



Fieldwork Handbook 2026-2027

Counseling Master's and Doctoral Programs
M.S. in Clinical Mental Health
Counseling
M.S. in School Counseling P-12
Ph.D. in Counseling and Counselor Education

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Fieldwork Handbook Acknowledgement Form

I acknowledge that I have read the 2025-2026 Fieldwork Handbook. I understand that I am responsible for knowing and abiding by the information and policies in the Handbook, as well as regulations stipulated by the School of Education and Graduate School, including the Code of Student Conduct Standards and the Counseling and Human Services Master's or Doctoral Handbooks. I understand that the information and policies in the Handbook is subject to change based on programmatic need, and that the CHS faculty will alert me to any changes in this information or policy. I understand that the faculty will review my progress through the program on a regular basis and will use the criteria for evaluation as stipulated in the Fieldwork Handbook, along with GPA, program dispositions, professionalism, and ethics as the primary vehicle for doing so. I am assured of timely notification and full due process if the faculty have concerns about my progress. Syracuse University School of Education publishes this handbook annually, but the policies and procedures may be subject to change during the academic year.

You must indicate that you agree to all the above statements by completing this form:

https://syracuseuniversity.qualtrics.com/jfe/form/SV_3K0TvXrfe7rGMGW

Master's Degree Programs Fieldwork

Clinical Mental Health Counseling & School Counseling P-12

Professional Comportment and Ethical Practice During the Fieldwork Experience

The fieldwork experience is an applied endeavor in which the knowledge and skill that is being attained in constructivist, didactic, and experiential class settings is broadened and deepened. Across the minimum 700 supervised hours of field experience in the Practicum and Internship courses, students have multifaceted opportunities to develop counseling and professional competence with individuals, families, groups, and relevant educational and community partners.

Fieldwork is a time intensive and developmentally sequenced experience where the counselor in training works under the supervision of a faculty member, a site supervisor, and when appropriate, a doctoral supervisor (or other university supervisor) to provide service to a diverse client population. To develop and enhance counseling skills, cultural competence, and operate from a socially just framework, it is important that students exhibit the behaviors of responsible professionals and competent helpers as professional comportment, and ethical behavior are evaluated within the fieldwork setting.

Indicators of professional comportment include promptness and adequacy of written work, respect displayed toward diverse client/student populations, employees of the site, fellow students, and overall maturity regarding the roles and responsibilities of the professional counselor.

All students are obligated to operate under the highest of ethical standards as reflected in the 2014 *Code of Ethics* of the American Counseling Association (ACA) and other policies specific to the program, the School of Education, Syracuse University, and the site. Violations of the code of ethics and other policies will be reviewed and may result in immediate failure of the course, or a recommendation by program faculty for supplementary supervision, remediation, administrative leave of absence, or removal from the program.

It is the student's ethical obligation to safeguard the welfare of their clients/students. It is the purpose of supervision to provide a learning opportunity for the student while at the same time recognizing the limitations of the student. The dilemma of how to provide freedom for the student to experiment with their own professional behavior while protecting the client is resolved in supervision. The student is to monitor their professional comportment in the following ways:

1. Request consultation concerning anything about which they are unsure.
2. Inform site supervisors regularly of the status of all cases and of the procedures they are using and to keep the university supervisor current on the status of the field experience.
3. Express feelings concerning anything pertinent to the client's/student's or their own welfare.
4. Notify university and site supervisors immediately of any situation where they have some questions of their competency to handle.
5. Follow the directives of one's supervisors to the best of one's ability.

Preparing for the Field Experience

In preparation for the field experience, students must complete all pre-requisite courses and/or be enrolled in co-requisite courses, be in good academic and professional standing, and evidence of competence in foundational counseling skills. Further, they must engage in the Field Matching Process, which begins with an application to Practicum during the appropriate semester.

Prior to enrolling in COU 750: Practicum in Counseling, all students must satisfactorily complete or be concurrently enrolled in the following courses: COU 612 Intro to Professional Counseling, and COU 614 Group Work in Counseling, COU 624 Theories of Counseling, COU 626 Social/Cultural Dimensions of Counseling. Further, students must receive a grade of “B” or better in COU 644 PrePracticum to be able to advance to COU 645 PrePracticum II (CMHC students only) and/or COU 750 Practicum. For CMHC students advancing to Practicum, they must have received a grade of B or higher in PrePracticum II as well.

Although COU 644 PrePracticum is not officially considered a fieldwork course, it is a foundational course in terms of teaching basic counseling relationship building and assessment skills, as well as the counseling process. A primary emphasis of the course is training, practice, and subsequent demonstration of these basic skills. Students must demonstrate basic mastery of counseling and professional (including personal) skills to progress to PrePracticum II (CMHC students only) or Practicum (SC students).

To advance into COU 790 Internship, all students must be in good academic standing, earn a “B” or better in COU 750 Practicum, and satisfactorily complete or be concurrently enrolled in the following courses: *SWK 724 Psychopathology (CMHC Program)*, *COU 642 Career Development*, *COU 646 Assessment in Counseling*, *COU 729 Counselor in the Schools (SC Program)*.

Fieldwork Matching Process

The fieldwork matching process is when students are matched with sites appropriate for Practicum and/or Internship specific to their program of study. Given the significant amount of experience gained from the sites and the associated site supervisors, substantial attention is given to cultivating appropriate sites in the community and ensuring that students are receiving field experience at placements that meet the CACREP requirements for counseling activities that match with students’ areas of training, direct client/student contact hours, and clinical supervision. The fieldwork matching process has four primary phases, namely applying for field experience, attending fieldwork orientation, and engaging in the field interview process, and completing Practicum Agreement or Internship Agreement and the Site Supervisor Form. These documents will be available on the [Counseling and Human Services Programs Resources for Current Students](#) website or from the Faculty Fieldwork Coordinator (Dr. Seward).

Applications for Field Placement

The process for placement into Practicum or Internship begins with an application. Applications are due the semester before the student intends to enroll. A *required orientation* will be held for applicants in a semester prior to them engaging in the practicum experience. The fieldwork coordinator will notify students about day and time for this orientation via the CHS listserv. It is student’s responsibility to subscribe and maintain regular access to the listserv. If a student has not applied by the due date, the student cannot be assured of a slot in the requested fieldwork experience for that semester.

Typically, full-time School Counseling P-12 students start practicum in their first Spring semester and CMHC students start practicum in their second Fall semester. It is students' responsibility to track and attend the fieldwork orientation. [Note. *Students must complete a separate application for Practicum and Internship every semester.*]

When the application is complete, it is *reviewed and signed by the fieldwork coordinator* (i.e., Dr. Derek X Seward for AY 2026-2027). Incomplete applications will be returned. All applications are reviewed by the fieldwork coordinator. A decision is made to accept or not accept a student into a field experience. This decision is based on a student's progress in the program. The decision to admit into a field experience is significant. Placement means the faculty supports the readiness of a student to further progress in the role of counselor-in-training in a professional setting. If it is determined that a student may not enroll in a field experience for any reason, the student's advisor is designated as the person responsible to discuss that decision and future options with the student. After receiving an approval for field placement, students work with Marieke Kearns (mkdavis@syr.edu), SOE Director of Experiential Learning and Partnerships, to move into site exploration, matching, and placement.

Fieldwork course sections may be pre-arranged and managed by the fieldwork coordinator. It is possible that an approved student may not be able to register for their desired section because of limited space or instructional considerations; however, students will be able to register for a section. After securing fieldwork paperwork and appropriate signatures, the student will notify faculty fieldwork coordinator (Dr. Seward) who will provide permission for COU 750 Practicum or COU 790 Internship enrollment.

Attending Fieldwork Orientation

During fall and spring semesters, the fieldwork coordinator hosts a ***mandatory*** Fieldwork Orientation. The coordinator reviews field placement expectations, processes, and documentation with the student. The selection of a Practicum or Internship site is taken seriously. Student needs, the site, the supervisor, and possible experiences would likely impact site matching and placements.

Engaging in the Fieldwork Interview Process

The Fieldwork Coordinator will recommend a minimum of two sites that the student should apply for the fieldwork placement. Students must keep in mind that individual desire to work at a specific site will in no way guarantee matching and subsequent placement at that site. The Fieldwork Coordinator does have the responsibility to reject sites as options for a variety of reasons including lack of a student fit for a desired site, lack of a qualified supervisor, lack of space availability, and needs of the student as determined by previous experiences and evaluations. By the end of the meeting, there should be a plan for which sites will be approached by the student, as well as ideas for how to approach the sites. Students are NOT permitted to contact sites before receiving approval from the Fieldwork Coordinator.

After receiving approval, it is highly recommended that the student visit prospective sites. The student has the responsibility to interview with and secure an appropriate site. It is the student's responsibility to keep both the Fieldwork Coordinator (Dr. Derek Seward) and SOE Director of Experiential Learning and Partnerships (Marieke Kearns) updated on progress, and it is the Fieldwork Coordinator's responsibility to be available for consultation (for students and/or prospective site supervisors) for questions related to CHS training programs during the process. Once the student and prospective site supervisor have reached an agreement, the student must notify the Fieldwork Coordinator who will then confirm the placement. The placement is not considered final until approved by Fieldwork Coordinator, with notification sent via email.

Completing Final Paperwork

Once the student and prospective site supervisor have reached an agreement, the student must notify SOE Director of Experiential Learning and Partnerships (Marieke Kearns) and submit signed practicum and internship agreement and site information timely. The paperwork will then be

reviewed and endorsed by the Fieldwork Coordinator. The COU 750: Practicum is a single semester of 3 credits; COU 790: Internship is a total of 6 credits obtained over two semesters, 3 credits each semester.

Liability Insurance

All students are required to have professional liability insurance when enrolled in COU 644: PrePracticum, COU 645: PrePracticum II, COU 750: Practicum, and COU 790: Internship (CACREP 2024, Section 4.B). All students are required to provide proof of their professional liability insurance by the end of the second week in the respective semester. Copies of the insurance binder should be forwarded to soefield@syr.edu. Students may consider purchasing professional liability insurance from organizations such as the Healthcare Providers Service Organization (HPSO). Students who join professional counseling organizations (e.g., American Counseling Association) may be eligible to purchase low-cost professional liability insurance. Alternatively, some professional organizations (e.g., American School Counseling Association) grant professional liability insurance upon membership to their organization.

Data Transferring and Storage

The ACA Code of Ethics and Health Insurance Portability and Accountability Act (HIPAA) requires that all devices with client data (e.g., session recordings, progress notes, case conceptualization notes) be password protected. These include computers, tablets, flash drives, and cell phones. Students are required to utilize either VALT (see Program Handbook, Appendix D), or a 16GB (minimum) Corsair Flash Padlock Thumb Drive to secure all client data. Transfer of videos or documentation from a local device must happen within **120 hours** of the creation of the data. Upon data transfer, the session and documentation must be deleted from the device both locally and in “deleted” repositories (e.g. - trash, recycling bin).

Under no circumstances should recordings be placed online, even if the website is password protected. Moreover, client data should not be uploaded to any cloud sites other than the VALT system. These include HIPAA compliant sites.

Computer: File Storage

The student must password protect any computer or device that contains session data. In addition, all session data should be stored using encryption on either VALT or a 16GB (minimum) Corsair Flash Padlock Key Thumb Drive.

Flash Drive: Transfer and Storage

Fieldwork coursework requires the use of VALT for transferring and storing videos. If unique circumstances require transfer and storage beyond the scope of VALT, students are required to purchase and only use a 16GB Corsair Flash Padlock Thumb Drive. This flash drive needs to be dedicated to your fieldwork courses in that only counseling videos and materials for fieldwork courses should be saved on the jump drive. The jump drive should be used across all field experiences. Because students will periodically submit counseling sessions for faculty and supervisor review, they will need to share with faculty members and instructors the code for accessing the Corsair Secure Key Thumb Drives.

Encryption

Students must use VALT or a 16GB Corsair Flash Padlock Thumb Drive to secure their client data.

End of Semester Deletion of Data

Students will delete all recordings and notes stored on the 16GB (minimum) Corsair Flash Padlock Key Thumb Drive by the last day of the semester while the student is enrolled in a fieldwork course. They will ensure that all data is *deleted from repositories (e.g. - trash bin, recycling)*. SOE IT oversees VALT, and videos stored in the system are scheduled to be deleted shortly after the end of a semester.

Acknowledgement of Policy and Procedures on Data Storage and Transferring

Students enrolled in fieldwork courses must sign the Acknowledgement Form to indicate that they understand the ethical protocol associated with data transferring and storing. The appropriate course instructor will coordinate this process. This acknowledgement form is completed at the start and end of each semester in which a student is enrolled in fieldwork courses.

Acknowledgement of Data Storage and Transferring Form:

https://syracuseuniversity.qualtrics.com/jfe/form/SV_3PpZitTf0CqoteK

Practicum

Practicum is intended to integrate didactic course learning within a field experience. This represents a foundational opportunity for the student to engage in direct service with clients/students. The focus of practicum is on continued professional comportment and counseling skill development; therefore, individual, and small group counseling experiences are the primary focus in the fieldwork setting.

Practicum Requirements

There are four requirements for practicum that are necessary to consider in identifying an appropriate site. Some of these requirements are part of the 2024 CACREP standards.

1. The student must commit a minimum of 100 clock hours over the course of a semester to the site to meet the requirements of practicum. (CACREP 2024, Section 4.Q).
2. Of these 100 hours, a minimum of forty (40) must be direct service hours (CACREP 2024, Section 4.R). Direct service hours involve face-to-face interaction with clients/students. Of the 40 hours the majority should be spent in individual counseling, with the remainder being drawn from group counseling (maximum of 10 group counseling hours).
3. The student **MUST** record a minimum of 12 direct service hours or sessions for the purposes of supervision.
4. Complete a maximum of ten (10) direct contact hours providing group counseling within the fieldwork setting (Practicum only).

Practicum Supervision

Because practicum represents a foundational opportunity for the student to engage in direct services to clients/students, instructor(s) of record for COU 750 Practicum assumes primary responsibility for the oversight of each students on campus supervision which entails both group and individual supervision. The group supervision is facilitated by an instructor of record while the individual on campus supervision is typically facilitated by a qualified doctoral student or other qualified university supervisor. This allows the faculty the opportunity to integrate didactic instruction and prior preparation with the counseling process. Doctoral supervisors are supervised by instructor(s) of record for Practicum or a designated CHS faculty. The site supervisor is expected to provide intensive on-site supervision during the practicum experience. Instructor(s) of record may engage in ongoing consultation with site supervisor regarding student performance at the site.

Practicum Group Supervision

Students meet weekly for three (3) hours of group supervision. The instructor assigned to COU 750: Practicum is responsible for providing group supervision. Students are expected to attend all classes and meet course requirements as outlined in the course syllabus.

Individual Supervision

Practicum students must meet for a minimum of 1 hour per week for individual and/or triadic supervision on campus and a minimum of one hour per week at their practicum site over the course of the semester. Individual supervision will be provided by qualified doctoral students (under the supervision of faculty) or by a qualified designed university supervisor. This supervision is required and must be successfully completed.

The Site Supervisor

The site supervisor is critically important to the success of the practicum experience. Counseling and

Human Services programs acknowledge the professionalism and commitment of our site supervisors. According to the CACREP 2024 Standards (Section P, p.18), to qualify as a site supervisor, the individual must have:

1. a minimum of a master's degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
4. relevant training for in-person and/or distance counseling supervision;
5. relevant training in the technology utilized for supervision; and
6. knowledge of the program's expectations, requirements, and evaluation procedures for students.

Counseling and Human Services requests that the site supervisor of a practicum student:

1. Organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients/students in individual as well as group counseling (as appropriate).
2. Help orient the student to the site.
3. Provide the student with the opportunity to record client/student sessions.
4. Provide appropriate space for the student to meet with clients/students.
5. Monitor the practicum to determine that the student's needs and the clients'/students' needs are being met.
6. Provide individual or triadic supervision a minimum of one hour per week.
7. Maintain regular contact with the faculty of record over the course of the academic semester.
8. Provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the practicum.
9. Be available to the student in case of emergency; and
10. Provide any additional supervision for reasons of necessity or preference. (In other words, the university faculty welcomes the site supervisor's involvement in supervision above and beyond the minimum expectations listed above.)

For the provision of services, Syracuse University will provide a credit tuition waiver to the site supervisor, agency, school, or school district (depending upon school district policies) as compensation. Remitted Tuition Vouchers are applied to sites and site supervisors per the Agency Agreement between Syracuse University's School of Education and the Agency or school district. Tuition Vouchers are valid for four semesters from the date of issue per the agreement and Syracuse University policy. Questions regarding tuition remission should be directed to SOE Director of Experiential Learning and Partnerships, Marieke Kearns (mkdavis@syr.edu).

Practicum Evaluation

The following criteria will be used by the instructor for evaluation of each counselor-in-training. Although each of the following criteria will be taken into consideration, the demonstration of core counseling skills (reflection, empathy, open-ended questions, etc.) will be the **primary** determinant of the final grade:

1. **Counseling Skills** as evidenced in individual and group supervision, case presentations, instructor review of counseling sessions, and participation in class discussions. Emphasis will be placed on your ability to provide clinically and ethically sound, multiculturally competent, and socially just interventions.
2. **Written Work** as evidenced by the intake interview, case notes, and other written reports required by both the instructor and individual supervisor. This section also includes the required experience journal.
3. **Conceptual Understanding** of what is going on in your counseling sessions and what can be considered critical to the client's/student's motivations and behaviors.
4. **Case Presentations** of your ongoing counseling sessions. As a professional counselor, it is

necessary that you use common case presentation formats, professional language, and demonstrate solid case presentation skills (e.g. ability to consider feedback, use of voice variability, demonstration of appropriate body posture).

5. **Class Participation.** It is critical that counselors develop the skills necessary to effectively engage in case consultations. This is a primary professional responsibility. Therefore, class attendance and participation are not optional in practicum. Lack of participation in class will result in a significantly lowered final grade, which may require the re-taking of the course.
6. **Ability to be Supervised.** Your relationship with your individual supervisor, site supervisor, and the instructor will serve as indicators of readiness to function productively in the counseling profession, ability to apply one's knowledge to counseling, etc. Equally important is your ability to receive feedback, consider it, and make an accurate decision about its usefulness within any given counseling session.
7. **Professional Behavior.** It is important that you are a responsible professional as well as a good helper. Indicators of professionalism include attendance at site as set forth in the practicum contract, promptness of written work, courtesy displayed toward client/student populations, overall maturity regarding the role of the counselor.

As is the case with all fieldwork courses, this is a competency-based course. As such, students must achieve competency across all the identified course assignments and expected skills in order to successfully pass the class. Thus, if a student is deficient in even a single area, their success in the course is jeopardized. It should be noted that different from content courses wherein a student's high performance on one assignment can compensate for lower performance on another, in this and all other competency-based courses, students must achieve an acceptable level of competence across *all* identified objectives and skills and will receive a letter grade indicative of their progress. **Incompletes in Practicum will only be granted if there are less than 25 of the required 100 hours yet to be completed.** If more hours are remaining, the student will be required to enroll in Practicum in a subsequent semester. All requirements from Practicum must be completed before beginning Internship.

Internship

There is a fundamental difference in emphasis between the Practicum and the Internship. The Internship experience builds on the counseling skill development emphasized in Practicum but goes further to provide students with an in-depth practical experience. This experience is designed to have interns relate academic and theoretical learning to field experience. Interns are expected to assume a spectrum of varied counseling roles and functions. The intern is asked to participate in as many activities as feasible that are similar to the responsibilities of the employed professional counselor. The Internship also provides students with evaluative feedback on the knowledge, attitudes, and skills with specific client/student populations.

Internship Requirements

There are seven requirements for internship that are necessary to consider in identifying an appropriate site.

1. The student must commit a minimum of 600 clock hours to the site to meet the requirements of internship (CACREP 2024, Section 4.U).
2. Of these 600 hours, a minimum of 240 must be direct service hours (CACREP 2024, Section 4.V). Direct service hours involve face-to-face interaction with clients/students that includes the application of counseling, consultation, or human development skills. The student is expected to provide both individual and group counseling.
3. The site must allow the intern to record a minimum of 8 direct service hours or sessions across the two-internship semesters for the purposes of supervision.
4. The site must provide supervision by a supervisor deemed qualified by Counseling and Human Services programs (See the section on "Site Supervisor" below for details.)

5. The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would be expected to perform.
6. Students must complete a Consultation Activity.
7. Students must complete a minimum of ten hours of direct group counseling work (including Practicum and Internship group hours). Additionally, the students need to complete Group Leadership Reflection assignment.
8. Students must complete one ethical branching assignment for each semester of their internship.

Students wishing to complete the internship will register for a three (3) credit internship during each semester of internship (totaling 2 semesters and 6 credit hours). Students will attend the internship class during *both* semesters.

- School Counseling P-12 Students - can register to take 3 credits of internship in the Fall and 3 credits in the Spring.
- Clinical Mental Health Counseling Students - can register for internship during the Fall, Spring, and Summer semesters.

Consultation Requirement

Students must complete one consultation experience as part of Internship. CACREP requires that students demonstrate the ability to use counseling skills in consultation contexts as well as counseling contexts. This requirement exists because all professional counselors engage in consultation. Students will submit a written analysis of their consultation experience (5-7 pages) according to a format to be provided in COU 790 Internship in Counseling. Students can complete this assignment in one of the semesters when they enroll in COU 790 Internship.

Internship Group Supervision

During internship, supervision in a group format is provided on campus by the instructor of record for the COU 790 course. The site supervisor is responsible for on-site supervision lasting a minimum of one hour per week. Group supervision includes the supervision of counseling cases and related professional activities. A minimum of an average of 1.5 hours per week of group supervision over the course of the semester is required. Students are expected to attend all classes and meet course requirements as outlined in the course syllabus.

Internship Individual Supervision

The Counseling faculty meets after every semester, and as needed, to evaluate the program progress of each matriculated student. Input is obtained from faculty and additional supervisors concerning each student's academic and fieldwork performance, along with the student's demonstration of professionalism and ethical conduct. As part of the review process, faculty determine if a student could benefit from individual university supervision during internship. Ongoing supervision for field placement students is common and serves to support the student's growth. Faculty seek to provide students with individualized attention to strengthen their counseling skills and professional development. University supervision can also be implemented when there has been a discontinuity between student's fieldwork experiences. Students will be notified via email if they have been identified to receive individual university supervision during internship. With the assignment of university supervision, the master's student must meet with their individual university supervisor on a weekly basis for a whole semester. University supervision will be provided by qualified doctoral students (under the supervision of faculty) or by a faculty member.

Internship Site Supervision

As a primary supervisor, the site supervisor must commit a minimum of one hour of weekly individual supervision to the intern. Site supervision should include supervision of counseling cases and related professional activities. The site supervisor must use the intern's recorded counseling sessions for supervision. The site supervisor will be asked to provide Counseling and Human Services programs with evaluations of the student intern's overall performance and professionalism during the

internship.

Counseling and Human Services acknowledges the professionalism and commitment of our site supervisors. As with Practicum, and according to the CACREP 2024 Standards (Section P, p.18), to qualify as a site supervisor, the individual must have:

1. a minimum of a master's degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
4. relevant training for in-person and/or distance counseling supervision;
5. relevant training in the technology utilized for supervision; and
6. knowledge of the program's expectations, requirements, and evaluation procedures for students.

Counseling and Human Services requests that the site supervisor of an internship student:

1. Organize the internship experience and assure that the student will have an opportunity to work in a full complement of site activities including consultation and group counseling.
2. Help orient the internship student to the site.
3. Provide appropriate space for the student to meet with clients/students.
4. Provide the student with the opportunity to record client/student sessions.
5. Provide a minimum of 1 hour per week of supervision to ensure that the student is successfully implementing the site's case management practices and that clients/students are being served in a professional manner.
6. Monitor the internship experience in order to establish that CACREP standards are being met.
7. Be available to the intern in case of emergency at the site.
8. Provide the faculty supervisor with evaluation of the student's overall performance during the internship.

For the provision of services, Syracuse University will provide a credit tuition waiver to the site supervisor, agency, school, or school district (depending upon school district policies) as compensation.

Internship Evaluation

Internship is a **Pass/Fail** course. Criteria that will be used for final evaluation are as follows:

- Students must demonstrate the counseling proficiency expected of entry-level counselors, including knowledge, skill, and self-awareness.
- Students must demonstrate high standards of professionalism and ethical behavior.
- Students must demonstrate their ability to receive and benefit from supervision.
- Students must meet all requirements stipulated in this syllabus.
- Students must receive a positive evaluation from their site supervisors that reflects the ability to perform a variety of counseling activities at their sites.

A **Pass** indicates that, in addition to completing all course requirements in a timely and professional manner, the intern demonstrates well developed counseling skills, has high standards of professional, personal, and ethical behavior, is resourceful in the work setting, and is committed to the counseling profession and to the welfare of their clients/students. The student's interactions with clients/students and staff demonstrate a high level of professionalism, knowledge, and skills characteristic of an advanced graduate student.

A **Fail** indicates that the student has performed below the required level. The intern demonstrated inadequate counseling skills and/or unprofessional or unethical behavior. A student receiving this grade may be asked to reconsider their choice of counseling as a profession, or under exceptional circumstances, may be allowed to repeat internship.

In cases where the intern has failed to meet the required number of clock hours within the semester time frame allotted for the internship experience, a grade of “I” may be given until the student meets the requirement. An **Incomplete *can only be given* if the student has less than 50 hours to complete for a 3-credit course**. Students who have more than the maximum number of hours allowed for an incomplete will be required to register for an additional Internship class. Failure to complete the requirements within one semester following the Incomplete will result in a grade of Fail.

Placement at Employment Site

- When a student wishes to complete all or a component of the field placement at their employment site, the student needs to communicate such desire to the Director of Experiential Learning and Partnership and the Fieldwork Coordinator before the assignment of clinical site begins. Upon the communication, the site will be reviewed for its eligibility in meeting the requirements of both CACREP and CHS, and its availability to take on a student for a proper training.
- When a student is approved to complete their placement at their employment site, the site and the program make supervision and case load arrangements to minimize dual/multiple relationships and potential triangulation of supervision spaces. Such arrangements include but are not limited to 1) assigning a site supervisor separate from the employment supervisor 2) separating placement hours and work hours 3) assigning a separate case load of clients/students subject to supervision pertinent to their placement training (i.e. site supervisor, course instructor, and/or doctoral supervisor).
- The specifics of the supervision arrangements can look different across students. When the nature of student’s work at their employment and arrangement of supervision is not feasible or suitable for a proper training, the program can disapprove the student’s request and/or not renew the site eligibility for a second semester.

Direct Service Hours for Practicum and Internship

Direct hours include all hours when the student counselor is **providing counseling or related services to others**. They do not include hours when the student counselor is the *recipient* or *observer* of services. Therefore, direct services include:

1. Individual, group, couple, or family counseling conducted by the student counselor (or in which the student counselor participates as a co-counselor).
2. Consultation when the student counselor is offering assistance to others.
3. Classroom or educational interventions. Examples might include developmental guidance units, residence hall programs, or educational units offered to target populations in agencies. For practicum only, a maximum of 5 direct hours can be earned in this way.

For CMHC students, a single contact of **over 45 minutes** may be rounded up to 1 hour, and for SC students, a single contact of **over 30 minutes** may be rounded up to 45 minutes. Smaller units of time must be added to equal the number of direct hours claimed. While smaller units may be a legitimate part of one’s work in a particular setting, the student should strive to complete as many counseling sessions of 45-minute (or more) duration as possible. (For school counselors, the optimal length may be somewhat shorter.) During practicum, the student **must** complete a minimum of 20 full counseling sessions. Again, the length of these sessions may vary somewhat based on whether the student is in a school, university, or agency setting.

Direct Service Hour Recording or Live Supervision for Practicum and Internship

CACREP requires that field experiences include recordings and/or live supervision of interns’ interactions with clientele (CACREP 2024, Section 4.C). Practicum students are required to complete a **minimum** of 12 recordings during Practicum. CHS faculty strongly encourages practicum students to complete additional recordings whenever possible, as this will provide practicum students with more options for class presentations, evaluations, and supervision. Internship students are required to

complete a **minimum** of 4 recordings per semester of Internship, for a total of 8 recordings across the two internship semesters. CHS faculty strongly encourage internship students to complete additional recordings whenever possible, as this will provide interns with more options for class presentations, evaluations, and supervision. Internship students are encouraged to record or engage in live supervision with clients/students presenting as needing crisis/walk-in care, intakes, or initial assessments.

Interim Contract Policy

The Interim Contract outlines roles and responsibilities for a student to gain experience at a fieldwork site when the academic semesters are not in session. An Interim Contract needs to be completed by the student, signed by the site supervisor, and then provided to the appropriate faculty member teaching the fieldwork course. Students must complete the Interim Contract to continue their fieldwork experience between semesters. Final approval will be granted by the appropriate faculty member teaching the fieldwork course. The form for the Interim Contract is available at <https://soe.syr.edu/about/accreditation/cacrep/resources/>, under both the “Practicum Forms” and “Internship Forms” sections.

Winter Break

For students who are continuing with their fieldwork placement between the conclusion of fall semester and the beginning of spring semester, they are eligible to complete an Interim Contract for one week after the completion of fall semester and two weeks prior to the start of spring semester. During the Interim Contract for the additional three weeks, students are permitted to accrue both indirect and direct service hours. **All supervision and oversight responsibilities are assumed by the fieldwork site and individual site supervisor.**

For students who are finalizing their fieldwork hours at the completion of fall semester, they can complete an Interim Contract to extend their internship hour accrual two weeks after the completion of fall semester. If the requisite internship hours cannot be completed in this timeframe, then students will need to defer graduation until spring semester to ensure adequate completion of internship requirements.

For students who are transitioning into a new placement or who are beginning Practicum in spring semester, an Interim Contract can be completed for the two weeks prior to the start of spring semester. During that time, only indirect hours can be accrued towards their fieldwork experience.

Summer Term

For students who are finalizing fieldwork hours at the conclusion of spring semester or transitioning into Internship at the same site as Practicum, they can complete an Interim Contract for the week between the spring semester and the start of summer semester. Students who are transitioning from their first internship to second internship experience at the same site should complete the interim contract for weeks between the end of spring semester and the beginning of summer session. Both direct and indirect hours can be accrued during this timeframe.

Students who are finalizing fieldwork hours at the conclusion of summer Internship or transitioning into the second semester of Internship at the same site, can complete an Interim Contract for the weeks between the end of summer term and start of fall semester. Both direct and indirect hours can be accrued during this timeframe.

Student Initiated Vacations During Fieldwork Experience

Practicum and Internship require intense commitment and investment. If you expect to need or want significant or repeated time away from your site at any time during your field experience, you should consider completing your field experience at a later time when you can be more fully dedicated. Please plan accordingly.

Although the field experience spans multiple semesters, the schedules of field partnership sites often do not match university breaks. As such, interns are responsible for considering the impact of vacation requests with the utmost caution. Lengthy separation from your site may contribute to negative outcomes to you (e.g., skill-slippage, lack of hours) and your clients/students (e.g., discontinuity of care, potential abandonment). Interns are responsible for requesting permission for vacations or other leaves of absence well in advance of the anticipated dates of absence. Ultimately, your site supervisor and Fieldwork Coordinator will approve what is possible and appropriate. Not all requests are approved.

Progression in Fieldwork

If a student is asked to leave or is removed from a site, the student is immediately suspended from matriculation in the field experience. The faculty will, in a timely manner, convene a committee to review the reason for removal from a site and provide a recommendation to the Unit Lead regarding a course of action. The student may not be allowed to resume fieldwork until such time as they are notified in writing of the disposition of the program. Depending on the severity of the reasons for discontinuation at a site, the student may be asked to relocate to a new site, suspend fieldwork until the subsequent semester, take a voluntary or administrative leave of absence, or be recommended for removal or dismissal from the program.

Program Dismissal and Retention

The School of Education requires all graduate students to earn a minimum cumulative GPA of 3.0 (4.0 scale) to graduate. If at any time the student's cumulative GPA falls before 2.8, the student's matriculated status may be cancelled by the Graduate School, upon recommendation of the student's academic program. Additional requirements are stated in the School of Education's [Graduate Academic Dismissal Policy](#) and in program documents. Failure to meet those additional requirements also constitutes grounds for program dismissal. Reasons for dismissal include and are not limited to failure to pass comprehensives examination; failure to develop appropriate professional skills and dispositions; failure to meet program and professional ethics and standards of practice; student impairment; academic dishonesty and other forms of professional misconduct. When a student is judged not to have met program requirements, the CHS faculty will notify SOE's faculty director of graduate studies who will notify the student in writing of this determination and the program dismissal recommendation. Students have the right to appeal a decision to dismiss them from their academic programs. You can find information regarding the conditions for and procedures for an appeal in [the School of Education Appeal Procedures for Program Dismissal Policy \(Graduate Students\)](#). The Counseling and Human Services faculty systematically assess student progress in knowledge, skills, and professional dispositions outlined in above sections throughout their programs of study. Key performance Indicators (KPIs) are assessed through related courses or program milestone at different points of time. The faculty review student progresses and dispositions each semester, and each student is rated using the Likert-point scale discussed in the above section. Faculty work collectively to make decisions regarding student retention, remediation, and dismissal, based on assessment outcomes from course KPIs and student reviews each semester.

Endorsement Policy

(CACREP 2024, Section 1.M.13)

Students who successfully complete all requirements for the Master of Science degree will receive formal endorsement in their area of specialization by the faculty of the training program. *Formal endorsement* includes recommendation for provisional state certification and employment for those students successfully completing the program in the school counseling P-12 program; or a recommendation for a limited permit to practice mental health counseling and employment for students successfully completing the clinical mental health counseling program. Students will receive formal program endorsement only in that program for which they have met training requirements. Successful completion of a program means the completion of all didactic and experiential course work - including practicum and internship, passing program comprehensives, and is marked by performance sufficient to ensure that the candidate possesses the knowledge, skills, and dispositions necessary for ethical provision of services to clients/students in the setting for which endorsement is

made. Formal endorsement requests may be made to the Fieldwork Coordinator or the student's faculty advisor.

Professional Credentialing

State Of NY Certification For School Counseling P-12 (SC P-12)

Initial and Professional School Counselor Certification

Beginning February 2, 2023, individuals can apply for the new Initial and Professional School Counselor certificates. The Initial and Professional School Counselor certificates have different requirements than the previous Provisional and Permanent School Counselor certificates.

- The [Search Certification Requirements webpage](#) describes the pathways to Initial and Professional School Counselor certification. Students graduating from Syracuse university's master's program in School Counseling P-12 will need to complete/obtain the following for Initial School Counselor Certification:
 - [Institutional Recommendation - School Counselor](#)
 - [New York State Teacher Certification Exam - School Counselor](#): [Click here](#) for information about when applicants must pass the new [School Counselor Content Specialty Test](#).
 - [Workshop - Child Abuse Identification](#)
 - [Workshop - Dignity For All Students Act](#)
 - [Workshop - School Violence Intervention and Prevention](#)
 - [Fingerprint Clearance](#)

State Of NY Licensure as a Mental Health Counselor (LMHC)

Students graduating from Syracuse University's master's program in Clinical Mental Health Counseling are eligible for a Limited Permit in New York State to practice mental health counseling. The Certification of Professional Education form (Form 2) that you use from NYS to obtain your temporary license cannot be completed until your transcript is conferred. Once your transcript reads 'conferred', you complete the first page then pages 2 and 3 of the form will be completed by the program and sent to the Registrar's office for the "Official Seal" before the Registrar sends the form to NYS.

As part of the requirements for the M.S. in these programs, the student is required to complete the child abuse mandatory reporting workshop. This workshop is offered online via the New York State Office of Child and Family Services. Students enrolled in COU 612: Professional Issues and Orientation will complete child abuse mandated reporting training.

Once counselors are granted a Limited Permit, they have three years to accrue 3,000 hours of experience as a mental health counselor. (3,000 hours is defined as two years of full-time employment.) This experience must be done in a setting approved by the State (by virtue of their acceptance of the conditions of the Limited Permit) and under the supervision of a N.Y. licensed mental health professional. Once the appropriate experience has been accrued, the counselor passes a state exam to become a permanent LMHC in New York.

The National Board For Certified Counselors

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, identify to professionals and the public those counselors who have voluntarily sought and obtained professional counselor certification, and maintain a registry of these counselors. This process grants "Board Certified" recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination. A counselor who is certified by the NBCC uses the designation NCC, National Certified Counselor as the title after the name (i.e. - "Otto Sims, M.S., NCC"). As of 2022, all counselors receiving the national certification from NBCC must graduate from a CACREP accredited program.

Counseling faculty strongly urges all students to take the National Counselor Exam (NCE), or the National Clinical Mental Health Counseling Examination (NCMHCE) during their last semester at Syracuse, or immediately after graduation based on specific State Regulations. Each exam has a registration fee for which the student is responsible.

Doctoral Degree Program Fieldwork Experiences

Counseling and Counselor Education

Advanced Practicum

(CACREP, 2024, Section 6, C1)

Students are required to engage in an advanced practicum and register for COU 860 Advanced Practicum. Through the advanced practicum experience, faculty will evaluate students' clinical skills and related competencies, as well as preparedness to move into counseling internship. Students typically complete advanced practicum in their first semester of their program of study. Although the program does not pose a required minimum number of hours, individual sites have their own expectations and requirements for doctoral practicum. Students must be in advanced practicum consistently for an entire semester.

Doctoral Internship

(CACREP, 2024, Section 6, C)

Students are required to complete internships that total a minimum of 600 hours. The 600 hours must include supervised ***counseling experience***, ***university instruction***, and ***clinical supervision of counseling***. All students acquiring Internship hours of any kind must receive both weekly individual/triadic supervision and group supervision (COU 950). It is the students' responsibility to ensure they are engaged in both.

Counseling. Students are required to gain approximately 200 hours of counseling while enrolled in doctoral internship. Counseling hours accrued in advanced practicum cannot be counted towards doctoral internship. They are expected to gain new or expanded learning (from their previous counseling experience) through doctoral counseling internship. Students who engage counseling internship receive an average of one hour per week of individual and/or triadic supervision provided by their site supervisors, in addition to group supervision through COU 950.

University Instruction. Students engaged in university instruction will complete approximately 200 hours under the supervision of a faculty mentor. Students may fulfill this requirement through serving as an instructor of record, a co-instructor (with a faculty or another doctoral student), and/or a teaching assistant. Students accumulating internship hours for instruction or teaching must enroll in COU 950 Doctoral Internship and attend weekly supervision meetings with their faculty supervisor. For supervision of instruction or teaching:

- a) Student who serves as a co-instructor or a teaching assistant receives direct supervision provided by faculty instructor of the course.
- b) Student who instructs a course independently or co-instructs with another doctoral peer receives direct supervision provided by a qualified designee.

Students who have already met instructional internship hours (i.e., approximately 200 hours) and total internship hours with a minimum of 600 hours are exempt from registration of COU 950 Doctoral Internship; however, they are required to maintain weekly supervision meetings with appropriate faculty supervisors if continuing with instruction experience. It is students' responsibility to ensure they engage in supervision of teaching. These hours cannot be added to existing internship hours as students are not enrolled in COU 950 Doctoral Internship.

Clinical Supervision of Counseling. Clinical supervision is an integral and core focus of the Counseling and Counselor Education doctoral program. Doctoral students engaged in clinical supervision of counseling must have completed COU 874 *Theory and Practice of Clinical Supervision*. This component of internship requires that the doctoral student provide a minimum of 150 hours of clinical supervision of master's level counseling practicum or internship students over the course of their doctoral study. Clinical supervision may be offered via a dyadic or triadic format. Students will record all supervision sessions and upload the sessions to the VALT system. Students will submit a

supervision note within 48 hours after each supervision session; notes should be directed to faculty supervisors of clinical supervision (see description below) as well as doctoral internship instructor via email. For HIPPA compliance, students must ensure that all client information is masked in email correspondence. The role of clinical supervisor is a critical one that requires the highest level of professionalism and ethical conduct. Doctoral students are expected to follow ACA's (2014) Code of Ethics as well as the Data Transfer and Storage Policy. In addition, students will participate in their respective supervisees' midterm and final evaluation meetings with their faculty supervisors of clinical supervision.

Students accumulating internship hours for clinical supervision must enroll in COU 950 Doctoral Internship and attend weekly supervision meetings with their faculty supervisor-of-supervision. For supervision-of-clinical supervision, doctoral supervisors receive direct supervision by faculty instructor of the corresponding master's practicum/internship course or another faculty designee. Students who have already met clinical supervision internship hours (i.e., minimum of 150 hours) and total internship hours with a minimum of 600 hours are exempt from registration of COU 950 Doctoral Internship; they are required to maintain weekly supervision meetings with faculty supervisors-of-supervision. It is students' responsibility to ensure they engage in supervision of supervision (CACREP 4.O.3). These hours cannot be added to existing internship hours as students are not enrolled in COU 950 Doctoral Internship.

Professional Comportment and Ethical Practice during the Fieldwork Experiences

The fieldwork experience is an applied endeavor in which the knowledge and skill that is being attained in constructivist, didactic, and experiential class settings is broadened and deepened. To develop and enhance clinical skill, cultural competence, and operate from a socially just framework, it is important that students exhibit the behaviors of responsible professionals and competent helpers as professional comportment, and ethical behavior are evaluated within the clinical setting. Indicators of professional comportment include promptness and adequacy of written work, respect displayed toward diverse client populations, employees of the clinical site, fellow students, and overall maturity regarding the roles and responsibilities of the professional counselor.

All students are obligated to operate under the highest of ethical standards as reflected in the 2014 *Code of Ethics* of the American Counseling Association (ACA) and other policies specific to the program, the School of Education, Syracuse University, and the clinical site. Violations of the code of ethics and other policies will be reviewed and may result in immediate failure of the course, or a recommendation by faculty for supplementary supervision, remediation, administrative leave of absence, or removal from the program.

It is the student's ethical obligation to safeguard the welfare of their clients. It is the purpose of supervision to provide a learning opportunity for the student while at the same time recognizing the limitations of the student. The dilemma of how to provide freedom for the student to experiment with their own professional behavior while protecting the client is resolved in supervision. The student is to monitor their professional comportment in the following ways:

1. Request consultation concerning anything about which they are unsure.
2. Inform site supervisors regularly of the current status of all cases and of the procedures they are using and to keep the university supervisor current on the status of the clinical experience.
3. Express feelings concerning anything pertinent to the client's or their own welfare.
4. Notify university and site supervisors immediately of any situation where they have some question of their competency to handle.
5. Follow the directives of one's supervisors to the best of one's ability.

Data Transferring and Storage

The ACA Code of Ethics and Health Insurance Portability and Accountability Act (HIPAA) require that all devices with client data (e.g., session recordings, progress notes, case conceptualization notes)

be password protected. This includes computers, tablets, flash drives, and cell phones. Students are required to utilize either the VALT, or a 16GB (minimum) Corsair Flash Padlock Thumb Drive to secure all client data. Transfer of videos or documentation from a local device must happen within 120 hours of the creation of the data. Upon data transfer, the session and documentation must be deleted from the device both locally and in “deleted” repositories (e.g. - trash, recycling bin).

Under no circumstances should recordings be placed online, even if the website is password protected. Also, client data should not be uploaded to any cloud sites other than the VALT system. This includes HIPAA compliant sites.

Computer: File Storage

You must password protect any computer or device that contains session data. Also, all session data should be stored using encryption on either VALT, or a 16GB (minimum) Corsair Flash Padlock Thumb Drive.

Flash Drive: Transfer and Storage

Clinical coursework requires the use of the VALT system for recording, transferring, and storing videos. If unique circumstances require transfer and storage beyond the scope of the VALT system, students are required to purchase and only use at a 16GB (minimum) Corsair Flash Padlock Thumb Drive. This flash drive needs to be dedicated to your clinical coursework in that only counseling videos and materials for clinical courses should be saved on the jump drive. The jump drive should be used across all clinical experiences. Because you will periodically submit counseling sessions for faculty and supervisor review, you will need to share with faculty members and instructors the code for accessing your Corsair Secure Key Thumb Drives.

Encryption

Students must use the VALT system or a 16GB (minimum) Corsair Flash Padlock Thumb Drive to secure their client data.

End of Semester Deletion of Data

Students will delete all recordings and notes stored on the 16GB (minimum) Corsair Flash Padlock Key Thumb Drive by the last day of the semester in which the student is enrolled in a clinical course. They will ensure that all data is deleted from repositories (e.g. - trash bin, recycling). SOE IT oversees VALT, and videos stored in the system are scheduled to be deleted shortly after the end of a semester.

Acknowledgement of Policy and Procedures on Data Storage and Transferring

Students enrolled in clinical courses must sign the Acknowledgement Form to indicate that they understand the ethical protocol associated with data transferring and storing. The appropriate course instructor will coordinate this process. Acknowledgement Form:

https://syracuseuniversity.qualtrics.com/jfe/form/SV_3PpZitTf0CqoteK

Liability Insurance

All students are required to have professional liability insurance when enrolling in COU 860: Advanced Practicum, COU 874: Theory and Practice of Supervision, when completing counseling hours for COU 950: Doctoral Internship, and when completing clinical supervision with master's students (CACREP Section 6.C.3). All students are required to provide proof of their professional liability insurance by the end of the second week in the respective semester. Copies of the insurance binder soefield@syr.edu. Students may consider purchasing professional liability insurance from organizations such as the Healthcare Providers Service Organization (HPSO). Students who join professional counseling organizations (e.g., American Counseling Association) may be eligible to purchase low-cost professional liability insurance. Alternatively, some professional organizations (e.g., American School Counseling Association) grant professional liability insurance upon membership to their organization.