

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



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 Director, 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 School Counseling and Trauma Counseling]. It is important for all students to become familiar with the Practicum/Internship requirements prior to enrollment in the program.

The handbook contains links to both the Practicum and Internship pages of the website. Please feel free to contact the Field Placement Liaison or Clinical Director 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 the 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 field placement 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 Practicum 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, participate through online platforms in discussions, classes, and real-time supervision, explore the Internet to identify resources (e.g., professional organizations, professional writings, clinical interventions) and aide in the delivery of mental health services that are in compliance with applicable institutional, state, federal, and international privacy requirements.
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 field placement 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 student/Intern 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 both 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 or 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.
2. The student will his/her level of professional competencies through the following activities:

- Practice counseling skills with clients or students.
 - Review client sessions through audio/video recordings and prepare 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 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 TR diagnostic issues pertinent to their cases.
 - Crisis and emergency ethical issues as they arise.
 - Comply with the American Counseling Association (ACA) Code of Ethics, American Association of Marriage and Family Therapy (AAMFT), 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 2024 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As such, the masters counseling Practicum/Internship FieldWork experience provides for the application of theory and development of counseling skills under supervision and is a requirement of the student's respective degree program.

Definitions (CACREP, pp. 32 – 36)

Evaluations:

Formative: Evaluation examining the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.

Summative: Evaluation focusing on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard.

Faculty Supervisor: core or affiliate faculty teaching in the counselor education program serving as the group supervisor for students enrolled in a practicum/internship course.

FieldWork Experience:

Practicum: A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship.

Internship: A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.

Service delivery modalities: The ways in which counseling services may be provided (e.g., in-person or by distance using technology)

Direct service includes:

1. Supervised counseling, consultation or related professional skills with actual clients or students (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.

2. Activities involve interaction with others and may include:
 - a. assessment/biopsychosocial intake/screenings
 - b. counseling or co-therapy
 - c. psycho-educational activities
 - d. consultation (beyond supervision)

Indirect service includes:

1. observing others providing counseling or related services
2. record-keeping including charting progress notes
3. administrative duties assigned by site including scheduling, scoring assessments
4. clinical and/or administrative supervision, clinical staff meetings
5. research, preparing for client sessions, workshops, trainings, and role-plays

Types of Supervision

Group Supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

Individual Supervision: A tutorial and mentoring relationship between a member of the supervision counseling profession and one counseling student.

Live Supervision: Direct supervision of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session.

Triadic Supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

Fieldwork Site Supervisor Qualifications (CACREP 2024, p. 18)

The site supervisor must:

1. have a minimum of minimum of a master's degree in counseling or a related profession with equivalent qualifications.
2. hold an active certification and/or license in the geographic location where the student is placed.
3. have a minimum of two years of pertinent professional experience relevant to the CACREP specialized area in which the student is completing clinical instruction,
4. have relevant training* for in-person and/or distance supervision (e.g., coursework, professional development, of certifications) and relevant training in technology utilized for supervision.
5. complete a mandatory orientation training video describing the program's expectations, requirements, and evaluation procedures for practicum and intern students.

*If the supervisor does not have supervisory training or would like further professional development opportunities, program-developed supervision training videos will be provided. Links to the training/orientation videos will be sent via e-mail before the semester in which the first field placement will occur.

Site supervisors must also meet the minimum requirements as set forth by their state licensure board.

In Virginia, all site supervisors must be licensed by their respective licensing board (e.g., Counseling, Social Work, Psychology, or Medicine). Sites without a licensed supervisor will not be allowed to serve as a field placement site.

NOTE: it is the responsibility of the student to review the standards of their respective state boards to make sure that their supervisor is qualified.

POLICIES OF CLINICAL SUPERVISION

This section is meant to assist students in understanding the expectations of clinical 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.

Administrative vs. Clinical Supervision

When a student begins attending supervision at a Practicum or Internship site, it is 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 at 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).

Practicum/Internship Site Supervisory Fee

Students are advised that supervisors for Practicum and Internship do not charge monies to students for supervision. It is expected that the supervisor and student enter an agreement in which supervision is provided free of charge and in keeping with expectations for field placement training. General best practices involve an agreement in which a student offers their time and investment to participate in field work and a site offering clinical training at such a field placement. To that end, the agreement reflects generally accepted ethical and clinical practice expectations (i.e., student is the learner, supervisor is the teacher) and does not directly involve any monetary charges to the student. As the student is already enrolled in a Practicum or Internship course, the field placement experience is a part of that course for the function of practicing skills learned throughout the program and furthering clinical development. The current Affiliation Agreement (between Regent University and the site) and FieldWork Contract (between the student and the site supervisor) do not indicate supervisors charging students for supervision.

POLICIES ON SITE SELECTION/SERVICE MODALITIES/CHANGING SITES

Practicum/Internship Site List

The local SPC Field Placement Site List, found on the School of Psychology and Counseling pages of the university website, 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 clinical (CMHC/MCF) sites on the local list for Practicum and/or Internship. Local students are required to submit their top **three** site choices to the FPL (this will be included on the field placement application). Any application that is submitted without three sites will not be considered.

Online students who are not local to campus will also find a list of sites used in the past on the School of Psychology and Counseling pages of the university website. Non-local students are required to submit their top **three** site choices to the FPL (this will be included on the field placement application). Any application that is submitted without three sites will not be considered. Non-local students must wait for more details on contacting sites from the FPL before doing so (even if the sites were found on the list from the website).

In-Home services for Practicum/Internship Placement

In-home services constitute a different experience than a traditional counseling environment in that counselors visit clients/families and conduct clinical services within the client's/family'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 Clinical Director 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 procedures as outlined above to the Field Placement Liaison for approval and review by the Clinical Director. 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 (the online version is NOT used) from the FPL in order to request placement in an in-home counseling setting.

Using Worksite for Practicum/Internship

In accordance with the Regent University Faculty & Academic Policy Handbook (2024, pp. 122-123), field placements 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 for Practicum or Internship. Students may request to complete Practicum or Internship with a current employer with some specific requirements.

Please note that students pursuing a M.A. or CGS in School Counseling can **NOT** use a school site for internship in which they currently work full time unless:

1. The student is employed as a school counselor at the site and is under the supervision of an approved supervisor.
- OR**
2. The student takes a leave of absence from their current position for the duration of the internship.

As long as one of these conditions is met, a School Counseling intern does not need to utilize the Employer Internship Approval Form to intern with a school site where they are currently employed full time.

The following requirements must be met in order for a student to use his or her current work site for Practicum or a CMHC/MCFC Internship:

1. The Practicum or Internship responsibilities must be separate and not related to current work responsibilities (e.g., the field placement could be spent working with a different population).
2. The Practicum or Internship hours must extend beyond the current work hours.
3. The employment and Practicum or Internship supervisors must be separate individuals.
4. There must not be any dual relationships in the employment and fieldwork responsibilities.
5. The supervisors understanding that the Practicum student or Intern is not required to be paid for the field placement hours since this experience is a graduation requirement.

If a student wishes to use his/her current work site for Practicum or Internship, please request the appropriate Employer Approval Form from the Field Placement Liaison. This form must be completed and contain signatures (either physical or electronic) of both the employment supervisor and the proposed Practicum or Internship supervisor before being submitted to the FPL for processing. If a student is approved to do Practicum with a current employer and desires to do Internship in the same setting, a new Employer Approval Form must be submitted.

These requests must be approved before obtaining a signed FieldWork Contract and beginning the Practicum or Internship. The Clinical Director makes the final decision as to the appropriateness of the request.

Paid Field Placement

A student may choose a Practicum or Internship site that pays students as a part of their standard policy. If an offer such as this is made, the student must request the Paid Practicum Approval Form and/or the Paid Internship Approval Form from the Field Placement Liaison. This form must be completed and contain a signature (either physical or electronic) from the proposed practicum/internship site supervisor before being submitted to the FPL for processing. This request must be approved before obtaining a signed FieldWork Contract and beginning the Practicum/Internship. The Counseling Clinical Director makes the final decision as to the appropriateness of the request.

International Field Placements

Regent University's Clinical and School Counseling Programs are U.S. accredited and designed to prepare U.S. counselors for licensure to work in U.S. territories. If a student requests to complete a clinical field placement abroad, the following criteria **MUST** be met prior to approval:

1. The student must obtain a site (local) supervisor with a minimum of a master's degree in counseling or a related profession. The supervisor must have the equivalent qualifications, including appropriate certifications and/or licenses; and a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction.
2. If the local (in country) supervisor is not a U.S. licensed counselor, the student must also obtain a U.S. supervisor possessing the same aforementioned credentials to meet with the student weekly via a confidential technology platform and sign off on their hours. This is the student's responsibility to obtain and secure. The program is unable to arrange this supervisor.

OR

3. The student may return to the U.S. to complete their field placements under the supervision of a U.S. licensed counselor.

Changing Practicum or Internship Site

This policy outlines the procedures and conditions under which counseling students may change their approved practicum or internship placement sites.

Conditions for Changing Sites Without Prior Approval

Students may change practicum or internship sites without obtaining prior approval under the following circumstances:

1. **Prior to Beginning a Site Placement:**
A student may change sites before beginning placement, even after signing a FieldWork Contract, provided the site supervisor is notified. The student must submit an alternative site for approval to the Field Placement Liaison (FPL).
 - If a student withdraws from a practicum or internship course, they must follow the standard course withdrawal procedures and notify their faculty mentor to initiate an Academic Degree Plan (ADP) change.
2. **Between Practicum and Internship:**
A student may select a new site between practicum and internship, even if they previously indicated intent to remain at the same site. The student must submit the new site for approval to the FPL by the established deadline.

Procedure for Changing Sites During an Active Placement

Students who wish to change their placement site during a semester or between Internship A and Internship B must follow the procedures below:

1. **Consultation with Faculty Supervisor:**
The student must first discuss the reason(s) for requesting the site change with their assigned faculty supervisor.
2. **Faculty Review and Resolution Attempt:**
The faculty supervisor may request a meeting with the site supervisor to address or resolve any issues presented. Alternatively, the faculty supervisor may determine that sufficient cause exists to approve the disruption of the placement without a meeting with the site supervisor.
3. **Approval by Clinical Director:**
The faculty supervisor will share their findings with the Clinical Director for review and final approval.
4. **Submission of New Site Information:**
Upon approval, the student must contact the FPL to submit a new placement site. The student is also responsible for notifying the former site supervisor and completing all required termination procedures.

Additional Considerations

Changing Sites Due to Lack of Supervision

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. The Faculty Supervisor and/or Clinical Director can help the student problem solve any issues with site supervision to help them remain in compliance with the FieldWork Contract.

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 the 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. 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 Practicum/Internship 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. The Clinical Director will be notified.
3. Decisions regarding removing students from Practicum and/or Internship sites will be evaluated on a case-by-case basis. The final decision regarding ending or changing placement resides with the Clinical Director.

Because securing a new site after the semester has begun can be challenging, every effort will be made to support the student in remaining at their current placement when:

- All conditions of the site agreement are being met, and
- The student is able to accrue required clinical hours.

(Refer to *Premature Termination of Practicum/Internship Site* for further guidance.)

TECHNOLOGY POLICIES

Tele-Mental Health Services during Field Placements

While Tele-Mental Health has become widely used in the field of counseling, most of a field placement student's clinical experience on site should be in-person counseling services. This is to ensure that field placement students can fully assess the client's clinical presentation, disposition, and therapeutic needs, and intervene in-the-moment should a crisis arise. 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 or 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 supervisor and field placement student will engage in a minimum training in tele-mental health services in order to understand the differences between 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 that online delivery of clinical services and related electronic communications are now a standard part of the counseling profession, it is vital that counselors remain in compliance with the Health Insurance Portability and Accountability Act (HIPAA), the Health Information Technology for Economic and Clinical Health Act (HITECH), 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.

Experiential Learning Cloud (formerly Tevara)

Students, faculty supervisors, and site supervisors will use Experiential Learning Cloud (formerly Tevara), an online Academic EHR 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.

POLICIES ON PROFESSIONAL CONDUCT, REMEDIATION, AND DISMISSAL

Disciplinary and Professional Conduct

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 Practicum and Internship classes may be given a failing grade or withdrawn from their current field placement site if any of the following apply:

- A student having more than one class absence per semester or they will receive a failing grade for Practicum or 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 field placement 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) – using the Professional Dispositions Competency Assessment – Revised (PDCA-R).
- 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 the Faculty Supervisor determines that the student's current emotional, mental or physical well-being compromises the integrity of the Practicum or Internship experience or potentially places the student or others at risk of harm or in an unduly vulnerable position. All such cases will be brought to the attention of the Clinical Director who will work closely with the Program Chair in handling such matters.

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

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 procedure.

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 Director. Once the Clinical Director is contacted by the student, they will determine whether a review is necessary. If a review is necessary, the Clinical Director will initiate the review process.

The review process is overseen by the Clinical Director, may consist of an independent review of the last submitted video by clinical team faculty, contact with the site supervisor, and/or review of the midterm or final evaluations. During the review process, students will be unable to participate in their field placement site or retake/advance to their next experience (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 Director is meant to address the concerns for students with a failing grade in clinical 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'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 closure or loss of sufficient clientele.

Options for SPC response:

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

II. PRACTICUM

Prerequisites

According to the Regent University Faculty & Academic Policy Handbook (2024, p. 123), 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 Department Clinical Director in the SPC) to be eligible to register for a practicum. The School of Psychology & Counseling requires M.A. in Counseling students to complete more credit hours before beginning practicum by completing 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 570	Multicultural Counseling
COUN 554	Group Counseling
COUN 538	Psychopathology & Diagnosis

Each student is required to complete just ONE of the following courses, depending on the major (this class must be taken either prior to practicum OR can be taken concurrently but NO LATER):

COUN 562	Crisis, Trauma & Clinical Mental Health Counseling (<i>CMHC majors ONLY</i>) <u>OR</u>
COUN 546	Marital & Couple Therapy (<i>MCF majors ONLY</i>) <u>OR</u>
COUN 516	Principles of School Counseling (<i>School Counseling majors ONLY</i>)

Practicum Description

Practicum (COUN 523) is often the first counseling experience for students in the M.A. 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 settings.

Students complete a minimum of 100 clock hours* during their Practicum spread over the full academic term. This one-semester, field experience is composed of the following (**CACREP, 2024, p. 19**):

1. A minimum of 40 **direct service hours** with actual clients that contribute to the development of counseling skills (i.e. individual/group/family therapy, counseling observation, psycho/educational activities, 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. Regularly scheduled (averaging one hour per week) individual and/or triadic (no more than two supervisees to one supervisor) supervision provided by the site supervisor per fieldwork contract.

4. 1.5 hours of weekly individual and/or triadic supervision by a faculty supervisor or supervised teaching assistant.
5. Lead or co-lead a group counseling session during **either** practicum or internship.
6. Student submission of 1 audio/video recording direct counseling experience or a live observation evaluation form completed by the site supervisor if recording is not permitted at the practicum site. This is not to be confused with video recordings required with a practice partner as part of the verbatim assignments.
7. Receive feedback of their strengths and areas of deficiencies along with strategies/interventions for professional development throughout the practicum experience.
8. Submit midterm/final evaluation forms to their supervisor who will complete a summative evaluation of the practicum student's performance. These evaluations are completed via Experiential Learning Cloud (formerly Tevera).
9. Student will submit their track hours logs at midterm and at the end of the semester. These are done via Experiential Learning Cloud (formerly Tevera).

*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 Clinical Director/Program 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 Clinical Director prior to continuing practicum. **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.

APPLICATION PROCESS

Students are required to submit their application for Practicum to the Field Placement Liaison by the semester deadlines. The School of Psychology & Counseling (SPC) requires critical items such as 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 is submitted to the Field Placement Liaison in a timely manner. Failure to submit this application related to the student's prospective course by posted deadlines will result in the student being denied approval to participate in the course requested until it is next available.

These items include:

M.A. Counseling Practicum Application

This application is a Google form (link is on the Regent website) and contains the following required items:

- Master's Practicum Application
- Practicum Prerequisites
- Unofficial Transcript (from Student Profile) – will be uploaded to the Google form
- Liability Insurance (with appropriate state coverage) – will be uploaded to the Google form
- Waiver of Liability
- Student Ethical Agreement
- Clinical Placement Site Request
- Personal Counseling Verification Form – will be uploaded to the Google form if already completed, otherwise will be e-mailed to the FPL at a later date

Personal Therapy and Group Experience Requirements

Students who began the M.A. in Counseling program in the **Fall 2023 semester and later** are required to fulfill the Personal Therapy and Group Experience requirements **before** practicum. See details of these policies in the M.A. in Counseling Program Handbook. Students who began the M.A. in Counseling program **prior to the Fall 2023 semester** are required to fulfill the Personal Therapy and Group Experience prior to Internship.

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 counseling activities to be conducted. If, at any point during the practicum semester, there is a change in the site supervisor, please notify your Faculty Supervisor and contact the Field Placement Liaison for the contract addendum that must be signed by you and the new supervisor.

Practicum Registration

The Field Placement Liaison (FPL) will assist students in identifying potential 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 either the local or the nonlocal Field Placement Site Lists, it must first be approved by the Field Placement Liaison before a student can have his/her Practicum FieldWork Contract approved.

Registration for Practicum requires the following steps:

1. Respond to the e-mail (will come out in early January for summer/fall placements and in late August for spring placements) to let the FPL know you are indeed planning a field placement for the semester(s) indicated. Thoroughly read the orientation information that will be sent via e-mail to each person who responded affirmatively to the earlier message.
2. Complete the required Practicum application (via the Google Forms link on the Regent website) 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 listed in the proper section of the Google Form, or the application **will not be processed**. The student will be asked to submit a new one immediately. 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. There is a list on the Regent website of field placement sites that have been used in the past (organized by state). These site choices **MUST** be listed in the proper section of the Google form, or the application **cannot be processed**, and the student will be asked to submit a new one immediately. 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. 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 FieldWork Contract by the posted deadlines. Students are **NOT** allowed to register themselves for COUN 523 Practicum & Advanced Skills, a placement is required, and students will be notified when registered for the class. Please note that University Advising **CANNOT** register a student for Practicum.

Additional Forms

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

- **Supervisor Evaluations** (completed in Experiential Learning Cloud (formerly Tevera) at the midterm and final points each semester)
- **Student Evaluation of Supervisor** (completed in Experiential Learning Cloud (formerly Tevera) at the final point each semester)
- **Student Site Evaluation** (completed in Experiential Learning Cloud (formerly Tevera) at the final point each semester)
- **Practicum Track Hours Logs** (created in Experiential Learning Cloud (formerly Tevera) at the midterm and final points each semester)

Practicum Supervision

Throughout the duration of the Practicum, each student receives individual and/or triadic supervision. Students must receive weekly individual and/or triadic (tutorial and mentoring relationship provided by a licensed, approved site supervisor member and no more than two supervisees 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.

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 on-site 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 seeks out and obtains the services of well-trained and highly qualified on-site 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.).

Site supervisors do not have to physically be present at the site for the Practicum field experience though this is ideal. The key is that students should never be alone on site with clients (if the supervisor is unavailable, another employee of the site should be present). Site supervisors must provide an average of one hour of individual or triadic face-to-face supervision on a weekly basis.

Practicum faculty supervisors will be communicating with site supervisor(s) on a regular basis, 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, e-mail, Zoom, or field visit (for local placements) 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 Group Supervision

During 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, 2024, p. 36). 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 Canvas or Zoom. This requirement is part of our program's commitment to meeting or exceeding the CACREP master's level standards and guidelines.

If any reference is made regarding a current or past individual client, couple, family, or group during class discussion, case presentation, or as a posted commentary in an online discussion, students must ensure client/participant identities and recognizable details are kept confidential. This can be accomplished by avoiding the use of individuals' names, replacing with fictitious names, and changing or omitting identifiable information (e.g., age, geographic location, occupation, etc.).

Recording/Live Observation Instructions

When instructed by your faculty supervisor, complete 1 video/audio recorded counseling session with a client from the practice site. If a practicum site and/or client will not consent to the recording, the supervisor will sit in on the session and complete a Live Observation Evaluation Form.

Students must obtain written consent for recording clients for clinical sessions and utilize the RECORDING & VIEWING/LISTENING CONSENT FORM found [here](#) on the Regent website, and also included in the Practicum syllabus in the Appendices. If a student is unable to complete the Recording & Viewing/Listening Consent Form with their client, they are **NOT TO FACILITATE A RECORDING** of the client. Written consent must be obtained prior to recording. It is recommended that the consent form be kept in the client's chart at the location where treatment is being facilitated. This is to protect privacy and maintain HIPAA and HITECH standards.

In lieu of sending the above information to the faculty supervisor, students who choose to record and do obtain written consent are to complete the RECORDING CONSENT ATTESTATION FORM that they have had the client sign the above written consent form prior to recording. This form must be submitted to Canvas and to the faculty instructor for the course. The attestation form can be found [here](#) and also in the Practicum syllabus in the Appendices.

III. INTERNSHIP

Internship Description

Counseling Internship is a planned, field-based clinical experience following the successful completion of Practicum where a counseling student works with clients or students under supervision 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, 2024, p. 123).

Internship is a 600 hour (minimum) multi-semester, supervised counseling experience with clients relevant to their CACREP specialized practice area. All Internship experiences share the following characteristics (CACREP, 2024 pp. 19-20):

1. Internship students must complete a minimum of 240 hours of direct counseling experiences with clients.
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 (1.5) hours per week of group supervision provided on a regular schedule throughout the Internship and performed by a program faculty instructor or doctoral student supervisor.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., recordkeeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. All interns are required to lead, or co-lead, a group counseling session during internship if they have not completed this activity during practicum.

6. 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.
7. 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 600 clock hours over both semesters of internship 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.

Internship Programs by Specialized Practice Area

Clinical Mental Health Counseling Interns

CMHC interns will complete two semesters of internship with at least 600 clock hours. These hours are comprised of the following:

- Direct Service: a minimum of 240 hours over both semesters of face-to-face individual, and group counseling, testing, consulting, etc. (Interns are required to lead, or co-lead, at least one group counseling session during internship if this was not done during practicum.)
- 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 22.5 hours of faculty group supervision each semester (class meets for 1.5 hours each 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 semesters of internship with at least 600 clock hours. These hours are comprised of the following:

- Direct Service: a minimum of 240 hours over both semesters of face-to-face couples, family, individual, and group counseling, testing, consulting, etc. (Interns are required to lead, or co-lead, at least one group counseling session during internship if this was not done during practicum.) MCF interns are required to have a **minimum of 200 (of the overall 240) 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 22.5 hours of faculty group supervision each semester (class meets for 1.5 hours each 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.

Direct service hours for MCF interns includes family and couples counseling and co-parenting sessions. In addition, individual sessions with one family member (e.g., child or adolescent) with systemic focus (e.g., overall goals include improved family functioning, improved co-parenting, and increased family communication, etc.), may be counted as direct service hours. For example, this is common in adolescent

counseling, in which a counselor works with a teenager individually; however, also engages in treatment frequently with parents and/or additional family members to improve family relationships, parent training, communication skills, and behavioral interventions.

School Counseling Interns

School Counseling Interns will complete two semesters of internship with at least 600 clock 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. (Interns are required to lead, or co-lead, at least one group counseling session during internship if this was not done during practicum.)
- **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 22.5 hours of faculty group supervision each semester (class meets for 1.5 hours each 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 students who are also pursuing a M.A. degree and start the certificate as of the Fall 2021 semester must do a third semester of internship in order to satisfy this requirement.*

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. (Interns are required to lead, or co-lead, at least one group counseling session during internship.)
- **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 22.5 hours of faculty group supervision (class meets for 1.5 hours each 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 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** – at least 100 hours spent working with 6th grade students **AND** at least 100 hours spent working with 7th & 8th grade students. This will include face-to-face individual and group counseling, testing, guidance, consulting, etc. (Interns are required to lead, or co-lead, at least one group counseling session during internship.)

- 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 22.5 hours of faculty group supervision (class meets for 1.5 hours each week). Interns must have a minimum of 10 hours of individual/triadic site supervision throughout the semester (approximately one hour per week).

Internship Application Process

Students are required to submit their application for Internship to the Field Placement Liaison by the semester deadlines. The School of Psychology & Counseling (SPC) requires critical items such as 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 is submitted to the Field Placement Liaison in a timely manner. Failure to submit this application related to the student's prospective course by posted deadlines will result in the student being denied approval to participate in the course requested until it is next available.

M.A. Counseling Internship Application

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

This application is a Google form (link is on the Regent website) and contains the following required items:

- Master's Internship Application
- Internship Prerequisite
- Unofficial Transcript (from Student Profile) – will be uploaded to the Google form
- Liability Insurance (with appropriate state coverage) – will be uploaded to the Google form
- Waiver of Liability
- Student Ethical Agreement
- Clinical Placement Site Request
- Personal Counseling Verification Form (**required of students who began the program prior to the Fall 2023 semester**; a separate deadline will be posted) – will be uploaded to the Google form if already completed, otherwise will be e-mailed to the FPL at a later date

Master of Arts in School Counseling

This application is a Google form (link is on the Regent website) and contains the following required items:

- Master's Internship Application
- Internship Prerequisite
- Unofficial Transcript (from Student Profile) – will be uploaded to the Google form
- Liability Insurance (with appropriate state coverage) – will be uploaded to the Google form
- Waiver of Liability
- Student Ethical Agreement
- School Placement Request Form – will be uploaded to the Google form
- TB Test Results (can be submitted later, must be on file before the placement begins) – will be uploaded to the Google form if already completed, otherwise will be e-mailed to the FPL at a later date

- Personal Counseling Verification Form (**required of students who began the program prior to the Fall 2023 semester**; a separate deadline will be posted) – will be uploaded to the Google form if already completed, otherwise will be e-mailed to the FPL at a later date.

Certificate of Graduate Studies in Trauma Counseling

This application is a Google form (link is on the Regent website) and contains the following required items:

- CGS Internship Application
- Criminal Background Check Form – will be uploaded to the Google form
- Unofficial Transcript (from Student Profile) – will be uploaded to the Google form
- Liability Insurance (with appropriate state coverage) – will be uploaded to the Google form
- Waiver of Liability
- Student Ethical Agreement
- Clinical Placement Site Request

Certificate of Graduate Studies in School Counseling

This application is a Google form (link is on the Regent website) and contains the following required items:

- CGS Internship Application
- Criminal Background Check Form – will be uploaded to the Google form
- School Counseling Prerequisites
- Unofficial Transcript (from Student Profile) – will be uploaded to the Google form
- Liability Insurance (with appropriate state coverage) – will be uploaded to the Google form
- Waiver of Liability
- Student Ethical Agreement
- School Placement Request Form (must be a middle school) – will be uploaded to the Google form
- TB Test Results (can be submitted later, must be on file before the placement begins) – will be uploaded to the Google form if already completed, otherwise will be e-mailed to the FPL at a later date

Personal Therapy Requirements

Students who began the M.A. in Counseling programs **prior to the Fall 2023 semester** 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 M.A. 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. If, at any point during either semester of internship, there is a change in the site supervisor, please notify your Faculty Supervisor and contact the Field Placement Liaison for the contract addendum that must be signed by you and the new supervisor.

Internship Registration

The Field Placement Liaison (FPL) will assist students in identifying potential clinical (CMHC/MCF) placements; nonetheless, it is ultimately the student's responsibility to secure placement for his/her CMHC/MCF Internship. Placement requests for School Counseling Interns will be submitted to the school system by the Field Placement Liaison.

Identifying and interviewing with clinical 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 FieldWork Contract approved.

Registration for Internship requires the following steps:

1. Respond to the e-mail (will come out in early January for summer/fall placements and in late August for spring placements) to let the FPL know you are indeed planning a field placement for the semester(s) indicated. Thoroughly read the orientation information that will be sent via e-mail to each person who responded affirmatively to the earlier message.
2. Complete the required Internship application (via the Google Forms link on the Regent website) 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 and pursuing a clinical (CMHC/MCF) internship 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 listed in the proper section of the Google form, or the application **cannot be processed**, and the student will be asked to submit a new one immediately. 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 and pursuing a clinical (CMHC/MCF) internship will submit information on their top 3 site choices to the FPL. There is a list on the Regent website of field placement sites that have been used in the past (organized by state). These site choices **MUST** be listed in the proper section of the Google form, or the application will be declined, and the student will be asked to submit a new one immediately. 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 (note: placement in private schools rarely happens unless they have a school counselor who has a master's degree AND is licensed/certified by the state department of education) must submit the appropriate school placement request form by uploading it in the proper section of the Google form, or the application will be declined, and the student will be asked to submit a new one immediately. Students will submit only one request form requesting placement in one school system. 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 FieldWork Contract by the posted deadlines. Students are **NOT** allowed to register themselves for field placement classes. A placement is required and students will be notified once registered for the appropriate section of COUN 593 Internship in Marriage, Couple, & Family Counseling; COUN 594 Internship in School Counseling; or COUN 595 Internship in Clinical Mental Health Counseling. Please note that University Advising **CANNOT** register you for Internship.

Additional Forms

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

- Client recordings (or Live Observation Evaluation if recording not permitted) along with the RECORDING CONSENT ATTESTATION FORM verifying that a Recording Consent Form was signed by the client.
- **Supervisor Evaluations** (completed in Experiential Learning Cloud (formerly Tevera) at the midterm and final points each semester)
- **Student Evaluation of Supervisor** (completed in Experiential Learning Cloud (formerly Tevera) at the final point each semester)
- **Student Site Evaluation** (completed in Experiential Learning Cloud (formerly Tevera) at the final point each semester)
- **Internship Track Hours Logs** (created in Experiential Learning Cloud (formerly Tevera) at the midterm and final points each semester)

Internship Supervision

Students will regularly interact with their site 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 on-site 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 seeks out and obtains the services of well-trained and highly qualified site supervisors.

Site supervisors do not have to physically be present at the site for the Internship field experience though this is ideal. The key is that students should never be alone on site with clients (if the supervisor is unavailable, another employee of the site should be present). Local supervisors must provide an average of one hour of individual or triadic face-to-face supervision on a weekly basis. 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 .

Internship faculty supervisors will be communicating with site supervisor(s) on a regular basis, 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, e-mail, Zoom, or field visit (for local placements) 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 Group Supervision

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 can count one and a half (1.5) hours of faculty group supervision 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 Canvas or in Zoom. This requirement is part of our program's commitment to meeting or exceeding the CACREP master's level standards and guidelines.

If any reference is made regarding a current or past individual client, couple, group, family, or student(s) during class discussion, case presentation, or as a posted commentary in an online discussion, students must ensure client/participant identities and recognizable details are kept confidential. This can be accomplished by avoiding the use of individuals' names, replacing with fictitious names, and changing or omitting identifiable information (i.e., age, geographic location, occupation, etc.).

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.

Students must obtain written consent for recording clients for clinical sessions and utilize the RECORDING & VIEWING/LISTENING CONSENT FORM found [here](#) and also included in the Internship syllabus in the Appendices. If a student is not able to complete the Recording & Viewing/Listening Consent Form with their client, they are **NOT TO FACILITATE A RECORDING** of the client. Written consent must be obtained prior to recording. It is recommended that the consent form be kept in the client's chart at the location where treatment is being facilitated. This is to protect privacy and maintain HIPAA and HITECH standards.

In lieu of sending the above information to the faculty supervisor, students who do choose to record and do obtain written consent are to complete the RECORDING CONSENT ATTESTATION FORM that they have had the client sign the written consent form prior to recording. This form must be submitted to Canvas and to the faculty instructor for the course. The attestation form can be found [here](#) and also in the Internship syllabus in the appendices.

Internship C/Instructions for Students Missing Hours Requirements

Students who fail to meet the required internship hours (both total and direct service hours) after two semesters of Internship will be required to enroll in Internship C to complete the remaining hours. Interns will be registered for one credit hour of Internship C each semester these hours are not met. The Internship C contract can be obtained from the Field Placement Liaison close to the end of each semester.

IV. FORMS AND POLICIES

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

M.A. CLINICAL PRACTICUM: <https://www.regent.edu/school-of-psychology-and-counseling/about/clinical-practicum/>

M.A. CLINICAL/SCHOOL INTERNSHIP: <https://www.regent.edu/school-of-psychology-and-counseling/about/clinical-school-internships/>