School of Psychology & Counseling
Practicum & Internship Handbook

Master of Arts (M.A.) in Counseling Program

Majors in
Clinical Mental Health Counseling
School Counseling
Marriage, Couple and Family Counseling

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Acknowledgement of Handbook

This Handbook is provided to students and applicants for their general guidance only. It does not constitute a contract, either express or implied, and is subject to change at the University’s and/or the Program’s discretion.

All students are expected to read this Handbook and have a thorough understanding of its contents. Student should also be aware that they can discuss the Handbook and direct questions and concerns to their Faculty Advisor or the Program Chair regarding any material contained in the Handbook. Students agree to abide by all procedures, policies and guidelines in the Handbook. Students understand that this Handbook may be modified from time to time as University or Program policies, procedures and guidelines are implemented or changed and that it is their responsibility to review the Handbook from time to time in order to remain current with its contents.
I. General Overview of Clinical Courses

Introduction to Handbook
This handbook provides students with information related to practicum and internship within the Master of Arts (M.A.) in Counseling Program [majors in Clinical Mental Health Counseling (CMHC); School Counseling; and Marriage, Couple & Family Counseling (MCFC)] as well as the Certificate of Graduate Studies Programs [majors in Clinical Mental Health Counseling (CMHC); Marriage, Couple, & Family Counseling (MCFC); Trauma Counseling, School Counseling, and Addictions Counseling]. It is important for all students to become familiar with the practicum/internship requirements prior to enrollment in the program.

The handbook contains a link to the Practicum and Internship required forms. Please feel free to contact the Field Placement Liaison or Counseling Clinical Coordinator with additional questions, concerns, or comments that are not addressed in this handbook.

In an effort to continually enhance the process of our Practicum and Internship experience, this handbook may undertake revisions periodically so that current and accurate information is provided to the students. When this occurs, students will be notified through appropriate methods (i.e. email announcements, classroom notifications, website notices, etc.).

Overview
The practicum and internship processes provide practical experience and supervision in areas consistent with academic and professional goals of masters-level counseling students. These field practices provide for advanced, real-world experience with delivery of counseling services.

Both the Practicum and Internship courses focus on the experiential learning characteristic of clinical experience in which students practice skills and attitudes reflective of basic or advanced training and education in the discipline of counseling. Students will be given the opportunity to continue to develop competency in chosen counseling dimension(s) through regular, supervised practice at their approved site. These courses are designed to prepare students to be leaders in the profession of counseling and/or counselor education in both Christian and secular settings.

Clinical practica and internships in the School of Psychology and Counseling include face-to-face sessions with clients, classroom instruction, individual, triadic, and group supervision, and non-counseling related duties on-site. These field experiences can range from community to university and school settings. All clinical practices require professional supervision by qualified mental health or school counseling professionals. For students who are not already licensed, these hours will count towards their counseling licensure or school counseling certification requirements.

Primary Goals
Making a difference in the world requires that counselors who practice from the Christian perspective have well-developed skills. Practicum/internship experiences establish an ongoing advanced-level framework for continuing to develop sound skills in counseling, and consultation. The School of Psychology and Counseling aspires to facilitate the development of students who can blend biblical wisdom with effective clinical knowledge. The acquisition of these skills is vital to helping the individual, family, church and community. Please note the following objectives:
1. Acquisition of advanced skills in counseling that are informed by both Judeo-Christian principles and empirical research.
2. Demonstration of sensitivity to, respect for, and honoring of differing backgrounds and values of clients, and/or consultees including different faith traditions, ethnicities, gender issues, sexual orientation issues, and values systems.
3. Understanding the use of biblical concepts in thought, word and action in practicum/internship settings.
4. Recognizing the understanding and forgiveness of our Lord in relation to the acceptance and wounded state of others.
5. Knowing, analyzing and synthesizing the ethical codes of the counseling discipline and practicing the ethical behaviors and decision-making that are required of counseling professionals and foundational to the scripture-guided life.
6. Demonstration of proficiency in the use of technology by use of library / electronic databases to perform research, use online technology for discussions and real-time group supervision, and exploration of the Internet to identify resources (e.g., professional organizations, professional writings).
7. Compliance with current legal requirements related to client confidentiality defined in the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
8. Demonstration of competent and complete record-keeping skills, as required by clinical sites and appropriate records related to consultation.
9. Demonstration of advanced writing skills in professional counseling pursuits, including but not limited to psychosocial histories, diagnoses, assessment, and treatment planning.
10. Demonstration of biblically-based leadership skills pertinent to the profession of counseling by:
   - Demonstrating a commitment to personal, professional and spiritual development.
   - Articulating a personal philosophy about counseling.
   - Demonstrating multicultural sensitivity and respect for all participants in a setting related to the profession of counseling.
   - Demonstrating ethical and professional behavior in all aspects of the profession of counseling.

**Student Objectives**

1. To provide competent behavioral health services to the clientele of the counseling practicum or internship site. The fundamental ethic of any counselor is to do no harm (nonmaleficence). It is the responsibility of the practicum/internship student to:
   - Function as a member of a team with faculty and site supervisors regarding methods of treatment, planning, implementation, and documentation of interventions.
   - Discuss the range of therapeutic techniques consistent with a student’s skill appropriate for a presenting problem.
   - Observe and document the nuances of client behavior.
2. To critically evaluate his/her skill and comfort level within the full range of professional behaviors on-site.
3. To develop a mastery of counseling specializations, where the students move towards proficiency and a comprehensive performance in clinical, consultative and school counseling settings. This experience will require the student to articulate and demonstrate a plurality of theoretical interventions which are most consistent with his/her principles and client/student needs.
Student Competencies

1. The student will evaluate his/her level of professional competencies in working with individuals, couples, families, students, and supervisors, experiencing the full range of client and professional concerns. This will be accomplished through:
   - The identification of student goals for the practicum/internship course(s) based on skill assessments.
   - The communication of professional goals to the professor in order to develop educational interventions.
   - Midterm evaluation of professional competencies and the formation of new goals and interventions.
   - Final evaluation of professional competencies.

2. The student will increase their level of professional competencies through the following activities:
   - Practice counseling skills with clients or students.
   - Review client through audio/video recordings and prepare a written treatment plan(s) for the subsequent sessions based on the events.
   - Research and demonstrate new skills relevant to the specific needs of clients.
   - Observe and conduct peer reviews in order to foster feedback and collaboration that ultimately leads to greater productivity.
   - Demonstrate the ability to behave therapeutically.

3. The student will grow in their self-perceptions as a mental health professional and develop an identity as a professional counselor in order to:
   - Receive individual supervision weekly, including faculty group supervision through clinical homework.
   - Read and discuss literature relevant to work experience and developmental goals.
   - Participate in professional development seminars, workshops and conferences.

4. The student will be able to identify ethical issues, discuss them, and act appropriately to:
   - DSM-V diagnostic issues pertinent to their cases.
   - Crisis and emergency ethical issues as they arise.
   - Comply with the American Counseling Association (ACA) Code of Ethics, and/or the American School Counseling Association (ASCA) Code of Ethics.

Accreditation Standards

The Counseling Programs in the School of Psychology and Counseling (SPC) have been developed to meet or exceed the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As such, the masters counseling practicum/internship experiences are required to complete the student’s respective degree program.

Practicum/Internship Site List

The SPC Field Placement Site List, located on the School of Psychology and Counseling web page, provides students with placement options in a variety of school and community/clinical settings that are local to the Regent University campus. Each of the sites displayed has either hosted a Regent student in the past or expressed an interest in doing so. The site list is not comprehensive and students are not limited to selecting individuals or organizations contained within it.
On-campus and online students who live in the Hampton Roads area must receive permission from the Field Placement Liaison (FPL) prior to contacting any sites on the list for practicum and internship. Students are required to submit their top three site choices to the FPL. Any application that is submitted without three sites will not be considered.

**Practicum/Internship Site Supervisory Fee**

Students are advised that if their desired practicum/internship site charges a supervisory overhead fee as a condition of hosting the student at that site, Regent University will arrange the payment of the fee for documentation purposes and the student will be invoiced for the fee through their student account.

**Clinical Supervision Policy**

This section is meant to assist students in understanding clinical supervision and its differences with administrative or managerial supervision. The more understanding students have regarding competent and quality supervision, the better prepared they are to make effective decisions regarding their supervisor-supervisee relationship and problem-solve with supervisors and faculty if necessary.

When a student begins attending supervision in a practicum or internship site, it’s important to distinguish between what is referred to as “administrative supervision” and “clinical supervision.” Administrative supervision involves issues related to a supervisee’s work as an employee, work practices, and performance on the job. This is often a situation in which the supervisor is the supervisee’s manager. In contrast, clinical supervision is focused on the supervisee’s work as a clinician, developing counseling skills, the therapeutic relationship between the supervisee and their clients, ethical decision-making, and case conceptualization.

It is generally not recommended that a student’s clinical supervisor function in an administrative role, however, the setting may determine to what degree a supervisor has this function. If a supervisor functions as an administrative and clinical supervisor, it is considered a dual role and can create some confusion about supervisory function and supervision goals.

It is expected that clinical supervisors in practicum and internship sites will provide clinical supervision for those students who are placed on site. If some administrative supervision occurs in the context of working in a field placement, it should be secondary and in service to clinical supervision (e.g., clinical scheduling, attendance to the site, working within the specific setting in which the student is placed, and general work practices).

It is expected that if students are not receiving primarily clinical supervision on site, they discuss this with their on-site supervisor to insure clinical supervision is occurring. In addition, it is expected that students will inform their practicum or internship professors regarding their supervision experiences, particularly if clinical supervision is not occurring on a regular basis in accordance with practicum and internship requirements.

**Policy:**

If a student placed within practicum or internship is not receiving clinical supervision in accordance with requirements, the protocol is as follows:

1. If the student, site supervisor and practicum/internship faculty can reach a suitable arrangement and clinical supervision can be continued in accordance with requirements, the student may remain at the site and complete their field placement training.
a. Meetings between the student, site supervisor and practicum/internship faculty must address the quality, focus and consistency of clinical supervision.

2. If the student, site supervisor and faculty cannot reach a suitable arrangement and clinical supervision is not occurring within requirements, the student may be removed from the site and placement will be terminated.

Decisions regarding removing students from practicum and/or internship sites will be evaluated on a case-by-case basis between faculty, the on-site clinical supervisor and the counseling clinical coordinator. The final decision regarding ending or changing placement resides with the clinical coordinator.

Policy on in-home services for Practicum/Internship Placement

In-home services constitute a different experience than a traditional counseling environment in that counselors visit children/students and conduct clinical services within the child’s/student’s home. In-home sites will NOT be approved for practicum placement. In order to maintain safety from harm and sufficient supervision for such counseling experiences, in-home sites will need to meet the following conditions to be considered for approval as an internship site:

1. The site supervisor or in-home counselor designee (a licensed in-home counselor who serves in a supervisory capacity for the student) must have a clear and demonstrable policy for how visits to the respective child’s/student’s homes will occur.

2. The internship site’s policies and procedures for managing supervision in an in-home environment must be submitted to the Counseling Clinical Coordinator for review.

3. The counseling student is considered for all intents and purposes to be primarily a “student” and not an employee of the agency, even if the agency trains and equips the student within their own parameters as an employee (e.g., employment and policy training, background checks, etc.)

If the above conditions are not met, an in-home agency may not be considered for internship. However, in-home service internship placements will be approved on a case-by-case basis. Students will need to submit an academic petition along with a copy of the prospective site’s policies and procedure as outlined above to the Field Placement Liaison for approval and review by the Counseling Clinical Coordinator. In-home services placements will not be approved without the submission of an academic petition. Please note: students will need to obtain the PDF version of the academic petition from the FPL in order to request placement in an in-home counseling setting.

Disciplinary and Professional Conduct Policy

Faculty, training staff, and clinical supervisors have a professional and ethical responsibility to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers.

- Ensure, insofar as possible, that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, etc.) in an effective and appropriate manner.

- Critically consider program completion for students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large because of this commitment.

Students enrolled in Internship classes may be given a failing grade or withdrawn from their current Internship if any of the following apply:
• A student cannot have more than one absence per semester or they will receive a failing grade for Internship.
• Inadequate, incomplete, or unacceptable Case Study presentations (as determined by the Instructor/Faculty Supervisor).
• Disciplinary actions that are the result of unprofessional/unethical conduct either at the Internship site or in the classroom and/or failure to comply with directions and consultation given by either the Faculty Supervisor or any Site Supervisor. All disciplinary problems will be documented on a Professional Development Form (PDF).
• If the Faculty Supervisor determines that the student’s current emotional, mental or physical well-being compromises the integrity of the Internship experience or potentially places the student or others in harm’s way or in an unduly vulnerable position. All such cases will be brought to the attention of the Program Chair.
• If there is a question or concern of competency in areas such as (but not limited to):
  ➢ Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
  ➢ Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
  ➢ Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
  ➢ Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

If any of the above criteria are applicable, students may be subject to the “Professional Competency” policy and guidelines found in the Counseling Clinical Program Handbook.

Premature Termination of Practicum/Internship Placement
When a practicum or internship placement ends prior to its planned conclusion, this policy is intended to clarify the School of Psychology & Counseling’s (SPC) response to premature termination. There are three conditions:

1. Placement ends due to the site supervisor or site’s responsibility
   a. Site placement ends due to site supervisor/site not adequately or effectively managing site responsibilities in accordance with Regent University SPC Practicum/Internship policies

2. Placement ends due to student responsibility
   a. Student is terminated from the site for not complying with site policies and procedures or for displaying unethical conduct in interactions with clients, supervisor, or other site personnel
   b. Student is unable to complete or fulfill obligations to the site

3. Placement ends with no fault or responsibility of the site or the student
   a. Placement ends due to the site being closed

Options for SPC response:

Condition # 1: Clinical Coordinator and Field Placement Liaison will work expeditiously to assist the student in finding a new practicum/internship site in accordance with Regent SPC policy.

Condition # 2: Student will receive a Professional Development Form (PDF) in accordance with Regent policy indicating the reasons/rationale for practicum/internship premature termination
and a remediation plan. A potential outcome or consequence of this premature termination may be a “No Pass” (NP) grade.

**Condition #3:** Clinical Coordinator and Field Placement Liaison will work expeditiously to assist the student in finding a new practicum/internship site in accordance with Regent SPC policy.

**Clinical Training Manager**

Students, faculty supervisors, and site supervisors will use Clinical Training Manager, an Academic EHR software system to track practicum and internship hours and complete evaluations for both practicum and internship.

Students will be able to take this with them after graduation and use the time tracking feature to record hours toward LPC or LMFT licensure in the state in which they are planning to apply for this.

Please click here: [https://regent.clinicaltm.com/#/logon](https://regent.clinicaltm.com/#/logon), to login to this system once you have established a user ID and password.

### II. Practicum

**Practicum Summary**

According to the Regent University Faculty & Academic Policy Handbook (2016, p. 147), students must successfully complete a minimum of 12 credit hours within their respective degree programs with a cumulative GPA of 3.00 and have approval from the faculty practicum director (Field Placement Liaison or Counseling Clinical Coordinator in the SPC) to be eligible to register for a practicum. The School of Psychology & Counseling requires students who began in one of the M.A. in Counseling Programs in the Fall 2016 semester or later to complete the following prerequisite courses with a grade of “B” or “P,” as applicable, before beginning practicum:

- COUN 500 Orientation to the Counseling Profession
- COUN 521 Counseling Skills & Techniques
- COUN 526 Theories of Counseling
- COUN 561 Ethics, Professional Orientation, & Legal Issues
- COUN 545 Concepts of Family Systems
- COUN 570 Multicultural Counseling
- COUN 554 Group Counseling
- COUN 538 Psychopathology & Diagnosis (can be taken concurrent for accelerated pace students)
- COUN 562 Crisis, Trauma & Clinical Mental Health Counseling (CMHC students ONLY)
- COUN 546 Marital & Couple Therapy (MCF students ONLY)
- COUN 516 Principles of School Counseling (School Counseling students ONLY)

Practicum (COUN 523) is often the first counseling experience for students in the MA in Counseling programs. As such, students are expected to generally observe and co-facilitate in counseling situations using their basic attending skills and questioning techniques. M.A. practicum takes place in clinical/community or K-12 school settings.

Students complete a minimum of 100 clock hours during their Practicum spread over the majority of the semester. This one semester, field experience is composed of the following (CACREP, 2016, p. 14):
1. A minimum of 40 hours direct service counseling (i.e. individual/group/family therapy, pre-K through 12th grade, counseling observation, psycho/educational activities, school-wide, classroom guidance, etc.)

2. The remainder of the 100 hours will be used for indirect services (writing clinical case notes, attending staff meetings, performing clerical duties, participating in faculty/site supervision, etc.)

3. One hour of weekly individual and/or triadic supervision by a faculty supervisor or supervised teaching assistant.

4. Student submission of 5 audio/video recordings or 2 live observation evaluation forms of direct counseling experiences.

5. Student submission of midterm and final evaluations with appropriate time logs.

During the practicum course, students must receive weekly individual and/or triadic (no more than two supervisees to one supervisor) supervision provided by a qualified, approved local supervisor; per CACREP standards.

Failure to meet practicum hour requirements will result in a non-passing (NP) grade unless an academic petition is signed and approved by the student’s Practicum Faculty Supervisor and/or Counseling Clinical Coordinator/Program Coordinator. Students meeting these conditions will need to develop an individualized practicum completion plan with their Practicum Faculty Supervisor and provide a copy of this plan to the Field Placement Liaison and Counseling Clinical Coordinator prior to continuing practicum. Please note: students needing to seek approval to complete practicum requirements past one semester will need to obtain the PDF version of the academic petition from the FPL.

**Practicum Documentation**
Students are required to submit application materials in order to apply for practicum to the Field Placement Liaison by the semester deadlines. The School of Psychology & Counseling (SPC) requires critical paperwork such as Nationwide Criminal Background Checks and Liability Insurance coverage for every student throughout the duration of his or her program.

It is the student’s responsibility to make sure the application materials get to the Field Placement Liaison in a timely manner. Failure to submit these materials related to the student’s prospective course by posted deadlines will result in student’s being denied approval to participate in the course requested until it is next available.

These items include:

**M.A. Counseling Practicum Application Paperwork**

**Master of Arts in Clinical Mental Health Counseling OR Marriage, Couple, & Family Counseling**

- Master’s Practicum Application
- Background Check Disclosure Form (this should have been submitted first semester in program)
- Unofficial Transcript (from Genisys)
- Course Prerequisite Form (applies to students who began in Fall 2016 and later)
- Waiver of Liability
- Student Ethical Agreement
- Liability Insurance (with appropriate state coverage)
- Clinical Placement Site Request Form

**Master of Arts in School Counseling**
Master’s Practicum Application
Background Check Disclosure Form (this should have been submitted first semester in program)
Unofficial Transcript (from Genisys)
Course Prerequisite Form (applies to students who began in Fall 2016 and later)
Waiver of Liability
Student Ethical Agreement
Liability Insurance (with appropriate state coverage)
TB Test Results (can be submitted later, must be on file before placement information is released)
School Placement Request Form (for a middle school)

Please note: the majority of the forms listed above are fillable PDFs which must be completed as such and e-mailed to the Field Placement Liaison by all students. Handwritten forms will not be accepted in these instances.

**Signed Fieldwork Contract for Practicum**
Before a student can begin serving at the practicum site, he/she must have a signed Fieldwork Contract. Essentially, the contract is an agreement between the licensed supervisor and the student, reflecting all of the clinical or school counseling activities to be conducted.

**Practicum Registration**
The Field Placement Liaison (FPL) and Counseling Clinical Coordinator will assist students in identifying potential clinical, university, and school placements; nonetheless, it is ultimately the student’s responsibility to secure placement for his/her practicum. Identifying and interviewing with sites can take months so students are encouraged to start contacting sites as soon as they receive permission from the Field Placement Liaison. At the same time, students need to be open to a variety of clinical experiences. If a student pursues a site not on the Practicum Site list, it must first be approved by the Field Placement Liaison before a student can have his/her practicum contract approved.

*Please note that it is not possible to do practicum with a current employer.*

Registration for practicum requires the following steps:

1. Attend the Practicum Orientation meeting held one semester prior to beginning this course. This information will be disseminated via e-mail for online students.
2. Complete the required practicum application paperwork prior to the reported deadlines. You may not contact sites or interview for placement unless this is on file.
3. On-campus and online students who are local to the Regent University campus will use the SPC Field Placement Site List to submit their top 3 site choices to the Field Placement Liaison. These site choices **MUST** be on the Clinical Site Request Form and submitted with the practicum application. The FPL will let students know if and when they can contact a site to set up an interview. Local students will check with the FPL if they wish to pursue placement with a site not on the list.
4. Online students who are not local to the Regent University campus will submit information on their top 3 site choices to the FPL. These site choices **MUST** be on the Clinical Site Request Form and submitted with the practicum application. This information will include the name of the site, physical street address and a website if the potential site has one. The FPL will review this information and then give each student permission to start contacting sites on their own. Students will follow directions in that e-mail on how to proceed.
5. All students seeking placement within public and private K-12 school settings must submit the appropriate school placement request form to the FPL with the practicum application (only one request form, one school system per student). The FPL will submit an official Regent University placement request on the student’s behalf. Students will receive school placement information via e-mail from the FPL.

6. Once the documentation above is complete and students are cleared to contact sites by the FPL, it is the student’s responsibility to complete the practicum contract by the posted deadlines. The contract is the key that allows a student to be approved for registration in the Practicum and Advanced Skills class.

Site Supervision
Students will regularly interact with their site (local) supervisor for guidance and planning related to their practicum activities. This is especially important if emergent situations arise that require immediate attention by the student and/or the supervisor (e.g., suspected suicidal ideation of a client).

It is important for students to remember that their local supervisor(s) will provide the greater part of their supervision during the on-site aspect of practicum. As such, it is critical that the student seek out and obtain the services of well-trained and highly qualified local supervisors. During the semester preceding practicum, it is important that students seek out a supervisor with an appropriate license (e.g., LPC, LMFT, LCSW, etc.) or certification (Pupil Personnel Services, Post-Graduate Professional, etc.).

Site supervisors do not have to physically be present at the clinical or school site for the practicum field experience though this is ideal. Local supervisors must provide an average of one hour of individual or triadic face-to-face supervision on a weekly basis. Students may have to pay for this supervision, and this is a cost the student is expected to bear.

Site Supervisor Requirements (CACREP 2016, p. 15)
NOTE: It is the responsibility of the student to know the standards of their respective state board to make sure their supervisor is qualified.

Site supervisors must meet the minimum requirements as set forth by the Board of Counseling for their specific state. In the Virginia Board of Counseling, all on-site supervisors must be licensed by their respective state board (e.g., Counseling, Social Work, Psychology, or Medicine), or licensed as a School Counselor by the respective Board of Education for their state. Sites without a licensed supervisor will not be allowed to serve as internship sites. Given that different states have varying requirements for direct/indirect hours and supervision hours, it is the responsibility of the student to know the standards of their respective state board to make sure their supervisor is licensed and qualified to supervise.

Practicum faculty supervisors will be communicating with site supervisor(s) on a regular basis, in order to coordinate supervision and provide the most meaningful and helpful supervision experience for their students. For online programs, the faculty supervisor will contact the site supervisor by telephone two (2) times during the semester; once at midterm and once prior to final evaluations concerning the student’s overall progress, specific issues or concerns. Faculty members in the on campus program will conduct field visits a minimum of once per semester.

Students must receive weekly individual and/or triadic (no more than two supervisees to one supervisor) supervision provided by a licensed, approved local supervisor; per CACREP 2016 standards. The
preference for individual or triadic supervision differs by state so students will need to review the standards of their respective state counseling board or department of education.

**Faculty Group Supervision**

During the Practicum, students will also participate in regular, scheduled group supervision sessions in a classroom format. Group supervision involves “a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students” (CACREP, 2016, p. 41). Group Supervision in the classroom cannot exceed 12 students per one faculty member or teaching assistant.

Practicum students can count one and a half (1.5) hours of faculty supervision (class time) every week towards group supervision. For on campus students, this will be time spent in the classroom. For online students, this will be accomplished using an online classroom in Blackboard. This requirement is part of our program’s commitment to meeting or exceeding the CACREP master’s level standards and guidelines. These standards must be upheld.

If any reference is made regarding an individual, group, family, or student(s) during the on-campus class or as a posted commentary in the online classroom, the practicum student must ensure that the identity of the individual, group, family, or student is kept confidential. This can most easily be accomplished by avoiding the use of individuals’ names, or by indicating that individuals’ names are fictitious. This is an important compliance issue with HIPAA, AACC, and ACA regulations. This goes beyond what HIPAA requires (e.g., not using client names), but the Regent University School of Psychology and Counseling believes it is the best practice to preserve anonymity at all costs.

**Recording/Live Observation Instructions**

Complete 5 audio/video recorded counseling sessions with clients from the practicum site. If a practicum site and/or clients will not consent to recordings, these 5 sessions will be completed with a practice partner from the practicum class. In this instance, the site supervisor will need to complete two “Live Observation Evaluation” forms, with one being due at the midterm point in the semester and the other at the final point in the semester.
III. Internship

Internship Summary

Counseling internship is a planned, field-based clinical experience following practicum where a student works with clients or students under supervision in order to further develop or refine their therapeutic skills in real-world settings. Students must be in good academic standing and complete no less than one-third (1/3) of their program course requirements to be eligible for internship (Regent University Faculty & Academic Policy Handbook, 2016, p. 144).

Internship is a 600 hour (minimum) multi-semester experience. All internship experiences share the following characteristics (CACREP, 2016 p. 15):

1. An emphasis on direct counseling experiences primarily by the student.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the on-site supervisor.
3. An average of one and half (1 ½) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

The 600 clock hours can include supervised experiences in a clinical or K-12th grade school setting, based on certain criteria. Students can only collect hours toward the internship in which they are currently enrolled. Students will be expected to complete at least 300 clock hours each semester within the M.A. Counseling programs.

**NOTE:** Master’s level students participating in a two-semester 600 clock hour CMHC or MCF internship are required to complete both semesters of internship at the same clinical site.

Masters Level Internship Programs

**Clinical Mental Health Counseling Interns**

CMHC interns will complete two 300 clock hour internships (for a total of at least 600 hours). These hours are comprised of the following:

- **Direct Service:** a minimum of 240 hours (120 per semester) of face-to-face individual, and group counseling, testing, consulting, etc.
- **Indirect Service:** the remainder of the 600 hours to include report writing, agency meetings, supervision, professional development, staff meetings, in-services, etc.
- **Supervision:** included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision each semester (classes meet for 3 hours every other week). Interns must have a minimum of 20 hours of individual/triadic site supervision throughout both semesters
(approximately one hour per week). Students are responsible for knowing if their state accepts individual or triadic supervision for licensure.

**Marriage, Couple, & Family Counseling Interns**

MCF interns will complete two 300 clock hour internships (for a total of at least 600 hours). These hours are comprised of the following:

- **Direct Service:** a minimum of 240 hours (120 per semester) of face-to-face couples, family, individual, and group counseling, testing, consulting, etc. MCF interns are required to have a minimum of 200 direct service hours working with couples and families over both semesters of internship.
- **Indirect Service:** the remainder of the 600 hours to include report writing, agency meetings, supervision, professional development, staff meetings, in-services, etc.
- **Supervision:** included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision each semester (classes meet for 3 hours every other week). Interns must have a minimum of 20 hours of individual/triadic site supervision throughout both semesters (approximately one hour per week). Students are responsible for knowing if their state accepts individual or triadic supervision for licensure.

**School Counseling Interns**

School Counseling Interns will complete two 300 clock hour internships (for a total of at least 600 hours); one with PreK – 6th grades (elementary school) and one with 7th – 12th grades (high school). These hours are comprised of the following:

- **Direct Service:** a minimum of 240 hours (120 per semester) of face-to-face individual and group counseling, testing, guidance, consulting, etc.
- **Indirect Service:** the remainder of the 600 hours to include report writing, school meetings, supervision, professional development, staff meetings, in-services, etc.
- **Supervision:** included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision each semester (classes meet for 3 hours every other week). Interns must have a minimum of 20 hours of individual/triadic site supervision throughout both semesters (approximately one hour per week).

**Certificate of Graduate Studies Internship Programs**

*Note: Certificate of Graduate Studies (CGS) students, having earned a licensure-track master’s degree from another university, may NOT begin internship until at least the second semester in the certificate program.*

**CGS in Clinical Mental Health Counseling**

CGS in CMHC interns will complete one 300 clock hour internship comprised of the following:

- **Direct Service:** a minimum of 120 hours of face-to-face individual and group counseling, testing, consulting, etc.
- **Indirect Service:** the remainder of the 300 hours to include report writing, agency meetings, supervision, professional development, staff meetings, in-services, etc.
- **Supervision:** included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision (classes meet for 3 hours every other week). Interns must have a minimum of 10 hours of individual/triadic site supervision throughout the semester (approximately one hour per week). Students are responsible for knowing if their state accepts individual or triadic supervision for licensure.
CGS in Marriage, Couple, & Family Counseling

CGS in MCF interns will complete one 300 clock hour internship, with **ALL** hours spent working with couples and families. These hours are comprised of the following:

- **Direct Service**: a minimum of 200 hours of face-to-face couples and family counseling
- **Indirect Service**: the remainder of the 300 hours to include report writing, agency meetings, supervision, professional development, staff meetings, in-services, etc.
- **Supervision**: included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision (classes meet for 3 hours every other week). Interns must have a minimum of 10 hours of individual/triad site supervision throughout the semester (approximately one hour per week). Students are responsible for knowing if their state accepts individual or triadic supervision for licensure.

CGS in Trauma Counseling

CGS in Trauma Counseling interns will complete one 300 clock hour internship comprised of the following:

- **Direct Service**: a minimum of 120 hours of face-to-face individual and group counseling, testing, consulting, etc. At least 60% of the clients the intern works with must have experienced some sort of trauma.
- **Indirect Service**: the remainder of the 300 hours to include report writing, agency meetings, supervision, professional development, staff meetings, in-services, etc.
- **Supervision**: included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision (classes meet for 3 hours every other week). Interns must have a minimum of 10 hours of individual/triad site supervision throughout the semester (approximately one hour per week). Students are responsible for knowing if their state accepts individual or triadic supervision for licensure.

CGS in School Counseling

CGS in School Counseling interns will complete one 300 clock hour internship in a middle school setting, which is defined as a school that houses students in 6th – 8th grades. These hours are comprised of the following:

- **Direct Service**: a minimum of 200 hours – 100 hours spent working with 6th grade students AND 100 hours spent working with 7th & 8th grade students. This will include face-to-face individual and group counseling, testing, guidance, consulting, etc.
- **Indirect Service**: the remainder of the 300 hours to include report writing, school meetings, supervision, professional development, staff meetings, in-services, etc.
- **Supervision**: included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision (classes meet for 3 hours every other week). Interns must have a minimum of 10 hours of individual/triad site supervision throughout the semester (approximately one hour per week).

CGS in Addictions Counseling

CGS in Addictions Counseling will complete one 300 clock hour internship comprised of the following:
• **Direct Service**: a minimum of 120 hours of face-to-face individual and group counseling, testing, consulting, etc. At least 50% of the clients the intern works with must have addictive disorders.
• **Indirect Service**: the remainder of the 300 hours to include report writing, agency meetings, supervision, professional development, staff meetings, in-services, etc.
• **Supervision**: included in indirect service hours. Interns will have approximately 24 hours of faculty group supervision (classes meet for 3 hours every other week). Interns must have a minimum of 10 hours of individual/triadic site supervision throughout the semester (approximately one hour per week). Students are responsible for knowing if their state accepts individual or triadic supervision for licensure.

**Alternative Ways to Satisfy Certificate of Graduate Studies Internship**

Students who are pursuing a CGS in either CMHC, MCF, or Trauma Counseling in addition to a master’s degree at Regent University have the option of counting one semester of their degree program internship to fulfill the one required by the CGS. There are no alternative options for satisfying the internship required by the CGS in School Counseling.

The following requirements must be met:

- **CGS in Clinical Mental Health Counseling**: intern must spend at least 300 total hours AND 120 direct service hours providing individual and group counseling, testing, consulting, etc. in a clinical setting.
- **CGS in Marriage, Couple, & Family Counseling**: intern must spend at least 200 direct service hours working with couples and families. This can be spread out between both semesters of the CMHC program internship.
- **CGS in Trauma Counseling**: intern must have a client caseload that consists of at least 60% who have experienced some sort of trauma.
- **CGS in Addictions Counseling**: intern must have a client caseload that consists of at least 50% with addictive disorders.

Interns will request the CGS Internship Approval Form (fillable PDF) from the Field Placement Liaison. This form must be completed and electronically signed by your site supervisor before being forwarded to the FPL for processing. You will be notified of the decision.

**Worksite or Paid Internship Policy**

In accordance with the Regent University Faculty & Academic Policy Handbook (2016, p. 144), the internship shall be a “new and educationally rewarding experience for the student rather than a repeat of previous or current work experience.” This generally means that a student’s current employment duties at his or her work site will not qualify as an internship. Students may request to complete internship with a current employer with some specific requirements.

The following requirements must be met in order for a student to use his or her current work site for internship:

1. The internship responsibilities must be separate and not related to current work responsibilities (i.e., the internship could be spent working with a different population).
2. The internship hours must extend beyond the current work hours.
3. The employment and internship supervisors must be separate individuals.
4. There must not be any dual relationships in the employment and work responsibilities.
5. The supervisors understanding that the intern is not required to be paid for at least 600 hours since this experience is a graduation requirement.
If a student wishes to use his/her current work site for internship, please request the Employer Internship Approval Form from the Field Placement Liaison. This form must be completed and contain physical signatures of both the employment supervisor and the proposed internship supervisor before being submitted to the FPL for processing.

A student may choose an internship site that pays their interns as a part of their standard policy. However, opportunities such as this are few and far between for MA in Counseling students. If an offer such as this is made, the student must request the Paid Internship Approval Form from the Field Placement Liaison. This form must be completed and contain a physical signature from the proposed internship supervisor before being submitted to the FPL for processing.

These requests must be approved before obtaining a signed contract and beginning the internship. The Counseling Clinical Coordinator makes the final decision as to the appropriateness of the request.

**Internship Application Paperwork**

Students are required to submit application materials in order to apply for internship to the Field Placement Liaison by the semester deadlines. The School of Psychology & Counseling (SPC) requires critical paperwork such as Nationwide Criminal Background Checks and Liability Insurance coverage for every student throughout the duration of his or her program.

It is the student’s responsibility to make sure the application materials get to the Field Placement Liaison in a timely manner. Failure to submit completed these materials related to the student’s prospective course by posted deadlines will result in student’s being denied approval to participate in the course requested until it is next available.

**M.A. Counseling Internship Application Paperwork**

**Master of Arts in Clinical Mental Health Counseling OR Marriage, Couple, & Family Counseling**

- Master’s Internship Application
- Criminal Background Check Disclosure Form (this should be on file from Practicum)
- Unofficial Transcript (printed from Genisys)
- Course Pre-Requisite Form (only for students who began prior to Fall 2016)
- Waiver of Liability
- Student Ethical Agreement
- Liability Insurance (with appropriate state coverage)
- MA Clinical Placement Site Request Form
- Personal Counseling Verification Form (a separate deadline will be posted)

**Master of Arts in School Counseling**

- Master’s Internship Application
- Criminal Background Check Disclosure From (this should be on file from Practicum)
- Unofficial Transcript (printed from Genisys)
- Course Pre-Requisite Form (only for students who began prior to Fall 2016)
- Waiver of Liability
- Student Ethical Agreement
- Liability Insurance (with appropriate state coverage)
- Personal Counseling Verification From (a separate deadline will be posted)
- TB Test Results (can be submitted later, must be on file before placement information is released)
- School Placement Request Form

**Certificate of Graduate Studies in CMHC, MCF, Trauma, or Addictions Counseling**

- CGS Internship Application
- Criminal Background Check Form
- Unofficial Transcript (printed from Genisys)
- Waiver of Liability
- Student Ethical Agreement
- Liability Insurance (with appropriate state coverage)
- MA Clinical Placement Site Request Form

**Certificate of Graduate Studies in School Counseling**

- CGS Internship Application
- Criminal Background Check Form
- Unofficial Transcript (printed from Genisys)
- Course Pre-Requisite Form
- Waiver of Liability
- Student Ethical Agreement
- Liability Insurance (with appropriate state coverage)
- School Placement Request Form (must be a middle school)
- TB Test Results (can be submitted later, must be on file before placement information is released)

Please note: the majority of the forms listed above are fillable PDFs which must be completed as such and e-mailed to the Field Placement Liaison by all students. Handwritten forms will not be accepted in these instances.

**Personal Therapy and Group Experience Requirements**

Students in the MA programs are required to fulfill the Personal Therapy and Group Experience requirements before they begin their first semester of Internship. See details of these policies in the MA in Counseling Program Handbook.

**Signed Fieldwork Contract for Internship**

Before a student can begin serving at the internship site, he/she must have a signed Fieldwork Contract. Essentially, the contract is an agreement between the licensed supervisor and the student, reflecting all of the clinical or school counseling activities to be conducted.

**Internship Registration**

The Field Placement Liaison (FPL) and Counseling Clinical Coordinator will assist students in identifying potential clinical, university, and school placements; nonetheless, it is ultimately the student’s responsibility to secure placement for his/her internship. Identifying and interviewing with sites can take months so students are encouraged to start contacting sites as soon as they receive permission from the Field Placement Liaison. At the same time, students need to be open to a variety of clinical experiences. If a student pursues a site not on the Internship Site list, it must first be approved by the Field Placement Liaison before a student can have his/her internship contract approved.

Registration for internship requires the following steps:
1. Attend the Internship Orientation meeting one semester prior to beginning this course. This information will be disseminated via e-mail for online students.

2. Complete the required internship application prior to the reported deadlines. You may not contact a site or interview for placement unless this is on file.

3. On-campus and online students who are local to the Regent University campus will use the SPC Field Placement List to submit their top 3 site choices to the Field Placement Liaison. These site choices MUST be on the Clinical Site Request Form and submitted with the internship application. The FPL will let students know if and when they can contact a site to set up an interview. Local students will check with the FPL if they wish to pursue placement with a site not on the list.

4. Online students who are not local to the Regent University campus will submit information on their top 3 site choices to the FPL. These site choices MUST be on the Clinical Site Request Form and submitted with the internship application. This information will include the name of the site, physical street address, and a website if the potential site has one. The FPL will review this information and then give each student permission to start contacting sites on their own. Students will follow directions in that e-mail on how to proceed.

5. All students seeking placement within public and private K-12 school settings must submit the appropriate school placement request form to the FPL with the internship application (only one request form, one school system per student). The FPL will submit an official Regent University placement request on the student’s behalf. Students will receive school placement information via e-mail from the FPL.

6. Once the documentation above is completed and students are cleared to contact sites by the FPL, it is the student’s responsibility to complete their internship contract by the posted deadlines. The contract is the key that allows a student to be approved for registration in the appropriate internship class.

**Additional Forms**

In addition to the aforementioned documents, each student will need to submit the following documents during midterm and final evaluation:

- Video and/or audio recording
- Supervisor Evaluations
- Student Evaluations of Supervisor
- Student Site Evaluations
- Student Self-Evaluations
- Internship Time Logs

If, for any reason, a student should need to send any material to their professors during the term that relates to clients, to comply with HIPAA regulations, students must send the material via a secure mail service through which the progressive location of material can be tracked, such as Federal Express, UPS, or a US Postal Service tracked mail system such as Express or Priority Mail. Certified Mail is insufficient. The material must include a disclosure statement attached stating the following:

“This package and its contents are confidential and private. The contents are for the intended recipient ONLY. If received in error, please call (your name and phone) and return this package to (your address) and postage will be paid by addressee.”
Site Supervision

Students will regularly interact with their site (local) supervisor for guidance and planning related to their internship activities. This is especially important if emergent situations arise that require immediate attention by the student and/or the supervisor (e.g., suspected suicidal ideation of a client).

It is important for students to remember that their local supervisor(s) will provide the greater part of their supervision during the on-site aspect of internship. As such, it is critical that the student seek out and obtain the services of well-trained and highly qualified local supervisors. During the semester preceding internship, it is important that students seek out a supervisor with an appropriate license (e.g., LPC, LMFT, LCSW, etc.) or certification (Pupil Personnel Services, Post-Graduate Professional, etc.).

Site supervisors do not have to physically be present at the clinical or school site for the internship field experience though this is ideal. Local supervisors must provide an average of one hour of individual or triadic face-to-face supervision on a weekly basis. Students may have to pay for this supervision, and this is a cost the student is expected to bear.

Site Supervisor Requirements (CACREP 2016, p. 15)

NOTE: It is the responsibility of the student to know the standards of their respective state board to make sure their supervisor is qualified.

Site supervisors must meet the minimum requirements as set forth by the Board of Counseling for their specific state. In the Virginia Board of Counseling, all on-site supervisors must be licensed by their respective state board (e.g., Counseling, Social Work, Psychology, or Medicine), or licensed as a School Counselor by the respective Board of Education for their state. Sites without a licensed supervisor will not be allowed to serve as internship sites. Given that different states have varying requirements for direct/indirect hours and supervision hours, it is the responsibility of the student to know the standards of their respective state board to make sure their supervisor is licensed and qualified to supervise.

Internship faculty supervisors will be communicating with site supervisor(s) on a regular basis, in order to coordinate supervision and provide the most meaningful and helpful supervision experience for their students. For online programs, the faculty supervisor will contact the site supervisor by telephone two (2) times during the semester; once at midterm and once prior to final evaluations concerning the student’s overall progress, specific issues or concerns. Faculty members in the on campus program will conduct field visits a minimum of once per semester.

Students must receive weekly individual and/or triadic (no more than two supervisees to one supervisor) supervision provided by a licensed, approved local supervisor; per CACREP 2016 standards. The preference for individual or triadic supervision differs by state so students will need to review the standards of their respective state counseling board or department of education.

Faculty Group Supervision

During the Internship, students will also participate in regular, scheduled group supervision sessions in a classroom format. Group supervision involves “a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students” (CACREP, 2016, p. 41). Group Supervision in the classroom cannot exceed 12 students per one faculty member or teaching assistant.

Internship students can count three (3) hours of faculty group supervision every other week towards group supervision. For on-campus students, this will be time spent in the classroom. For online students, this
will be accomplished using an online classroom in Blackboard. This requirement is part of our program’s commitment to meeting or exceeding the CACREP master’s level standards and guidelines. These standards must be upheld.

If any reference is made regarding an individual, group, family, or student(s) during an on-campus class or as a posted commentary in the online classroom, the internship student must ensure that the identity of the individual, group, family, or student is kept confidential. This can most easily be accomplished by avoiding the use of individuals’ names, or by indicating that individuals’ names are fictitious. This is an important compliance issue with HIPAA, AACC, and ACA regulations. This goes beyond what HIPAA requires (e.g., not using student names), but the Regent University School of Psychology and Counseling believes it is the best practice to preserve anonymity at all costs.

**Recording/Live Observation Instructions**

Two (2) video/audio recordings are required for internships in a clinical setting. Students interning in a public or private school setting are required to complete one video/audio recording. If the student’s site and/or clients will not allow video or audio recording, students may have their site-supervisor sit in on their sessions and complete the “Live Observation Evaluation” form.

**Instructions for Students Missing Hour Requirements**

Students who fail to meet the hour requirements during a respective semester of internship will be required to complete the balance of the hours during the next semester. All students who fail to meet the necessary hour requirements for internship must complete an “Extension of Internship Form”. Depending on the number of clinical hours needed the student may also have to register for one or more credit hours of COUN 579 Seminar in Clinical Training.

If a student is currently enrolled in an internship course and finds him/herself short in total or direct hours at the end of the semester, he/she will be allowed to also enroll in the next internship course the following semester along with COUN 579 as described in “Category 1-3” in the tables below. This means that a student could potentially be enrolled for four (4) or five (5) credit hours of Internship in a given semester.

The following applies to students who have not met their total or direct counseling requirements for internship:

**Master’s Level Conditions requiring Additional Internship Hours**

| CATEGORY 1: If a Master’s level student has 100 or less total hours (out of 300) And / Or 40 or less direct hours (out of 120) to complete by the end of the semester for either Internship A or B, he/she is not required to enroll and pay for additional credit hours. | CATEGORY 2: If a Master’s level student has 101-200 total hours And / Or 41-80 direct hours left to complete by the end of the semester for either Internship A or B, he/she must enroll and pay for one (1) credit hour of COUN 579 (Seminar in Clinical Training). | CATEGORY 3: If a Master’s level student has more than 200 total hours And / Or More than 80 direct hours left to complete by the end of the semester for either Internship A or B, he/she must enroll and pay for two (2) credit hours of COUN 579 (Seminar in Clinical Training). | CATEGORY 4: If at the end of COUN 579 the student still has over 100 total hours And / Or More than 40 direct hours to complete in an Internship A or B, he/she must continue to re-enroll in COUN 579 as described in “1-3” above until all Internship
IV. Forms and Policies

When completing practicum/internship paperwork, contracts, evaluations, etc., please visit the appropriate pages on the Regent University website to access the needed forms.

MA PRACTICUM: [http://www.regent.edu/acad/schcou/cs/practicum/](http://www.regent.edu/acad/schcou/cs/practicum/)

MA INTERNSHIP: [http://www.regent.edu/acad/schcou/cs/internship/](http://www.regent.edu/acad/schcou/cs/internship/)