School of Psychology & Counseling
Practicum & Internship Handbook
2019-20

Doctoral Program in Counselor Education and Supervision (DPCES)

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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. Students should also be aware that they can discuss the Handbook and direct questions and concerns to their Faculty Mentor 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 Doctoral Program in Counselor Education and Supervision (DPCES) program. It is important for all students to become familiar with the practicum/internship requirements prior to enrollment in the program.

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 doctoral counseling students. These field practices provide for advanced, real-world experience with delivery of counseling services, supervision of counselors-in-training, counselor education, or consultation, depending on your licensure status and practicum/internship site determination.

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, internship 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, counselor education, supervision, 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, supervision, counselor education and/or consultation 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, supervisees, counseling students 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, by maintaining appropriate grade and assessment records on students, and by maintaining appropriate records related to supervision or consultation.

9. Demonstration of advanced writing skills in professional counseling pursuits, including but not limited to psychosocial histories, diagnoses, assessment, treatment planning; course syllabi, assessment/feedback of student written materials; evaluation/feedback to supervisees; and professional assistance to consultees.

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 accurately the complexities 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, supervisorial, educational, and
consultative 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/supervisee/student/consultee needs.

Student Competencies

1. The student will evaluate his/her level of professional competencies in working with individuals, couples, families, students, supervisees, 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, teaching/classroom guidance and supervisory skills with clients or students.
   - Review client/student, teaching and supervisory sessions 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/students.
   - 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.
   - 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 Association of School Counselors (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 2009 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As such, the doctoral counseling practicum/internship experiences are required to complete the student’s respective degree program.
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, supervisory, teaching, 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, Notes of Concern, 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 wellbeing 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 Department Handbook.

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 payment of the fee for documentation purposes and the student will be invoiced for the fee through their student account.
II. Practicum

Practicum Summary
According to the Regent University Faculty & Academic Policy Handbook, students must successfully complete 12 credit hours within their respective degree programs with a cumulative GPA of 3.0 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.

For DPCES students, practicum exists as a specialized elective (CES 770 – 772) based on the student’s specific need towards professional growth. DPCES students are expected to discuss their explicit needs with their faculty advisor so that they register and pursue the appropriate practicum experience.

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, 2009, p. 16):

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, consultation, etc.)
2. The remainder of the hours will be indirect service (writing clinical case notes, attending staff meetings, performing clerical duties, participating in faculty/site supervision, etc.)
3. Student submission of 1 audio/video recording, or live observation documentation of direct counseling experiences
4. Student submission of midterm and final evaluations with appropriate log sheets

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.

Practicum Documentation
Students are required to submit paperwork related to pre-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 Malpractice Insurance coverage for every student throughout the duration of his or her program.

It is the student’s responsibility to make sure the paperwork gets to the site supervisor and back to the Practicum faculty supervisor, in a timely manner. Failure to submit completed paperwork 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:
DPCES Pre-Practicum Documentation
- Criminal background check (State check from every state in which you have resided since age 18)
- Liability Insurance (Face Page)
- Ethical Agreement
- Waiver of Liability

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

Practicum Registration
Doctoral students work with their mentor to determine the best type of placement for their practicum experience based on the student’s goals.

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, 2009, p. 63). Group Supervision in the classroom cannot exceed 12 students per one faculty member or teaching assistant. Practicum students meet every week and count one and half (1 ½) hours of class time towards group supervision.

Online Group Supervision
Students in the online Ph.D. Program in Counselor Education and Supervision (DPCES) programs will participate in at least 20 hours of group supervision during the semester course. Typically, group supervision will meet every week and count one and half (1 ½) hours of class time towards group supervision. Group supervision will be accomplished using an online classroom in Blackboard. Students will be assigned to supervision groups after the practicum faculty supervisor determines the best days and times to hold the group supervision.

* IMPORTANT: If any reference is made regarding an individual, group, family, supervisee(s), student(s) or consultee(s) as a posted commentary during the chat, the practicum student must ensure that the identity of the individual, group, family, supervisee, student, or consultee 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 or consultee names), but the Regent University School of Psychology and Counseling believes it is the best practice to preserve anonymity at all costs.

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 requires 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.

Please refer to the Table below when evaluating site supervisors:

**Site Supervisor Requirements (CACREP 2009, p. 14)**

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

DPCES students possessing or seeking mental health licensure (LPC, LMFT, etc.)

1. A minimum of a master’s degree in counseling or a related profession (Ph.D. in Counselor Education and Supervision preferred) with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of three (3) years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.
4. Relevant training or coursework in counseling supervision.

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.

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 2009 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.

**Recording/Live Observation Instructions**

One video/audio recording will be required during the Practicum in community settings. Students pursuing counseling in public/private school settings are required to complete one video/audio recording. If the student’s site does not allow video or audio recording, students may have their site-supervisor sit in on their sessions and complete the “Live Observation Form”.

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August 1, 2014
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.

Student program enrollment and clinical licensure status at the time they began the Internship course will determine the alternative(s) from which they may select their internship orientation over the course of the internship semesters. For example, a teaching internship will include either face-to-face or online teaching of counseling or related educational program courses at the graduate level. A consultation internship will include professional consultation services to stakeholders requiring assistance in a counseling-related area.

Internship is a 600 hour (minimum) multi-semester experience. All internship experiences share the following characteristics (CACREP, 2009 p. 15-16):

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.

Students are required to complete 600 total experiential hours of internship at various agencies educational institution or private practice. The hours must cover the 5 CACREP accreditation standards clinical, teaching, supervision, advocacy, consultation and leadership. Students can choose any of these areas and collect hours for their internship experience. The caveat is that the student can only complete 200 hours for any one of the five areas listed above. For example, a student can complete 200 hours of supervision, 200 hours of teaching and 200 hours of clinical work. Stated plainly, the maximum number of hours is 200 hours for each area.

Worksite Internship Policy
In accordance with the Regent University Faculty & Academic Policy Handbook, 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. The student may use his/her current work site as an internship site if the student can demonstrate that internship responsibilities will be separate and not related to his/her current paid work responsibilities. The internship hours must extend beyond
the current work hours.

If a student wishes to use his/her current work site the following must be submitted: Academic petition stating the reason(s) for the request and two letters from the site addressed to the faculty supervisor.

Letter # 1 should be from the employment supervisor and should include the following information:

- A listing of current job responsibilities
- Statement that employment responsibilities will be separate from internship responsibilities and that the employment supervisor will help to ensure that these responsibilities will remain separate
- Statement listing who the employment supervisor is and who the internship supervisor is (and that they are different people).

Letter # 2 should be from the internship supervisor and should include the following information:

- How the work the intern will do fulfills the requirements of the field experience
- A written job description of the internship activities, duties, hours, and direct contact time that will be undertaken by the intern to fulfill on-site internship requirements
- A statement regarding dual relationships at the site
- Statement that the site and supervisors understand that they are not required to pay the intern for at least the required 600 hours since the internship experience is a graduation requirement
- Statement listing who the employment supervisor is and who the internship supervisor is (and that they are different people).
A student may choose an internship site that pays their interns as part of their standard policy. If a student wishes to have an internship at such a site, then an Academic Petition and a letter are still required. The letter should include information as listed in letter # 2 above.

***The letter(s) must be from the site on site letterhead (NOT from the student) and should be addressed to the Field Placement Liaison or the Counseling Clinical Coordinator.***

The academic petition must be approved before obtaining a signed contract and beginning the internship. The faculty supervisor makes the final decision as to the appropriateness of the request.

CACREP’s Doctoral Standards state that “the internship includes most of the activities of a regularly employed professional in the setting.” To this end, (based on the restrictions in Table 1) your internship site(s) may be your regular counseling-related workplace setting.

**Internship Documentation**

Students are required to submit paperwork related to pre-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 Malpractice Insurance coverage for every student throughout the duration of his or her program.

It is the student’s responsibility to make sure the paperwork gets to the site supervisor and back to the Internship faculty supervisor, in a timely manner. Failure to submit completed paperwork 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:

**DPCES Pre-internship Documentation**

- Candidacy Checklist for DPCES Internship
- Criminal background check (State check from every state in which you have resided since age 18)
- Unofficial Transcript (from Genisys)
- Liability Insurance (Face Page)
- Ethical Agreement
- Waiver of Liability

**Signed Contract for Internship**

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

**Internship Registration**

Students will work with their mentor to determine the best type of Internship placement based on the student’s goals.
**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
- Supervision Log Sheets

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, DHL, 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.”

**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, 2009, p. 63). Group Supervision in the classroom cannot exceed 12 students per one faculty member or teaching assistant.

**Online Group Supervision**

Students in the online Ph.D. Program in Counselor Education and Supervision (DPCES) programs will participate in at least 20 hours of group supervision during the semester course. Typically, group supervision will meet every week and count one and half (1 ½) hours of class time towards group supervision. Group supervision will be accomplished using an online classroom in Blackboard. Students will be assigned to supervision groups after the internship faculty supervisor determines the best days and times to hold the group supervision.

*IMPORTANT: If any reference is made regarding an individual, group, family, supervisee(s), student(s) or consultee(s) as a posted commentary during the chat, the internship student must ensure that the identity of the individual, group, family, supervisee, student, or consultee 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 or consultee names), but the Regent University School of Psychology and Counseling believes it is the best practice to preserve anonymity at all costs.
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 requires 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.

Please refer to the Table below when evaluating site supervisors:

Site Supervisor Requirements (CACREP 2009, p. 14)
It is the responsibility of the student to know the standards of their respective state board to make sure their supervisor is qualified.

DPCES students possessing or seeking mental health licensure (LPC, LMFT, etc.)

1. A minimum of a master’s degree in counseling or a related profession (Ph.D. in Counselor Education and Supervision preferred) with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of three (3) years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.
4. Relevant training or coursework in counseling supervision.

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.

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 2009 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.

Recording/Live Observation Instructions
Two (2) video/audio recordings are required for Internship sequence in community settings. Students pursuing counseling in public/private school settings are required to complete one video/audio
recording. If the student’s site does not allow video or audio recording, students may have their site-supervisor sit in on their sessions and complete the “Live Observation Form”.

**Missing Internship 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”.

Given the rigorousness of the DPCES program it is expected that PhD seeking students will complete the minimum required hours within the three semesters.

**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.

**PRACTICUM:** [https://www.regent.edu/acad/schcou/students/phd_resources.cfm](https://www.regent.edu/acad/schcou/students/phd_resources.cfm)

**INTERNSHIP:** [https://www.regent.edu/acad/schcou/students/phd_resources.cfm](https://www.regent.edu/acad/schcou/students/phd_resources.cfm)