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Sport, and Human Sciences*

# COUNSELING AND DEVELOPMENT PROGRAM FIELD PLACEMENT HANDBOOK

## 2023-2024

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## Introduction to Fieldwork

The fieldwork component of this program is comprised of the Practicum II (CSDV 610B), and two Internships (CSDV 611, 612). Students should read this handbook early in their program to familiarize themselves with the requirements of the fieldwork placements. A thorough understanding of these materials will support adequate preparation for this important component of students' training program. Students are required to be aware of and follow the instructions and guidelines in this handbook. After consulting this handbook, questions regarding fieldwork requirements should be directed to the Field Placement Coordinator. This manual contains a complete list of policies and procedures.

## General Field Placement Timeline

Students taking Counseling Skills (CSDV 602) during their first summer semester will take Practicum I (CSDV 610A) during their first fall semester in the program and Practicum II (CSDV 610B) during the spring. Those talking Counseling Skills in their first fall semester will take Practicum I during the first spring semester and Practicum II during the summer. Internship I begins in the spring of the first year and Internship II, fall of the second year (These times are subject to change at the discretion of the program director, be aware this is just a general outline and you are responsible for understanding the exact times and dates for internships and practicum).

## Deadlines for School Counseling Students

Students in the certification only program should work closely with the Program Director and Student Academic Services to ensure they are planning well in advance for all application and procedures as the timelines may be different based on individual start dates and coursework.

### Fall Internship I Timeline

Action Required	Person Responsible	Due Date
Students interested in working at Rock Hill, CMS, Lancaster, and Gaston counties should email the Field Placement Coordinator.  Students interested in working outside these counties should locate a possible site and discuss appropriateness with the Field Placement Coordinator.	Student	March 1
Requests will be sent to School Districts (Rock Hill, CMS, Lancaster, Gaston County)	Field Placement Coordinator	March 15
Students informed of placement if requested in Rock Hill, CMS, Lancaster, or Gaston County. OR Student seeking alternative location has solidified a placement.	Field Placement Coordinator Student	May 15

Action Required	Person Responsible	Due Date
Submit Internship Application using Supervision Assist's Placement Application	Student	April 30 – alternative placement or May 30 for standard placement

**Spring Practicum II/ Internship II Timeline**

Action Required	Person Responsible	Date
Apply for SC Educator Certification (Prior to Internship II) - <b>follow directions from Student Academic Services</b>	Student	June 15, summer prior to Internship I
<p>Students interested in working at Rock Hill, CMS, Lancaster, and Gaston counties should email the Field Placement Coordinator.</p> <p>Students interested in working outside these counties should locate a possible site and discuss appropriateness with the Field Placement Coordinator.</p> <p><b>NOTE:</b> Internship II placements outside of South Carolina must be approved by the state Board of Education. Students wishing to complete Internship II in North Carolina should have a discussion with the Field Placement Coordinator no later than September 1.</p>	Student	October 1
Requests will be sent to School Districts (Rock Hill, CMS, Lancaster, and Gaston County)	Field Placement Coordinator	October 15
<p>Students informed of Placement if requested in Rock Hill, CMS, Lancaster, or Gaston County.</p> <p>OR</p> <p>Student seeking alternative location has solidified a placement.</p>	School District Liaison	December 1 (approximately)
<p>Students informed of Placement if requested in Rock Hill, CMS, Lancaster, or Gaston County.</p> <p>OR</p> <p>Student seeking alternative location has solidified a placement.</p>	Field Placement Coordinator Student	December 5

Action Required	Person Responsible	Date
Submit Practicum/Internship Application using Supervision Assist's Placement Application	Student	October 31 – alternative placement or December 15 for standard placement

## Deadlines for Clinical Mental Health Counseling Students

### Fall Internship I Timeline

Action Required	Person Responsible	Date
Begin looking for internship site	Student	Spring Semester
Submit Internship Application using Supervision Assist's Placement Application	Student	April 30

### Spring Practicum II/ Internship II Timeline

Action Required	Person Responsible	Date
Begin looking for internship site	Student	Summer/Fall Semester
Submit Internship Application using Supervision Assist's Placement Application	Student	October 31

## Fieldwork Description

The Practicum II (CSDV 610) and Internship (CSDV 611, 612) sequence of experiences is designed to provide the student with both an intensive and extensive field experience in a professional counseling setting. This field experience is the culminating practical experience of the counseling master's degree program. For Clinical Mental Health Students the Practicum and Internship experiences can all be completed at one placement site or at multiple sites. You must stay at each site a minimum of one semester. For School Counseling Students you will be certified K-12 so you must have at least one semester working with K-6<sup>th</sup> grade and one semester working with 7-12<sup>th</sup> grade.

The Practicum and Internship experience incorporates a clinical approach to instruction involving supervision from both an on-site supervising counselor and an assigned Faculty Supervisor from the Counseling Program. All **Clinical Mental Health Counseling supervisors** are required to have a master's degree in counseling or a related field, a LPC/LCMHC/LCSW/LMFT and a minimum of two years' experience (postmasters). All **School Counseling supervisors** must have a certificate in School Counseling and two years' experience in the field.

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## Practicum I vs. Practicum II

Practicum I (CSDV 610A) is structured as a class, you will meet with a professor for a four-hour time block once a week in a designated school or clinic. You will get your first hands-on experience doing one-on-one sessions. Practicum I is very structured and your professors will walk you through everything. **You do not have to find your own site for Practicum I.** Practicum I is not required for CACREP standards, however, we require it of our students to ensure they are ready to see clients at their own sites. *Since Practicum I is not required of CACREP or for licensure, we do not have students fill out any of the paperwork in this packet. The documentation in this packet is for Practicum II, Internship I and Internship II.*

Practicum II (CSDV 610B) is structured similar to the internships. You will register for a practicum class online as you did with Practicum I; however, during class time you will have supervision with the Faculty Supervisor assigned to the section in which you are enrolled. You will not be going to a site during your class time. **For Practicum II you are responsible to find an appropriate site and to be present at your site a minimum of 100 hours (approximately 10 hours a week) on your own.** The Faculty Supervisor and fellow classmates will meet during scheduled class time to talk about experiences and review client cases. In addition to the Practicum II class, in which students present case studies, they will be required to meet in a didactic (3 person) group with the Faculty Supervisor for an additional hour a week. This additional hour will be scheduled at the beginning of the semester

## Liability Insurance Requirement

Students must upload proof of liability insurance when they complete their site application in Supervision Assist. Students must maintain this insurance throughout the fieldwork experience. Liability insurance only covers you for 12 months so as soon as it expires, you are required to renew and upload the new liability form in a site placement application. Liability insurance can be obtained by joining the American Counseling Association (ACA) at [www.counseling.org](http://www.counseling.org) or American School Counseling Association (ASCA) at [www.schoolcounselor.org](http://www.schoolcounselor.org). Both organizations offer additional benefits beyond coverage, but liability insurance can also be obtained independently. **This is required and you cannot see clients until this has been obtained.** Please ensure the liability has a minimum coverage of \$1 million and is appropriate for a school/counseling setting. If you have questions please ask in advance of purchase.

## Time/Hours Requirements Practicum II

There are several distinct differences between practicum II and the internship experiences. The practicum experience provides an avenue for the development of individual counseling and group work skills under supervision. This experience is designed to orient the student to the role and responsibilities of the professional counselor.

Specifically, the program requires students to complete a supervised practicum experience that totals a **minimum of 100 clock hours**. The student's practicum includes the following:

- A minimum of **40 hours of direct service** with clients.
- Averaging a **minimum of one hour per week of individual and/or triadic supervision on-site with the Site Supervisor** (using audiotape, videotape, or live supervision) over each academic term.

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- A **minimum of one hour per week of individual and/or triadic supervision with the Faculty Supervisor** (using audiotape or videotape). The supervision sessions are scheduled at the discretion of the instructor of the practicum course. These sessions can be scheduled in the day or night hours and will be negotiated at the beginning of the semester.
- Evaluation of the student's performance throughout the practicum include a formal evaluation at the mid-point of the semester and after the student completes the practicum. Evaluations are to be completed by both Site and Faculty Supervisors.

**On average, eight to ten hours per week** on-site gives the student the opportunity to understand the philosophy and administrative guidelines of the organization and to participate to a limited extent in the organization's day-to-day operation. Students will become familiar with the policies and procedures within the organization and define their role accordingly.

### **Time/Hours Requirements Internship I and Internship II**

The internship experience includes a **minimum of 600 clock hours over two (2) semesters** (300 hours for Internship I and 300 hours for Internship II) after the successful completion of a student's practicum. The internship provides an opportunity for the student to perform a variety of professional activities and tasks under supervision that a regularly employed staff member in the setting would be expected to perform.

The student's internship requires:

- A **minimum of 120 hours of direct service** with clients each semester.
- Averaging a **minimum of one hour per week of individual and/or triadic supervision on-site with the Site Supervisor** (using audiotape, videotape, or live supervision) over each academic term.
- The Faculty Supervisor has the option to require individual and/or triadic supervision throughout the semester. These sessions would be scheduled at the discretion of the Faculty Supervisor.
- Evaluation of the student's performance throughout the internship including a formal evaluation at the mid-point of the semester and after the student completes the internship. Evaluations are to be completed by both site and Faculty Supervisors.

For the internship portion of the clinical experience, the student will spend **20 hours per week onsite**, depending on the length of the experience, the organization, and the start of the performance of responsibilities in the role of the professional counselor. This role will involve individual and group counseling responsibilities, as well as other duties such as case management, charting, etc. The on-site experience gives the student the opportunity to understand the philosophy and administrative guidelines of the organization and to participate fully in the organization's day-to-day operation.

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## A Step-by-Step Guide to Securing a Field Placement

### Clinical Mental Health Students

Students are expected to begin considering potential placement sites early in the program, discuss career goals with advisors, and discuss potential sites with the Field Placement Coordinator and their advisor as needed throughout the program. Students are also encouraged to speak with previous cohort students about their internship experiences.

#### Steps to take in finding an internship site:

- Contact at least two places where you think you would like to be placed. Please note that these people are exceptionally busy and you may need to call 3-5 times before they return your call.
- Ask the field-based contact person if they are interested and able to take on a field placement intern at the time you plan to be on field placement
- If they may be able to accommodate you, set up an appointment to visit the site and to meet with the contact person. Note: They are interviewing you and you are interviewing them. Before you leave, ask the person how they would like to proceed (are they interested in taking you on, etc).
- No matter the outcome of the interview, send a thank you note (email, letter, etc.) to the contact person you met with.
- Should you visit several potential placement sites, please be sure that you let each place know – as soon as possible – when you have accepted an alternative site. This is necessary as they often have other interested students on their waiting list.
- Complete the field placement application cooperative agreement forms, and obtain all necessary documentation. Submit all documentation to Supervision Assist.
- Refer to the [Field Placement Timeline](#) for the dates that Practicum II and Internship applications are due. If you have questions ask the Field Placement Coordinator.
- Students who fail to turn in their field placement application form by the deadline will not be allowed to complete their field placement during the specified semester. Please note that it is the student's responsibility to return emails/phone calls to the Field Placement Coordinator, and failure to communicate with the coordinator will result in a delay in beginning the field placement.
- Ultimately, the Field Placement Coordinator approves or disapproves of the placement site. In the case of disapproval of the placement site or for those students who have not decided upon a site, the Field Placement Coordinator will work with the student until an appropriate practicum – internship site is identified and an interview for placement is made by the student.
- Students must arrange to begin working at the practicum or internship site during the first week of the semester in which they are enrolled.
- Students may only collect direct and indirect hours prior to your first class meeting if you already have an assigned site supervisor and a supervision plan in place. Guidelines for supervision plans can be located on Supervision Assist.
- All placement applications should be completed through Supervision Assist prior to each semester start date.

### School Counseling Students

Students in the certification only program should work closely with the Program Director and Student



Academic Services to ensure they are planning well in advance for all application and procedures as the timelines may be different based on individual start dates and coursework.

#### Application:

- Complete the field placement application form on Supervision Assist.
- Students are to apply for Practicum II and Internship II placement according the dates indicated in the [Field Placement Timeline](#).
- Applications for internship I are due according the dates indicated in the [Field Placement Timeline](#).

Application for Educator Certificate must be completed at least three months in advance of the Internship I experience. The process is done digitally and Student Academic Services will provide directions. There are multiple students to include finger printing and the total cost is approximately \$180 and is paid to external vendors designated by the SC Department of Education. School students will not be able to start Internship II until they have been cleared by South Carolina Law Enforcement Division (SLED).

#### Steps to take in finding an internship site:

- Student's interested in seeking a placement in Rock Hill, Lancaster, Charlotte Mecklenburg, or Gaston County MUST submit their top three choices of sites 6 weeks before the deadline. Once preference is submitted students should wait for notification in order to submit the application. See dates on the [Field Placement Timeline](#).
- Student's interested in placements outside of the target counties should discuss with the Field Placement Coordinator desired location so that appropriate channels can be used for a school-based placement. **NOTE:** Internship II placements outside of South Carolina must be approved by the state Board of Education. Students wishing to complete Internship II in North Carolina should have a discussion with the Field Placement Coordinator no later than September 1.
- Complete the field placement application cooperative agreement forms, obtain all necessary documentation, and submit to Supervision Assist.
- Students who fail to turn in their field placement application form by the deadline will not be allowed to complete their field placement during the specified semester. Please note that it is the student's responsibility to return emails/phone calls to the Field Placement Coordinator, and failure to communicate with the Coordinator will result in a delay in beginning the field placement.
- Ultimately, the Field Placement Coordinator approves or disapproves of the placement site. In the case of disapproval of the placement site or for those students who have not decided upon a site, the Field Placement Coordinator will work with the student until an appropriate practicum – internship site is identified and an interview for placement is made by the student.
- Students must arrange to begin working at the site during the first week of the semester in which they are enrolled.
- Students may only collect hours prior to the first class meeting if an assigned site supervisor and a supervision plan are in place. Supervision plans can be located on Supervision Assist.

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## **Appropriate Practicum and Internship Activities**

Appropriate activities are those duties and responsibilities, which a beginning professional counselor might be expected to perform. Interns should be provided opportunities to perform as many of these activities as possible in a structured, sequential and supervised program of learning, which involves a **minimum of forty percent of the intern's time being spent in direct service activities**. According to CACREP guidelines, direct service is defined as activities in which the intern is in direct client contact (see examples below). Students generally are oriented and exposed to clinical counseling work via observation, shadowing, co-counseling or facilitating counseling activities gradually leading to more independent involvement in counseling activities.

### **Examples of Appropriate Direct Service Activities**

- Individual counseling (required)
- Group counseling (required)
- Guidance lessons
- Marriage or couple counseling
- Family counseling
- Substance abuse counseling
- Career counseling
- Leading or co-leading psychoeducational or support groups
- Administering standardized tests in counseling
- Conducting prescreening activities and diagnostic assessments
- Using counseling interviews to assess mental status and risk for suicide, homicide, or violence
- Administering Psychological Assessments
- Co-counseling direct client counseling activities

### **Examples of Appropriate Indirect Activities**

Indirect service activities are those functions performed in which there is no direct client contact and may represent a maximum of 60% of the internship hours.

- Individual and group supervision
- Completing Case Notes
- Analyzing, interpreting and reporting results from standardized tests in counseling
- Recording diagnostic impressions
- Developing treatment plans
- Maintaining client records
- Preparing reports on clients or assigned topics
- Consultation
- Participating in case staffing and treatment team meetings
- Making referrals
- Participating in in-service training
- Participating in agency administrative meetings or school administrative meetings
- Learning school or agency philosophy, goals, organizational structure, policies and procedures
- Completing assigned research, program development or evaluation tasks
- Using school or agency resources such as records, psychological and psychiatric consultations, library

- and training media
- Completing individual study assigned by supervisor
- Visiting and observing other schools or agencies, programs or facilities as assigned by supervisor
- Observing live or recorded demonstrations of techniques and procedures
- Engaging in case management functions
- Driving between service delivery sites

### **Fieldwork Related Policies and Information**

- Students should thoroughly familiarize themselves with the requirements described herein as the responsibility for knowing the requirements belongs with students.
- Mutual expectations for students, Site Supervisor, and Faculty Supervisor are described in detail in the Fieldwork Training Cooperative Agreement found in Supervision Assist.
- If a problem emerges at the internship site or there is a change in the student’s status that would affect the internship, the student should consult the Field Placement Coordinator *before* talking with any site personnel. Any client related problems must be reported to and processed with the Site Supervisor.
- Any legal or ethical violation or inappropriate conduct deemed detrimental to the agency, client, or Winthrop University will result in dismissal from the practicum or internship and an assigned grade of “F”. Depending on the severity of the misconduct, dismissal from the program may result.
- Paid Work Policy: Following consultation with the Field Placement Coordinator, it may be possible for students to apply some of their paid work related activities to their Practicum and Internship experiences as long as these experiences are “reassigned hours” meaning that the student’s employer is willing to reassign work-related activities so that the student is engaging in work responsibilities that are different from one’s regular work activities, and they are clinical mental health counselor related activities (i.e., diagnosing and treating mental and emotional disorders). The Field Placement Coordinator will deem if the work related experiences are those that a CMH counselor might engage in and can be counted towards a field placement experience. However, students may not count more than 50% of their field placement hours as reassigned work-related time (i.e., 5 hours a week for Practicum and 10 hours a week for Internship). Thus, 50% of students’ time must be spent engaging in activities that are different from any reassigned work-related responsibilities, and are activities that involve the diagnoses and treatment of mental and emotional disorders, or any other activities that are directly related to professional counseling. If a student is hired at his or her internship site as a counselor (i.e., diagnosing and treating mental and emotional disorders), it may be possible for him or her to count this time as meeting the internship requirements. Immediately consult with the Field Placement Coordinator should this become a possibility.
- Generally, students are unable to work full-time while also completing the internship requirements so it is suggested students plan and arrange their schedules accordingly.
- The internship agency will designate a Site Supervisor who will provide clinical supervision for the student as stated above. The Site Supervisor has the ultimate authority regarding client cases and agency policies and procedures. Students’ questions regarding cases or the agency’s policies or procedures, should immediately contact the Site Supervisor. Any and all client problems that occur should be brought to the attention of the Site Supervisor.

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- Some internship sites require immunizations such as those for TB, hepatitis, additional criminal background checks, etc. Additionally, some sites may require drug testing. *Students should inquire about these requirements with the agency at least two months before the semester in which they plan to begin their field placement.*
- Some sites require additional registration such as NC addictions facilities. It is your responsibility to make sure you have all the requirements met by the site before you begin your field placement.
- Classroom attendance and participation is required for the entire time that the student is enrolled in practicum and internship. This attendance is required even if the student has completed the on-site internship hours. Unexcused absences will result in a grade reduction. Students in internship may apply group supervision classroom hours toward their total hours and document this on their log under the category of group supervision; but only if the time in class was spent on group supervision (and not guest speakers, lecture, etc.).
- Once the Site Placement Agreement Form is signed in Supervision Assist, students will not be allowed to change their field placement site thus this is a decision that should be taken seriously and given careful attention.
- Read the Site Placement Agreement Form thoroughly. The student signature indicates they will abide by the terms of this training agreement.

### **Important Documentation**

The following documentation must be completed in Supervision Assist.

#### **Application**

To apply for your practicum II you will need to submit an electronic request. You may send this request using Supervision Assist. Login to Supervision Assist, select 'Supervision Site' and then 'Placement Application.'

#### **Counseling and Development Handbook Attestation Form**

You must attest that you have read through the provided Counseling and Development Field Placement Handbook. (See <https://www.winthrop.edu/coe/CLES/csdv-handbook-attestation-form.aspx>)

#### **Student Agreement Form**

The student agreement form in Supervision Assist supports an understanding of the conditions that must be met during your field placement.

#### **Site Supervisors Info/Agreement**

This form is considered the supervisor's contract with you as a student intern. You are not officially approved at your site until your placement application is marked as approved on Supervision Assist.

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## **On-Site Supervisor's Vita and Certification**

In order to be approved at a site, students should work with the Site Supervisor to submit the required documentation of credentials as part of our CACREP accreditation. All supervisors must have at least two years of experience post-masters and must be a Licensed School Counselor. Students should discuss need for a vita and license with Site Supervisor and support navigation in Supervision Assist. Site Supervisors will also be asked to indicate whether they have received supervision training. Uploaded documents should be in PDF format.

## **Midterm Evaluation by Site Supervisor**

Half way through the semester you are required to complete a midterm evaluation with your Site Supervisor. You may find this evaluation form on Supervision Assist. This must be completed on Supervision Assist.

## **Final Evaluation by Site Supervisor**

Once you have completed all hours ask your Site Supervisor to fill out the evaluation form on Supervision Assist. Review this evaluation after it has been completed.

*There are several other evaluations on Supervision Assist you will be asked to complete at the end of the semester.*

## **Preparing for your Placement**

### **After your application is approved**

- Work with Site Supervisor to complete at least 20 hours a week.
- Make sure to keep track of hours weekly on the Activity Log in Supervision Assist.
- Stay on top of schedule with class, supervision, self-care. (Self-care is important during an internship, take care of yourself!)
- If you start to fall behind, communicate with the Site Supervisor and Faculty Supervisor.

### **Halfway through your Internship**

- Complete the midterm evaluation with the Site Supervisor on Supervision Assist. Students may assign an evaluation to the Site Supervisor using 'Assign Task' located on the dashboard.
- Depending on the Faculty Supervisors schedule around midterms, they should visit the site. Make preparations with the Faculty and Site Supervisors for this visit.

### **End of your Internship**

- Complete final evaluation with your Site Supervisor on Supervision Assist.
- Notify clients how many weeks you have left until you leave the site.
- Complete your site and supervisor evaluation on Supervision Assist.
- Review your Activity log to ensure the Site Supervisor approves all entries. If you fall behind contact the Field Placement Coordinator.
- Once your placement is complete send a thank you note to your site and your Site Supervisor.
- Hours do not carry over to the next semester.

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## **The Supervision Process**

Site Supervisors must hold a master's degree in counseling, an LPC/LCMHC/LMFT/LCSW or a related field and have two years of experience post masters. You must not have any prior relationship with your supervisor (i.e. you cannot be friends, relatives, acquaintances). If it is found that you have had any prior relationship with your supervisor you will be removed from the site immediately and placed on a Professional Development Plan.

The Supervision process is designed to offer counseling students an opportunity to demonstrate skills acquired in the classroom to actual counseling situations during practicum and internship. During these experiences, students are supervised by Faculty and Site Supervisors and receive feedback concerning themselves, clients, the counseling process, and professional issues. Students also learn the importance of supervision and the need for continued learning while in the role of the professional counselor. Students are urged to participate actively in the process. Seek and consider feedback to enhance skill level and integrate this into learning and professional practice.

### **Recommendations for Students:**

- Be prepared to tape all counseling sessions with clients for whom permission has been given. Working with supervisors to prepare the approach to clients in securing this permission will help decrease taping anxiety for clients and themselves.
- Be prepared for all supervision sessions. Prior to any supervision session, formulate questions about clients, reactions to the session, the process of counseling, theory, and interventions. Be ready to ask these questions of the supervisor. Make good use of supervision time by having taped segments cued and ready to play.
- Be prepared to receive critical and supportive supervisory feedback. In group supervision sessions, be prepared to exchange critical and supportive feedback with peers.
- Early in the semester, complete the Supervision Plan located on Supervision Assist with the Site Supervisor.
- Work to develop open and honest interactions in the supervisory relationship. As a parallel to the counseling relationship, supervision is a confidential relationship from which you may get just as much benefit as you are willing to put into it.

### **Recommendations for Supervision**

- Schedule supervision sessions with the Site Supervisors. It is required that a regular time be established each week to meet for a full hour.
- To help ensure the Site Supervisor is listening to or watching recorded sessions, be proactive by submitting the recording in a timely fashion and by requesting feedback.

### **Faculty Supervisor vs. Site Supervisor**

The Faculty Supervisor is defined as any Winthrop University faculty members that is seen for group supervision, individual supervision, and/or supervision class. The Site Supervisor is the counselor who has agreed to provide supervision on-site throughout the experience.

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### **Due Process/Severe Clause Disclosure**

Evaluation of student performance is continuous throughout participation in the program. It involves consideration of the student's academic performance as well as that in laboratory, practicum, and internship classes.

A student may be removed from a course and/or program if the welfare of the clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the program faculty, in jeopardy as a result of student behavior. The Program has the authority to withdraw a student from a Practicum or Internship if it is believed that performance constitutes a detriment to the clients, the site, and/or the university. This would usually include consultation with the supervisors at both the site and the university. If such removal is deemed necessary, the student will be given a grade of F or U for the course.

A student will be dismissed from the program if it is found that any hours were falsified or any other ethical breaches were determined. Being asked to leave a site will automatically result in either program dismissal or being placed on a Professional Development Plan. If placed on a Professional Development Plan, the student will be unable to return to a site for a minimum of one academic semester. If asked to leave more than one site proceeding for program termination will be pursued.

Students have the right to due process, but this process will not prevent removal from a field-based experience and may not allow for completion of the experience during the current term if the process finds in favor of the student returning to the field. The student should first submit evidence and justification that the grounds for termination were not accurate in writing within 5 business days of the notification of removal to the Program Director and Department Chair. The Program Director, Chair, and any additional individuals involved in the case will review the materials and respond in writing to the student within 7 business days of receipt. If the student wishes to appeal the response they can submit a rebuttal to the Dean of the Richard W. Riley College of Education Dean in writing within 5 business days. After review of the submitted evidence by both the student and program, the Dean will respond in writing within 7 business days of receipt. If requested the Dean may meet with the student, but the purpose should be to review evidence and ask clarifying questions. The response will be copied to the Dean of Students and the Dean of the Graduate School. At that point the student may request review beyond the college by contacting the Dean of Students and the Dean of the Graduate School. A panel will be formed (typically including the Dean of Students, Dean of Graduate School, and representative from the Provost's office).

### **Recording Sessions**

Videotaping of your counseling sessions is a requirement so that quality supervision may be provided. Each counseling session, which you plan to use in a supervision presentation, should be previewed thoroughly. Make notes reflecting important content and questions for supervision. Depending on your supervisor's requirement, you will be asked to present specific portions of your tape without time-consuming hunting.

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In order to ensure a clear, audible recording, it is suggested that you:

- Use an extension microphone. The self-contained condenser microphones found on many recording devices pick up too much machine noise. A multi-directional microphone is usually acceptable, and can be readily purchased at local audio shops or checked out from the Instructional Technology Center (ITC) following their policies and procedures which require pre-planning.
- Purchase high quality recording devices or borrow equipment from the ITC.
- Make a practice recording, in the setting where recording will be done. It is important to test equipment prior to session.
- Contact the Faculty Supervisor as soon as possible if there is a problem with recording at the site.

## **Confidentiality**

One of the most important aspects of counseling is confidentiality. It is also a crucial component of the trust building process. The following is a listing of important concerns:

- It is imperative that students have a working knowledge of the regulations regarding confidentiality of notes, files, and/or taping at your site. If possible, obtain a written copy of these regulations.
- Since recording is required in the supervisory process, it is the student's responsibility to get the client's written permission to record. In the case of a minor client permission must be obtained in writing (maybe captured electronic if appropriate resources exist at site) from a parent or guardian. This consent should explain the limits of confidentiality and should state clearly that the tape will be used for supervision purposes only. Many sites have consent forms for your use or sample forms can be provided by the Faculty Supervisor.
- Students are expected to conduct themselves professionally. All information shared in a supervision group is to be kept strictly confidential by all group members.
- Do not use client surnames or other readily identifiable information. Use initials to label recordings.
- Upon completion of class presentation, students are required to delete all recorded evidence related to clients.

**The importance of confidentiality cannot be overstressed.** It is **YOUR** responsibility to protect recordings and other data against misuse or loss. Make sure to delete completely when finished with supervision.

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