Review of the information provided in this presentation is required by the site supervisor in order for the student to remain enrolled in field experience. See final slide for access to the required verification form that must be submitted on behalf of each Walden University student you will supervise this term.
Organization and Contact Information

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

- Assists students with the application process for field experience
- Responds to field experience inquiries
- Registers students for field experience courses
- Manages Qualtrics evaluation system
- Maintains files for field experience students
- Teaches the practicum/internship course
- Serves as university group supervisor (videoconference call)
- Serves as the primary contact for the site supervisor
- Holds the mid-quarter site visit
- Collaborates on student support needs at the site and classroom

Director of Field Experience: Dr. Earl Grey

Field Exp. Academic Coordinators:
Dr. April Crable, Dr. Stephanie Ford, Dr. Jason Patton

Field Experience Faculty:
Individual Faculty assigned each term

Field Exp. Operations Director and Coordinators:
Kara Clemens, Jenelle Davis, Jessica Richard, Meghan Wallace

- Works with students to secure field sites
- Reviews and approves field experience applications
- Provides orientation and guidance to field experience faculty
- Collaborates with the practicum and internship course instructors on student and site needs and makes referrals to the Field Experience Director, as needed
- Assists students with the application process for field experience
- Responds to field experience inquiries
- Registers students for field experience courses
- Manages Qualtrics evaluation system
- Maintains files for field experience students
Contact Information for the SOC-OFE

Email (Counseling Masters’ Programs)

socmasfieldexperience@waldenu.edu

Email (PhD in Counselor Education and Supervision)

socdocfieldexperience@waldenu.edu

Email (Meditrek Support)

socassessment@waldenu.edu

Telephone: 410-637-4427

SOC-OFE Website: 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.
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.
Council for Accreditation of Counseling & Related Educational Programs (CACREP)

- Independent accrediting body recognized by the Council for Higher Education Accreditation
  - All of our counseling programs are designed to meet or exceed CACREP standards

- Benefits include:
  - Promoting self-evaluation and continual improvement within our programs
  - Demonstrating our efforts to promote the highest academic standards
  - Allowing for ongoing consultation and educational accountability
  - Enhancing the reputation of our counseling programs

- Additional information can be found at: http://www.cacrep.org/
Professional Ethics

• All Walden University students in our counseling programs are required to adopt the American Counseling Association (ACA) code of ethics and abide by these in their field experience practices.

General 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
COUN 6671/8320/8890

- Occurs over 1-quarter
- 11-week span
- Students are required to participate in both a classroom and site-based component for this course
- 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
Internship
COUN 6682A/8682A and 6682B/8682B

- Occurs over 2-quarters
  - 11-week span for each term
    - Students can continue to see clients in the weeks between terms if engaged in weekly on-site supervision
- Students are required to participate in both a classroom and site-based component for this course
- 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
Practicum and Internship Classroom Requirements

• Students will be required to participate in:
  – Weekly discussion post submissions with their peers and instructor
  – Periodic application or journal assignments
  – Submission of a final theoretical orientation paper (masters’ students)
  – Regular submission of updated time logs
  – Submission of video or audio recordings and associated transcripts (at two points in the quarter)
  – Weekly participation in a video/teleconference group supervision call with their peers and instructor (2 hours)
  – Submission of required final documents
Practicum and Internship Site-Based Requirements

• Students will be required to:
  – Complete the required practicum or internship 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
  – Complete classroom assignments requiring input and feedback from the site supervisor (Individual Practicum/Internship Plans, hours logs)
  – Complete 2-video or audio recordings of client sessions along with the corresponding transcript for each (within each term)
  – Schedule a “site visit” teleconference call with the instructor and approved site supervisor
  – Ensure the approved site supervisor submits an end-of-quarter evaluation and signs the final time log on their behalf

*Note: additional details of each requirement are addressed in upcoming slides.
Detailed Site-based Requirements
## General Direct Client Contact Hour Requirements

### Practicum
- 100 Hours Total for Completion
- One Academic Quarter - 11 weeks
- *Students are expected to participate at their sites continuously from week 1-11*
- Minimum of 40 Direct Client Contact Hours in program area
- Remaining hours = professional development

### Internship
- 600 Hours Total for Completion
- Two Academic Quarters - students should strive to achieve 300 hours per term
- *Students are expected to participate at their sites continuously from week 1-11*
- Minimum of 240 Direct Client Contact Hours including 10 group counseling hours
- Remaining hours = professional development
Practicum Program-Specific Direct Client Contact Hours

**Mental Health Counseling:**
- 40 hours of Individual Counseling
- Group and Family/Couple counseling hours are permitted but cannot exceed individual counseling hours

**Marriage, Couple, Family Counseling:**
- 40 hours of Couples, Marriage and Family Counseling
- Group and Individual counseling hours are permitted but cannot exceed family and couple counseling hours

**Career Counseling:**
- 40 hours of Career and Vocational Counseling, Career and Vocational Assessments with Clients
- Group counseling hours are permitted but cannot exceed individual counseling hours

**School Counseling:**
- 40 hours of individual counseling, consultation, classroom guidance, and group work

*Doctoral practicum students can complete direct hours in any of the areas listed above in an advanced experience.*
# Internship Program-Specific Direct Client Contact Hours

<table>
<thead>
<tr>
<th>Mental Health Counseling:</th>
<th>Marriage, Couple, Family Counseling:</th>
<th>Career Counseling:</th>
<th>School Counseling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling, Intake/Assessment</td>
<td>Marriage Counseling, Couples Counseling, Family Counseling</td>
<td>Career and Vocational Counseling, Delivery of Career and Vocational Assessments</td>
<td>Individual counseling, consultation, classroom guidance</td>
</tr>
<tr>
<td>Family/Couple counseling hours are permitted but cannot exceed individual counseling hours</td>
<td>Individual counseling hours are permitted but cannot exceed family and couple counseling hours</td>
<td>Group Counseling (if applicable at the site, but not required)*</td>
<td>At least 10 hours of Group Counseling*</td>
</tr>
</tbody>
</table>
| At least 10 hours of Group Counseling* | At least 10 hours of Group Counseling* | *Note: Additional group counseling hours are permitted.
Professional Service/Indirect Counseling Hours

- **Practicum**: 60 Hours
- **Internship (A & B)**: Total: 360 Hours

**Comprised of:**
- 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

• On-site supervision must adhere to the following requirements:
  – Occur in each week of the term (even in weeks where the student may not yet be seeing clients or may have concluded with their hourly requirements)
  – Occur in an individual (one-on-one) or in a triadic (two-students maximum) format
  – Be provided by the approved site supervisor
  – Provide opportunities to process audio/video recordings
  – For master’s and unlicensed PhD-CES students: **Be on site at all times the student is seeing clients** (see next slide for more detail)
Site Supervisor On Site Requirements

In order to provide maximum support for our students, the Walden University Counseling Programs and Field Experience Office requires approved site supervisors to be on site with students at all times that they are seeing clients.

Benefits for Students, Clients and the Approved Site

✓ Safeguards clients in the case of a clinical need occurring that is greater than the skills of a counselor in training (ex. Crisis situation, psychosis, panic attack)
✓ Supports the student in case a therapeutic critical event where he or she may need to pause and consult with you regarding an intervention or technique.
✓ Having the site supervisor on site offers invaluable opportunities for in vivo learning if and when a critical event occurs. In cases such as those the site supervisor models de-escalation or crisis management while the student gains a first hand, practical learning experience.

**This policy does not apply to licensed doctoral practicum students.**
Individual Practicum/Internship 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 Practicum/Internship Plan to the classroom by the designated due date at the start of the term
Students will log hours in their Meditrek (Internet-based) Time Log.

Students should record completed hours at their site each day they are there.

The time log should be reviewed by site supervisor throughout the quarter.

The time log will need to be submitted by the student to the classroom at multiple points in the quarter.

A final time log will need to be submitted at the end of the quarter and requires final review and signature by the approved site supervisor.

Concerns about a student’s ability to get required hours for the term should be discussed with the student’s instructor.
Video or Audio Recordings

Students are required to record (video or audio) 2 full-length client sessions in each term of field experience (Practicum, Internship A, and Internship B) and submit with a corresponding verbatim transcript to the classroom.

- Consent Forms are available in the classroom for the student to download.
- Students should view/listen to the recording and process the client session during supervision.
- It is recommended that a copy of the transcript be added to the client’s file.
- Students should keep the audio or video tape stored in a locked facility at the site.
  - The site supervisor should work with the student to destroy the recording by the end of the field experience.
- Students will need to submit a copy of the video or audio file via the secure-Kaltura program installed in the student’s Blackboard classroom where it can be reviewed and securely destroyed at the end of the term.

*If recordings are not permitted by the site, please refer to the next two slides for alternative options.
Transcription without Recording

Alternative to Video or Audio Recording for the Walden Classroom

To be completed ONLY if the site or the client does not allow the recording to be submitted to the Walden University classroom

- Student to complete the audio or video recording at the site and use the recording to generate a redacted transcript of the session
- Consent Form and Transcription Form are in the classroom for the student to download
- View/Listen to the tape and process the client session during supervision.
- Audio or video recording should be destroyed at the site with the guidance of the site supervisor
- Redacted transcription must be uploaded via a secure-Kaltura program in the student’s Blackboard classroom where it can be reviewed and securely destroyed
  - It is recommended that a copy of the transcript be added to the client’s file
Alternative Recording Assignment
Alternative to ALL recording requirements

This process is ONLY available to sites where recording of client sessions is strictly prohibited in any format

• The site supervisor will be required to submit written verification of the inability for the student to record sessions to the instructor
• In lieu of recordings, the site supervisor will be required to sit in on three full client sessions and complete a Live Observation Checklist of skills
  • The Alternative Assignment document will be available to the student upon demonstration of need and site policy prohibiting recording of client sessions
• Student will record the supervision session in which the client session is processed and upload this and/or a transcription of the session into the classroom
  • It is recommended that a copy of the transcript be added to the client’s file
• Review and process the live observation summary and transcription in weekly supervision
A mid-quarter teleconference call is required between the instructor and the approved site supervisor for each term of field experience

- The goal of this call is to assess student progress at the site and address any strengths, weaknesses, or needs that may exist
- The site visit will be scheduled by the student (with consideration of the instructor and site supervisor’s schedules) in the second week of the term
- The site visit will be scheduled for week 4, 5, 6, or 7 of the term
- The Mid-Quarter Evaluation will be completed by the course instructor during the site visit call. In preparation for the site visit call, it is helpful for the site supervisor to review the Mid-Quarter Evaluation form, which is available on the SOC-OFE website.
Site Supervisor Responsibilities
Site Supervisor Requirements

• Provide 1-hour of continuous weekly face-to-face individual or triadic supervision to the student
• Be on site at all times the student is seeing clients (masters and unlicensed doctoral students)
• Assist with completion of program documents:
  – Individual Practicum/Internship Plan
  – Mid-Quarter (Site Visit Form) and End-of-Quarter student assessments
  – Hours Log
• Attend the mid-quarter site visit teleconference call
• Communicate regularly with the course instructor
  – Practicum Instructors will reach out via email every other week
  – Internship instructors will make an initial outreach at the start of the term and on an as-needed basis
• Contact the practicum instructor and/or field experience director if there is a dilemma at the site
• Adhere to the Field Experience Manual (Policies and Procedures)
Providing Informed Consent

Site supervisors should work with their student to develop informed consent practices for work with clients, to include:

- The student’s status as a graduate student in counseling program
- The supervisory status of the student (that she or he will be in on-site and university supervision)
- Any limitations or considerations this may pose

Site supervisors should provide informed consent for students, to include:

- The supervision role and expectations for supervisor and supervisee
- The supervisor’s responsibility as a gatekeeper for the profession and the implications of this role
- The supervisor’s model of ethical decision-making
Tools for Effective Supervision
Qualities of Effective Supervisors

Model the skills they encourage their supervisees to employ, such as: empathy, genuineness, flexibility, openness to

Able to assume varying supervisor roles based on the needs and development of the supervisee

Comfortable serving in an evaluative function as needed and provide supervisees with constructive feedback

Sense of humor

Active in the supervision sessions
- Recognizing their own strengths and limitations and the importance of consultation from time to time

Aware of their own impact on the supervisee
- Interpersonal style and cultural differences
Clinical and Administrative Supervision

• Administrative supervision
  – Productivity concerns such as scheduling, paperwork issues, or the implementation of policies and procedures
  – You might provide some administrative supervision, or there may be another individual assigned to this task.

• Clinical supervision
  – Clinical oversight of the student’s work
    • Reviewing the student’s skills development
    • Facility in implementing specific interventions or providing diagnoses
  – Focuses on the therapeutic relationship and relationship dynamics
    • Boundary setting, rapport building
  – Gate-keeping when students lack skills needed to move forward
Common Topics

- Practicum students may be nervous and uncertain of abilities at first
- Ethical guidance
- Strategies related to beginning the therapeutic relationship
- Application of the student’s theory in practice
- Transference or countertransference
Supervision Strategies

- Role-playing
- Reviewing audio tapes
- Demonstrating new techniques
- Case reviews

Valuable resources for new and advanced supervisors

http://www.acesonline.net/
Encouraging Reflective Process

- Encourage reflective process
- Modeling your own reflectivity
- Encourage observation of others
- Use “teachable” moments
- Socratic questioning
- Journaling
Supervision Models, Roles and Foci

• Foster Student Development
  – Theoretical Models
  – Developmental Models
  – Social Role or Process Models
Discrimination Model

Emphasizes 3 site supervisor roles:

- Teacher: Supervision interventions to teach new techniques
- Counselor: Intersession dynamics, impact of supervisee behavior
- Consultant: provide information, recommendation of resources
Discrimination Model

Supervision Foci:

Intervention

Personalization

Conceptualization
Understanding Multicultural Concerns

Four Overlapping Dimensions of Cultural Responsiveness (Bernard and Goodyear, 2013):

- Intrapersonal
- Social and Political Factors
- Client and Colleagues' Cultural Identity
- Interpersonal
Evaluation in Supervision
One of the most critical tasks of a clinical supervisor is evaluation. When a supervisor endorses a supervisee to continue with his/her field experience or for licensing, the supervisor is providing an assurance that the supervisee has the skills and knowledge needed to progress and is unlikely to cause harm to a client.
Formative and Summative Evaluation

• Formative evaluations are asked of site supervisors in regular supervision
  – Ongoing
  – Prepares student for end of quarter summative feedback
  – Includes the strengths and weaknesses of the student
  – Allows for supervisee self-assessment

• Summative evaluations are asked of site supervisors at the end of each term
  – End of school term or supervision relationship
  – Assesses ethical knowledge, clinical skills, professionalism
  – Includes information previously disclosed to student
    • Review with student prior to submitting electronic evaluation form
Supervisor Evaluation of Student Form

• A second student evaluation (beyond the Mid-Quarter Evaluation completed during the site visit) will need to be submitted by the site supervisor at the end of the term
  -- A screenshot of this form is available on the next three slides

• This is an electronic assessment of the student’s skills and progress will be completed in Meditrek.
  -- Login information will be sent to site supervisors from socassessment@waldenu.edu
  -- Detailed information about Meditrek can be found on the SOC-OFE Website.

• An example copy is available for download by the student in the classroom.
  -- 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 11
  -- 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.
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 Practicum End of Quarter Evaluation of Student

Evaluator: ... name placeholder ...
Class group: ... name placeholder ...
Academic Year: 2014/2015
Period: 0
From: To: Rotation: Test Practicum Site 1

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 Student Evaluation form is to be completed by the primary site supervisor. The primary site supervisor is the individual who signed off on the field experience application and has been providing weekly individual or triadic supervision. Please reflect on the student's training experience and complete the evaluation form. Please consult with your student to get the due date for the evaluation form. If you have any questions please e-mail your student, his/her instructor, and/or mhcfieldtraining@waldenu.edu. Thank you!

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

Rate the student's performance on the following skills using this Response Scale:
0 = Not applicable, Not applicable/Not observed
1 = Initiate, Comprehends the tasks and functions of counseling. Has not applied them.
2 = Emergent, Applies knowledge and skills inconsistently
3 = Competent, Consistent performance in routine situations
4 = Skilled, Effective counselor in most situations
5 = Master, Skillful in complex counseling situations

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. Uses appropriate interpersonal skills such as active listening, reflecting of feelings, clarifying questions, and summarizing.</td>
</tr>
<tr>
<td>2.</td>
<td>2. 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>3.</td>
<td>3. Adapts intervention strategies and techniques to address the contextual and cultural needs of clients, be they: individual, couple, family, or group members.</td>
</tr>
</tbody>
</table>
A copy of the Supervisor Evaluation of Student is available on the SOC-OFE website.

### II. Professional, Clinical Mental Health Counselor Identity; 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></td>
<td>1. Demonstrates diagnosis and clinical conceptualization skills congruent with the field of Clinical Mental Health Counseling</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrates knowledge and application of the American Counseling Association (ACA) Code of Ethics</td>
</tr>
<tr>
<td></td>
<td>3. Understands clinical, advocacy, and consultation-related scopes of practice for Clinical Mental Health Counselors</td>
</tr>
</tbody>
</table>

Please explain ratings of 1 and/or 2 on the previous items:

### III. Self Management and Reflective Practice; 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></td>
<td>1. Demonstrates receptiveness to feedback from supervisors and peers, including appropriate engagement of the supervisory process, and incorporates feedback from clients, supervisors, and consultants</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrates understanding of, and willingness to, respond to limitations and challenges as a counselor</td>
</tr>
<tr>
<td></td>
<td>3. Actively reflects on strengths and engages relevant resources to support continued growth</td>
</tr>
<tr>
<td></td>
<td>4. Exhibits awareness of, and responsiveness to, potential relational impact upon clients, peers, staff, consultees, and supervisors</td>
</tr>
</tbody>
</table>

Please explain ratings of 1 and/or 2 on the previous items:

### IV. Professional Performance Responsibilities and Ability to fit with culture of agency; Within this student's role as a counselor she or he:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>

Please explain ratings of 1 and/or 2 on the previous items:
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.
Additional Information
Practicum or Internship Extensions

• Students requiring additional hours to fulfill program requirements will need to complete a practicum or internship extension

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

• To be approved for an extension students must seek site approval and submit an extension form to the SOC-OFE
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 should notify her or his instructor and the SOC-OFE

• If a more extended absence is to occur, the student will need to identify a replacement supervisor and have a revised application approved by the SOC-OFE
  – The student will not be permitted to continue work at the field site until the revised application is approved.
  – The student should contact her or his instructor 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 1.5 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 instructor 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.

• The SOC-OFE is happy and available to assist you in the support of your student. General field related questions can be sent to socmasfieldexperience@waldenu.edu (masters) or socdocfieldexperience@waldenu.edu (doctoral) or to earl.grey@waldenu.edu
Appreciation

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

Thank You.

Please click on the link below or copy and paste it into your browser to confirm your participation in the Walden Counseling Programs’ Site Supervisor Orientation and Supervision Training.

https://walden.co1.qualtrics.com/SE/?SID=SV_6xpRkfrcRHJHHyB