilitation; attend 1 hour/week of individual/triadic supervision (30 hours

minimum, 15 per semester); attend synchronous group supervision weekly with no more than 2 absences per semester.

Online Internship 1 & 2 Requirements: complete 600 clock hours (min. 240 direct) at a school or clinical mental health site (approx. 20-25 hrs/week on-site) over four 7.5-week terms, including at least 10 hours of group facilitation/co-facilitation; attend 1 hour/week of individual/triadic supervision (minimum 30 hours total); attend all synchronous group supervision meetings, 2 hours weekly or 3 hours bi-weekly (minimum 45 hours).

Internship 1 Grading

On-Campus: PASS = minimum 300 hours (120 direct), 15 hours (minimum) of on-site individual/triadic supervision, and no more than 2 absences from synchronous group supervision. INCOMPLETE = minimum 200 hours (80 direct) with the same supervision/attendance standard. FAIL = below the incomplete threshold, or unsatisfactory evaluations, or incomplete course assignments.

Online: PASS = minimum 300 hours (120 direct), 15 hours minimum on-site individual/triadic supervision, and 24 hours minimum synchronous faculty-led group supervision. INCOMPLETE = minimum 200 hours (80 direct) with the same supervision/group-supervision minimums. FAIL = below the incomplete threshold or unsatisfactory evaluations, or incomplete course assignments.

Both modalities: *Internship 1 students who earn hours in excess of the 300 total (120 direct) required to pass may carry over a maximum of 100 total hours (40 of which may be direct) toward Internship 2. All hours must be logged and approved during the semester/term in which Internship 1 takes place. Hours completed during Internship 1 cannot be logged during Internship 2.*

Internship 2 Grading

On-Campus: PASS = combined with Internship 1, a minimum of 600 hours including 240 direct hours, 30 hours of on-site individual/triadic supervision, and no more than 2 absences per semester from synchronous group supervision (45 hours minimum), plus at least 10 hours of group facilitation/co-facilitation. FAIL = below any of these thresholds.

Online: PASS = combined with Internship 1, a minimum of 600 hours including 240 direct hours, 30 hours minimum of on-site individual/triadic supervision, and 45 hours minimum of synchronous group supervision, plus at least 10 hours of group facilitation/co-facilitation. FAIL = below any of these thresholds.

Direct vs Indirect Counseling Hours

This table lists common types of direct and indirect hours counted during fieldwork (both modalities). Questions about whether an activity counts as direct or indirect should be directed to your faculty supervisor; hours are approved at faculty discretion.

	Direct Counseling Hours	Indirect Counseling Hours
Definition	Time spent providing counseling or counseling-related services directly to clients/students.	Time spent supporting counseling services without direct interaction in a counseling role.
Client Contact Required?	Yes	No (or not in a counseling service capacity)
Examples	Assessment; individual, group, family, or couples counseling/co-counseling; crisis counseling; intake interviews; psychoeducational groups; classroom guidance lessons (SC); academic/career counseling; client feedback sessions; counseling-focused parent conferences (SC); consultation with teachers/parents on counseling recommendations.	Case/progress notes; treatment planning; reviewing client records; supervisor consultation; individual/group supervision; case staffing; preparing materials; researching interventions; referral coordination; scheduling; site documentation; professional development/training; administrative meetings.
Does Not Count	Observing another counselor without participation; teaching unrelated classroom content; administrative meetings unrelated to counseling.	Travel time to/from site; personal student time unrelated to client services; general office work, filing, phones, unrelated clerical duties.

The 10 hours of group facilitation/co-facilitation required during practicum or internship are included in the total direct hours noted above (40 practicum / 240 internship) and are not required in addition to those hours.

Professional Liability Requirement

Students are required to obtain and maintain continual individual professional counseling liability insurance policies while enrolled in practicum and internship. Coverage must be in the amounts dictated by the student's site or school district, and students are responsible for all associated costs. Students must submit proof of coverage with their fieldwork application, and coverage must remain in effect through the duration of the field experience.

The American Counseling Association (ACA), American School Counselor Association (ASCA), and American Mental Health Counselors Association (AMHCA) offer liability insurance coverage to master's-level student members as part of student membership dues. The National Board for Certified Counselors also offers student liability coverage through Lockton Affinity.

In addition, students enrolled in Counseling Practicum and Internship who are also acting as agents of the Commonwealth (such as through a placement at W&M 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.

CACREP Professional Practice Requirements

The Counseling Program (both On-Campus and Online modalities) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP's Section 4 (Professional Practice) sets the foundational requirements for practicum and internship, including entry-level supervision ratios (1:6 faculty:student when the program faculty provide individual/triadic supervision; 1:12 when a site supervisor provides it solely, with faculty providing group supervision only), a 12-student cap on group supervision, and supervisor qualification standards summarized in "Site Supervisor Qualifications" below. The full current standards and definitions are available at:

<https://www.cacrep.org/for-programs/2024-cacrep-standards/>

Fieldwork Preparation and Site Application Procedures

Fieldwork Preparation

On-Campus: During their first semester, students attend a mandatory in-person fieldwork orientation, led by the Fieldwork Coordinator, covering the process for identifying and applying for a fieldwork site.

Online: Students obtain fieldwork information throughout the program and receive a Fieldwork Orientation during Residency 1, covering Practicum and Internship.

Students in either modality may send questions to the contacts noted at the beginning of this manual.

Site Qualifications and Requirements

Students may not see clients or earn hours toward practicum and internship during breaks between Practicum and Internship 1, or when not enrolled in an active fieldwork course.

Students can be at their site between the internship 1 and 2 semesters provided: they are at an existing internship site with their established site supervisor, receiving an hour of weekly supervision at the site, are between internship 1 and 2, and the site has completed the Internship 1 Agreement Form for Semester Breaks in Supervision Assist.

International Fieldwork

All fieldwork experiences must be completed within the United States.

On-Campus: International fieldwork placements are not allowed for students enrolled in the On-Campus Counseling Program.

Online: International fieldwork placements are not allowed for students who enrolled in the Online Counseling Program after spring 2022.

Telehealth

On-Campus and Online: Telehealth training is embedded in the Ethics course rather than tracked as a separate standalone requirement; see “Telebehavioral Health Training Requirements” below. Students are not required to complete any direct hours via telehealth. If a student is at a site that conducts sessions via telehealth: during Practicum, telehealth services must be provided from a physical office at the fieldwork site; during Internship, if the site supervisor wishes for the student to conduct telehealth from home, the site supervisor is responsible for ensuring the student's facilities and equipment meet HIPAA requirements, and a licensed clinician must be available to the student by phone at all times.

CMHC, CMHC-RMFC & CMHC-MVC Sites

Field placement sites for CMHC, CMHC-RMFC and CMHC-MVC 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 individual and group settings and allow recording of sessions. The program structure allows students to use the same site for practicum and internship, though this is not required.

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 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, because:

- More military-connected individuals access services through community agencies than through VAMCs, so students reach a larger portion of the military-connected population by working in a community setting.
- Providing services to military-connected clients in community agencies is 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. Students must not contact federal sites directly. Most website addresses (URLs) for government sites use the “.gov” extension; if unsure whether a site is federal, contact the Fieldwork Coordinator.

School Counseling Sites

Field placement sites for School Counseling students shall only consist of public or accredited private/charter K-12 school settings with a comprehensive developmental model of school counseling.

On-Campus: All on-campus School Counseling students begin practicum in the Spring semester and continue with internship in the following Fall and Spring semesters, completing each of the three fieldwork semesters at a different school to diversify experience across elementary, middle, and high school settings.

Online: School Counseling students are required to gain experience in elementary and secondary (middle or high school) levels. Students who begin internship in a fall semester may complete both semesters of Internship at the same school if the district allows; students who begin in spring should expect different placements in spring and fall.

All School Counseling students must follow the specific procedures for seeking fieldwork placements in school settings provided in the Fieldwork Application Process section of this manual.

Site Supervisor Qualifications

Fieldwork site supervisors must have:

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses relevant to the location and specialty in which the student is placed;
- a minimum of two years of post-master's professional experience relevant to the specialty area in which the student is enrolled;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology used for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

Final determination as to the appropriateness of a potential site supervisor's qualifications rests with the Fieldwork Coordinator.

Online: Note: for MVC students, since MVC is not itself a CACREP specialized practice area, supervisors need a minimum of two years of post-master's experience in CMHC; School Counseling supervisors need a minimum of two years of post-master's experience relevant to school counseling.

The W&M Counseling Program expects site supervisors to complete two hours of training in counselor supervision every two years, supported by a 1-hour webinar hosted each fall and spring. Training can be completed by attending the live webinar and evaluation, or by reviewing the recorded webinar and completing a quiz and evaluation, available on the W&M SOE Fieldwork Webpage.

Background Checks

Most fieldwork placement sites require students to complete a criminal background check before beginning clinical experiences.

Online: This includes all Virginia public school divisions, which are required by state law to conduct background checks on employees and fieldwork students, along with similar requirements common in school divisions across other states and the District of Columbia, and in many CMHC fieldwork sites serving minors.

Once notified of a field placement assignment, students are responsible for obtaining and following the placement site's (or school division's) procedures for completing the required background check before clinical experiences begin, and for paying any associated fees.

Regardless of whether a site requires a background check, students must disclose any prior felony convictions, sexual offenses, or crimes against minors that would be revealed through a background check; students concerned that a prior conviction may affect licensure eligibility should consult the Fieldwork Coordinator. Acceptance into or removal from a field placement based on background check results is determined solely by the fieldwork site or school division.

Site Requirements

Fieldwork sites must provide students with opportunities to use the full range of professional resources available within the setting (direct client service, observation of experienced clinicians, professional literature, in-service training, clinical/administrative technology, assessment instruments, etc.) to support their learning and professional development.

The site must provide adequate space for confidential counseling services and permit recording of students' clinical work consistent with site policy and applicable legal/ethical standards. The faculty supervisor must have sufficient access to the site (through virtual site visits and consultation with the site supervisor) to maintain appropriate oversight of the student's clinical training.

On-Campus and Online: The site must allow video recording of a student's clinical work (audio recording will suffice if the site cannot accommodate video). Students may not be at fieldwork sites during breaks between practicum and internship.

Students can be at their site between the internship 1 and 2 semesters provided: they are at an existing internship site with their established site supervisor, receiving an hour of weekly supervision at the site, are between internship 1 and 2, and the site has completed the Internship 1 Agreement Form for Semester Breaks in Supervision Assist.

Physical Presence of Clinician on Site

A licensed 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 clinician/administrator does not need to be in the counseling room but must be available on-site for emergency situations.

For sites providing counseling services in clients' homes or off-site, a staff member must be present at the physical location where services are being provided. Students working with clients via telehealth from home must have their supervisor accessible via phone while providing direct counseling services.

Means of Client/Student Communication

The site is responsible for providing a method for clients to communicate with the student counselor via the site, and should not give clients access to the student counselor's personal phone number or email address. The site must have a system for clients/students to leave messages or contact the student counselor — such as a voicemail at the site's phone number or a HIPAA- and/or FERPA-compliant email address through the site email system.

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 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 unless such a practice is allowed under state law and allowable in the contracts between the provider/agency and the insurance companies.

Reporting Concerns/Termination of Site Placement

Reporting Student Concerns

Site supervisors are asked to discuss concerns related to student performance directly with the student and to notify the faculty supervisor 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.

Online: Site supervisors are also asked to note concerns on the Supervisor Consultation Form for practicum students.

Site supervisors should consult with faculty supervisors regarding any concerns identified, provide details of actions taken to address concerns directly with the student, and provide written feedback in formal evaluations for documentation purposes.

Reporting 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's 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.”

If students cannot resolve concerns with their site supervisors, they should inform the faculty supervisor of the issue, who will provide support and direction. If the faculty supervisor deems it warranted, the faculty supervisor will appraise the Fieldwork Coordinator of the matter.

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.

On-Campus: If a student is dismissed from a site: the student attends a meeting with the faculty supervisor, advisor, and/or Fieldwork Coordinator to discuss the dismissal; the faculty supervisor/advisor/Fieldwork Coordinator meets with the site to gain further understanding; and the Counseling Program Faculty meet to determine the appropriate course of action, which may include added course-level support (Instructor-Level Intervention) or a Department-Level Professional Performance Review (PPR). Students must receive clearance from the Counseling Program Faculty to apply to other sites after meeting all remediation requirements.

Online: The Professional Performance Review Process (per the Student Handbook) may be initiated at the faculty's discretion for any student dismissed from a fieldwork placement for ethical or professional concerns, or for any student who terminates a placement prematurely without first meeting with the site supervisor, faculty supervisor, and Fieldwork Coordinator to attempt to resolve concerns.

General policies related to retention (academic continuance) and dismissal are in the SOE Graduate Catalog, Academic Policies section:

<https://catalog.wm.edu/graduate/school-education/academicpolicies/>. Policies related to student remediation are in the Student Handbook for the Counselor Education Program, Progress Through the Program section.

Fieldwork and Employment Policies

Completing Fieldwork at Place of Employment

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, 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 regular job duties;
- fieldwork activities must be substantially different from and go beyond the student's regular job duties and current competencies;
- students must work with different clients than in their regular paid employment;
- the fieldwork supervisor must be a different person than the employment supervisor with no managerial dual-relationship concerns; and
- there must be no conflicts of interest created by the dual student/employee role.

By requesting permission to complete a fieldwork placement within a site or school district where they are currently employed, students accept the risk that any issues that emerge in relation to their role as an employee of the district may impact (including termination) their fieldwork placement and may require them to repeat the fieldwork placement. Students also

accept the risk that any issues that emerge in relation to their role as fieldwork student may impact their employment.

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

School Counseling Intern Employment Agreement

Online: The W&M Online Counseling Program does not allow students at the Practicum level to be employed as school counselors or school counseling long-term substitutes. Students may be hired as school counselors or long-term substitutes during either or both 300-hour internships, with the understanding that they remain a master's student who is not yet provisionally or fully licensed, and must prioritize graduate requirements while employed with the district.

By requesting permission to complete an internship in a paid position within a school district, students accept the risk that any issues that emerge in relation to their role as an employee of the district may impact (including termination) their internship placement and may require them to repeat the internship placement. Students also accept the risk that any issues that emerge in relation to their role as an intern may impact their employment with the district.

The district, principal, student, site supervisor, and W&M Field Coordinator agree to the following conditions for allowing students to serve as school counselors and/or school counseling long-term substitutes. The W&M Graduate Student must be able to:

- Remain at the internship placement through the end of the W&M academic semester and complete all course requirements for internship, including accruing a minimum of 120 direct service hours (300 total hours) per semester, regardless of when employment concludes.
- Meet for individual supervision with the Site Supervisor (who must meet CACREP requirements) for a minimum of one hour weekly and have their hours approved weekly in the fieldwork management system.
- Maintain consistent communication and collaboration with the Site Supervisor, understanding that the internship student is a school counselor-in-training who may need to refer or consult more frequently on issues beyond their current scope of training.
- Attend faculty-led group supervision (i.e., class) virtually in their assigned section with their Faculty Supervisor per the course schedule and attendance requirements, including: attending from a private and secure location without interruption; fully participating with camera on for the duration of the class; and refraining from work-related or alternative activities during scheduled class time.
- Ensure and document through hours logs that time at the job site aligns with ASCA's guidelines of a minimum of 80% of time in direct and indirect student services and 20% or less in program planning and school support.
- Teach classroom lessons, facilitate groups, and meet with students individually.
- Present case presentations meeting current requirements, which may include recording themselves counseling a student, facilitating a group, or teaching a classroom lesson.

- Complete all required Internship assignments, including creating professional goals, completing a site report, and submitting at least one Site Supervisor Session Observation Form per semester.

Fieldwork Application Process

Application Due Dates

On-Campus: Follow the application deadlines for practicum application for Summer (February 15). School Counseling students follow the Spring Semester Starting Practicum deadline.

Online: Application deadlines for practicum applications in Supervision Assist:

Semester Starting Practicum	CMHC/MVC Deadline	School Counseling Deadline
Spring	October 15	September 15
Summer	February 15	N/A
Fall	June 15	February 15

Prerequisites to Fieldwork

Students are required to complete prerequisite coursework prior to beginning EDUC C42 Supervised Practicum in Counseling.

On-Campus prerequisites

Course	Title
EDUC C43	Professional, Ethical & Legal Issues in Counseling
EDUC C32	Theories of Counseling & Psychotherapy
EDUC C33	Techniques of Counseling
EDUC C34	Group Therapy & Techniques
EDUC 624	Theory & Practice of Multicultural Counseling
EDUC F09	Human Growth & Development
EDUC 645	The Counselor and Psychopathology

Online prerequisites (CMHC or School Counseling branch, plus Residency-tied courses)

Course	Title
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EDUC C43	Professional, Ethical & Legal Issues in Counseling
EDUC C32	Theories of Counseling & Psychotherapy
EDUC 624	Theory & Practice of Multicultural Counseling
EDUC F09	Human Growth & Development
EDUC C46 OR EDUC C35	Contemporary Issues in CMHC OR Introduction to School Counseling
EDUC C33 + EDUC C10	Techniques of Counseling + Residency 1
EDUC 645	The Counselor and Psychopathology
EDUC C34 + EDUC C11	Group Therapy & Techniques + Residency 2*

*Online only: School Counseling students admitted in a fall semester take EDUC C34 and EDUC C11 (Residency 2) concurrently with EDUC C42 Supervised Practicum.

Students applying for internship must have fully completed all prerequisite courses and EDUC C42 Supervised 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.

Telebehavioral Health Training Requirements

On-Campus: Telehealth training is embedded in the Ethics course, designed to provide basic knowledge of telemental health service provision.

Online: Telehealth training is embedded in the Ethics course, designed to provide basic knowledge of telemental health service provision.

Fieldwork Application Process

On-Campus: Students attend a Fieldwork Orientation during their first fall semester. Students submit a placement application in Supervision Assist every semester of practicum and internship by the application deadline.

Online: Students attend a Fieldwork Orientation as part of their first on-campus Residency and submit a placement application in Supervision Assist every semester of practicum and internship by the application deadline.

CMHC & CMHC-MVC Process

On-Campus

- The student reaches out to sites from the potential site list, providing the CMHC Fieldwork Requirements Letter. Contacting a site not on the list requires prior approval from the on-campus fieldwork coordinator. Students secure an offer for placement at a site.

- Students eligible to start practicum receive an email invitation to register in Supervision Assist for the semester the fieldwork placement application is due.
- Students create a placement application in Supervision Assist, selecting the appropriate CMHC training plan for level, modality, semester, and year.
- Students with more than one fieldwork site placement must submit a placement application for each placement.
- Students complete placement application requirements, upload liability insurance, and complete the HIPAA Quiz in Supervision Assist.
- Site supervisors register in Supervision Assist and complete all required steps.
- The Fieldwork Coordinator approves the placement application.

Online

- The student locates a CMHC site placement in the community. Students with more than one fieldwork site placement must submit a placement application for each placement.
- Students eligible to start practicum receive an email invitation to register in Supervision Assist for the semester the fieldwork placement application is due.
- Students create a placement application in Supervision Assist, selecting the appropriate CMHC training plan for level, modality, semester, and year.
- Students complete placement application requirements, upload liability insurance, and complete the HIPAA Quiz in Supervision Assist.
- Site supervisors register in Supervision Assist and complete all required steps.
- The Fieldwork Coordinator approves the placement application.

Note: Placements are not approved until all requirements are completed by students and site supervisors, and the placement is finalized in the fieldwork management system by the Fieldwork Coordinator.

CMHC-MVC Process — Federal Site Process

On-Campus: Students in the CMHC-MVC concentration must attend an MVC Fieldwork Information Session (fall/spring only). Students seeking federal-site placements must consult with the Fieldwork Coordinator before approaching any federal site directly.

Online: Students seeking federal-site placements must consult with the Fieldwork Coordinator before approaching any federal site directly, by emailing fieldwork@wm.edu (with “CMH” at the start of the subject line).

School Counseling Process

On-Campus: Students who are eligible to start Practicum will receive an email with a link to the School Counseling Fieldwork Application, to be completed by the noted deadline. Students then create a placement application in Supervision Assist (selecting the school district as the Supervision Site and “Fieldwork Coordinator” as the Site Supervisor), complete application requirements, upload liability insurance, and complete the HIPAA Quiz. Site supervisors register and complete required steps, and the Fieldwork Coordinator approves the placement.

Online: School Counseling students are required to gain experience in elementary and secondary (middle school or high school) levels. Students who begin internship in a fall semester may (but are not required to) complete both fall and spring semesters of Internship (all 600 hours) at the same school if the district allows. Students who begin internship in a spring semester should expect to conduct internship in spring and fall in different placements. Students should first check the list of school districts below and follow instructions for those districts specifically; for all other districts, students should contact the district directly to ask whether the university coordinates the placement or whether the student contacts the schools directly.

University Coordinates Placement

If online students are seeking a placement in one of the school districts listed below, or in a district that wants the university to coordinate placements, students should follow the standard application process above.

- Chesterfield
- Fairfax
- Gloucester
- Hampton
- Hanover
- Henrico
- Hopewell
- Loudoun County
- Montgomery County Public Schools (VA)
- New Kent
- Newport News
- Williamsburg–James City County
- York County

Coordination for these districts is handled by the Assistant Director for School Counseling Fieldwork. Williamsburg-area districts receive a higher-than-average number of requests for placements; students requesting one of these districts may be asked to submit additional placement applications as back-up options.

NOTE: Placements are not approved until all requirements are completed by students and site supervisors, and students may not begin fieldwork placements until the placement is approved by the Fieldwork Coordinator.

Site/Supervisor Screening and Approval

The Fieldwork Coordinator(s) provide the site supervisor with an orientation to clarify training expectations, supervisor qualification requirements, and roles, and confirm the site's ability to meet these expectations. If the site (or school district) cannot meet program requirements, the student will be informed to submit a new fieldwork application.

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 outlining the purpose, goals, and schedule of the course, and informing them of the evaluation form they will be asked to complete.

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 completion/submission of the student evaluation, and soliciting general feedback about the fieldwork experience.

Record Keeping Requirements

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

On-Campus: Consents for recording are kept at the site; students confirm in Supervision Assist when they record sessions that a consent is on file. Students should craft original progress notes at their sites; the use of AI software to write notes during practicum and internship is prohibited.

Online: Consents for recording are kept at the site; students confirm in Supervision Assist when they record sessions that a consent is on file. As in the On-Campus track, the use of AI software to write client progress notes during practicum and internship is prohibited.

Supervision Requirements

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

On-site Individual or Triadic Supervision

Students must participate in 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. Some sites offer students the opportunity to

participate in group supervision at the site; on-site group supervision is not a program requirement but is encouraged where possible, and it may not be substituted for individual/triadic supervision. Students completing fieldwork hours at more than one site must receive one hour of individual or triadic supervision per week *at each site* where they are accruing hours, provided by the site supervisor formally approved for that specific site placement. In cases of multiple field sites, supervision hours from one site may not be counted toward the weekly requirement at another site.

Students who do not attend, log, and have their supervisor approve 1 hour of individual/triadic supervision per week (15 hours minimum each semester/course) will not pass the practicum or internship course and will be required to repeat the entire course regardless of the total number of hours accrued or their ability to meet other course requirements.

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, and how these affect your counseling practice
- Session process and dynamics; transference and countertransference issues
- Learning new skills or information
- Reviewing session recordings
- Planning and setting goals for future counseling sessions
- Discussing treatment planning
- Relating theory and techniques to counseling practice
- Addressing issues related to the supervisory relationship or structure of meetings

Group Supervision / Online Synchronous Group Supervision

On-Campus: Students meet as a class where they engage in group supervision with the faculty supervisor, contributing toward indirect hours. No more than 2 absences from group supervision are allowed per semester. This group supervision typically takes place in person but may be conducted online synchronously at times.

Online: Students meet as a class synchronously online for group supervision with the faculty supervisor. Attendance at all scheduled class meetings is required. Practicum classes meet 2 hours per week for 15 weeks; Internship classes meet either 2 hours per week or 3 hours every-other week. Students must attend, log, and have approved the required hours (24 hours minimum each semester/term) or may not pass the course and may be required to repeat it.

In both modalities, group supervision typically consists of discussions of client cases that students present either formally or informally to the class, with students expected to share client cases and provide feedback to classmates.

Recording Guidelines

The authorization to record student counseling activity is a requirement for field site placement approval.

On-Campus: Students are generally required to record two individual counseling sessions per semester and share approximately ten minutes of these recordings as part of at least 2 required case presentations per semester during group supervision (each including a concise case summary and a 10-minute recorded segment). Video recording is required by default; audio recording is permitted only with prior instructor approval. Recordings are stored either at the site or in Supervision Assist, which auto-deletes recordings after four months.

Online: CMHC and CMHC-MVC students record a minimum of two individual counseling sessions per semester; School Counseling students record one counseling session and either one classroom lesson or one small-group session per semester. Video recording (with client consent) is required; audio is permitted only with prior approval from the Fieldwork Coordinator or if requested by clients. Recordings are stored either at the site or in Supervision Assist, which auto-deletes recordings after four months.

In both modalities: only the student counselor, site supervisor, faculty supervisor, and Fieldwork Coordinator have access to recordings. Program faculty are ethically bound as gatekeepers to the profession to observe student counselors conducting sessions with actual clients. It is strongly preferred to have both the client and counselor visible in the recording; in rare instances, only the student counselor has been permitted to be visible so that clients are audible but not visible.

Consent Forms

All clients/students in counseling (individual, group/small group, couple, family, etc.) sessions to be recorded must give prior written authorization for the recording to occur. Clients/parents may revoke this consent at any time, including during a session. A consent form for recording is provided by the university and may be modified as needed by the site. Students may use both the site/school consent form and the university's form, or just one, provided the form clearly indicates that they are a student at W&M and will be sharing a portion of the video in class or group supervision. It is the fieldwork student's responsibility to ensure that written and signed client authorization for recording is on record in the field site placement's client/student file. A sample authorization for recording form is provided in the Form Samples section of the Fieldwork Manual.

Consent Forms for School Counseling Classroom Lessons

At the start of the school year, when parents complete enrollment paperwork, they typically complete an opt-out form if they do not want their child included in photographs or media. Opted-out students (the school secretary generally has this list) cannot be recorded when the fieldwork student conducts a classroom lesson. Other students do not need permission because the fieldwork student is teaching, not counseling — similar to an administrator taking photos of a classroom activity or Career Day for the school website. Fieldwork students must obtain written parent consent for recording individual counseling sessions or small groups. Signed School Counseling Recording Authorization forms should be kept in the field site placement's client/student file.

Security of Electronic Recordings

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

- Recordings are made and used only for the purpose of group clinical supervision in required clinical instruction courses designated by the counseling faculty.

- Recordings are made using site-designated recording equipment and stored in a HIPAA- or FERPA-compliant location at the site if available; if the site does not provide recording equipment or a platform, students should record in Supervision Assist, where recordings are automatically deleted after four months.
- Students are responsible for safeguarding confidentiality, including viewing recordings out of sight and sound of anyone not currently enrolled in and participating in the relevant clinical instruction course.

Failure to maintain confidentiality is a violation of the ACA Code of Ethics and will result in a Notification of Professional Performance Concern and dispositional action in accordance with the Student Handbook for the Counselor Education Program.

Evaluations

Site supervisors will complete performance evaluations for each student they supervise according to criteria established by both CACREP and the Counseling Program, and are encouraged (though not required) to review evaluations 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/term, considering progress toward course requirements, counseling skill development, and personal/professional performance per the Professional Performance Review Process outlined in the Student Handbook for the Counselor Education Program.

Final Performance Assessments

During the last two weeks of the semester/term, the progress of each fieldwork student shall be assessed by the site supervisor and faculty supervisor on the same criteria as the mid-term assessment.

Professional and Personal Performance

Students are expected to demonstrate personal integrity and a commitment to professional development throughout their fieldwork experience, including the following professional performance dispositions:

- Openness to new ideas
- Flexibility and adaptability
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Effective and appropriate expression of feelings
- Attention to ethical and legal considerations
- Initiative and motivation

- Orientation to multiculturalism and social justice advocacy
- Professional wellness and self-care
- Humility
- Professionalism
- Willingness to seek help

Given the nature of this class, 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 in accordance with the Professional Performance Review Process outlined in the Student Handbook for the Counselor Education Program.

Student Evaluation of Field Placement Experience

Students are to complete an evaluation of their fieldwork site placement in Supervision Assist. 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.

Note: In order to receive a grade of PASS for each semester/term of their fieldwork, students must receive a satisfactory overall evaluation, based on the determination of the faculty supervisor with consideration of the site supervisor's feedback. Students with unsatisfactory evaluations may receive a failing grade regardless of points earned and requirements met.

Additional Grading and Conduct Policies

Students will receive a grade of PASS or FAIL in the fieldwork courses. Per the Academic Continuance & Standards policy, any student receiving more than one D or F in an approved program of studies will not be permitted to continue in that program.

The following academic policies can also be found in the School of Education Graduate Catalog, Academic Policies section: Academic Continuance & Standards; Academic Dismissal; Academic Probation; Evaluation System; and Grade Appeal.

<https://catalog.wm.edu/graduate/school-education/academicpolicies/>

Online only: The online practicum/internship course structure (7.5-week terms) differs from the standard semester-long course; failing two consecutive practicum/internship terms within or across semesters is treated as equivalent to earning a D or F in a standard semester-long course.

Use of Social Media

This policy applies to students in both the On-Campus and Online modalities. Students should use good judgment when utilizing social media during their time in the program, per ACA Code of Ethics section H.6 and the W&M Student Handbook.

Use of AI

This policy applies to students in both the On-Campus and Online modalities. Students in fieldwork courses are strictly prohibited from entering client information, session information, or portions of recordings into any AI software or transcription service, or using AI to complete

documentation/record-keeping tasks; violations may result in a failing grade and possible dismissal from the program.

Licensure & Certification Information

Each state has an application that must be completed by students to obtain licensure/certification as a clinical mental health counselor or school counselor in that state. The student is responsible for initiating the licensure process. Read your state board guidelines carefully and follow all instructions on forms. If you have any questions, call the state licensing board first, before contacting W&M staff and faculty.

When can I request to have my licensure paperwork completed?

For most states, paperwork for licensure/certification cannot be completed by university personnel until after students have officially graduated (degree conferred). In a few states, paperwork may be completed prior to degree conferral — review your application to determine when to submit your paperwork to the Fieldwork Coordinator. This means you will not be enrolled in a course and cannot see clients at a site until you receive your provisional license; state boards and employers are aware of this, and there is no way to expedite the process.

What should I fill out and leave blank on licensure/certification forms?

Complete all information that forms indicate should be “completed by the applicant” (for Virginia forms, PART I only). This includes personally identifiable information such as name and driver's license number; for Virginia, enter only the last four digits of the SSN, and read other states' forms carefully before including a full SSN. Do not fill in any parts of the form indicating they should be completed by a school official or university representative. School counseling students seeking licensure in Virginia must provide verification of completion of the trainings in PART IV of the form for the university representative to certify completion; email certificates along with the form.

To whom do I submit my form, and when will it be completed?

Once your degree is conferred (or when eligible in your state to submit your application), email or physically mail the required educational verification form to your Fieldwork Coordinator:

- Campus and Online CMHC students: SPACE Department Chair — dhudson02@wm.edu
- Campus and Online School Counseling students: Assistant Director for School Counseling Fieldwork — fieldwork@wm.edu (subject line: “SC Licensure Forms”)

For forms requiring direct mail: Counseling Program Fieldwork Coordinator, School of Education, 301 Monticello Ave, Williamsburg, VA 23185.

Please allow two weeks after forms are submitted, or two weeks after degree conferral (whichever is later), for forms to be completed and returned to you or submitted to the board.

How do I get information about the licensure requirements for my state?

<https://www.wm.edu/offices/iae/state-authorization/couns-prog/>