



Clinical Experiences Handbook

Revised 2026

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Contents

Welcome Letter	4
Section 1: CACREP Standards	5
Practicum Standards.....	5
Internship Standards.....	6
Doctoral Internship Standards.....	6
Key Definitions	7
Section 2: Specialty Competencies	8
Clinical Mental Health Counseling Competencies	8
School Counseling Competencies.....	8
Doctoral Counselor Education And Supervision Competencies	9
Section 3: Collaborative Placement Process	13
Collaborative Placement Approach.....	13
Timeline, Deadlines, and Site Selection Process	13
Site Supervisor Qualifications	14
Section 4: Masters Program Requirements.....	15
Masters Practicum and Advanced Practicum.....	15
Masters Internship.....	15
Prerequisites, Sequencing, Incompletes, Counseling	15
Section 5: Doctoral Program Internships	17
Doctoral Internship Plan	17
Pre-Internship Assessment (CACREP 2024 Section 6.C.1)	18
Doctoral Internship Requirements	18
Supervision Requirements	19
Changing Internships	19
Individual Contracts for Each Area.....	22
Section 6: Forms And Documentation.....	40
Credentials Affidavit	41
Affiliation Agreement	42
Supervision Agreement.....	43

Hours Logging Requirements	44
Section 7: Professional Practice Standards	48
Ethical Guidelines	48
Technology Requirements	49
Supervision Requirements	50
Crisis Management	50
Self-Care And Burnout Prevention	50
Section 8: Evaluation And Assessment.....	52
Formative And Summative Evaluations	52
Remediation Procedures	52
Reporting Concerns And Grievances.....	53

Welcome Letter

Dear Clinical Mental Health Counseling, School Counseling, and Doctoral Counselor Education and Supervision Interns,

Welcome to your internship experience! This marks a significant milestone in your journey to becoming professional counselors. As you step into this pivotal phase of your training, I want to extend my warmest greetings and share some important information. The internship represents a crucial bridge between your academic studies and professional practice. It's an opportunity to apply the theories and skills you've learned in real-world settings, under the guidance of experienced professionals. This experience will challenge you, inspire you, and ultimately shape you into the counselor you aspire to be.

Key points to remember:

1. **Supervision:** You'll work closely with both site and faculty supervisors. Make the most of these relationships – they're invaluable sources of knowledge and support.
2. **Ethics and Professionalism:** Always adhere to the ACA Code of Ethics and maintain the highest standards of professional conduct.
3. **Self-Care:** As you navigate the demands of internship, remember to prioritize your well-being. Developing healthy self-care habits now will serve you throughout your career.
4. **Reflection:** Regularly reflect on your experiences, challenges, and growth. This practice will deepen your learning and self-awareness.
5. **Openness to Feedback:** Embrace feedback as a tool for growth. Your supervisors and peers are here to support your development.
6. **Hours and Professional Practice:** Masters students need to obtain a minimum of 600 hours (240 direct and 360 indirect hours), complete the assignments, and maintain key professional dispositions to be graded as satisfactory in this class. Doctoral students need to obtain a minimum of 600 hours across the five domains. One of these domains or areas must be counseling/clinical service that includes at least 80 direct hours and 160 indirect hours.
7. **Students may not engage a clinical internship or practicum activities if they're not enrolled in the appropriate Warner course (e.g., practicum of counseling, internship of counseling, etc.). Students may not obtain hours or offer counseling when not enrolled in these classes**

This handbook, in conjunction with the course syllabus and materials, and faculty will help serve as a resource to guide you through the experience.

Best wishes for a rewarding internship experience!

Dr. Davala

Section 1: CACREP Standards

Practicum Standards

Standard 4.E- Students must complete a minimum of 10 group hours either in practicum or internship. If a site does not offer groups, students may work with their site to propose and offer a group and/or find a site that does allow this opportunity to supplement their hours and experiences. Students should work with their site to determine which type of group would be appropriate for their scope of practice, site, and populations. Students should use group theory and ethical principles when planning a group and work closely with their supervisor to determine the group type, duration, screening procedures, and so on. It is generally most helpful for students to co-lead a group with their site supervisor.

Standard 4.Q - Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

Standard 4.R - Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

Standard 4.S - Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. A counselor education program core or affiliate faculty member, or
2. A doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. A fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Standard 4.T - Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. A counselor education program faculty member or
2. A doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Internship Standards

Standard 4.E- Students must complete a minimum of 10 group hours either in practicum or internship. Students should work with their site to determine which type of group would be appropriate for their scope of practice, site, and populations. Students should use group theory and ethical principles when planning a group and work closely with their supervisor to determine the group type, duration, screening procedures, and so on. It is generally most helpful for students to co-lead a group with their site supervisor.

Standard 4.U - After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

Standard 4.V - Internship students complete a minimum of 240 hours of direct service with actual clients.

Standard 4.W - Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. A counselor education program faculty member, or
2. A doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. A fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Standard 4.X - Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. A counselor education program faculty member or
2. A doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Doctoral Internship Standards

Standard 6.C.2 - Doctoral students are required to complete internships that total a minimum of 600 hours. The minimum 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy).

Standard 6.C.7 - During internships, the student receives an average of one hour per week of individual and/or triadic supervision.

Standard 6.C.8 - Doctoral internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be performed by a qualified core or affiliate counselor education program faculty member.

Key Definitions

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

Practicum - A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The 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.

Section 2: Specialty Competencies

Clinical Mental Health Counseling Competencies

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide range of mental health issues within their specialized practice area.

Required Knowledge and Skills:

1. Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. Mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. Legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. Techniques and interventions for prevention and treatment of a broad range of mental health issues
6. Strategies for interfacing with the legal system regarding court-referred clients
7. Strategies for interfacing with integrated behavioral healthcare professionals
8. Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. Third-party reimbursement and other practice and management issues in clinical mental health counseling

School Counseling Competencies

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all PK-12 students through the implementation of a comprehensive school counseling program.

Required Knowledge and Skills:

1. Models of school counseling programs

2. Models of PK-12 comprehensive career development
3. Models of school-based collaboration and consultation
4. Development of school counseling program mission statements and objectives
5. Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. School counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. Qualities and styles of effective leadership in schools
8. Advocacy for comprehensive school counseling programs and associated school counselor roles
9. School counselor roles and responsibilities in relation to the school crisis and management plans
10. School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. Skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. Skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. Strategies for implementing and coordinating school-based interventions
14. Techniques of social-emotional and trauma-informed counseling in school settings
15. Evidence-based and culturally sustaining interventions to promote academic development
16. Approaches to increase promotion and graduation rates
17. Interventions to promote postsecondary and career readiness
18. Strategies to facilitate school and postsecondary transitions
19. Strategies to promote equity in student achievement and access to postsecondary education opportunities

Doctoral Counselor Education And Supervision Competencies

Doctoral programs prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings across five core areas:

1. COUNSELING

- Scholarly examination of the evidence base for counseling processes and theories
- Integration of theories relevant to counseling
- Conceptualization of clients from multiple theoretical perspectives
- Scholarly examination of culturally sustaining counseling practice across multiple settings and contexts
- Methods for evaluating counseling effectiveness
- Legal and ethical issues and responsibilities in counseling

2. SUPERVISION

- Purposes of counseling supervision
- Theoretical frameworks and models of counseling supervision
- Roles and relationships related to counseling supervision
- Skills of counseling supervision across multiple settings and service delivery modalities
- Opportunities for developing a personal style of counseling supervision
- Assessment of supervisees' developmental level and other relevant characteristics
- Modalities of counseling supervision (individual, triadic, and group)
- Use of technology in counseling supervision
- Administrative procedures and responsibilities
- Evaluation, remediation, and gatekeeping in counseling supervision
- Legal and ethical issues and responsibilities in counseling supervision
- Culturally sustaining strategies for conducting counseling supervision

3. TEACHING

- Roles and responsibilities related to educating counselors
- Andragogy and adult learning theories
- Teaching methods relevant to counselor education

- Curriculum design and instructional delivery
- Use of technology in instructional design and program delivery
- Integration of diversity, equity, inclusion, and social justice principles
- Universal design to meet the needs of all students
- Instructional and curricular evaluation methods
- Screening, remediation, and gatekeeping functions
- Assessment of student learning and professional dispositions
- Legal and ethical issues in counselor education
- Culturally sustaining strategies for counselor education
- Role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

- Research designs appropriate to quantitative, qualitative, mixed methods, and action research
- Quantitative and qualitative data analysis methods
- Models and methods of sampling relevant to research design
- Models and methods of instrument design
- Models and methods of program evaluation
- Research questions appropriate for professional research and publication
- Professional writing for peer-reviewed journal publication
- Professional conference proposal preparation
- Development of research proposals for human subjects review
- Grant proposals and other sources of funding
- Strategies for conducting culturally relevant and competent research
- Ethical considerations and strategies for conducting research

5. LEADERSHIP AND ADVOCACY

- Theories, models, and skills of leadership
- Leadership and leadership development in professional organizations
- Leadership in counselor education programs
- Accreditation standards and program accreditation processes
- Management and administration in agencies, organizations, and institutions
- Leadership roles and strategies for responding to crises and disasters
- Strategies of leadership in consultation
- Current sociopolitical and social justice issues affecting the counseling profession
- Models and competencies for advocating on behalf of the profession
- Models and competencies for advocating for clients at individual, system, and policy levels
- Strategies of leadership in relation to diversity, equity, inclusion, and social justice issues
- Culturally sustaining leadership and advocacy practices
- Ethical leadership and advocacy practices
- Role of self-care in advocacy and leadership

Section 3: Collaborative Placement Process

Collaborative Placement Approach

At Warner, we utilize a collaborative approach to the clinical placement process. Students should approach this process similarly to seeking employment. Students are provided with information and support in reviewing current and past sites and supervisors, information on how to apply to each site, and the opportunity to work one-on-one with Dr. Davala and other resources needed to successfully obtain a practicum or internship placement. Warner can't guarantee a site will accept a student's application or placement. Active students will have access to the Blackboard Clinical Field Experiences Continuous Course where they will have access to:

a. A list of sites in the area where students have been placed before
b. A clinical placements presentation
c. Career resources such as guides to writing resumes and interviewing
d. The necessary forms for starting a clinical experience (i.e., contracts, hours logs, etc.)

Students should begin searching for their practicum and/or internship placements one semester before they intend to take the applicable course. Each site may have different "application deadlines" so monitor your Warner email closely and frequently.

Doctoral students will work with their academic advisor and Dr. Marissa Davala (clinical coordinator) to develop their internship plan and secure a site to fulfill their counseling requirement for internship (200 hours with 80 direct and 160 indirect).

Timeline, Deadlines, and Site Selection Process

Students will work with Dr. Davala when they are registered for Pre-Practicum in their Fall term to apply and obtain a practicum site and being practicum in the spring term. Students are strongly encouraged to stay with their practicum site for the internship. If they choose to seek a different internship placement, students will work with Dr. Davala to apply for the internship placements while enrolled in the practicum course to begin the following Fall term. Internships occur from Fall to Spring.

Students will use the Blackboard clinical placements course for the most up-to-date site list and any site-specific deadlines. Sites on this list are approved placements. Students should still ensure their site supervisor meets the requirements and consult with Dr. Davala with any questions or concerns. If a student would like to work with a site not on the approved site list, they must consult Dr. Davala, who will then vet the site to ensure they are eligible to meet the requirements.

Students must be enrolled in the appropriate Warner clinical course to work at a placement site and see clients. This includes 3 credits for Practicum, 3 credits for Internship I, and 3 credits for Internship II — for a total of 9 clinical credits required for graduation. Students who are not

enrolled in the corresponding course may not engage in any clinical work. Please consult your faculty advisor to ensure proper enrollment each semester.

Contracts

When CMHC students receive an offer, they will provide Dr. Davala with the site name, site supervisor email, and their Warner email address. Dr. Davala will send a contract to all parties to be signed digitally. Students will then download the fully signed copy and submit it to their respective class. Students must ensure that Anna Rynski has received a copy as well.

Contracts must be signed and submitted to the class before the students can see clients or begin working at the site.

Students may not begin a placement or work with a site if not enrolled in the relevant Warner course.

Site Supervisor Qualifications

Pursuant to Articles 163, 131, 131-b, 139, 153, or 154 of the Education Law, respectively, The site supervisor shall be licensed and registered in New York State to practice mental health counseling, medicine as a physician assistant, psychology, licensed clinical social work, or as a registered professional nurse or nurse practitioner. The requirements for supervisors for post-degree supervision are the same for student interns. Site supervisors are expected and required to attest to these credentials with each contract <https://www.op.nysed.gov/professions/mental-health-counselors/laws-rules-regulations/subpart-799>

Additionally, to meet CACREP standards, supervisors must be licensed for two years post-master's and have relevant training in the use of technology in supervision and training in clinical supervision.

Section 4: Masters Program Requirements

Masters Practicum and Advanced Practicum

Full-time Master's students in counseling generally enter the Practicum in the spring semester of their first full year of study. In order to enter the Practicum class, **clinical mental health counseling students** must have a B or better in Pre-practicum and Problem Identification and Intervention I and an S in Theory and Practice I. **School counseling students** must have an S in Counseling Practicum and Theory and Practice II and must not have any outstanding incomplete grades in any other course on their program of study.

The Practicum is the students' first experience working with clients, and students are therefore carefully screened before they are allowed to begin Practicum clinical work. The faculty in any program course may occasionally deem that a student is 1) dispositionally unprepared to enter Practicum or that 2) the student has not mastered enough basic skills or knowledge of ethical issues to begin working with clients in a Practicum setting. In some cases, faculty may require that students engage in personal counseling as a condition of their being admitted to the Practicum class. Students who do not complete the hours during the Fall-Spring terms may finish the hours in the summer with instructor permission (i.e., to finish incompletes). Students who are operating at a site which requires them to continue over the summer may be eligible to do so with the coordinator's approval and by enrolling in the appropriate class.

CMHC and CES students will enroll in 3 credits of Advanced Practicum when students need to continue their clinical experience over the summer term either because of an incomplete and/or it is required by the site. Students should work with their faculty advisor, clinical coordinator, and the department chair to navigate enrollment in this course.

Masters Internship

For all master's programs in counseling, the internship is normally done in the last academic year of study. **Internship I is in the Fall, and Internship II is in the Spring. Students may not start an internship or see clients outside of these terms.** Students must obtain a minimum of 240 direct hours and 360 indirect hours for a total of 600 hours during the internship. This positioning of an Internship at the end of the program allows students to have taken as many courses as possible before beginning this intensive clinical experience. Students who do not complete the hours during the Fall-Spring terms may finish the hours in the summer with instructor permission (i.e., to finish incompletes).

Prerequisites, Sequencing, Incompletes, Counseling

In order to enter Internship I or II, **clinical mental health counseling students** must have an S in Counseling Practicum, and Theory and Practice II, at least a B- in Problem Identification II, and

must not have any outstanding incomplete grades in any other course on their program of study.

School counseling students must have an S in Counseling Practicum and Theory and Practice II and must not have any outstanding incomplete grades in any other course on their program of study.

The faculty in any program courses may occasionally deem that a student is 1) dispositionally unprepared to enter Internship or that 2) the student has not mastered enough basic skill or knowledge of ethical issues to begin working with clients in an Internship setting. Likewise, faculty may occasionally (case by case situation) deem that a student is prepared to move ahead even if the student's grades have not met the academic criteria due to extraordinary circumstances. Faculty will require remedial work concurrently as the student participates in the internship. In some cases faculty may require that students engage in personal counseling as a condition of their being admitted to the Internship class. Faculty also reserves the right to ask a student to submit to a psychological evaluation to determine if they can function effectively in a clinical setting.

Section 5: Doctoral Program Internships

Doctoral Internship Plan

The doctoral internship experience is intended to provide students with experience in the five core CES Areas: teaching, research and scholarship, counseling, leadership, and supervision. (CACREP Section 6.B., C.,D). Each doctoral student will have varied experiences and competences so the distribution of these hours may look differently for each student. This plan should be drafted to map the distribution of the required hours and experiences.

Students must enroll in both internship classes for a total of 6 credits to graduate. Students will register for EDF558 Supervised Internship in Counselor Education I in the Fall for 3 credits and EDF559 Supervised Internship in Counselor Education II for 0 credits. In the Spring, students will enroll in EDF558 for 0 credits and EDF559 for 3 credits.

As a doctoral student enrolled in the Counselor Education and Supervision Program at the University of Rochester, I have met with my advisor and/or the clinical coordinator to discuss my internship plan and have read the handbook.

I understand that I need a minimum of 600 hours for this experience. 200 of which must be counseling practice with at least 80 direct counseling hours. The remaining hours may be divided amongst two of the remaining Areas (teaching, research & scholarship, leadership, and supervision).

I have selected the **three areas** for internship which includes the required **200 counseling hours**.

Internship Area	Place an X in the field to indicate you are selecting this option	Hours (must total 600)
Area 1: Counseling Practice (required)	X	(200 hours, 80 direct and 120 indirect minimum)
Area 2: Teaching		
Area 3: Research and Scholarship		
Area 4: Leadership		
Area 5: Supervision		
Total hours planned		

Pre-Internship Assessment (CACREP 2024 Section 6.C.1)

Before internship enrollment, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship by the student's academic advisor, the clinical coordinator, and they are screened during the application process. Students requiring additional counseling skill preparation will receive assistance and/or opportunities before enrolling in the doctoral internship.

Doctoral Internship Requirements

Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students take two internship courses: one focused on clinical practice and a second focused on professional practices.

Supervised Internship in Professional Practice consists of at least 300 hours and provides students with teaching, research, advocacy, leadership, and clinical supervision in counselor education and supervision. In addition, this particular internship has a significant didactic portion that addresses such issues as professional publication and presentation, disaster mental health, and grant writing. The course spans the entire academic year, even though students only register for the course once (either fall or spring, depending upon which fits better into the students' schedule; students should register for 0 credits the other semester). In addition, all students will participate in supervision of their professional practices. *Students amassing hours are required to have faculty supervision of their professional practice.* Prior to registering for this course, students should complete a pre-practicum in teaching, which allows students, typically in their first or second years, to assist a counseling faculty member with course instruction. All students must complete a minimum of 50 hours of pre-practicum (which can count toward the internship requirement). Courses include Theory and Practice 1 & 2 (25 hours), Pre-practicum (4-5 hours), Counseling Skills for helping professionals (4-5 hours), family systems (10 hours), career counseling (5 hours), and crisis counseling (5 hours). Students should discuss these courses with the advisor when developing their programs of study.

EDF 559 Advanced Practicum and Supervised Doctoral Internship in Counseling Practice consists of at least 200 clock hours. Students in the licensure qualifying program (Ed.D. in Mental Health Counseling; CA5) must also register for *EDF560 Supervised Doctoral Internship in Mental Health Counseling*. The focus of this internship is direct clinical experience to deepen and broaden one's counseling skills. For this course, students work with the internship coordinator to identify a qualified internship site. In each setting, there must be a qualified site supervisor who provides weekly individual or triadic supervision. Students also meet with a university faculty instructor for supervision on a regular schedule throughout the academic year as part of the internship course. Students may be able to obtain internship hours at their place of work only if: 1) they participate in new activities that are beyond the scope of their regular job duties, and 2) they have a qualified site supervisor. This option needs to be discussed with the student's advisor and the internship coordinator.

The doctoral Internships may be taken in either order, with approval of your program advisor and the Clinical Coordinator. If it is deemed necessary that a student with insufficient clinical experience have additional counseling experience before teaching and supervising the Master's students, an expanded Supervised Internship in Counseling Practice (EDF559) of 600 hours, devoted entirely to clinical practice, is taken before the Supervised Internship in Teaching and Clinical Supervision.

Two Internship Courses Required:

1. **EDF 559/560 Doctoral Counseling Internship** - Focuses on direct clinical experience to deepen and broaden counseling skills. Students work with the internship coordinator to identify qualified internship sites with qualified site supervisors providing weekly individual or triadic supervision. Students also meet with university faculty for supervision on a regular schedule throughout the academic year.
2. **EDF 558 Professional Practices Internship** - Provides students with teaching, research, advocacy and leadership, and clinical supervision experiences in counselor education and supervision. This internship spans the entire academic year with significant didactic components addressing professional publication, presentation, disaster mental health, and grant writing.

Supervision Requirements

- **Individual/triadic supervision:** 1 hour per week average (CACREP 6.C.7)
- **Group supervision:** 1.5 hours per week average by qualified faculty (CACREP 6.C.8)

Internship Sequencing: The doctoral internships may be taken in either order, with approval of the program advisor and Clinical Coordinator. Students with insufficient clinical experience may be required to complete an expanded Supervised Internship in Counseling Practice (EDF559/560) of 600 hours devoted entirely to clinical practice before the Professional Practices Internship.

Work Site Internships: Students may obtain internship hours at their place of work only if: 1) they participate in new activities beyond the scope of their regular job duties, and 2) they have a qualified site supervisor. This option must be discussed with the student's advisor and the internship coordinator.

Changing Internships

The expectation is that Internships are year-long experiences at the same site. However, it is possible to change internship sites if (a) your current placement really isn't working and attempts to improve it have failed, or (b) a too-good-to-pass-up opportunity arises. Therefore, an internship site may be changed if the following conditions are met:

- a. Your current internship site supervisor accepts the change. In light of the fact that you will already have a signed contract with an existing supervisor, it is important to honor that contract so that the supervisor maintains an amicable working relationship with the

Warner School Counseling Department. Please keep in mind that any changes in placement must consider the relationship between the program and site. If site supervisors feel abandoned, they may no longer be willing to take on that role. The needs of your current individual clients and groups must also be taken into consideration. Once you have talked to your site supervisor and you inform the Counseling Program's Clinical Coordinators (for School Counselors, Bonnie Rubenstein; for Clinical Mental Health Counselors, Marissa Davala) that you have reached an agreement with your current site supervisor, the Clinical Coordinator will call him/her to confirm that an agreement has indeed been reached.

- b. You have completed a significant number of hours at your current site, and your current site supervisor completes a "Joint Assessment Form" so that we have her/his evaluation of your work at that site.
- c. Your new site is an appropriate setting for your continued internship.
- d. There is a qualified supervisor at your new site who agrees to provide site supervision for you. This means a professional with at least a Master's degree in counseling or a closely related field, at least two years' experience at the site, and has obtained the appropriate credentials or licenses for practice.
- e. You develop a new "Internship Contract" with the new supervisor before or as soon as you begin at the new site.
- f. You continue to meet all the requirements of the internship, such as tapes and attending classes, and supervision.

PAID INTERNSHIPS

Occasionally, in a small minority of cases, the opportunity occurs for an intern to be paid by the internship site. This may happen if a counselor at the site goes on maternity or sick leave or leaves abruptly, and since the Intern is already working successfully at the site, she is asked to fill in for the departing employee. It may also occur that a student already working as a counselor (typically a community counselor) sees an opportunity to do the Internship at her work site while continuing to be employed there.

Can a Student Do Her Internship at Her Current Work Site?

The answer is "Yes," under the following three conditions, as well as conditions A, B, & C below:

- a. The Internship will involve a substantially new learning experience in which the student engages in a new type of counseling or works with a new population. The student cannot simply continue their normal work and receive Internship credit for it.
- b. There is appropriate supervision. Appropriate supervision means that a site supervisor meets all the usual qualifications expected of a site supervisor, and also has expertise in the new type of counseling or with the new population, and can therefore support and facilitate the student's learning experience. This supervisor should not be the student's co-worker/buddy who may find it difficult to act or be perceived as a supervisor with one's peer or friend.
- c. There are no other potentially serious role conflicts or problematic situations at the site.

*Can an Intern Receive Pay as a Substitute part-time or Full-time Employee?
During the Internship?*

Yes, if you will be paid at the internship site (e.g., as a substitute or part-time or full-time counselor), these additional requirements apply:

- d. Your supervisor recognizes that you are still doing your internship, which means that weekly supervision, provision of new learning experiences, and ongoing support are still important and expected. It does not mean that since you are now a paid member of the staff, you can be "left alone." To be sure that this criterion is met, the Clinical Coordinator will speak with the Site Supervisor and, if needed, the site administrator (principal, director, etc.), and the site supervisor or administrator will sign an addendum to the Internship Contract agreeing that a) the Intern will receive on-going supervision, b) the Intern will not be asked to engage in activities that are beyond her professional capacity, and c) the site will honor the intern's program needs, including work hours that enable the intern to get to classes on time.
- e. You will still be willing to practice within your scope and ask your site supervisor and others for help, say "I'm not yet qualified to do that," or "I'm going to need some help and support to fulfill that assignment." Again, in the past, interns who became employees have felt they could not say "no" or ask for help because they were being paid or because they hoped to be offered a permanent position at the site and did not want to appear inexperienced.
- f. You are still required to participate in the Internship course for its entire length and meet the necessary credits to graduate. By working full-time, for example, an intern could accumulate 600 hours in one semester. The intern must still participate fully in the Internship throughout the spring semester in order to benefit from the ongoing supervision, learning experiences, and reflection opportunities that the Internship provides.

Individual Contracts for Each Area

Detailed Plan for Counseling Practice and Contract

(Required)

Internship Student's Information	
Name	
Address	
Primary Phone #	Home Work/office Cell
Secondary Phone #	Home Work/office Cell
E-mail Address	
Internship Course Instructor Information	
Name	Marissa Davala, Ph.D.,
Primary Phone #	585-275-9557 Home Work/office Cell
Secondary Phone #	Home Work/office Cell
E-mail Address	mdavala@warner.rochester.edu ;
Internship Agency Information	
Name of agency	
Address	
Phone Number	
Fax Number	
Agency Supervisor's Information	
Name and License Number	
Are you eligible and have received training to provide	

supervision in New York? (Tele or In person) Yes or No				
Supervisor Position				
Years of Experience	Total		In current role	
Phone Number & Email Address				
Have you received training in technology utilized for supervision? Yes or No				

Activity	Please check as appropriate and note that asterisk (*) activities must be part of the Internship per CACREP Standards.			
	Observe	Little	Moderate	Majority
Direct Services				
Provides Individual Counseling*				
Provides Group Counseling*				
Provides Couple and Family Counseling				
Group Guidance or Psychoeducational/Prevention Activities*				
Career Counseling & Development				
Consulting: Staff/Other Professionals				
Consulting - Community Agencies				
Delivering Clinical Training Sessions to Staff or Trainees				
Supervision/Consultation of Staff or Counselors-in-training				
Crisis Counseling*				
Diagnostics, Assessments, Appraisal & Testing*				

Indirect Services				
Developing Treatment Plan*				
Planning/coordinating Services/Referral*				
Record Keeping, Evaluating and Reporting*				
Interdisciplinary Case Staffing/Meetings*				
Case Management				
Supervision with Site Supervisor*				
Small Group Supervision				
Implementing and/or Evaluating Clinical Programs				
In Service Training/Professional Development				
Other (please describe)				

*indicates required experience for CACREP.

The Intern and Site/Agency Supervisor Agreement

1. Dates: The Intern will work at the agency or school:
 - Fall Semester beginning September _____ and ending December _____
 - Spring Semester beginning January _____ and ending May _____
 - Summer Semester beginning May _____ and ending August _____

Please note the Intern will develop a more specific calendar of proposed attendance for the semester which shall be approved by the Site/Agency Supervisor. The expected number of hours which the Intern will work during the internship is _____ hours.

2. It is expected that the Doctoral Intern will engage in the following counseling, counselor education, or counseling related activities during the course of his or her internship (see activities chart). Check all the activities that apply. Feel free to clarify with notes on the chart or explanatory comments below if you wish. It is recognized that this plan of activities may change over the course of the internship as the Supervisor gets to know the Intern better and as the Intern's professional objectives develop as he/she gets to better know the clientele and organization. Initially, the Intern's objectives for this internship are:

A.
B.
C.

3. The supervisor agrees to carry out the responsibilities described in the "Guidelines for Internship Supervisors," (see Supervisor Preparation Handbook).
4. The Intern will complete, to the best of ability, the tasks assigned to him or her. The preceding plan established in this document will serve to identify all the areas of activity where the student shall be involved at the site. If changes are called for because of circumstances or new insights, they will be arranged between all parties and, as appropriate, written into the contract. **If the contract is to be changed in substantial ways, the Intern will obtain permission from his or her faculty instructor.** This is particularly vital if the student is seeking licensure in mental health counseling.
5. The supervisor will serve as the immediate supervisor on the job. While the faculty instructor is available for consultation by both Intern and Supervisor, he/she is essentially outside the day-to-day work of the internship placement. The student may meet and even work closely with other members of the institution's administrative, teaching or helping services staff; but he/she is primarily responsible to the Supervisor regarding continued supervision and overall assessment of the whole internship placement. The Supervisor and Intern will meet once a week for a supervisory meeting to review and mutually assess the Intern's experiences, work achievements, learning, and problems, if any.
6. The Intern will complete weekly logs of his/her activities in the Internship. The site/agency supervisor will sign the logs biweekly. The site supervisor will provide the

clinical supervision per state and license requirements. *Students are to submit the logs to the Warner School and are encouraged to keep a copy.*

7. The faculty instructor will contact the internship site periodically and will meet with the Intern and site/agency Supervisor as needed, at a mutually convenient time(s) to discuss the internship experience, resolve any problems, and explore any suggestions for possible improvements in the Internship or the internship system.
8. The site/agency Supervisor will discuss the students' progress with the faculty member as needed.

I have read the above and agree to adhere to it.

Intern (Print Name)

Date

Intern's Signature

Site/Agency Supervisor (Print Name)

Date

Site/Agency Supervisor's Signature

Rec'd by University Faculty (Print Name)

Date

University Faculty (Signature)

Detailed Plan for Teaching (only complete if you selected this option)

Interns may teach or co-teach a class in mental health counseling or school counseling for this experience.

Internship Student's Information	
Name	
Address	
Primary Phone #	☐ Home ☐ Work/office ☐ Cell
Secondary Phone #	☐ Home ☐ Work/office ☐ Cell
E-mail Address	
Internship Course Instructor Information	
Name	Marissa Davala, Ph.D.; Doug Guiffrida, Ph.D.
Primary Phone #	585-275-9557 ☐ Home ☒ Work/office ☐ Cell
Secondary Phone #	402-418-1061 ☒ Home ☐ Work/office ☐ Cell
E-mail Address	mdavala@warner.rochester.edu ; dguiffrida@warner.rochester.edu
Planned Teaching Experiences For Internship	
Name of Institution	
Address	
Department	
Course(s) and Credit Numbers	



Teaching Supervisor's Information				
Name				
Position				
Years of Experience	Total		In current role	
Phone Number & Email Address				

The Intern and CES Teaching Site Supervisor Agreement

Dates: The Intern will work at the agency or school:

Fall Semester beginning September _____ and ending December _____

Spring Semester beginning January _____ and ending May _____

Summer Semester beginning May _____ and ending August _____

Please note the Intern will develop a more specific calendar of proposed attendance for the semester which shall be approved by the site supervisor. The expected number of hours which the Intern will work during the internship is _____ hours.

3. It is expected that the Doctoral Intern will engage in relevant teaching and administrative duties associated counselor education. It is recognized that this plan of activities may change over the course of the internship as the Supervisor gets to know the Intern better and as the Intern's professional objectives develop as he/she gets to better know the students and department. Initially, the Intern's objectives for this internship are:
 - A.
 - B.
 - C.
4. The supervisor agrees to carry out the responsibilities described in the "Guidelines for Internship Supervisors," (see Supervisor Preparation Handbook).
5. The Intern will complete, to the best of ability, the tasks assigned to him or her. The preceding plan established in this document will serve to identify all the areas of activity where the student shall be involved at the site. If changes are called for because of circumstances or new insights, they will be arranged between all parties and, as appropriate, written into the contract. **If the contract is to be changed in substantial ways, the Intern will obtain permission from his or her faculty instructor.**
6. The supervisor will serve as the immediate supervisor. While the faculty instructor is available for consultation by both Intern and Supervisor, he/she is essentially outside the day-to-day work of the internship placement. The student may meet and even work closely with other members of the institution's administrative, department members or helping services staff; but he/she is primarily responsible to the Supervisor regarding continued supervision and overall assessment of the whole internship placement. The Supervisor and Intern will schedule ongoing supervision to assess the Intern's pedagogical practices, curriculum development, gatekeeping and working with students, and so on. The supervisor shall meet consistently with the supervisee for supervision of their teaching.
7. The Intern will complete weekly logs of his/her activities in the Internship. The site/agency supervisor will sign the logs biweekly. *Students are to submit the logs to the Warner School and are encouraged to keep a copy.*
8. The faculty instructor will contact the internship site periodically as needed, at a mutually convenient time(s) to discuss the internship experience, resolve any problems, and explore any suggestions for possible improvements in the Internship or the internship system.



I have read the above and agree to adhere to it.

Intern (Print Name)

Date

Intern's Signature

Site/Agency Supervisor (Print Name)

Date

Site/Agency Supervisor's Signature

Rec'd by University Faculty (Print Name)

Date

University Faculty (Signature)

Detailed Plan for Scholarship/Research (only complete if you selected this option)

Internship Student's Information	
Name	
Address	
Primary Phone #	☐ Home ☐ Work/office ☐ Cell
Secondary Phone #	☐ Home ☐ Work/office ☐ Cell
E-mail Address	
Internship Course Instructor Information	
Name	Marissa Davala, Ph.D.; Doug Guiffrida, Ph.D.
Primary Phone #	585-275-9557 ☐ Home ☒ Work/office ☐ Cell
Secondary Phone #	402-418-1061 ☒ Home ☐ Work/office ☐ Cell
E-mail Address	mdavala@warner.rochester.edu ; dguiffrida@warner.rochester.edu
Planned Research/Scholarship Experiences For Internship	
Planned Total Hours	
Intended Project(s)	
Research Supervisor's Information	
Name	

Position				
Years of Experience	Total		In current role	
Phone Number & Email Address				

The Intern and CES Research/Scholarship Supervisor Agreement

Dates: The Intern will work at the agency or school:

Fall Semester beginning September _____ and ending December _____

Spring Semester beginning January _____ and ending May _____

Summer Semester beginning May _____ and ending August _____

Please note the Intern will develop a more specific calendar of proposed attendance for the semester which shall be approved by the site supervisor. The expected number of hours which the Intern will work during the internship is _____ hours.

4. It is expected that the Doctoral Intern will engage in relevant research and scholarly activities for this experience.
5. The supervisor agrees to carry out the responsibilities described in the “Guidelines for Internship Supervisors,” (see Supervisor Preparation Handbook).
6. The Intern will complete, to the best of ability, the tasks assigned to him or her. The preceding plan established in this document will serve to identify all the areas of activity where the student shall be involved at the site. If changes are called for because of circumstances or new insights, they will be arranged between all parties and, as appropriate, written into the contract. **If the contract is to be changed in substantial ways, the Intern will obtain permission from his or her faculty instructor.**
7. The supervisor will serve as the immediate supervisor and research advisor. While the faculty instructor is available for consultation by both Intern and Supervisor, he/she is essentially outside the day-to-day work of the internship placement. The student may meet and even work closely with other members of the institution’s administrative, department members or helping services staff; but he/she is primarily responsible to the Supervisor regarding continued supervision and overall assessment of the whole internship placement. The supervisor shall meet consistently with the supervisee for supervision or oversight of their research internship activities.
8. The Intern will complete weekly logs of his/her activities in the Internship. The site/agency supervisor will sign the logs. *Students are to submit the logs to the Warner School and are encouraged to keep a copy.*
9. The faculty instructor will contact the internship site periodically as needed, at a mutually convenient time(s) to discuss the internship experience, resolve any problems, and explore any suggestions for possible improvements in the Internship or the internship system.



I have read the above and agree to adhere to it.

Intern (Print Name)

Date

Intern's Signature

Site/Agency Supervisor (Print Name)

Date

Site/Agency Supervisor's Signature

Rec'd by University Faculty (Print Name)

Date

University Faculty (Signature)

Detailed Plan for Leadership (only complete if you selected this option)

Internship Student's Information				
Name				
Address				
Primary Phone #	☐ Home ☐ Work/office ☐ Cell			
Secondary Phone #	☐ Home ☐ Work/office ☐ Cell			
E-mail Address				
Internship Course Instructor Information				
Name	Marissa Davala, Ph.D.; Doug Guiffrida, Ph.D.			
Primary Phone #	585-275-9557	☐ Home ☒ Work/office ☐ Cell		
Secondary Phone #	402-418-1061	☒ Home ☐ Work/office ☐ Cell		
E-mail Address	mdavala@warner.rochester.edu ; dguiffrida@warner.rochester.edu			
Planned Leadership Experiences For Internship				
Planned Total Hours				
Planned Leadership Activities				
Leadership Supervisor's Information				
Name				
Position				
Years of Experience	Total		In current role	
Phone Number & Email Address				

The Intern and CES Leadership Supervisor Agreement

Dates: The Intern will work at the agency or school:

Fall Semester beginning September _____ and ending December _____

Spring Semester beginning January _____ and ending May _____

Summer Semester beginning May _____ and ending August _____

Please note the Intern will develop a more specific calendar of proposed attendance for the semester which shall be approved by the site supervisor. The expected number of hours which the Intern will work during the internship is _____ hours.

6. It is expected that the Doctoral Intern will engage in relevant leadership experiences which may be at the departmental, institutional, state, national, and/or international level.
7. The supervisor agrees to carry out the responsibilities described in the “Guidelines for Internship Supervisors,” (see Supervisor Preparation Handbook).
7. The Intern will complete, to the best of ability, the tasks assigned to him or her. The preceding plan established in this document will serve to identify all the areas of activity where the student shall be involved at the site. If changes are called for because of circumstances or new insights, they will be arranged between all parties and, as appropriate, written into the contract. **If the contract is to be changed in substantial ways, the Intern will obtain permission from his or her faculty instructor.**
8. The supervisor will serve as the immediate supervisor. While the faculty instructor is available for consultation by both Intern and Supervisor, he/she is essentially outside the day-to-day work of the internship placement. The student may meet and even work closely with other members of the institution’s administrative, department members or helping services staff; but he/she is primarily responsible to the Supervisor regarding continued supervision and overall assessment of the whole internship placement. The supervisor shall meet consistently with the supervisee for supervision or oversight of their leadership activities.
9. The Intern will complete weekly logs of his/her activities in the Internship. The site/agency supervisor will sign the logs. *Students are to submit the logs to the Warner School and are encouraged to keep a copy.*
10. The faculty instructor will contact the internship site periodically as needed, at a mutually convenient time(s) to discuss the internship experience, resolve any problems, and explore any suggestions for possible improvements in the Internship or the internship system.

I have read the above and agree to adhere to it.

Intern (Print Name) Date



Intern's Signature

Site/Agency Supervisor (Print Name) Date

Site/Agency Supervisor's Signature

Rec'd by University Faculty (Print Name) Date

University Faculty (Signature)

Detailed Plan for Leadership (only complete if you selected this option)

Internship Student's Information				
Name				
Address				
Primary Phone #	☐ Home ☐ Work/office ☐ Cell			
Secondary Phone #	☐ Home ☐ Work/office ☐ Cell			
E-mail Address				
Internship Course Instructor Information				
Name	Marissa Davala, Ph.D.; Doug Guiffrida, Ph.D.			
Primary Phone #	585-275-9557	☐ Home ☒ Work/office ☐ Cell		
Secondary Phone #	402-418-1061	☒ Home ☐ Work/office ☐ Cell		
E-mail Address	mdavala@warner.rochester.edu ; dguiffrida@warner.rochester.edu			
Planned Leadership Experiences For Internship				
Planned Total Hours				
Planned Leadership Activities				
Leadership Supervisor's Information				
Name				
Position				
Years of Experience	Total		In current role	
Phone Number & Email Address				

The Intern and CES Leadership Supervisor Agreement

Dates: The Intern will work at the agency or school:

Fall Semester beginning September _____ and ending December _____

Spring Semester beginning January _____ and ending May _____

Summer Semester beginning May _____ and ending August _____

Please note the Intern will develop a more specific calendar of proposed attendance for the semester which shall be approved by the site supervisor. The expected number of hours which the Intern will work during the internship is _____ hours.

8. It is expected that the Doctoral Intern will engage in relevant leadership experiences which may be at the departmental, institutional, state, national, and/or international level.
9. The supervisor agrees to carry out the responsibilities described in the "Guidelines for Internship Supervisors," (see Supervisor Preparation Handbook).
8. The Intern will complete, to the best of ability, the tasks assigned to him or her. The preceding plan established in this document will serve to identify all the areas of activity where the student shall be involved at the site. If changes are called for because of circumstances or new insights, they will be arranged between all parties and, as appropriate, written into the contract. **If the contract is to be changed in substantial ways, the Intern will obtain permission from his or her faculty instructor.**
9. The supervisor will serve as the immediate supervisor. While the faculty instructor is available for consultation by both Intern and Supervisor, he/she is essentially outside the day-to-day work of the internship placement. The student may meet and even work closely with other members of the institution's administrative, department members or helping services staff; but he/she is primarily responsible to the Supervisor regarding continued supervision and overall assessment of the whole internship placement. The supervisor shall meet consistently with the supervisee for supervision or oversight of their leadership activities.
10. The Intern will complete weekly logs of his/her activities in the Internship. The site/agency supervisor will sign the logs. *Students are to submit the logs to the Warner School and are encouraged to keep a copy.*
11. The faculty instructor will contact the internship site periodically as needed, at a mutually convenient time(s) to discuss the internship experience, resolve any problems, and explore any suggestions for possible improvements in the Internship or the internship system.

I have read the above and agree to adhere to it.

Intern (Print Name) Date



Intern's Signature

Site/Agency Supervisor (Print Name) Date

Site/Agency Supervisor's Signature

Rec'd by University Faculty (Print Name) Date

University Faculty (Signature)

Section 6: Forms And Documentation

Students will receive the most recent forms and documentation needed during their respective courses. The forms in this section are examples of the required documents.

Credentials Affidavit

Effective Date: _____

The Council for the Accreditation of Counseling & Related Educational Programs (CACREP) requires each accredited Counselor Education Program to document academic degrees and professional credentials/licensure for all external supervisors.

It also asks that site supervisors document that they have received prior training in counselor supervision and/or will be completing a workshop on counselor supervision sponsored by the Counseling & Human Development Department. To this end, please provide the information requested below.

You are also asked to review ACES Ethical & Professional Standards for Supervisors. Your signature below indicates you have read and will comply with these standards.

Name (*please print*): _____

Degree(s): _____

License(s)/Certification(s): _____

Years of Professional Experience in Counseling: _____

Years of Professional Experience in Supervision: _____

Supervision Credential: _____

Form(s) of Prior Counseling (Clinical) Supervision Training:

I will participate in Warner CHD Counseling Supervision Training Workshops:

___ YES ___ NO

My signature below indicates that I have read and will abide by the ACES, ASCA, and ACA Ethical Standards and Professional Standards for Counseling Supervisors:

Signature: _____

Email: _____ Phone: _____

Affiliation Agreement

Effective Date: _____

Dear Faculty,

Having read the letter of understanding that precedes this document, our agency:

(Please insert agency name) _____

is willing to become an Affiliate Site Partner to the University of Rochester, Warner School's Department of Counseling & Human Development, for the purpose of providing on-site clinical training for mental health counseling students at both the master's and doctoral levels. We have (or will shortly) provide the information requested about our agency's programs, operating certificate, preferred process for interviewing and accepting interns, and supervisor credentials. We agree to work collaboratively with you in the assessment of your student's growth in professional clinical practice and we also agree to work with the Department in advisory capacity, to share best practices in the areas of professional development and clinical supervision. We understand that specific issues of legal liability and insurance are handled separately from this letter of understanding and affiliation, through our respective offices of legal counsel, should this dimension be deemed necessary by our administrative authorities.

Signed:

Name: _____ *Title:* _____

Print Name: _____

Credentials: _____

Supervision Agreement

Please complete this form in duplicate, submit one copy to the faculty clinical coordinator via Blackboard, and retain one copy for your own personal student file.

- I have read and understand the relevant ethical standards (ACA and/or ASCA, AMHCA) and will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behaviors on my part will result in my removal from my practicum/internship and possibly a failing grade. Documentation of such behavior will become part of my permanent record
- I pledge to honor the intent of confidentiality and specifically to “retain as private” anything revealed in this course whether by clients, peers, instructor-supervisor(s) or demonstration recordings. Such information is to be discussed only with the course instructor or supervisory designate, and among the counselors-in- training in this class who are also bound by this pledge. This means I agree not to reveal any of this information with other trainees in the program or anybody else.
- I agree to treat the recordings made for this course as confidential material and will not involve anybody other than my peers in this class, my site supervisor and the course instructor or supervisory designate in the actual recording, viewing or discussing of these recordings. I understand that violation of the ethical principle of confidentiality can do great damage to both trainees and to clients.
- I agree to adhere to the administrative policies, rules, standards and practices of the practicum/internship site, including HIPAA regulations.
- I understand that my responsibilities include keeping my practicum/internship supervisor(s) and my university supervisor informed regarding my field experiences.
- I understand that I will not earn a passing grade in Practicum/Internship unless I demonstrate the specified minimal level of counseling skill, knowledge and competence and complete course requirements as mandated by the instructor and department. Should a deficiency in skill, knowledge or competence be identified by my university or site supervisors, I understand that I will be given the opportunity to remediate the area in accordance with an agreed upon plan for improvement. A passing grade will only be awarded on the satisfactory completion of these extra specifications.

Print Name _____ Signature _____

Date: _____

Hours Logging Requirements

All (Masters and Doctoral) Students must have their professional liability insurance active policy in the system before hours can be counted or any client services.

Students will coordinate their schedule with the site supervisors and plan to attend the internship class during the academic year. Students will log their hours in the Excel form (depicted below) provided to you in class. The logs must be completed and turned into the professor via Blackboard frequently (see course calendar).

Per CACREP Section 4: Professional Practice standards, students must obtain a minimum of 600 hours of counseling experiences at their internship site, relevant to their specialized practice area. 240 hours must be direct client services hours. These hours are defined as the clock/ “billable” service time of meeting with an actual client. 360 hours can be indirect, which may include but not be limited to: documentation, research, professional development trainings, staffing, and other professional consultation services, and so on.

Student Name: _____		Semester: _____					
Site/Agency: _____		Week Ending Date (MMDDYYYY): _____					
The student completes this form weekly using Sunday's date as the week ending date. Upon completion, obtain a signature from Site Supervisor, retain a copy for your records and turn in to the course instructor. Complete the grey areas and all calculations will compute automatically.							
Weekly Log Hours-Community Mental Health Counseling							
	Sun	Mon	Tues	Wed	Thur	Fri	Sat
date							
Direct Services							
Counselin g - Individual*							0.00
Counselin g - Group*							0.00
Consultin g - Family/Co uples							0.00
Consultin g - Communit y Agencies							0.00
Diagnosti cs, Assessm ents, Appraisal & Testing							0.00
Career Counselin g & Developm ent							0.00
Psychoed ucational Preventio n & Wellness Activities*							0.00
Total direct hours current week							0.00
Indirect Counseling Activities							
Observing Planning*							0.00
week 5 week 6 week 7 week 8 week 9 week 10 week 11 week 12 week 13 week 14 week 15							

ACTIVITIES LOG SHEET

All doctoral students in counseling are required to complete EDF 558. This three-credit course (for which students register only once) allows students to gain experience in teaching, clinical supervision, leadership and advocacy, and research and scholarship. Students registered in this internship may engage in any of the following approved activities under faculty supervision. Total of 400 hours distributed in at least two areas. **All students must complete a minimum of 50 hours of pre-practicum** (which can count toward the internship requirement) serving in a teaching assistant role in a counseling class early in their programs (typically their first year). Courses include Theory and Practice 1 & 2 (25 hours), Pre-practicum (4-5 hours), Counseling Skills for helping professionals (4-5 hours), Practicum (group supervision, 25 hours), Internship (group supervision, 50), family systems (10 hours), career counseling (5 hours), and crisis counseling (5 hours).

Menu of Possibilities

➤ Practicum Tape Supervision	20 hrs. per student to 135
➤ Practicum Small Group Supervision/Class Seminar	45 hrs.
➤ Internship Group & Individual Supervision (full year)	150 hrs.
➤ Internship Tape Supervision	4 hrs. per student
➤ CTP I & II Video Review	30-40 per semester
➤ Co-Teaching full course	100 hours
➤ Teaching Assistant full course	150 hours
➤ Guest lecturing/presenting one class	3-4 hrs. including prep time
➤ Master's Thesis Support Workshops	20-25 hrs.
➤ Other workshops & presentations	TBD/ clock hours
➤ External teaching (unpaid & with vetting)	TBD/ clock hours
➤ Adjunct Teaching of existing course	200 hours
➤ New Course Development/Adjunct Teaching	250 hours
➤ Supervision of Supervision EDF 558	1 hr./week
➤ Leadership Activities and department assistance	TBD/ clock hours
➤ Licensure/Accreditation Activities	TBD/ clock hours
➤ Scholarship (research, writing, presenting, dissertation proposal class)	TBD/ 50 hour max
Pre-practicum (teaching assistant)	50 Hours Required

NAME _____

SEMESTER	Start & End Date	Category R,T,S,A&L, pre-prac	Hours Credited	Activity	Supervisor Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11					
12					
13					
14					
15					
16					
17					

18					
19					
20					
21					
22					
23					

*** Complete activity description form for each entry**

Section 7: Professional Practice Standards

All Warner practicum and internship students are expected to operate in an ethical and effective professional capacity. Students are expected to comply with the student handbook, the American Counseling Association's codes of ethics, state regulations, and HIPAA compliance at all times during their placement experiences. Students must always maintain a professional liability policy. Students are expected to be active and seek out supervision and oversight of client care from their site supervisors.

Ethical Guidelines

A GUIDE TO ETHICAL PRACTICE

As counseling students, you are expected to adhere to the highest ethical standards and comply with all relevant laws throughout your internship experience. This is a general guide and is not exhaustive in covering ethical concerns. You must familiarize yourself with the ACA Code of Ethics (2014 or most recent version) and review your state's specific ethical guidelines for counselors. This foundational knowledge will guide your professional conduct and decision-making in all client interactions.

Confidentiality forms the cornerstone of ethical counseling practice. You must always maintain strict client confidentiality and understand that confidentiality extends to supervision discussions as well. You are required to understand and follow HIPAA regulations for protecting client information and must use only secure, HIPAA-compliant methods for storing and transmitting client data. Never discuss client information outside of appropriate supervisory or educational contexts, and ensure that all electronic communications and data storage meet security requirements.

Informed consent is essential before beginning any therapeutic work. You must ensure all clients sign informed consent forms before beginning treatment and clearly explain your role as an intern and the supervision process. Clients have the right to understand the nature of services they will receive, the limits of confidentiality, and the supervisory structure that governs your work.

As a counseling intern, you serve as a mandated reporter with legal obligations to report suspected abuse or neglect. You must understand your obligations as a mandated reporter and know the procedures for reporting suspected abuse or neglect of children, elderly, or vulnerable adults. When in doubt about reporting requirements, immediately consult with your site supervisor or faculty supervisor before proceeding.

Professional boundaries are critical to maintaining therapeutic relationships and protecting both clients and yourself. You must maintain appropriate professional boundaries with clients and avoid dual relationships that could compromise your objectivity or the therapeutic relationship. This includes being mindful of social media connections, personal relationships, and any situations that might create conflicts of interest.

Documentation and record keeping must follow both professional standards and site-specific policies. You are responsible for following site policies for documentation and record keeping

while ensuring all client records are accurate, timely, and securely stored. Your documentation should reflect professional standards and provide clear evidence of the services provided and progress made.

When facing ethical dilemmas, you must utilize established ethical decision-making frameworks. Familiarize yourself with ethical decision-making models, particularly the ACA's ethical decision-making model, and apply these frameworks when encountering complex situations. Always consult with supervisors when facing ethical dilemmas, as supervision provides essential guidance and protection for both you and your clients.

Remember that ethical practice requires ongoing consultation and supervision. When in doubt about any ethical or legal issue, always consult with your site supervisor or faculty supervisor before acting. This proactive approach to ethical consultation demonstrates professional responsibility and ensures that you maintain the highest standards of care for your clients while protecting your own professional development. Failure to maintain ethical practice and behaviors may result in a removal from the site and a failure the clinical courses.

Failure to maintain ethics and professional dispositions may result in a failure of the course and dismissal from the program.

Technology Requirements

Students and supervisors must demonstrate competency in technology utilized for counseling and supervision across multiple service delivery modalities, including in-person, synchronous digital, and asynchronous digital formats. All electronic communications and data storage must utilize secure, HIPAA-compliant methods and platforms approved by the program and site. Students must have access to appropriate recording equipment and secure storage capabilities for session recordings used in supervision, ensuring client confidentiality and privacy protection at all times. Supervisors must be trained in technology platforms used for distance supervision and demonstrate competency in providing effective supervision through various technological means. Students are expected to develop technological competencies relevant to contemporary counseling practice, including telehealth service delivery, digital documentation systems, and electronic communication with clients and colleagues. All technology use must comply with applicable institutional, state, federal, and international privacy requirements, with particular attention to protecting client information and maintaining therapeutic relationships across service delivery modalities. Warner uses secure Box and Zoom, which have the proper BSA and BAAs, to review tapes for the purpose of evaluating students' work. Students are expected to ensure they use technology in an ethical, HIPAA-compliant manner to record and view sessions and to attend any form of supervision. Students may not use insecure and unapproved technologies for clinical or class related items such as but not limited to YouTube, insecure AI, transcription software, and so on. Students should always consult with their supervisor and instructor about a technology before using it to ensure confidentiality and ethics are maintained at all times.

Supervision Requirements

Students must receive 1 hour per week of **individual** clinical supervision from the site supervisor to discuss and monitor client welfare. Students must also receive 1.5 hours a week of small group or triadic supervision and 1 hour of large group supervision from the Counseling and Human Development Counselor Educator and Supervisor faculty member and/or doctoral student to ensure skill development.

Students will receive significant feedback from the site supervisor, doctoral student, faculty member, and peers. Therefore, it is expected that students maintain reflexivity, an openness to feedback, an anti-discrimination orientation, and professionalism.

Crisis Management

Students should familiarize themselves with the site's crisis policy and procedures (typically outlined in an informed consent). Students are expected to connect with their site supervisors first and immediately regarding client care and crises, as they are operating under the supervisor's license and oversight. Students should also reach out to their faculty member. Students may also reach out to Dr. Davala if needed. Davala's cell phone is 402-418-1061, should the student need faculty involvement from the clinical coordinator.

Self-Care And Burnout Prevention

As a counseling student, your emotional and mental well-being is crucial for both your professional development and your ability to provide effective services to clients. Self-care represents an ethical imperative, not a luxury, as your personal wellness directly impacts your capacity to serve others effectively and maintain professional competence throughout your career.

You should familiarize/review the signs of burnout, which may include emotional exhaustion, depersonalization of clients, and reduced sense of personal accomplishment. Maintain your physical and emotional well-being through regular sleep, exercise, healthy eating, mindfulness practices, and personal counseling when needed. Set realistic goals and boundaries, take regular breaks during your workday, and maintain supportive relationships outside of work. Effective time management is crucial for balancing the multiple demands of fieldwork, coursework, and personal life.

Use supervision effectively to process challenging cases and explore your personal reactions to client material. Be honest with supervisors about your emotional responses and self-care needs, as this transparency supports both your development and client welfare. Take advantage of counseling services available through your university and professional association resources designed for counselors-in-training.

Remember that taking care of yourself is essential for providing the best possible care to your clients. Your personal wellness directly impacts your professional effectiveness, therapeutic

presence, and ability to maintain appropriate boundaries and perspective. Regularly assess your self-care practices and adjust them as needed throughout your fieldwork experience.

Section 8: Evaluation And Assessment

Formative And Summative Evaluations

Students will receive both formative and summative evaluations throughout their fieldwork experiences to assess their progress and competency development. Evaluation is obtained from the site supervisor, faculty supervisor, and doctoral/university supervisor as relevant to the class objectives.

Formative evaluations are conducted on an ongoing basis to provide feedback for improvement and skill development, while **summative evaluations** assess overall competency achievement at designated milestones. Site supervisors will evaluate the student's performance. The faculty and program will evaluate the student's performance using the program's Integrated Competency Evaluation form and other assessment tools.

Formal evaluation points include midterm and final assessments each semester, with additional evaluations conducted as needed for remediation purposes. Students also participate in self-evaluation processes and provide feedback on their supervisors and sites. All evaluations assess students' knowledge, skills, and professional dispositions consistent with CACREP standards and program objectives.

When evaluations indicate deficiencies, a written remediation plan will be developed collaboratively between the student, site supervisor, and university faculty to address specific areas needing improvement. Students must demonstrate satisfactory progress on all evaluations to continue in their fieldwork experiences and receive course credit.

Remediation Procedures

If the faculty determines that a student is not ready to begin the Practicum in Counseling, a written, remedial plan will be proposed to enable the student to gain the knowledge, attitudes, skills, or behaviors expected of students entering the Practicum. Upon successful completion of the plan, the student can proceed to the Practicum.

Similarly, if the faculty determines that a student is not ready to begin the Supervised Internship I or II, a remedial plan will be proposed to enable the student to gain the knowledge, attitudes, skills or behaviors expected of students entering the Supervised Internship. Upon successful completion of the plan, the student can proceed to the Internship. Students should review the student handbook for more information on remediations as being remediated may mean the student is in jeopardy of removal from the program. Students who fail their site will fail their course and be removed from the program.

Reporting Concerns and Grievances

Students are expected to communicate openly with faculty regarding their clinical experiences on site, including any concerns or grievances that may arise at their placement site. If you encounter challenges related to supervision quality, site safety, ethical concerns, inadequate learning opportunities, interpersonal conflicts, or any other issues that may impact your professional development or client welfare, you should promptly inform Dr. Davala, the Clinical Coordinator for CMHC and Doctoral internships, and Dr. Rubenstein for School Counseling.

Early communication allows for collaborative problem-solving and appropriate interventions to ensure your internship experience meets program standards and learning objectives. Students should not feel obligated to endure problematic situations that compromise their education, professional development, or adherence to ethical standards.

Site supervisors are expected to communicate concerns about a student's clinical performance, professional dispositions, or readiness to the Clinical Coordinator as they arise, and in any case no later than the Interim Joint Assessment. Concerns first raised at the final evaluation, without prior documented notice sufficient to allow the student an opportunity to receive feedback and remediate, may not by themselves be treated as grounds for a Not Satisfactory/failing grade. The course instructor retains discretion to determine the final grade based on the totality of evaluation evidence and the timeliness of the notice provided.