

CMHC Clinical Training Handbook

Clinical Mental Health Counseling Program

Department of Applied Psychology

Antioch University New England

The following information is designed to familiarize you with the basic structure of the practicum and internship within the CMHC program. Below are listed the key requirements, followed by guidelines developed to answer specific issues that arise as students pursue and begin practica and internships.

I. Overview

As a practitioner-oriented training program, practica and internships are a central part of the program. Students are placed in a wide variety of sites ranging from traditional mental health facilities such as community health centers to sites such as college counseling centers, women's crisis centers, residential treatment centers and substance abuse services.

The responsibility for finding a practicum/internship is shared between the student and his/her academic advisor. Students must articulate their own learning goals and interests and identify potential sites of interest. The Director of Clinical Training (DCT) maintains an extensive database of sites in the New England area and provides information to students in both electronic and paper formats. The student's advisor consults with each student to help achieve the best possible fit with the student's interests and the availability of possible sites.

After successful completion of their entry year, students will have one semester of practicum and three semesters of internship for each of their two clinical years in the program. The CMHC 2 year consists of a semester of practicum and a semester of internship. The CMHC 3 year consists of two semesters of internship. The clinical years generally coincide with the academic year (September-May) with some internships extending beyond the academic year as required by the site or the needs of the student. The clinical experiences are designed to complement the coursework of the program by providing an opportunity to practice the topics studied in the classroom under the guidance of a qualified supervisor.

The Practicum semester of the first clinical year is designated to reflect the student's participant-observer role and the beginning of counseling practice. The second semester becomes an Internship at the same site and with the same supervisor, but with added responsibilities and an increase in direct service hours with clients. In the CMHC 3 year the internship is for both semesters with the expectation of more time in independent practice along with close supervision. For both years of the clinical sequence the student participates in a professional seminar that serves as the link between the program and the site. The purpose of the seminar is to examine and provide support for the entire range of professional issues that often arise in doing clinical work such as encountering difficult clients or the challenge of integrating theory and practice. The seminar leader is the liaison between the field site and the program and is responsible for seeing that the learning objectives are being met.

II. Learning objectives for the practicum and internship

We have identified a core group of counseling competency skills. These are listed in Appendix I of this document. Students are expected to discuss these with their site supervisor and professional seminar leader and to include them in the goals section of their practicum/internship contract. It is expected that field supervisors will not be able to contribute to all areas of learning and will have more expertise in some areas than others. The supervisor's primary responsibility is to provide the training necessary for the student to function effectively in the specific practicum/internship setting. Generally,

the student intern should be involved in one-to-one counseling relationships that last from brief to longer-term periods of time with clients. We expect the student to have an opportunity to engage in one group counseling experience during one of their years of internship as well as a group work experience during the Practicum semester. Also, we expect the student to gain exposure to some of the social systems that impact on their clients' lives such as family members or staff in educational settings.

III. Finding the practicum and internship site

Students begin their search for practicum and internship sites towards the end of their entering semester for Fall enterers and at the beginning of the Spring semester for Spring enterers. The "official" start is a large group meeting to orient students to the policies and procedures of the practicum/internship, to describe the resources available for the search and to provide information about the advising process. The next step is for students to sign up for individual advising with their advisors for the purpose of developing a plan for approaching specific sites. Students are required to have this meeting with their advisors before contacting any site. The process is similar to a job search. At the meeting the student will have his/her advisor sign the **Permission to Contact Practicum Sites** form. After developing a plan and strategy for contacting sites, it is the student's responsibility to make the contact either by formal application or by a telephone call and request an interview with the site director or supervisor. When the student has found his/her preferred site, the next step is to review the choice with the advisor before making a commitment. This ensures that students will enter the practicum at a site that can provide the required experiences. The final step is to complete the Practicum / Internship Approval Form and submit it to the Director of Clinical Training or Associate Director of Clinical Training for endorsement.

The process is similar for students preparing to enter their internship year. These students are expected to discuss their plans with their professional seminar leaders and to consult with their advisors or Director of Clinical Training as needed. They do not need clearance to contact sites. When a site is selected, the student is expected to review the choice with the advisor before making a final commitment and to complete the Practicum / Internship Approval Form for the Director's endorsement. For both years it is expected that all students will have their site selected by the end of the spring semester.

IV. Resources to assist with the search

Online Clinical Mental Health Counseling folder in Sakai: all information pertaining to the practicum and internship is posted here. This includes announcements of sites that have contacted us about openings, all of the forms used in the search process for downloading and a listing of the current practicum and internship sites currently occupied by CMHC interns.

Practicum / internship file drawers: there are file drawers that contain state-by-state folders in alphabetical order of all the sites that have provided a practicum or internship to an Antioch student in the recent years. Here you will find brochures and literature about the site and evaluation forms filled out by the students describing their experiences at the sites.

Bulletin board postings of announcements of openings: these are made available on the board and online as soon as they are received.

Networking opportunities with Antioch interns currently in sites: both on the wall to the right of the door of Director of Clinical Training and in the Clinical Mental Health Counseling Internship folder is an alphabetical list of current sites and student telephone numbers which will assist in networking with fellow students. The best source of information about a site is from the student currently there. It is also useful to contact a student about a particular kind of site even though it is not in your geographical area.

Contact with the Director of Clinical Training or Associate Director of Clinical Training: there is a sign-up sheet on the doors of their offices. Students are free to request a consultation at any time in person, by telephone or online.

V. Basic requirements

Duration: the commitment is usually for the academic year, but with flexibility to extend the internship beyond the spring semester due to individual circumstances.

Time: CMHC students need to commit a total of 600 hours at the site for both clinical years. Usually this entails about 20 hours per week of practicum/internship. DMT students commit a total of 450 hours at the site for their one-year of a counseling practicum/internship. This entails about 12-15 hours per week.

Direct service hours: CMHC students are required to have 40 hours of direct client contact hours during the practicum semester and 120 contact hours for each semester of internship. DMT students are required to have 30 direct client contact hours in the practicum and 90 contact hours for the semester of internship. Direct service is defined as any “live” contact with clients that is clinical in nature. This includes individual, group and family meetings as well other contacts such as actively participating in a therapeutic milieu, talking on the phone with a client or a family member or making a psycho-educational presentation. As the practicum hours (direct & total) may be achieved before the end of the fall semester, both direct service hours & total hours accumulated after meeting the practicum requirements may be added to the internship hours for the spring semester. The total hours at the practicum site is 100 hours.

Supervision: there is a minimum requirement of one hour a week of individual supervision and an additional hour of either individual, small group or staff training. The site supervisor must have a Masters degree or higher in a discipline related to mental health counseling and a license to practice. This includes a mental health counselor, clinical social worker, marriage and family therapist, substance abuse counselor, psychologist and clinical nurse specialist. Some states require that the supervisor be an “approved supervisor” which usually means that the supervisor be licensed in a mental health discipline and have five years of post-Masters experience. It is the student’s responsibility to be aware of his/hers state licensure requirements and act accordingly. Students are expected to participate in other learning opportunities such as case conferences and staff meetings. The supervisor will write an evaluation of the student’s performance at the end of each semester on forms are provided by the program.

Audio / visual taping: students are expected to bring taped samples of their work to their Professional Seminar Leader after obtaining a permission of release signed by the client. Five live work samples are required for the Practicum and three for each semester of Internship. For sites that restrict taping other arrangements may be made.

Practicum / internship contract: the contract lists the specifics of the training experience including the outcomes expected of the intern. It includes the schedule for being at the site, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement. The contract is finalized by the end of the first month at the site and it is signed by the student, supervisor, Professional Seminar Leader and Director of Clinical Training. It is the student's responsibility to write the contract on a form provided by the program.

The Traineeship Meeting: This is a three-way, face-to-face meeting with the student, supervisor and Professional Seminar Leader that is usually held in the middle of the academic year (December-January). The purpose is to discuss the student's progress and to see if any new goals might be set for the balance of the year. It's an opportunity for all of the participants to discuss any matter related to the internship and to adjust expectations if indicated. It may be a time to note the accomplishments of the student and to touch on the next step facing the student such as the second year internship or employment following graduation. There is a day set aside at Antioch for these meetings. If it is not possible for the supervisor to travel to Antioch, the Professional Seminar Leader will lead the meeting at the site or a conference call will be arranged. The student is responsible for completing the **Traineeship Meeting Form** after the meeting summarizing the discussion.

Evaluations: an evaluation of the student's practicum/internship is done at the end of each semester. The field supervisor reviews with the student the progress made on the counseling competencies and then makes summary ratings on the

Field Supervisor Evaluation Form. The evaluation form is then submitted to the Professional Seminar Leader who awards the credit for the practicum semester and each semester of internship. In addition, the seminar leader completes an endorsement form at the end of the practicum semester that allows the student to begin their internship for the following semester.

Professional liability coverage: All students and faculty are covered for work performed in their roles as providers and consultants for the practicum and internship. The blanket coverage is for one (1) million per act and three (3) million aggregate. Proof of coverage may be requested of the department. Students are encouraged to take advantage of additional liability insurance available through their membership in ACA or AMHCA.

Substance abuse/addictions counseling internships: students in the substance abuse concentration take their coursework in their second clinical year. Students in this concentration must do at least one of their clinical years in an addictions counseling setting or with a case load of designated substance abuse clients (e.g. in a college counseling center or high school student assistance program). It is possible to do both clinical years in an addictions setting.

Ethical codes and professional functioning: All students are expected to have an understanding of and adherence to the ethical and professional standards of the American Mental Health Counselors Association and the American Counseling Association. Students are expected to demonstrate open, respectful and professional interactions with clients, supervisors, staff and faculty during the duration of their matriculation at Antioch.

VI. Specific policies

Different sites for each of the two clinical years: students are expected to have different sites for each of their two clinical years in the program. This affords the opportunity to have exposure to different

client populations, theoretical perspectives and service delivery systems. It is possible to remain in the same site due to individual considerations such as the opportunity to engage in new experiences with clients and in-depth clinical work. To remain at the same site, the student is expected to negotiate this with the Director of Clinical Training.

Using a job as an internship: students are normally expected to do their practicum/internship at an agency other than one at which they are employed. This avoids dual relationships with colleagues and potential confusion of roles as well as insuring an increase in the student's breadth of experience. Occasionally a student may be employed at an agency that can provide an opportunity that is clearly different from the normal job duties and can be supervised by someone who does not relate to the student in his/her employee capacities. To use a job site as a practicum/internship, the student must negotiate this with the Director of Clinical Training.

VII. Responsibilities of graduate school, field site and student intern

Graduate School responsibilities:

1. Provide professional liability for all faculty and students for work performed in the practicum/internship
2. Require that students and faculty will understand and adhere to the ethical and professional standards of the American Mental Health Counselors Association and the American Counseling Association
3. Confer an adjunct faculty appointment to the field supervisor upon application to the Department Chair of the Applied Psychology Department

Director of Clinical Training responsibilities:

1. Planning and implementation of policy and procedures
2. Construction and maintenance of internship documents and files
3. Advising and consulting with students, faculty and site personnel
4. Site visiting – visit all new sites and sites not visited by Professional Seminar Leaders
5. Provide the field site the learning objectives for the internship and the guidelines and forms for the supervisor to complete an evaluation of the student
6. Supervise Professional Seminar faculty
7. Review and sign internship contracts and semester evaluations
8. Intervene in student and site problems when needed

Professional Seminar Leader responsibilities:

1. Prepare course syllabus, teach course content and evaluate student's work at the end of each semester
2. Review and sign practicum/internship contracts
3. Serve as a liaison between program and internship site
4. Review and sign the monthly progress reports
5. Lead a Traineeship Meeting with student and supervisor
6. Collect field supervisor evaluations from students and submit to Director
7. Attend Professional Seminar faculty meetings
8. Review and add comments to the Internship Evaluation Form done by the student

Field site responsibilities:

1. Provide an orientation for the student to the facility, policies, procedures and to help the student “join” the staff
2. Assign appropriately selected clients with whom the intern will engage in counseling
3. Appoint an appropriate staff person with the academic credentials and professional licensure/certification who will meet with the student for one hour a week of individual supervision. The supervisor will complete an evaluation of the student’ work at the end of each semester
4. Arrange for the student to attend various meetings for appropriate learning experiences
5. Provide adequate facilities and supplies for participating interns

Student responsibilities:

1. Read the Practicum / Internship policies and procedures as well as the Department of Applied Psychology Handbook - available online
2. Read the Code of Ethics of the American Mental Health Counselors Association OR American Counseling Association– in your Registration/Orientation packet
3. Make an appointment with the Director of Clinical Training for an orientation to the process of finding a site
4. Sign the “Permission to Search for Practicum Site Form” when you meet with the Director of Clinical Training; this verifies that you have read the department handbook, practicum policies and procedures and AMHCA code of Ethics
5. Utilize the resources available and network with other Antioch interns to identify specific sites of interest

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Appendix I



Department of Applied Psychology
Clinical Mental Health Counseling Program

Counseling Competencies - Student Name _____

Please rate your student on his/her demonstration of a variety of counseling competency skills.

The following is an explanation of the rating categories:

- *Not yet demonstrated* - Student does not demonstrate use of the skill at all (e.g. Does not know how to ask open-ended questions)
 - *Skill in progress* - Skill observed, but student not using performing or applying skill effectively (e.g. Knows how to ask open-ended questions, but does not do it at the appropriate time)
 - *Beginning proficiency* - Student uses skill well and appropriately, but still very intentional about when to use the skill (e.g. Asks open-ended questions, but has to think about when to ask them)
 - *Skill mastered* - Student has completely integrated the skill (e.g. Asks open-ended questions appropriately and seamlessly)
- Please do not leave any blanks. THANKS!

Please rate the student's level of skill demonstration for each of the following: For each item, please circle only <u>one</u> number that best matches your opinion.	Not Yet Demonstrated	Skill in Progress	Beginning Proficiency	Skill Mastered	Not sure or N/A
1. Interviewing Skills					
<i>1.a</i> Sets a time frame for the session	1	2	3	4	0
<i>1.b</i> Shows ability to track themes/patterns	1	2	3	4	0
<i>1.c</i> Asks open-ended questions	1	2	3	4	0
<i>1.d</i> Knows when to bring up issues (pacing)	1	2	3	4	0
<i>1.e</i> Maintains an effective balance between listening and talking	1	2	3	4	0
<i>1.f</i> Focuses on the client's central concern	1	2	3	4	0
<i>1.g</i> Clarifies messages from the client	1	2	3	4	0
<i>1.h</i> Summarizes messages from the client	1	2	3	4	0
<i>1.i</i> Utilizes a range of communication styles from reflective to directive	1	2	3	4	0
<i>1.j</i> Gives constructive feedback	1	2	3	4	0
<i>1.k</i> Observes and utilizes nonverbal behavior	1	2	3	4	0
<i>1.l</i> Maintains the flow and direction of session	1	2	3	4	0
<i>1.m</i> Ends sessions effectively	1	2	3	4	0

Comments:

<p><i>Please rate the student's level of skill demonstration for each of the following:</i> For each item, please circle only <u>one</u> number that best matches your opinion.</p>	<p><i>Not yet Demonstrated</i></p>	<p><i>Skill in Progress</i></p>	<p><i>Beginning Proficiency</i></p>	<p><i>Skill Mastered</i></p>	<p><i>Not sure or N/A</i></p>
<p>2. Relationship Skills</p>					
<p><i>2.a</i> Conveys warmth to the client</p>	1	2	3	4	0
<p><i>2.b</i> Engenders hope in the client</p>	1	2	3	4	0
<p><i>2.c</i> Validates the client's thoughts and feelings</p>	1	2	3	4	0
<p><i>2.d</i> Affirms strengths in the client</p>	1	2	3	4	0
<p><i>2.e</i> Self-discloses effectively</p>	1	2	3	4	0
<p><i>2.f</i> Can effectively challenge clients statements when indicated</p>	1	2	3	4	0
<p><i>2.g</i> Addresses interpersonal dynamics between self and client when indicated</p>	1	2	3	4	0
<p><i>2.h</i> Facilitates the expression of affect when appropriate</p>	1	2	3	4	0

Comments:

<p><i>Please rate the student's level of skill demonstration for each of the following:</i> For each item, please circle only <u>one</u> number that best matches your opinion.</p>	<p><i>Not Yet Demonstrated</i></p>	<p><i>Skill in Progress</i></p>	<p><i>Beginning Proficiency</i></p>	<p><i>Skill Mastered</i></p>	<p><i>Not sure or N/A</i></p>
<p>3. Counseling Planning/Management Skills</p>					
<p><i>3.a</i> Explores the presenting request/problem</p>	1	2	3	4	0
<p><i>3.b</i> Gathers relevant information about the person in context</p>	1	2	3	4	0
<p><i>3.c</i> Demonstrates an understanding of standard diagnostic terminology</p>	1	2	3	4	0
<p><i>3.d</i> Able to make a case formulation using a theoretical perspective</p>	1	2	3	4	0
<p><i>3.e</i> Sets goals in collaboration with the client</p>	1	2	3	4	0
<p><i>3.f</i> Able to assess the severity of the problem including a risk profile</p>	1	2	3	4	0
<p><i>3.g</i> Can attend to the client's right to privacy and informed consent</p>	1	2	3	4	0
<p><i>3.h</i> Makes appropriate referrals</p>	1	2	3	4	0
<p><i>3.i</i> Utilizes community resources</p>	1	2	3	4	0
<p><i>3.j</i> Effectively responds to emergencies/crises</p>	1	2	3	4	0

Comments:

<p><i>Please rate the student's level of skill demonstration for each of the following:</i> For each item, please circle only <u>one</u> number that best matches your opinion.</p>	<p><i>Not Yet Demonstrated</i></p>	<p><i>Skill in Progress</i></p>	<p><i>Beginning Proficiency</i></p>	<p><i>Skill Mastered</i></p>	<p><i>Not sure or N/A</i></p>
4. Professional/Ethical Behavior					
4.a Demonstrates an understanding of and adherence to ethical principles	1	2	3	4	0
4.b Demonstrates ability to manage personal issues	1	2	3	4	0
4.c Demonstrates sensitivity to social-cultural issues and respect for differences	1	2	3	4	0
4.d Identifies oneself as a professional including:					
4.d1 Holds the values of the profession	1	2	3	4	0
4.d2 Maintains a professional demeanor	1	2	3	4	0
4.d3 Develops collegial relationships	1	2	3	4	0
4.e Effectively manages professional responsibilities including:					
4.e1 Follows agency policies/procedures	1	2	3	4	0
4.e2 Appropriately seeks/utilizes supervision	1	2	3	4	0
4.e3 Participates in staff meetings	1	2	3	4	0
4.e4 Completes paperwork in a timely fashion	1	2	3	4	0

Comments:

<p><i>Please rate the student's level of skill demonstration for each of the following:</i> For each item, please circle only <u>one</u> number that best matches your opinion.</p>	Not Yet Demonstrated	Skill in Progress	Beginning Proficiency	Skill Mastered	Not sure or N/A
5. Preparation for Supervision					
5.a Timely preparation of materials for supervision	1	2	3	4	0
5.b Accepts and utilizes feedback from supervisor	1	2	3	4	0
5.c Able to discuss self-in-role (personal) skills with supervisor	1	2	3	4	0
5.d Able to discuss differences with supervisor	1	2	3	4	0
5.e Facilitates flow of information between Antioch and the site	1	2	3	4	0

Comments:

<p><i>Please rate the student's level of skill demonstration for each of the following:</i> For each item, please circle only <u>one</u> number that best matches your opinion.</p>	Not Yet Demonstrated	Skill in Progress	Beginning Proficiency	Skill Mastered	Not sure or N/A
6. Cultural Awareness Skills					
6.a Demonstrates sensitivity to social/cultural issues	1	2	3	4	0
6.b Demonstrates respect for differences	1	2	3	4	0
6.c Uses culturally appropriate interventions	1	2	3	4	0

Comments: _____

Appendix II



Department of Applied Psychology
Clinical Mental Health Counseling Program

PERMISSION TO CONTACT PRACTICUM SITES FORM

Before contacting any practicum site students need to read the following:

1. **CMHC Clinical Training Handbook**
(May be found in the CMHC Practicum-Internship Folder on Sakai)
2. **American Mental Health Counselors Association Code of Ethics**
Available at: www.amhca.org
OR
American Counseling Association Code of Ethics
Available at: www.counseling.org
3. **Department of Applied Psychology Handbook**
Available at: <http://www.antiochne.edu/ap/cmhc/forms.cfm>

In addition, students need to have joined a professional association, either ACA or AMHCA, before contacting practicum sites. Please check one: ACA AMHCA

“I, _____, attest that I have read and understand the required three documents and have joined a professional association as checked above. I agree to follow the AMHCA or ACA Ethical Code of Conduct and will conduct myself in an ethical and professional manner in all of my roles as a student, including the practicum and internship site, and in all my relationships with faculty, supervisors and peers. Furthermore, I understand that I must receive an evaluation of “Good” or better in all categories of Fundamentals of Therapeutic Interaction and the Counseling Lab (if relevant) in order to be eligible for a Practicum.” Students who receive any “satisfactory with concerns” in either course will be allowed to start the Practicum search at the discretion of the Director of Clinical Training.

The last step before contacting a Practicum site is to have a face-to-face meeting with your academic advisor for the purpose of preparing yourself for making contacts with sites for the purpose of requesting an interview. You need to know the protocol for approaching sites as well as understand which sites are appropriate for you to contact.

Student signature: _____

Date of the practicum / internship advising meeting: _____

Signature of academic advisor: _____

Appendix III



Department of Applied Psychology
Clinical Mental Health Counseling Program

PRACTICUM / INTERNSHIP APPROVAL FORM

Instructions: give this form to the Director of Clinical Training before making a final commitment to a site.

Student: _____ Program/Yr. _____

FIRST YEAR PRACTICUM & INTERNSHIP SITE:

Site: _____

Street: _____

City/State/Zip: _____

Telephone: _____

Contact Person: _____

Primary Duties: _____

SECOND YEAR INTERNSHIP SITE:

Site: _____

Street: _____

City/State/Zip: _____

Telephone: _____

Contact Person: _____

Primary Duties: _____

REQUEST APPROVED: _____ DATE: _____

Director of Clinical Training

Appendix IV



Department of Applied Psychology
Clinical Mental Health Counseling Program

MEMORANDUM OF UNDERSTANDING

This is a Memorandum of Understanding between the Antioch University New England (hereafter "School") and the following agency/facility (hereafter "Agency"):
in which we agree to collaborate in the education and training of graduate students enrolled in the Clinical Mental Health Counseling Program.

PURPOSE

1. The purpose of this Memorandum of Understanding is to guide the respective parties regarding their working relationship in the clinical training of interns.
2. Neither party intends for this Memorandum to alter in any way their respective legal rights or legal obligations to one another, to the students, or to any third party.

GENERAL UNDERSTANDING

1. **Internship:** Whereas both the School and the Agency wish to see the placement of students in a practicum or internship at the Agency, the program will refer qualified and interested students to the Agency for consideration as an intern.
2. **Duration:** Each practicum or internship shall last for 600 hours unless terminated by either party for whatever reason. The dates and times of the internship will be mutually determined, but ordinarily shall last from September to May with the program day left free for classes. Dance Movement Therapy students shall do 450 hours in their Counseling practica / internships.
3. **Withdrawal:** Either the School or the Agency may withdraw any student from the practicum or internship based on perceived lack of competency on the part of the student, the student's failure to comply with the policies and procedures of the Agency, the Agency's failure to provide the required experiences, the program's lack of orientation for the Agency, or for any other reason where either party reasonably believes that it is not in the best interest of the student to continue in the practicum or internship.
4. **Scope of Duties:** The parties agree that the students will be asked to perform duties for which they are adequately prepared and at no time will be asked to conduct themselves above their level of clinical competence.
5. **Compensation:** It is mutually agreed that neither party shall be obligated to pay monetary compensation to the other or to any student unless by the Agency voluntarily in the form of a stipend, grant or contribution the federal work-study program.
6. **Control:** All counseling services and client care shall be the responsibility of and under the control of the agency and shall be administered through its staff.
7. **Nondiscrimination:** There shall be no discrimination on the basis of race, national origin, religion, sexual orientation, age or handicap in the selection of students for participation in the practicum or internship.

GRADUATE SCHOOL RESPONSIBILITIES

1. The School will provide the Agency with written objectives and guidelines for the practicum or internship.
2. The School through the professional seminar leader will establish and maintain ongoing communication with the site supervisor during the intern's placement including conducting a Traineeship Meeting once during the academic year. The

professional seminar leader may request the Director of Internships to assist in the resolution of issues pertaining to the student or site.

3. The School will provide malpractice/liability insurance to the student during the period of their internship. It will be for one million per claim and three million aggregate.
4. The School will require the student to respect the confidential nature of all information with regard to clients and records to which he/she may be exposed.
5. The School will confer an adjunct faculty appointment to the field supervisor upon request. Such appointments shall not establish any employment relationship with the School and the School will not be responsible for any compensation, fringe benefits, withholding taxes, or other employment obligations to or on behalf of the field supervisor.
6. The School will provide the Agency with the forms and guidelines needed by the field supervisor to provide an evaluation of the work of the student.

AGENCY RESPONSIBILITIES

1. The Agency will provide an orientation for the participating intern as to its facilities, philosophies, rules, policies and other topics relevant to the placement.
2. The Agency will provide appropriately selected clients with whom the intern will engage in counseling. After a period of orientation, the Agency will provide a minimum of five ongoing clients, groups or a combination of these.
3. The Agency will designate an appropriate staff person with appropriate academic credentials and professional license/certification to provide individual supervision of one hour per week and an evaluation of the student's performance at the end of each semester. A second hour of supervision will be provided each week, but this may be in a small group format with other interns or staff. If this is not possible, the second hour may be individual supervision.
4. The Agency will allow the intern to attend various meetings for practical and appropriate learning experiences.
5. The Agency will provide adequate facilities and supplies for participating interns.
6. Under this agreement the intern shall at all times be acting and performing in the role of independent contractor to the Agency. The intern shall not, by virtue of this agreement, be deemed a partner of the Agency. The intern is an agent of the Agency only for the purpose of and to the extent necessary to carry out its obligations under this agreement.

TERMS OF AGREEMENT

1. This Memorandum of Understanding will commence at the beginning of the academic year, August, 2009 and cease at the conclusion of the year, May, 2010. The School or the Agency may terminate this agreement at any time by sending a written notice to the other 30 days in advance.
2. This agreement is in effect during the time of the actual placement of a student.

Shannon Hodges, PhD
 Director of Clinical Training
 Clinical Mental Health Counseling Program

 Antioch University New England

 Date

 Agency

 Date

Appendix V

Site Visit Policy

The CMHC clinical training faculty will visit all sites once during the academic year and the new sites (no previous AUNE intern) as soon as possible after being presented by a student. The site visiting will be done in addition to any visits performed by the professional seminar leaders as when they visit a site for a Traineeship Meeting. The purpose of the visit is to ascertain that the site is able to meet the requirements for a CMHC practicum and/or internship and is suitable for the placement of CMHC students.

The site visitor will meet with program staff such as internship coordinators, program directors or supervisors who serve as contact persons for our students. If possible, the site visitor will attend a staff meeting or other staff activity to better get to know the facility and the services it provides.

New site visits

New sites are defined as sites not having had any CMHC student interns in recent years or sites that have experienced a significant turnover in staff resulting in a lack of knowledge and connection with the CMHC program. In addition to ensuring that the CMHC program standards are being met, the visitor will advocate for any activity that might enhance the training experience of the intern such as asking the supervisor to listen to or watch recordings of the intern's sessions and to answer any questions that site personnel have about the practicum/internship requirements or about the CMHC program.

The following site requirements will be reviewed:

1. The orientation activities that introduce the intern to the policies and procedures of the site. This includes introductions to the staff and support people, opportunities for the intern to shadow the supervisor and staff members, etc.
2. A defined training program for interns that includes ideally having other interns at the facility.
3. The supervisor will have a license in a mental health discipline and will provide a vita to the visitor.
4. A range of clinical experiences including but not limited to individual and group counseling experiences.
5. A sufficient number of client hours to ensure the required number of direct service hours and total hours at the site.
6. An agreement to allow the student to make audio or video tapes of client sessions or groups or to have alternative plans for the live work samples such as role plays with the supervisor.
7. Information as to who is the contact person for future students who are interested in applying for a practicum or internship as well as details of the application Procedure.

The site visitor will provide the following information:

1. A description of the CMHC including its mission, procedures and structures such as the Professional Seminar. Also, the visitor will clarify, if necessary, the identity of the clinical mental health counselor.
2. A description of the role of the professional seminar leader and the Traineeship Meeting Day; the visitor will solicit an agreement to attend the meeting with the student and Professional Seminar leader at Antioch.
3. The site visitor will give the supervisor any training materials that the supervisor does not have such as the Field Supervisor Manual as well as literature related to clinical supervision.
4. The visitor will explain the program's desire to provide training experiences to supervisors and will solicit ideas for such training.

Visits to established sites:

The tasks for visits to established internship sites include all of the above as well as learning about any staff or programmatic changes that might impact on the learning experiences of future interns. Visitors should ask for any printed material concerning the site and add brochures, etc. to the internship files.

Information obtained during the site visits is to be documented in the Site Visit Form with a copy given to the Professional seminar Leader and placed in the current student's file as well as entered into the File-Maker Pro Database ("Mama Data Base").

Appendix VI



Department of Applied Psychology
Clinical Mental Health Counseling Program

Site Visit Report

Name of Site:

Date of Visit:

Address:

Telephone:

Supervisor:

Title:

Student:

Pro Sem Leader:

Present at Visit:

1. Brief Physical Description of Site:

2. Description of Clinical Setting:

Clients:

Treatment Modalities Available:

Training Opportunities:

Possibility for A/V taping:

3. Intern Roles and Responsibilities:

Orientation by Site:

Any Scheduling Requirements?

When Direct Service Work Can Begin?

Qualified Supervisor Available? License and Title:

Experience With Intern Training:

Supervisor's Approach to Supervision / Model?

Additional Comments

Appendix VII



Department of Applied Psychology
Clinical Mental Health Counseling Program

PRACTICUM / INTERNSHIP CONTRACT

AGENCY NAME: _____ PROGRAM/UNIT: _____ ADDRESS: _____ _____ TELEPHONE: _____ SUPERVISOR'S NAME, DEGREE & TITLE: _____	INTERN'S NAME: _____ ADDRESS: _____ _____ TELEPHONE: _____ PRO SEM LEADER: _____ SUPERVISOR'S EMAIL: _____
---	--

This is an agreement between Antioch University New England and _____
Agency Name

regarding the placement of _____, enrolled in the CMHC or DMT program.
Intern's Name

(1). I, _____, will be an intern at _____

from (specify starting and ending dates): _____ for a minimum

of 600 hours (CP) / 450 hours (DMT) over 9 months. As an intern, I will be free to attend classes at

Antioch on Tuesday of each week. I will take the following vacations (dates):

(2). As an intern, I will engage in the following activities:

a. individual counseling with (specify numbers and types of clients): _____

b. group leadership with (specify numbers and types of groups): _____

c. social systems interactions, e.g., families (specify type of interactions): _____

d. other activities specific to the site: _____

(3). Audio/Visual Taping: Five “live work samples” are required for the Practicum and three for each semester of the Internship.

(4). The intern will receive supervision from the following Field Supervisors:

(a). Primary Supervisor’s name, degree, and number of hours of supervision each week:

(b). Supplementary Supervisor’s name, degree and hours, if applicable:

(c). the primary supervisor will write a mid-year and end of the year evaluation of the intern’s work. If there is a secondary supervisor, their input will be solicited by the primary supervisor and included as part of the evaluation. Antioch will provide the forms at the appropriate times.

(5). During the practicum/internship the intern will participate in a weekly meeting of the Professional Seminar at Antioch. The Professional Seminar Leader will be responsible for monitoring the progress of the practicum/internship experience and conducting a Traineeship Meeting with the supervisor and intern. This is a face-to-face meeting for the purpose of reviewing the progress of the practicum/internship, setting new goals if warranted and to address any issue identified by the student, supervisor or Professional Seminar leader. The Clinical Mental Health Counseling Program sets aside a day (to be announced) at Antioch to have the traineeship meetings as well as to provide a program of professional training with CEU credits for supervisors.

(6). The Practicum/Internship site will provide a clinical instruction environment that is conducive to the training of mental health counselor interns. This includes the following:

a. space for individual counseling and/or small group work that allows for privacy, comfort and opportunity for the appropriate use of equipment such as audio/visual taping;

b. procedures that ensure that client rights and confidentiality are protected;

c. oversight of the intern’s work at the site and regular consultation with the intern’s Professional Seminar Leader.

(7). It is understood that the intern will not be compensated for his/her work except if stipend or travel money is available.

(8). The intern is covered by a professional liability policy provided by Antioch University New England. Coverage under this policy is one (1) million dollars per claim and three (3) million aggregate.

(9). The **learning goals** for the Practicum/Internship are listed below or attached on a separate sheet.

List here learning goals as developed by intern and supervisor at the placement. It is important to review the counseling competencies and to use them as reference points in listing the intern's goals. Also, the goals need to be related to the work done at the site. Keep goals as specific as possible and include both personal and professional goals. The Professional Seminar leader will review these goals after they have been formulated.

Intern: _____ Date: _____

Supervisor: _____ Date: _____

Professional Seminar Leader: _____ Date: _____

Director of Internships: _____ Date: _____

****Please make four copies and have your supervisor sign all copies as well as yourself. Submit them to your Professional Seminar Leader, who will sign them and forward them to the internship office. They will be returned via your Professional Seminar Leader.**

Appendix VIII



Department of Applied Psychology
Clinical Mental Health Counseling Program

PRACTICUM/INTERNSHIP PROGRESS REPORT

STUDENT: _____ MONTH/YEAR: _____

SITE: _____ PRO SEM LEADER: _____

TOWN/CITY/STATE: _____ SITE SUPERVISOR: _____

Please fill out at the **end of each month & return to your Professional Seminar Leader**

1. INDIVIDUAL CLIENTS ASSIGNED

(age / sex / problem / # sessions for the reporting period / new or ongoing case / status, i.e., continuing or closed at the end of the month)

Examples: 28 / M / alcohol / #2 / new / closed *** 30 / F / abuse issues / #3 / ongoing / continuing

Client A _____

Client B _____

Client C _____

Client D _____

Client E _____

Client F _____

Client G _____

Total Clients: _____ Total Sessions: _____ Total Hours: _____

2. SYSTEMS ASSIGNED

(groups, couples, families / problem / # sessions / new or ongoing / status)

Examples: group / ACOA / #2 / ongoing / cont. *** family / parent-child problem / #1 / new / cont.

System A _____

System B _____

System C _____

Total systems: _____ Total Sessions: _____ Total Hours: _____

3. CONTACTS WITH UNASSIGNED CLIENTS / SYSTEMS

(List by type of contact, e.g., intake, walk-in, phone call / # of contacts / time)

Example: phone call / crisis / #1 / 45 min.

Appendix IX



Department of Applied Psychology
Clinical Mental Health Counseling Program

TRAINEESHIP MEETING

The Traineeship Meeting is a three way conversation among the student, professional seminar leader and site supervisor to discuss the learning to date in the internship, to identify growing edges and to set new goals for the balance of the year. Please complete this form and provide copies to your professional seminar leader and site supervisor.

Student: _____ **Professional Seminar Leader:** _____

Internship Site: _____

Program/Unit: _____

Address: _____

Field Supervisor (incl. license type): _____

Date of Meeting: _____ **Place of Meeting:** _____

Participants: _____

The following topics are to be discussed during the meeting:

An overview of the practicum/internship experience so far:

1. What kinds of clients the student is seeing? _____

2. What treatment modalities are being practiced? _____

3. What kinds of meetings the student is attending? _____

4. Other training opportunities the student has had/will have? _____

A discussion about the student's experience of congruence between his/her work at the site and what he/she is learning at Antioch:

1. How does the supervision and approach to treatment at the site fit/not fit with what the student is learning in the coursework? _____

2. How can the interaction between the practice at the site and the coursework at Antioch be enhanced by experiences in supervision and in the practicum/professional seminar?

A discussion of the student's growing edges as seen so far this semester and setting new goals for the spring semester:

1. What are the student's strengths in working with clients? _____

2. What are the student's strengths and challenges as an agency and team member?

3. What are the areas that need more focus and attention in the student's clinical work both at the site and practicum/professional seminar? _____

A discussion of professional identity and professional behavior:

1. If you have a LMHC supervisor, how does he/she describe their professional identity to you in supervision?

2. What is your supervisor's approach to clinical work and how does he/she describe self to others in his/her professional capacity? _____

3. Have you received comments from your supervisor's listening/watching tapes of your sessions or from observing your work in person and, if so, what has been helpful?

4. What else would you like to discuss with your supervisor that would enhance your counseling practice?

5. Any additional comments? _____

For CMHC III / IVs: An explanation of the capstone project that is coming up next semester including the purpose of the portfolio; solicit suggestions from the site supervisor for additional items to include in the portfolio. Items to include are:

1. The theoretical orientation and approach to counseling as well as the link between theory and practice.

2. Professional identity as a mental health counselor.

3. The taped analysis portion of your presentation and how your supervisor can help you with this.

4. What else would you like from your professional seminar leader and site supervisor to do to support your capstone project?

Signatures:

Student

Supervisor

Professional Seminar Leader

Appendix X



Department of Applied Psychology
Clinical Mental Health Counseling Program

FIELD SUPERVISOR EVALUATION FORM

Semester _____ Date _____

Student's name _____ Student's program _____

Practicum/Internship site: _____

City/State

Field supervisor's name _____

Professional seminar leader's name _____

Guidelines for field supervisor's evaluation of intern

Please fill out the attached evaluation form before the end of each semester and return it to the student's professional seminar leader by the last day of each semester. Circle one of the ratings next to each evaluative category. Ratings of **Unsatisfactory**, **Satisfactory with Concerns** or **Outstanding** must be explicitly addressed in the comments section. The seminar leader will award credit for the practicum or internship based on the field supervisor's evaluation. The student and supervisor should sign the evaluation after discussing it together.

Integration of Theory & Practice Unsatisfactory Satisfactory
with Concerns Good Very Good Excellent Outstanding

Comments: _____

Professional & Interpersonal Skills Unsatisfactory Satisfactory
with Concerns Good Very Good Excellent Outstanding

Comments: _____

Quality of Documentation Unsatisfactory Satisfactory
with Concerns Good Very Good Excellent Outstanding

Comments: _____

Overall Practicum/Internship Performance Unsatisfactory Satisfactory
with Concerns Good Very Good Excellent Outstanding

Comments: _____

Supervisor's Signature

Student's Signature

Appendix XI



Department of Applied Psychology
Clinical Mental Health Counseling Program

Practicum Evaluation Form

Student: _____ Semester/year: _____

Practicum seminar leader: _____

Site supervisor: _____ Practicum site: _____

Address: _____ City / state: _____

Practicum Seminar

SC = sat. w/ concerns G = good VG = very good E = excellent O = outstanding

1. participation in supervision: _____ 2. documentation: _____

3. integration of theory & practice: _____ 4. overall: _____

Practicum Field Site

Counseling skills: Not yet demonstrated = 1 / Skill in progress = 2

Beginning proficiency = 3 Skill mastered = 4 [average rating for each category]

1. interviewing skills: _____ 2. relationship skills: _____

3. counseling planning/
management skills: _____ 4. professional / :
ethical behavior: _____

5. preparation for:
supervision: _____ 6. cultural awareness:
skills: _____

Endorsement to Begin Internship

Endorsement granted: _____ Endorsement denied: _____

Extension granted until: _____ (date)

Practicum seminar leader

Date

Appendix XII



Department of Applied Psychology
Clinical Mental Health Counseling Program

FIELD SITE EVALUATION FORM

DIRECTIONS: CMHC & DMT students are to complete this form & return to your pro sem leader.

INTERNSHIP SITE: _____ STUDENT: _____

DEPARTMENT: _____ PROGRAM / YEAR: _____

ADDRESS: _____ PRO SEM LEADER: _____

_____ FIELD SUPERVISOR: _____

1. Were you provided an orientation to the agency? Briefly describe your joining.

2. How were the physical facilities (e.g. office space, supplies)?

3. What extra learning opportunities were provided (e.g. in-service training, opportunities to observe staff)?

4. Did you have an adequate work load in terms of amount and variety?

5. Comment on the organizational climate and receptivity to training interns.

6. Comment on your supervision in terms of the quality and quantity

7. Please describe the strengths of the training offered by this site

8. Please describe the challenges of the training:

9. How would you rate the overall training experience?
fair ____ satisfactory ____ good ____ very good ____ excellent ____

10. Would you recommend this site for future students? Please explain.

11. What type of financial aid is available, if any?

12. Any other comments?

Student Signature

Date

Professional Seminar Leader - Give a brief evaluation of this site from your perspective. Return this form to the internship office by the end of the semester.