



# **School of Psychology & Counseling Practicum & Internship Handbook**

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## **Doctoral Program in Counselor Education & Supervision (DPCES)**

**Revised: August 2025**

**Table of Contents**

[Acknowledgement of Handbook](#) ..... 3

[School of Psychology & Counseling](#) ..... 3

[General Overview of Clinical Courses](#) ..... 4

[Introduction to the Handbook](#) ..... 4

[Accreditation Standards](#) ..... 4

[Purpose](#) ..... 4

[Primary Goals](#) ..... 5

[Practicum Goals](#) ..... 5

[Internship Goals](#) ..... 6

[Pre-Documentation for Practicum and Internship](#) ..... 7

[Experiential Learning Cloud](#) ..... 7

[Practicum Summary](#) ..... 8

[Applying and Registering for Practicum](#) ..... 8

[Signed Contract for Practicum](#) ..... 10

[Faculty Group Supervision in Practicum](#) ..... 10

[Supervision](#) ..... 11

[Practicum Site Supervisor Requirements](#) ..... 11

[Recording/Live Observation Instructions for Practicum](#) ..... 12

[Practicum Forms](#)..... 12

[Internship Summary](#) ..... 12

[Internship Pre-Requisites](#) ..... 15

[Applying and Registering for Internship](#) ..... 15

[Internship Activities Policy](#) ..... 17

[Signed Contract for Internship](#) ..... 17

[Faculty Group Supervision in Internship](#) ..... 17

[Internship Site Supervision](#) ..... 18

[Internship Site Supervision Requirements](#) ..... 18

[Recording/Live Observation Instructions for Internship](#) ..... 19

[Internship Documentation](#)..... 19

[Missing Internship Hour Requirements](#) ..... 20

[Disciplinary and Professional Conduct Policy](#) ..... 20

[Failure of Practicum or Internship \(No Pass\)](#) ..... 21

[Premature Termination of Practicum/Internship Placement](#)..... 22

[Impaired Professional](#).....23

[Tele-Mental Health Services during Field Placements](#) ..... 25

[Electronic Communications during Field Placements](#) ..... 26



### **Acknowledgement of Handbook**

#### **School of Psychology & Counseling**

**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 the Field Placement Liaison, Clinical Training Director, or the CES Program Director 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

*This handbook offers additional information to that offered by other university policies and procedures (e.g., Regent University Student Handbook, University Catalog) to assist students with managing their academic programs. While every effort is made to ensure that there are no discrepancies between program/school handbooks and university policies, if those discrepancies do occur, university policies take precedence.*

## **General Overview of Clinical Courses**

### **I. Introduction to the Handbook**

This handbook provides students with information related to practicum and internship within the Doctoral Program in Counselor Education and Supervision (CES) 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.).

### **Accreditation Standards**

The Counseling programs in the School of Psychology and Counseling (SPC) have been developed to meet or exceed the 2024 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.

### **Purpose**

The practicum and internship processes provide practical experience and supervision in areas consistent with academic and professional goals of doctoral counseling students. Students engage skills that reflect advanced training and education in the counselor education core competencies. These courses are designed to prepare students to be leaders in the counselor education and the profession of counseling in both Christian and Secular settings.

Practicum field practices provide for advanced, real-world experience with delivery of a counseling experience (new clinical experiences for students already independently licensed) for 100 hours (40 direct service, 60 indirect).

Internship courses focus on the experiential learning characteristic of multiple experiences within the scope of a CES identity. This includes real-world experience practicing in the following CES domains: Counseling, Supervision, teaching, research & scholarship, and leadership & advocacy.

## **Primary Goals**

Making a difference in the world requires that counselors who practice from the Christian perspective have well-developed skills. Practicum and Internship experiences establish an ongoing advanced-level framework for continuing to develop sound skills in counseling, supervision, teaching research & scholarship, and leadership & Advocacy. The School of Psychology and Counseling aspires to facilitate the development of students who can demonstrate biblical wisdom integrated with the five domains that support a Christian counselor educator. The acquisition of these skills is vital to helping individuals, families, churches, and the community in a myriad of settings. These settings can include higher education, public schools, agency settings and research institutes.

## **Practicum Goals**

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 different 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 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 decisions-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 (HIPPA).
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.

### **Internship Goals**

1. Acquisition of advanced skills in counseling, supervision, teaching, research & scholarship, and leadership & advocacy 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 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.

### **Pre-Documentation for Practicum and Internship**

The school of Psychology and Counseling (SPC) requires Nationwide Criminal Background Checks (State check from every state in which you have resided since age 18) and Malpractice Insurance coverage for every student throughout the duration of his or her program. It is the student's responsibility to provide this information to the field placement liaison.

### **Experiential Learning Cloud (formerly Tevera)**

Students, faculty supervisors, and site supervisors will use Experiential Learning Cloud (formerly Tevera), an online Academic HER software system, to track Practicum and Internship hours and complete formal 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/LMHC/LCMHC or LMFT licensure in the state in which they are planning to apply for this.

Please click here: <https://regent.tevera.app/> or <https://regent.lumivero-elc.app>, to log in to this system once you have established a user ID and password.

## **II. Practicum**

### **Practicum Summary**

For CES students, practicum exists as a specialized clinical experience (CES 773) based on the student's specific need towards professional growth. CES students are expected to discuss their explicit needs with their faculty mentor so that they register and pursue the appropriate practicum experience. Practicum activities should be new clinical experiences for students who are already independently licensed. This can include using new theories, modalities, and/or interventions and also working with new populations.

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:

1. A minimum of 40 hours required service counseling (i.e. individual/group/family therapy, pre-k through 12<sup>th</sup> 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.
5. Participation in group supervision (CES 773 enrollment) with CES faculty.
6. Participation in weekly (1 hour) individual/triadic supervision with a qualified, approved supervisor peer CACREP standards.

Failure to meet practicum hour requirements or CES 773 course 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 Training Director. 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 Training Director Prior to continuing practicum.

### **Applying and Registering for Practicum**

Doctoral students work with their faculty mentor to determine the best type of placement for their practicum experience based on the student's goals. Practicum is only offered in the spring semester and hours for practicum can only be accrued while students are taking CES 773 Advanced Practicum.

Students cannot register themselves for Practicum courses. To apply for practicum, follow these steps:

1. **Secure a practicum experience and identify a practicum site-supervisor.** CES students are responsible for finding their own practicum and a qualified practicum supervisor. Students should develop a plan identifying what new counseling experience (for those independently licensed) they will engage in, how they will accrue the required hours, and who will supervise the experience.
2. **Complete the Practicum Intent form.** Click on the link below to complete the practicum intent form. You will need to upload the following information in order to submit this form:
  - a. Unofficial transcript
  - b. Proof of liability insurance
  - c. Waiver of liability

Once the form has been successfully completed, you will be shown a link to submit the practicum application. If you are not ready to submit the application at that time, copy and save the link. Practicum Intent Form is on our website under “PhD in CES Application: <https://www.regent.edu/school-of-psychology-and-counseling/about/clinical-practicum#applying-for-practicum/practicum-application>

3. **Complete the Application for Internship, Practicum, Externship, or Field Placement electronic form.**

The link will be shown to you once you complete the intent form. To submit this form, you will need:

  - a. Site name and address, supervisor name, title, email, and phone number.
  - b. A Job Description. In this box you should provide your plan for practicum (see number 1 above).
  - c. Three objectives. These can be broad goals that you seek to accomplish with the practicum (Ex: Learn and apply counseling skills in dialectical behavior therapy.)

Please note that the work schedule dates should be the start and end dates of the spring semester in which you are taking the practicum. The number of anticipated hours should be 100.

4. **Wait for Approval.** The application will be sent to the CES Program Director for approval. If there are any questions or concerns, you will be contacted at that time. Once approved, you will be automatically registered for practicum by the registrar. The registration is your notification of approval.

### **Practicum Application Deadlines**

### **To begin at the start of the:**

Spring semester October 1<sup>st</sup> (Practicum is **only** offered in the spring semester)

*\*Please note that the registrar will begin enrollment once registration officially opens for that semester.*

Failure to submit completed forms related to the student's prospective course by posted deadlines will result in students being denied approval to participate in the course requested until it is next available.

### **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.

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.

### **Faculty Group Supervision in Practicum**

Group Supervision involves "a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students" (CACREP, 2024; p. 36). During the practicum, students will also participate in regular, scheduled group supervision sessions in a classroom format. 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<sup>1/2</sup>) hours of class time towards group supervision, resulting in at least **20 hours** of group supervision during the semester course. Group supervision will be accomplished using an online classroom in Zoom.

**\*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.

## **Practicum 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.

## **Practicum Site Supervisor Requirements**

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

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.
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. The faculty supervisor will contact the site supervisor by telephone or email 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 2024 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 for Practicum**

One video/audio recording will be required during the practicum. 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".

### **Practicum Forms**

Most Practicum documentation is submitted via Experiential Learning Cloud (ELC; formerly Tevera). When completing practicum/ internship applications, contracts, evaluations, etc., please visit the appropriate pages on the Regent University website to access the needed forms.

Students are responsible for submitting the following forms to the Faculty Supervisor for Practicum:

<b>Form</b>	<b>How Submitted</b>	<b>When is it due</b>
CES Site Supervisor Evaluation of Practicum Student	ELC	Mid/final point of the semester
PDCA-R Assessment of Practicum Student by CES Site Supervisor	ELC	Final point of the semester
PhD Student Evaluation of Site Supervisor	ELC	Final point of the semester
PhD Student Evaluation of the Site	ELC	Final point of the semester
PhD Practicum Detailed Time Log	ELC	Mid/final point of the semester

Practicum: <https://www.regent.edu/school-of-psychology-and-counseling/about/clinical-practicum/> (Ph.D.-specific information can be found by expanding the Applying for Practicum tab, the Contracts tab, and the Ph.D. in CES ECL How to Documents tab.)

### **III. Internship**

#### **Internship Summary**

Counseling internship is a planned, field-based experience in the CES domains: Counseling, Supervision, teaching, Research & Scholarship, and Leadership & Advocacy. Students are required to complete 600 total experiential hours of internship at various

agencies, educational institutions, school professional counseling organizations, or private settings. The hours must cover all 5 CACREP core doctoral areas: (1) Counseling, (2) Supervision, (3) Teaching, (4) Research & Scholarship, and (5) Leadership & Advocacy. Please reference the below chart to show the required hours for each content areas:

Internship	Example of Tasks	Minimum Hours Required
Teaching	TA, and/or Adjunct teaching experiences at Regent University in the Masters, PhD, HSC or Psychology and Counseling Programs or at a preapproved masters level counseling program.	135
Supervision	Direct clinical supervision of master's counseling students. Students may acquire these hours by teaching practicum, internship marriage and family and group counseling, or supervision classes at Regent or pre-approved CACREP counseling programs. Students may also use their clinical practice to acquire clinical supervision hours	15
Research/Scholarship	Students must write or assist in the creation of an article, or book chapter for publication. Students may also work with faculty on a research project, collect data, edit manuscripts, books, and book chapters.	50
Leader/Advocacy	Students must participate as a leader in a mental health counseling organization, advocate for a mental health issue, work with a CES or Mental Health administrative leader to conduct a counseling	40

	program project, work with AACC or CSI or other counseling organizations as a leader or adhoc project manager, or serve as an editor or reviewer for journal or magazine.	
Counseling	Counseling hours in a mental health or school setting are permitted. However, there are no minimum requirement. Students who do not have an professional counseling license should plan for hours toward meeting their state requirements for licensure.	60 (for cohorts have required Practicum, they do not have a minimum number of counseling hours)
		<b>Minimum Required Hours 300</b>
		<b>Total Hours Internship 600</b>

Internship is a multi-semester experience, that is completed across three different semesters (CES 801-803). These courses are designed to prepare students to be leaders in counselor education and the profession of counseling in both Christian and secular settings. Students are expected to accrue 600 internship hours (200 per internship course) across three semesters. All internship experiences share the following characteristics (CACREP, 2024):

1. An emphasis on direct 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<sup>1/2</sup>) 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 students to become familiar with a variety of professional activities around the five core CES domains.
5. The opportunity for the students to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her activities.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluations by the site supervisor. Students

are expected to take all three internship classes consecutively and collect hours as described below. All activities must be preapproved by the CES Program Director and the Internship Faculty.

### **Internship Pre-Requisites**

Students should plan to enroll in internship classes during their second year of the program. Students must be in good academic standing and have received a passing grade in the following courses to be eligible for internship.

CES 617 Quantitative Research Design

CES 680 Teaching Praxis

CES 740 Identity Formation in CES

CES 763 Supervision & Consultation

### **Applying and Registering for Internship**

Students cannot register themselves for Internship courses. To apply internship, follow these steps:

1. Make an internship plan and identify an internship site-supervisor. CES students are responsible for securing their own internship and a qualified internship supervisor. Students should develop a plan for how they will accrue the required hours, which competency areas they will address (counseling, supervision, teaching, research & scholarship, and leadership & advocacy), learning activities within each area, and who will supervise the experiences.
2. Complete the Internship Intent form. Click on the link below to complete the internship intent form. You will need to upload the following information in order to submit this form”
  - a. Unofficial transcript
  - b. Proof of liability insurance
  - c. Waiver of liability

Once the form has been successfully completed, you will be shown a link to submit the internship application. If you are not ready to submit the application at the time, copy and save the link. The internship intent form is on our website under “PhD in CES Application: <https://www.regent.edu/school-of-psychology-and-counseling/about/clinical-school-internships/#applying-for-internship/internship-application>

If you make an error on your form, do not resubmit. Email the Field Placement Liaison.

3. Complete the Application for Internship, Practicum, Externship or Field Placement electronic form. The link will be shown to you once you complete the intent form.
  - a. Site name and address, supervisor name, title, email, and phone number.
  - b. Job Description. In this box you should provide your plan for internship (See number 1 above).
  - c. Three objectives. These can be broad goals that you seek to accomplish with internship (Ex: Develop skills in teaching counseling courses through syllabi development, grading, and facilitating class content. Demonstrate research skills by participating in faculty led research project.)

Please note that the work schedule dates should be the start and end dates of the semester in which you are taking the internship. The number of anticipated hours should be 200.

\*if you lose the link email the Field Placement Liaison. You will receive the link once it's confirmed you internship intent form is complete.

4. Wait for Approval. The application will be sent to the CES Program Director for approval. If there any questions or concerns, you will be contacted at that time. Once approved, you will be automatically, registered for internship by the registrar. The registration is your notification of approval.

**Internship Application Deadlines to begin at the start of the:**

Fall Semester	July 1 <sup>st</sup>
Spring Semester	October 1 <sup>st</sup>
Summer Semester	February 1 <sup>st</sup>

\*Please note that the registrar will begin enrollment once registration officially opens for that semester.

Failure to submit completed forms 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.

## Internship Activities Policy

Internship activities may be completed at a student's current place of employment during regular working hours and can include already existing experiences for the *Supervision Research, and Leadership Advocacy pillars*. For the *Counseling and Teaching pillars*, they can also be at the current place of employment during regular working hours provided the activities incorporate new or expanded experiences that promote professional growth and development. Here are details for those pillars:

- **Counseling Hours**
  - **Students not yet independently licensed:** All counseling hours are considered new learning activities.
  - **Independently licensed students:** Counseling hours must involve new elements, such as applying unfamiliar theories, modalities, or interventions, or working with different client populations.
- **Teaching Hours:** Courses should be graduate-level counseling-related classes unless otherwise approved by the CES director. Students may fulfill teaching requirements by:
  - Teaching a course they have not taught before, or
  - Engaging in other teaching activities that are new to their professional experience.

## Signed Contract for Internship

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

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.

## Faculty Group Supervision in Internship

Group supervision involves "a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students" (CACREP, 2024; p.36). During the Internship, students will also participate in regular, scheduled group supervision sessions in a classroom format. Group Supervision in the classroom cannot exceed 12 students per one faculty member or teaching assistant. Internship students meet every week and count one and half (1<sup>1/2</sup>) hours of class time towards group supervision, resulting

in at least 20 hours of group supervision during the semester course. Group supervision will be accomplished using an online classroom in Zoom.

\*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 HIPPA, AACC and ACA regulations. This goes beyond what HIPAA requires (e.g., non-counseling believes it is best practice to preserve anonymity at all costs).

### **Internship 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. Site supervisors do not have to physically be present at the internship site, 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:

### **Internship Site Supervisor Requirements**

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 possess one of the following:

1. A Ph.D. in Counselor Education and Supervision with equivalent qualifications, including appropriate certifications and/or licenses.
- Or
2. A minimum of a master's degree in counseling or a related with equivalent qualifications, including appropriate certifications and/or licenses and specialized expertise to advance the student's knowledge and skills.

Additionally, the site-supervisor will have”

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. The faculty supervisor will contact the site supervisor by telephone or email 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 2024 standards.

### **Recording/Live Observation Instructions for Internship**

One video/audio recording will be required during each internship semester. If the student’s site or activities does not allow video or audio recording, the faculty instructor can allow student to substitute this requirement with another demonstration format.

### **Internship Documentation**

Most internship documentation is submitted via ELC. When completing practicum/internship applications, contracts, evaluations, etc., please visit the appropriate pages on the Regent University website to access the needed forms.

Students are responsible for submitting the following forms to the Faculty Supervisor for internship.

Form	How submitted	When it is due
CES Site Supervisor Evaluation of Intern	ELC (formerly Tevera)	Mid/final point of the semester
PDCA-R Assessment of Intern Student by CES Site Supervisor	ELC (formerly Tevera)	Final point of the semester
PhD Student Evaluation of Site Supervisor	ELC (formerly Tevera)	Final point of the semester
PhD Student Evaluation of the Site	ELC (formerly Tevera)	Final point of the semester
PhD Practicum Detailed Time Log	ELC (formerly Tevera)	Mid/final point of the semester

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.

Internship: <https://www.regent.edu/school-of-psychology-and-counseling/about/clinical-school-internships/> (Ph.D. specific information can be found by expanding the Applying for Internship tab, the Contracts tab, and the Ph.D. in CES ECL How to Documents tab).

### **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 CES program it is expected that PhD seeking students will complete the minimum required hours within the three semesters.

### **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 Practicum/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 practicum/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 Practicum/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 Clinical Training Director.
- 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 related 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 CES Handbook.**

#### **Failure of Practicum or Internship (No Pass)**

If a student has been notified by the instructor that they will receive failure or No Pass (NP) in either practicum or internship, they will receive a Professional Development Form (PDF) in accordance with SPC policy. Upon notification of the No Pass, if the student contests the PDF recommendation, they have 7 days to consult with the Clinical Training Director (Practicum) or CES Program Director (Internship). Once the Clinical Training Director or CES Program Director is contacted by the student, they will determine whether a review is necessary. If a review is necessary, they will initiate the review process.

The review process consists of an independent review of the student's progress toward meeting competencies in internship based on the student's internship plan, overseen by the CES Program Director. During the review process, students will be unable to participate in their field placement site or class (Practicum or Internship) until a solution is reached (e.g., No Pass, Pass). If a resolution is not able to be reached, students are free to follow the grade appeal process through the University. While all students are free to submit grade appeals consistent with university policy, the consultation with the Clinical Training Director is meant to address the concerns for students with a failing grade in practicum/internship courses only- and attempt to mitigate and offer another layer of support and direction prior to initiating the official grade appeal process.

### **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 (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:

Conditions #1: Clinical Training Director and/or CES Program Director 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 Training Director and/or CES Program Director will work expeditiously to assist the student in finding a new Practicum/Internship site in accordance with Regent SPC policy.

### **Impaired Provider Policy**

The College of Health & Behavioral Sciences at Regent University is committed to maintaining the highest standards of professionalism and ethical behavior in all clinical, practicum, internship, and field placements involving direct interaction with clients and patients. To safeguard the well-being of both our students and the individuals they serve, the following Impaired Provider Policy is established.

#### **Definition of Impairment**

Impairment, in the context of this policy, includes but is not limited to:

- Mental health concerns,
- Substance use disorders,
- Significant medical conditions,
- Conduct violations, or
- Unethical behaviors.

These factors are considered impairments when they compromise a student's ability to perform clinical duties safely and effectively.

#### **Policy Enforcement**

If program leadership, site supervisors/preceptors, or program faculty determine that a student may be impaired, the program reserves the right to take the following actions:

##### **1. Temporary Removal from the Placement**

If a student poses an immediate risk of harm to themselves, others, or the quality of client care, the program may remove the student from clinical, practicum, internship, or field placements until the student demonstrates the capacity to resume the placement. The evaluation process for when the student can return may involve collaboration with the student's medical or mental health provider (pending consent), a referral to medical or mental health providers, Disability Services Office (DSO) involvement, and program faculty when appropriate.

##### **2. Clarification of Categories of Impairment**

- **Mental health concerns** and **significant medical conditions** may necessitate an impairment evaluation to determine the extent to which the student's condition impacts their academic or clinical performance and client care and/or an accommodations assessment. Consultation with the student's current mental health or medical providers may take place pending consent.
- **Conduct violations** and **unethical behaviors** will trigger disciplinary procedures as outlined in the Regent University conduct policy.
- **Current substance use disorders** will be addressed through a dual approach, considering both conduct and mental health perspectives. If the student self-reports substance use, the program will focus on remediation and support. If substance use is identified through other means, it may result in disciplinary action and a requirement for evaluation by a qualified professional.

### 3. Immediate Actions

Students identified as potentially impaired may be removed from clinical activities, practicums, internships, or field placements pending further evaluation. This step is precautionary and intended to prevent potential harm to clients and patients while protecting the educational process and the integrity of the student.

### 4. Remediation and Support

A tailored remediation plan will be developed in consultation with the student, and, if necessary, the field placement supervisor/preceptor and other relevant professionals. The plan may include, but is not limited to:

- Medical treatment,
- Counseling,
- Substance use treatment,
- Modifications to academic and clinical responsibilities,
- Progress monitoring.

The goal of remediation is to address underlying issues and support the student in achieving a state of wellness that allows safe re-engagement in clinical, practicum, internship, or field activities whenever possible.

### 5. Reevaluation and Reintegration

The student may resume clinical, practicum, internship, or field activities only after the program determines they are fit to return. This determination will include input from relevant medical or mental health professionals, the DSO when appropriate, and program faculty. Reintegration will be phased as appropriate and may include continued monitoring as outlined in the remediation plan. Evaluation may occur periodically during the phased reintegration to assure continued progress is being made. The remediation plan will be revised when appropriate based on evaluation results.

## **6. Continued Impairment**

Failure to adhere to the remediation plan or evidence of continued impairment after remediation may result in further disciplinary actions, up to and including dismissal from the program. Dismissal decisions will take into account the student's overall performance, the nature of the impairment, and the potential risk to public safety.

### **Appeals**

Students have the right to appeal decisions made under this policy through the established Regent University appeals procedures

### **Tele-Mental Health Services during Field Placements**

While generally tele-mental health would not be a supported option for field placements, during the current coronavirus pandemic adjustments have been made in this policy. Tele-mental health is defined as video-conferencing online mental health services in which the patient/client and the clinician (field placement student in this case) conduct counseling over a HIPAA-compliant video conferencing platform (e.g., Zoom, Doxy.me). When a field placement student conducts counseling over tele-mental health, they must continue to receive ongoing supervision by their site supervisor have HIPAA-compliant platforms on which to conduct such sessions, and adhere to all ACA ethical guidelines in mental health. Several additional important facts must be considered and are relevant to the site's procedures, site supervisor, and general protocols for tele-mental health:

1. The student's supervisor must be licensed in the state where the patient/client is located.
2. Student and supervisor must obtain informed consent, including discussion of risks and benefits of tele-mental health, the limits to confidentiality, and how it differs from in-person therapy.
3. The supervisor of field placement student must create an alternative plan if the patient requires local access or immediate mental health services that are not conducive to tele-mental health services, which includes safety planning in the event of an emergency.

4. The supervisor or field placement student must create a contingency plan for any times in which the online communications connections or devices do not work properly and the tele-mental health session cannot continue.
5. The supervisor or field placement student must have a procedure for sending and receiving documents between the clinician/student and the patient/client through a HIPAA-compliant process (e.g., encrypted or password protected portal).
6. It is expected that the site supervisors and field placement student will engage in a minimum training in tele-mental health and in person therapy.

The site supervisor and site will work with the field placement student and manage the day-to-day supervision process with tele-mental health as would be the case in a field placement with in-person counseling.

### **Electronic Communications during Field Placements**

Given the ongoing move from in-person clinical work to Telehealth due to COVID-19, it is understood that there are more demands to communicate through electronic means. Students must observe all required limits with the Health Insurance Portability and Accountability Act (HIPAA) and the Health Information Technology for Economic and Clinical Health Act (HITECH) (HIPAA) and the Health Information Technology for Economic and Clinical Health Act (HITECH) for clinical placements and the Family Educational Rights and Privacy Act (FERPA) within their school site placements. In any case or site placement where these laws apply, they must be observed.

Clinical and school placements for practicum and internship students must use site e-mails or other site platforms to contact clients, family or to transmit client information. Interns and practicum students are prohibited from using Regent University e-mail to transmit any client information.