Walden University
Counseling Programs

Practicum and Internship
Site Supervisor Orientation
Organization and Contact Information

Walden University: School of Counseling
Office of Field Experience (SOC-OFE)
School of Counseling Office of Field Experience

Field Experience Director

Academic Team
Quality of Experience, Student Comportment, Course Content

Academic Coordinators
Faculty Supervisors (instructors)

Operations Team
Application Procedures, Registration, Documentation

Operations Director
Operations Coordinators
The first point of contact for you and your student during field experience is the student’s faculty supervisor (field course instructor).

- Contact information will be provided during Week 1.

**SOC-OFE Contact Information**

- Operations Team Email: counselingfield@mail.waldenu.edu
- Meditrek Support Email: socassessment@mail.waldenu.edu
- Telephone: 612-312-1333

**SOC-OFE Website**

- [http://academicguides.waldenu.edu/fieldexperience/soc](http://academicguides.waldenu.edu/fieldexperience/soc)
School of Counseling
Program Information
The School of Counseling prepares both master’s-level professional counselors and doctoral-level counselor educators and supervisors to serve the mental health needs of diverse individuals, groups, couples, and families. The School and faculty are dedicated to preparing adult learners as scholar-practitioners, advocates, and leaders who promote positive social change in the counseling and counselor education professions. Students are mentored by a global faculty community of doctoral-level scholars with a breadth of personal and professional experiences. Graduates will be equipped with knowledge of contextually and culturally relevant applications and therapeutic skills that enhance their abilities to excel in unique practice and education environments.
SOC-OFE Mission Statement

In alignment with the missions of Walden University, the College of Social and Behavioral Sciences, and the Central Office of Field Experience, the School of Counseling Office of Field Experience (SOC-OFE) serves all counseling programs by nurturing adult learners to apply their skills as scholar-practitioners in culturally and contextually diverse opportunities. The SOC-OFE additionally supports adult learners in the development of their identities as agents of social change and as competent and confident counseling professionals.
Program Accreditation

• All of Walden University’s counseling programs are designed to meet or exceed Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards

http://www.cacrep.org/
Professional Ethics

• All Walden University Counseling students are required to adopt the American Counseling Association (ACA) code of ethics and abide by these in their field experience practices.
  – This is regardless of the supervisor’s professional identity. It is our hope that the ACA code of ethics does not conflict with the site supervisor’s ethical, code, but in the event they do, students will be required to defer to the ACA code of ethics.

Practicum and Internship Requirements
Walden University Field Experience

Practicum (CACREP, 2016)
• A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship.

Internship (CACREP, 2016)
• A distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills, related to program objectives.
Practicum and Internship Courses

Practicum occurs over one 11-week quarter

Internship occurs over two 11-week quarters*

Students are required to participate in both classroom and site-based components

All site-based requirements must be completed by the student during enrollment

Participation in the classroom and site-based components are required for the full duration of the term, regardless of when client hours are accumulated

*Both Practicum and Internship students can continue to see clients in the weeks between terms if engaged in weekly on-site supervision. Internship students can count those hours accrued between Internship I and II as the two terms are considered one continuous experience.
Student Classroom Requirements

• Students will be required to:
  – Participate in weekly online discussions with their peers and instructor
  – Submit periodic assignments
  – Submit case conceptualizations (masters’ students)
  – Submit updated time logs each day hours are accrued
  – Submit two required recordings and associated transcripts
  – Participate in a weekly group supervision videoconference with their peers and instructor (2 hours)
  – Submit supervision contract, evaluations and time logs in an accurate and timely manner
Student Site-Based Requirements

• Students will be required to:
  – Complete the required hours
  – Participate in 1 hour of continuous, weekly, face-to-face individual or triadic (a maximum of one other student) supervision in each week of the term with the approved site supervisor
  – Request input and feedback from the site supervisor for classroom assignments of Individual Field Experience Plans and Recordings
  – Complete 2 recordings of client sessions along with the corresponding transcripts (each term)
  – Schedule a *site visit* teleconference call with the instructor and approved site supervisor
  – Ensure the approved site supervisor submits mid-quarter and end-of-quarter evaluations and approves the final time log.
Site Supervisor Responsibilities

- Complete this orientation
- Provide 1 continuous hour of weekly individual or triadic supervision
- Review required recordings with students during supervision
- Provide input to student on their Individual Field Experience Plan
- Complete mid-term and final evaluations
- Participate in Site Visit teleconference
- Review student time logs
- Communicate regularly with faculty supervisor (instructor)
- Notify faculty supervisor of any concerns
- Be on site, or ensure the Designee is on site, at all times the student is seeing clients
- Adhere to the SOC-OFE policies and procedures
- Demonstrate knowledge of and support the student in upholding the ACA Code of Ethics
Detailed Site-based Requirements
Hourly Requirements

### Practicum (1 quarter)
- ≥100 total hours. Of those:
  - ≥40 direct hours
  - ≥Hours specific to student’s program of study (see next slide)
  - ≥11 hours of individual/triad supervision with approved primary site supervisor
  - ≥15 hours of faculty group supervision

- Remaining indirect hours - other counseling-related activities (case notes, training, meetings, research, observation)

### Internship (2 quarters)
- ≥600 total hours. Of those:
  - ≥240 direct hours
  - ≥Hours specific to student’s program of study (see next slide)
  - ≥10 group counseling hours
  - ≥11 hours each quarter of individual/triad supervision with approved site supervisor, for a total of 22 of the 600
  - ≥15 hours each quarter of faculty group supervision, for a total of 30 of 600

Students should strive for approximately 300 hours each term, but there is no minimum requirement per term.

Remaining indirect hours - other counseling-related activities (case notes, training, meetings, research, observation)
Practicum Direct Client Contact Hours

Clinical Mental Health Counseling:
- 40 direct hours total, including at least 21 hours of Individual mental health counseling
- Group and family/couple counseling hours are also permitted

Marriage, Couple, Family Counseling:
- 40 direct hours total, including at least 10 hours of couple/marriage and/or family counseling
- Group and individual counseling hours are also permitted

Addiction Counseling:
- 40 direct hours total, including at least 21 hours of individual addiction counseling
- Group and family/couple counseling hours are also permitted

School Counseling:
- 40 direct hours total, including individual and group counseling, consultation, classroom guidance
Internship Direct Client Contact Hours

Clinical Mental Health Counseling:
- 240 direct hours total, including at least:
  - 121 individual mental health counseling
  - 10 group counseling
- Family/couple counseling hours are also permitted

Marriage, Couple, Family Counseling:
- 240 direct hours total, including at least:
  - 60 couple/marriage and/or family counseling
  - 10 group counseling
- Individual counseling hours are also permitted

Addiction Counseling:
- 240 direct hours total, including at least:
  - 121 hours of individual addiction counseling
  - 10 group counseling
- Family/couple counseling hours are also permitted

School Counseling:
- 240 direct hours total, including individual counseling, consultation, classroom guidance and at least 10 group counseling hours
Professional Service/Indirect Counseling Hours

Comprised of anything to improve client care, such as:

- Weekly Supervision
- Observations/Shadowing
- Clinical Documentation
- Administrative Tasks
- Orientations/Training
- Professional Development Activities

*Note: Shadowing and observation count as professional service hours, NOT direct client hours*
On-Site Supervision

- Occurs for one continuous hour each week
- Occurs even if the student is not seeing clients
- Can be individual (one-on-one) or triadic (two-students maximum)
- Is provided by the Walden-approved site supervisor
- Provides opportunities to process recordings
Site Supervisor On-Site Requirement

• Approved site supervisor or designee must be on site at all times that the student is providing direct services to support in emergent situations.
In-Home Counseling

• Students may provide in-home counseling to clients during Internship
  – Students must be specifically approved for in-home counseling prior to providing services in clients’ homes
    • Students are required to complete the Home-Based and Community-Based Safety Training
    • Sites must sign the In-Home addendum to the Field Site Affiliation agreement
  – Practicum students may NOT be approved to provide in-home services
Individual Field Experience Plan

Will be required for completion by the student at the start of the field experience term.

Outlines the student’s goals for the field experience.

Student should work with site supervisor to develop goals, then submit the signed *Individual Field Experience Plan* to the classroom by the designated due date at the start of the term for approval by the faculty supervisor.
Students are required to log hours in Meditrek.

Students are required to record hours on each day they are accrued.

Site supervisors should review hours during each weekly supervision.

Faculty supervisor will review hours at set times during the term.

Time logs will be reviewed and approved by site and faculty supervisors.

Concerns about a student’s ability to obtain required hours for the experience should be discussed with the student’s faculty supervisor as noted.
Video Recordings

Students are required to record 2 full-length client sessions in each term of field experience. Students transcribe and analyze work to submit in the classroom.

- Consent forms are required for recordings. Such a form is available in the classroom for the student to use should the site not have such a form. Once signed by the client, consent forms are for site purposes only, should remain at the site, and should not be submitted into the classroom.
- Video recordings are for the purpose of assessing the student’s counseling skills. As such, video recordings should only contain the student counselor in the frame and should not make the client visible.
- Students and supervisors should process the client session during supervision.
- Video recordings are to be treated like any other confidential document.
- Video recordings should be destroyed at the conclusion of the field experience.
- Students follow classroom instructions for the secure submission of the recording and transcript.

*If recordings are not permitted by the site, alternative assignments can be provided. The student should contact their faculty supervisor for information.
Mid-Quarter Site Visit

A mid-quarter teleconference is required between the instructor and the approved site supervisor for each term of field experience. A student’s presence is at the discretion of the site or faculty supervisor.

- Site Visits:
  - Assess student progress and address strengths, weaknesses, or needs that may exist
  - Are scheduled by the student for week 4, 5, 6, or 7
  - The Mid-Quarter Evaluation should be completed by the site supervisor prior to the site visit.

*Concerns expressed during the site visit may trigger a student concern referral to support the student.
Site Supervisor Responsibilities Using Meditrek
Supervisor Evaluations of Students

• You will be required to complete two evaluations of your students’ skills and progress each term – mid-quarter and final.
• Evaluations will be completed in Meditrek.
• An example copy is available for download on the SOC-OFE website
  – Please review the evaluation form at the beginning of the quarter so that you are aware of what the student will need to be evaluated on.
• All final evaluations must be submitted by day 5 of week 10
  – Students who do not have a final evaluation submitted on their behalf will not be eligible to proceed to their next field course or graduation.
• Contact the SOC-OFE with questions about Meditrek
  – [socassessment@mail.waldenu.edu](mailto:socassessment@mail.waldenu.edu)
  – 612-312-1333
Evaluations and Time Logs Awaiting Completion

Click the “due” (or “draft”) link to open an evaluation.

<table>
<thead>
<tr>
<th>AY</th>
<th>Per</th>
<th>Start</th>
<th>End</th>
<th>Faculty</th>
<th>Student</th>
<th>Grp</th>
<th>Rotation/Site</th>
<th>Team</th>
<th>St</th>
<th>MID</th>
<th>FIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/2017</td>
<td>Spr</td>
<td>2017-02-16</td>
<td>2017-05-17</td>
<td>SUPERVISOR, Clinical</td>
<td>[Test Student 4]</td>
<td>1</td>
<td>Practicum - SC</td>
<td>due</td>
<td>due</td>
<td>done</td>
<td>due</td>
</tr>
<tr>
<td>2016/2017</td>
<td>Spr</td>
<td>2017-02-16</td>
<td>2017-05-17</td>
<td>SUPERVISOR, Clinical</td>
<td></td>
<td>1</td>
<td>Practicum - SC</td>
<td>due</td>
<td>due</td>
<td>done</td>
<td>due</td>
</tr>
</tbody>
</table>

If your records are not accurate please email the School of Counseling for assistance (socassessmment@mail.waldenu.edu)

*Please note: Your student needs to submit his/her time log before you will be able to complete your verification. If the time log shows as "due" and your student does not submit it, the "due" will be indicated on the time log and the "submit" button will not appear.

View Evaluations you have Completed

View Time Log Records
The Supervisor Evaluation of Student is completed in Meditrek. Detailed information about Meditrek can be found on the SOC-OFE website (http://academicguides.waldenu.edu/fieldexperience/soc)

CMHC Field Experience Mid-Quarter Evaluation of Student

Evaluator: name placeholder ... Class group: Evaluator: name placeholder ... Team: Academic Year: 2018/2019 Period: 0 From: To: Notation: placeholder...

☐ This student was inactive

*If the student was inactive in this evaluation period, please mark the above checkbox, leave the rest of the form blank and click Save Final. Otherwise, please fill out the evaluation below.

Save Final

The Mid-Quarter Evaluation will be completed by the student’s approved primary site supervisor prior to the Site Visit teleconference.

How will the site visit be facilitated?
○ Phone ○ In person

What type of field experience is this site visit for?
○ Practicum ○ Practicum Extension ○ Internship I ○ Internship II ○ Internship Extension

Rate the student's performance on the following skills using the following:
0 = Unsatisfactory: The student demonstrates no evidence of integration of knowledge and application of skill. (Comments required).
1 = Emerging: The student demonstrates limited and inconsistent integration of knowledge and application of skill; may require significant redirection. (Comments required).
2 = Progressing: The student demonstrates somewhat inconsistent and/or slightly limited skill performance; however, integration of knowledge and application of skill is achieved the majority of the time.
3 = Proficient: The student demonstrates consistent and proficient integration of knowledge and application of skill. Students must be at this level at the conclusion of their final internship.
4 = Exemplary: The student demonstrates consistent and strong (i.e., exceeding the expectations of a beginning counselor educator) integration of knowledge and application of skill.
N/A = Not Applicable

*Note: The scale above is intended to reflect developmental growth across time. The more exposure and practice the student has to the skill, the higher the score is expected to be. Students should receive a score of 2, in most cases, where a new skill is being demonstrated. This score reflects some initial competency and an expectation for improvement across time. Scores of 0 or 1 reflect areas where remediation support is needed. Remediation support may range from additional practice opportunities to a formal skills development plan, depending on the score and the number of skills impacted. Students are expected to be at a level of 3 on all skills by the end of the final internship. Scores of 4 should only be selected in instances that truly reflect performance that exceeds that of a beginning counselor.
### A. Counseling Skills & Therapeutic Conditions

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-Unsatisf.</td>
<td>Uses appropriate interpersonal skills such as active listening, reflecting of feelings, clarifying questions, paraphrasing and summarizing.</td>
</tr>
<tr>
<td>1-Emerg.</td>
<td>Uses effective nonverbal communication skills and minimal encouragers such as body position, voice tone, and silence, &quot;Hm&quot; and &quot;tell me more.&quot;</td>
</tr>
<tr>
<td>2-Progress.</td>
<td>Demonstrates the appropriate use of open and close-ended questions.</td>
</tr>
<tr>
<td>3-Prof.</td>
<td>Counsels clients utilizing accepted theoretical perspectives, biopsychosocially-oriented case conceptualization and practice, and an awareness of evidence-based practice across all stages of the counseling process.</td>
</tr>
<tr>
<td>4-Exempl.</td>
<td>Uses abstract thinking skills in clinical practice.</td>
</tr>
<tr>
<td>N/A</td>
<td>Expresses accurate empathy and care.</td>
</tr>
<tr>
<td>0-Unsatisf.</td>
<td>Counselor is &quot;present&quot; and open to client. (Includes immediacy and concreteness)</td>
</tr>
<tr>
<td>1-Emerg.</td>
<td>Adapts intervention strategies and techniques to address the contextual and cultural needs of clients, while working with individuals.</td>
</tr>
<tr>
<td>2-Progress.</td>
<td>Adapts intervention strategies and techniques to address the contextual and cultural needs while working with couples and families.</td>
</tr>
<tr>
<td>3-Prof.</td>
<td>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</td>
</tr>
<tr>
<td>4-Exempl.</td>
<td>Demonstrates an ability to manage client treatment from intake to discharge as evidenced by integrating appropriate initial assessment techniques, goal setting, intervention selection, progress assessment, and discharge planning consistent with stated theoretical orientation.</td>
</tr>
<tr>
<td>N/A</td>
<td>Demonstrates diagnosis and clinical conceptualization skills congruent with the field of Clinical Mental Health Counseling.</td>
</tr>
<tr>
<td>0-Unsatisf.</td>
<td>Demonstrates the appropriate skills when working with a client experiencing a crisis.</td>
</tr>
<tr>
<td>1-Emerg.</td>
<td>Demonstrates the skill to complete a clinical treatment note and maintains accurate and current clinical records according to legal standards, ethical standards, and agency (site) procedures.</td>
</tr>
<tr>
<td>2-Progress.</td>
<td>Demonstrates the ability to explore relevant topics that may be uncomfortable (e.g. race, sexuality, financial concerns, physical health, personal views).</td>
</tr>
</tbody>
</table>

Please explain ratings of 0 (Unsatisfactory), 1 (Emerging) and 2 (Progressing) [final internship only] on the previous items (minimum 5 characters):
### B. Group Counseling Skills

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within this student’s role as a counselor she or he:</strong></td>
<td>1. Demonstrates the skills to effectively prepare for group such as establish treatment goals, activities, and materials needed for each group session.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
</tbody>
</table>

Please explain ratings of 0 (Unsatisfactory), 1 (Emerging) and 2 (Progressing) [final internship only] on the previous items (minimum 5 characters):

---

### C. Professional, Clinical Mental Health Counselor Identity

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within this student’s role as a counselor she or he:</strong></td>
<td>1. Demonstrates knowledge of, and ability to incorporate, relevant, and current research literature.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
<tr>
<td>0- Unsatisf.</td>
<td>1-Emerg.</td>
</tr>
</tbody>
</table>

Please explain ratings of 0 (Unsatisfactory), 1 (Emerging) and 2 (Progressing) [final internship only] on the previous items (minimum 5 characters):
### D. Professional Performance Responsibilities

#### Within this student's role as a counselor she or he:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - Unsatisf</td>
<td>1. Understands and applies the agency (site) policies and procedures (i.e. dress code and appearance, adherence to work schedules, and breaks, etc.)</td>
</tr>
<tr>
<td>0 - Unsatisf</td>
<td>2. Understands the concept of and practices within the student's level of competence and training.</td>
</tr>
<tr>
<td>0 - Unsatisf</td>
<td>3. Maintains appropriate boundaries with supervisors, peers, &amp; clients.</td>
</tr>
<tr>
<td>0 - Unsatisf</td>
<td>4. Demonstrates the ability to consult or seek supervision regarding client issues and concerns.</td>
</tr>
<tr>
<td>0 - Unsatisf</td>
<td>5. Demonstrates self-care and wellness (i.e. emotional, physical, mental, and spiritual well-being) to ensure professional responsibilities.</td>
</tr>
</tbody>
</table>

Please explain ratings of 0 (Unsatisfactory), 1 (Emerging) and 2 (Progressing) [final internship only] on the previous items (minimum 5 characters):

---

### E. Student Development Assessment

Rate the student's performance on the following dispositions using the following:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Absent</td>
<td>The student does not demonstrate the expected competency - remediation is strongly recommended.</td>
</tr>
<tr>
<td>1 = Inconsistent</td>
<td>The student intermittently demonstrates the expected competency - but this irregularity is within normal student growth and development.</td>
</tr>
<tr>
<td>2 = Consistent</td>
<td>The student frequently demonstrates the expected competency.</td>
</tr>
</tbody>
</table>

#### Within this student's role as a counselor she or he:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - Absent</td>
<td>1. <strong>Engagement:</strong> punctually attends scheduled meetings, actively contributes in required academic settings, and promotes other students' learning.</td>
<td></td>
</tr>
<tr>
<td>0 - Absent</td>
<td>2. <strong>Accountability:</strong> accepts personal contributions to academic, skills, and comportment deficiencies and acts responsibly to enhance professional effectiveness.</td>
<td></td>
</tr>
<tr>
<td>0 - Absent</td>
<td>3. <strong>Relationships:</strong> interacts with others in a professional manner and effectively navigates interpersonal differences.</td>
<td></td>
</tr>
<tr>
<td>0 - Absent</td>
<td>4. <strong>Sensitivity:</strong> attends to the feelings, experiences, and perceptions of others and consistently honors their autonomy.</td>
<td></td>
</tr>
<tr>
<td>0 - Absent</td>
<td>5. <strong>Impartiality:</strong> displays contextual and cultural competency by valuing the fundamental rights, dignity, and worth of all people – including respect for age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, veteran status, immigration status, or any basis proscribed by law or as defined by potential clients' experience.</td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>6. Discipline: exhibits ability to control personal stress, self-disclosure (e.g. understands the concept of self-disclosure and uses it appropriately with clients, peers, and supervisors), and excessive emotional reactions that interfere with professional functioning.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6. Discipline: exhibits ability to control personal stress, self-disclosure (e.g. understands the concept of self-disclosure and uses it appropriately with clients, peers, and supervisors), and excessive emotional reactions that interfere with professional functioning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Awareness: manifests alertness of how personal beliefs, attitudes, values, and behaviors affect others and uses sound judgment to properly assess situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Communication: displays respectful tone and uses open, honest, and accurate statements in dealing with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Congruence: demonstrates ability to acquire and integrate ethical codes, accreditation standards, and institutional policy into one’s repertoire of professional behavior in all settings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please explain ratings of 0 (Absent) and/or 1 (Inconsistent) on the previous items (minimum 5 characters):

Please indicate the number of recordings and/or live observations that have been completed thus far for this quarter: [max. 15 chr.]

Do you believe the student is on track to complete the required hours for this field experience? Students need to complete 100 hours (40 direct) for practicum in one quarter of enrollment and 600 hours (240 direct) for internship over two quarters of enrollment.

- Yes
- No

Please add any additional comments about strengths of the student:

Please add any additional comments about areas that the student needs to work on:
Clicking the Save Draft button will allow you to save the form and come back to complete it later.
Clicking the Save Final button will submit the form, allowing the student’s instructor to view it. You will not be able to go back into the form after it has been submitted by clicking Save Final.
Reviewing Time Logs

• Supervisors should review student time logs during weekly supervision throughout the term.
  – Time log entries can be approved any time
  – All hours must be reviewed and approved in Meditrek by the end of the term (Day 7 of Week 11) for the student to earn a passing grade
## Reviewing Time Logs

**Quarter:** Summer 2019  
**Rotation:** Practicum -  

**Instructions:**
- Review the hours recorded by the student.
- If the hours are valid and correct, choose the "Accept" option.
- If you have questions about the validity of the hours, choose the "Hold" option and contact the student directly.
- If any of the hours are invalid or did not occur, choose the "Reject" option and add a comment.
  - Comments are shared with the student.
  - Students are automatically notified of rejected hours.

<table>
<thead>
<tr>
<th>Date</th>
<th>Last edit</th>
<th>Faculty</th>
<th>Direct Prg</th>
<th>Direct Addl Prg</th>
<th>Direct Addl BMI</th>
<th>Direct Addl Clin</th>
<th>Indirect Sup</th>
<th>Indirect Adm Orient</th>
<th>Indirect Adm Paper</th>
<th>Indirect Adm Resch</th>
<th>Indirect Adm Mtg</th>
<th>Indirect Adm Other</th>
<th>Date signed</th>
<th>Review</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/28/2019</td>
<td>5/28/2019 7:01:48 PM</td>
<td>. .</td>
<td>1h 30m</td>
<td>1h 30m</td>
<td>1h 0m</td>
<td>1h 0m</td>
<td>1h 0m</td>
<td>6h 0m</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5/28/2019</td>
<td>Accept</td>
<td>Hold</td>
</tr>
<tr>
<td>5/29/2019</td>
<td>5/29/2019 7:05:41 PM</td>
<td>. .</td>
<td>2h 30m</td>
<td>2h 0m</td>
<td>1h 30m</td>
<td>2h 30m</td>
<td>6h 30m</td>
<td>6h 0m</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5/29/2019</td>
<td>Accept</td>
<td>Hold</td>
</tr>
<tr>
<td>5/30/2019</td>
<td>5/30/2019 7:00:39 AM</td>
<td>. .</td>
<td>2h 0m</td>
<td>1h 30m</td>
<td>1h 0m</td>
<td>1h 0m</td>
<td>6h 30m</td>
<td>6h 0m</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5/30/2019</td>
<td>Accept</td>
<td>Hold</td>
</tr>
<tr>
<td>5/31/2019</td>
<td>5/31/2019 8:27:57 PM</td>
<td>. .</td>
<td>2h 0m</td>
<td>1h 0m</td>
<td>2h 0m</td>
<td>1h 0m</td>
<td>6h 0m</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5/31/2019</td>
<td>Accept</td>
<td>Hold</td>
</tr>
<tr>
<td>6/3/2019</td>
<td>6/3/2019 8:28:33 PM</td>
<td>. .</td>
<td>2h 0m</td>
<td>1h 0m</td>
<td>1h 0m</td>
<td>1h 0m</td>
<td>6h 0m</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6/3/2019</td>
<td>Accept</td>
<td>Hold</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals</th>
<th></th>
<th></th>
<th>Direct Prg</th>
<th>Direct Addl Prg</th>
<th>Direct Addl BMI</th>
<th>Direct Addl Clin</th>
<th>Indirect Sup</th>
<th>Indirect Adm Orient</th>
<th>Indirect Adm Paper</th>
<th>Indirect Adm Resch</th>
<th>Indirect Adm Mtg</th>
<th>Indirect Adm Other</th>
<th>Date signed</th>
<th>Review</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>8h 0m</td>
<td>1h 30m</td>
<td>2h 0m</td>
<td>1h 30m</td>
<td>1h 0m</td>
<td>2h 0m</td>
<td>2h 0m</td>
<td>5h 30m</td>
<td>1h 0m</td>
<td>4h 30m</td>
<td>3h 0m</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I confirm that I am the approved site supervisor or an official designee employed at the site.
- Students are not authorized to sign time logs on behalf of the supervisor.

Please enter your Meditrek password below to sign this report.

[Submit]  [Cancel]
PhD in CES Field Experience Students

- PhD in CES Practicum is comprised of advanced clinical experiences, which are new experiences that advance a CES student’s counseling professional identity (a new client population, a new theoretical orientation, obtaining a new certification, etc.)
- Doctoral practicum students can complete direct hours in any areas to include, clinical mental health counseling, marriage, couple, and family counseling, addiction counseling, or school counseling.
- A 2:3 ratio of direct hours: indirect hours are required (40 direct: 60 indirect for practicum)
- If the student is a fully, independently licensed counseling professional in the State in which she or he will complete field experience, a Walden approved site supervisor (SS) does not have to be on-site at all times that the student is providing direct services. If the student is unlicensed, the SS or a designee must be on site while the student is providing services.
PhD in CES Field Experience Students (Continued)

- CES Internship students obtain field experience hours in at least 3 of 5 domains, one of which can be counseling.
- Students can obtain up to 200 counseling hours in Internship (2:3 ratio of direct to indirect applies).
- Internship SSs are responsible only for:
  - Providing 1 continuous hour of individual or triadic supervision weekly.
  - Being available for consultation with the university supervisor.
Practicum or Internship Extensions

• Students requiring additional hours to fulfill program requirements will need to complete a practicum or internship extension.
  – Student who have completed 80% or more of their direct and total hours may request an Incomplete to complete hours.

• Extensions require full participation in an additional quarter (at the site and in the classroom), regardless of completion of hours.

• The SOC-OFE must approve extensions.
Managing the Foreseen and Unforeseen

- If there is a week that you will be out of the office, please arrange for another licensed mental health professional to meet with your student.
  - The student must notify her or his instructor and the SOC-OFE.

- If an absence will be more than 2 weeks, the student will need to identify a replacement supervisor and have a revised application approved by the SOC-OFE.
  - Replacement supervisors cannot be retroactively approved.
  - The student should contact their faculty supervisor and the SOC-OFE for direction and support.
Additional Reminders

• The student will be participating in classroom component of their field course as well as being at your site and will need to be in attendance on a 2-hour weekly videoconference supervision call each week. This call is determined in the first week of the term and may impact your student’s schedule at your site.

• The student’s faculty supervisor will reach out to you at the start of the term. He or she will be your primary point of contact for the term and is happy to assist you and your student. Please reach out with regular status updates and if any needs should arise.
Appreciation

Your knowledge, mentorship, and commitment ensure we continue to maintain a profession of high standards and quality!

Thank You.