

ANTIOCH UNIVERSITY NEW ENGLAND

FIELD SUPERVISORS' MANUAL

2010-2011

Department of Applied Psychology
Clinical Mental Health Counseling Program
40 Avon Street
Keene, NH 03431-3516
www.

October 1, 2010

Dear Field Supervisor,

Greetings from Antioch University New England and welcome to our network of colleagues from internship sites all over New England! By now you should have received a letter of introduction from your intern's professional seminar leader and an invitation to our traineeship meeting day on Friday, December 3, 2010. Please find attached the Field Supervisors' Manual that contains information about our program, a description of our policies and procedures and copies of the forms used during the year. Please note that we ask you to take a minute to go to the Antioch web site and the field supervisors' home page to complete the site supervisor information form and submit to us. The address is: www.antiochne.edu/ap/cmhc/supervisors.cfm.

Thanks for your contribution to the training of our students and I hope your experience with our program is an enriching one.

Sincerely yours,

Shannon Hodges, Ph.D., LMHC, NCC, ACS
Associate Professor and
Director of Clinical Training
Clinical Mental Health Counseling Program
Antioch University New England

Overview of the Clinical Mental Health Counseling Program

Program goals

The Clinical Mental Health Counseling Program is a practitioner-oriented training program that prepares Master's students for licensure as professional mental health counselors. CMHC graduates find employment in a wide variety of settings in the mental health and human service field. Our teaching philosophy is based on adult learning theory with a heavy emphasis on the student exploring their own style and the interpersonal skills necessary for effective counseling relationships with clients. Our faculty are experienced clinicians in the mental health field which helps ensure that students have access to the most current theories and practices in the mental health field. We educate students to have an understanding and appreciation for the social and cultural contexts of counseling and the influence of these factors on individual and group behavior.

Practica & Internships

Students are expected to do a 600 hour field work experience in each of their second and third years in the program. As a practitioner oriented program, we believe these experiences are central to the education at Antioch. The practicum is the field work experience for the fall semester of the first clinical year and is designed to reflect the student's participant-observer role and the beginning of counseling practice with clients. It becomes the internship for the spring semester with the only change being an increase in the expectation for additional responsibilities and the number of direct service hours with clients. For the second clinical year the internship is over the entire academic year and carries with it the expectation of more independent practice but under close supervision. Students are generally expected to change to a different clinical site for year three.

Students are placed in a wide variety of settings ranging from community mental health centers to sites such as college counseling centers, women's crisis centers, correctional facilities, substance abuse services, hospice agencies and public school counseling departments. Students find their own placement with advising and assistance from the Director and Associate Director of Clinical Training.

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 manual. Students are expected to discuss their specific personal and professional learning objectives with their site supervisor and Professional Seminar Leader before listing these on their written practicum/internship contracts. 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.

We believe that the supervisory relationship is a very important component of the practicum / internship. Field site supervisors are important role models and contribute greatly to the intern's professional development. When working with interns, we encourage supervisors to focus not only on the specifics of the client or group, but also on the social and cultural dimensions of the case as well as on the intern's own developmental processes.

Practicum Seminar

In the second year of the program the student participates in a practicum seminar over the course of the fall semester. The small group seminar serves as a link between the program and the practicum with the seminar leader serving as a liaison to the off-campus field site, and in that role, monitors the student's progress in their clinical work with clients. The seminar leader provides one and a half hours of group supervision and seven hours of individual supervision over the course of the semester. The individual supervision supplements, but does not replace, on-site, individual supervision by clinical staff. Students in practicum are usually expected to make and present at least on audio or video tape of an actual counseling session.

Professional Seminar

In the spring semester of the second clinical year students begin their internship that is a continuation of the practicum at the same field site. They participate in a professional small group seminar that examines the wide range of professional issues often encountered when doing clinical work. These include, but are not limited to, questions of ethical standards, dealing with difficult clients, supervisory and/or organizational issues, and enhancing the personal and professional development of the intern as a counselor in training. The seminar leader provides one and a half hour of group supervision as well as individual consultations for members on an as needed basis. As with the practicum seminar, the professional seminar leader serves as a liaison to the field site and is responsible to see that the learning objectives are being met. The seminar leader will facilitate a traineeship meeting between the supervisor, student and seminar leader at some point during the academic year. This may take place at either the site or at Antioch's Traineeship Meeting day. The purpose is to review the student's progress to date and to set new learning goals if necessary.

Requirements for practica and internships

1. duration: generally over the academic year from September – May with flexibility to extend the internship due to individual circumstances.
2. time: Clinical Mental Health Counseling (CMHC) students commit 600 hours for each of the two years in field work placements. Students begin their field work

3. direct service hours: CMHC students are currently required to have 40 hours of direct client contact during the practicum semester and 120 hours for each semester of Internship. Dance Movement Therapy students are required to have 30 hours of direct service hours in the practicum and 90 hours of direct service for the semester of internship. Direct service is defined as any “live” contact with clients. This includes individual, family, and group sessions held, as well as such diverse activities as a psycho-educational presentation, actively participating in a therapeutic milieu or talking on the telephone with a client.
4. 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, a minimum of two years post-masters clinical experience and a license in their discipline. Some states, such as Massachusetts, require that the supervisor have five years of post-degree 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 at the end of each semester. The program will provide forms for the supervisor evaluations.
5. audio / visual taping: students are expected to bring taped samples of their work to their professional seminar leader with permissions for release signed by clients. Two 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 such as a simulated session by doing a role-play with the supervisor or peer.
6. practicum / internship contract: the contract lists the specifics of the training experience. It includes the days of the week to be worked, 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 signed by the student, supervisor and professional seminar leader. It is the student’s responsibility to write the contract and see that all parties receive a copy.

Site Visits by the Clinical Training Director and Associate Director of Clinical Training

All student practicum and internship sites are visited by one of the training directors during the academic year. We visit all new sites prior to the student beginning their field-

work. The purpose of the visits is to orient supervisors and/or program directors to the CMHC program and to verify that sites can meet our requirements.

The Traineeship Meeting

The Traineeship Meeting is a three-way, face-to-face meeting with the student, supervisor and Professional Seminar Leader. It is usually held in the middle of the year (Dec.-Jan.) and lasts for about 45 minutes. 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 the participants to discuss any matter related to the internship and to adjust expectations accordingly. 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. We have set aside a day for these meetings at Antioch on Friday, December 3, 2010. In addition to the meetings, there will be a program with continuing education credits and a buffet lunch for all who attend at no charge. For many participants the total time commitment is a half-day. The traineeship meetings are to be scheduled by the students at times convenient for both the supervisors and seminar leaders after the presentation and lunch.

Professional liability coverage

All students and faculty are covered by a professional liability policy for work performed in their roles as providers and supervisors for the practicum and internship. The blanket coverage is for 1 million per act and 3 million aggregate. Furthermore, students also receive professional liability when they purchase a student membership in the American Counseling Association (ACA) or the American Mental Health Counselor's Association (AMHCA). The primary reason Antioch University New England's CMHC program requires that students' purchase a student membership in ACA or AMHCA is for professional development.

Appendixes

I. Counseling Competencies

These are the discrete counseling skills that we expect our students will master by the time they graduate from our program. They are useful reference points for you in your supervising your intern.

II. Memorandum of Understanding

This is an agreement that outlines the mutual responsibilities of the internship site and the Clinical Mental Health Counseling Program. It is sent to the site for signatures when the student is accepted for the practicum or internship.

III. Quick reference Guide for Field Supervisors

This guide list the topics covered during a site visit by one of the CMHC training directors.

IV. Site Visit Policy

A summary of the topics covered during the visit by a member of the clinical team.

V. Practicum / Internship Contract

The contract contains the learning objectives that the student will pursue over the year; the student is responsible for completing the form and obtaining the signatures of the supervisor and Professional Seminar Leader.

VI. Monthly Progress Report Forms: Practicum(a) & Internship(b)

These forms are filled out on a monthly basis by the student and signed by the field site supervisor and Professional Seminar Leader.

VII. Traineeship Meeting Form

This is a summary of the points covered during the meeting between the supervisor, student and the Professional Seminar Leader. It is completed by the student and signed by all parties.

VIII. Field Supervisor Evaluation Forms: Practicum(a) & Internship(b)

These forms are completed by the supervisor at the end of the Fall and Spring Semesters; the program will provide the forms at the appropriate times.

IX. Practicum Evaluation Form

The form is completed by both the site supervisor and Professional Seminar leader. It includes the “endorsement to begin Internship” by the seminar leader.

X. Internship Evaluation Form

This is completed by the student at the end of the year and is filed at Antioch.

XI. Essential Information for Field Supervisors

Appendix I

Counseling competencies

Please rate your student on his/her demonstration of a variety of clinical 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!**

<p>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.</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>1. Interviewing Skills</p>					
<p><i>1.a</i> Sets a time frame for the session</p>	1	2	3	4	0
<p><i>1.b</i> Show ability to track themes/patterns</p>	1	2	3	4	0
<p><i>1.c</i> Asks open-ended questions</p>	1	2	3	4	0
<p><i>1.d</i> Knows when to bring up issues (pacing)</p>	1	2	3	4	0
<p><i>1.e</i> Maintains an effective balance between listening and talking</p>	1	2	3	4	0
<p><i>1.f</i> Focuses on the client’s central concern</p>	1	2	3	4	0
<p><i>1.g</i> Clarifies messages from the client</p>	1	2	3	4	0
<p><i>1.h</i> Summarizes messages from the client</p>	1	2	3	4	0
<p><i>1.i</i> Utilizes a range of communication styles from reflective to directive</p>	1	2	3	4	0
<p><i>1.j</i> Gives constructive feedback</p>	1	2	3	4	0
<p><i>1.k</i> Observes and utilizes nonverbal behavior</p>	1	2	3	4	0
<p><i>1.l</i> Maintains the flow and direction of session</p>	1	2	3	4	0
<p><i>1.m</i> Ends sessions effectively</p>	1	2	3	4	0

Comments:

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

Comments:

<p style="text-align: center;"><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>	<i>Not Yet Demonstrated</i>	<i>Skill in Progress</i>	<i>Beginning Proficiency</i>	<i>Skill Mastered</i>	<i>Not sure or N/A</i>
3. Counseling Planning/Management Skills					
<i>3.a</i> Explores the presenting request/problem	1	2	3	4	0
<i>3.b</i> Gathers relevant information about the person in context	1	2	3	4	0
<i>3.c</i> Demonstrates an understanding of standard diagnostic terminology	1	2	3	4	0
<i>3.d</i> Able to make a case formulation using a theoretical perspective	1	2	3	4	0
<i>3.e</i> Sets goals in collaboration with the client	1	2	3	4	0
<i>3.f</i> Able to assess the severity of the problem including a risk profile	1	2	3	4	0
<i>3.g</i> Can attend to the client's right to privacy and informed consent	1	2	3	4	0
<i>3.h</i> Makes appropriate referrals	1	2	3	4	0
<i>3.i</i> Utilizes community resources	1	2	3	4	0
<i>3.j</i> Effectively responds to emergencies/crises	1	2	3	4	0

Comments:

<p><i>Please rate the student's level of skill demonstration for each of the following:</i></p> <p>For each item, please circle only <u>one</u> number that best matches your opinion.</p>	<i>Not Yet Demonstrated</i>	<i>Skill in Progress</i>	<i>Beginning Proficiency</i>	<i>Skill Mastered</i>	<i>Not sure or N/A</i>
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 sociocultural issues and respects 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.e1 Appropriately seeks/utilizes supervision	1	2	3	4	0
4.e3 Participates in staff meetings	1	2	3	4	0
4.f Completes paperwork in a timely fashion	1	2	3	4	0

Comments:

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

Comments:

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

Appendix II

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 Counseling Psychology 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 Psychology 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 or joint venturer 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, Ph.D., LMHC, NCC, ACS
Director of Clinical Training, CMHC Program

Antioch University New England

Date

Agency

Date

The Clinical Mental Health Program requirements for practicum and internship

- The difference between the practicum and internship:
 - The practicum is the fall semester of the first clinical year; it's meant to be more of an entry experience for the intern with more shadowing of the supervisor and staff and less direct service with clients unless otherwise prepared to do more. Upon endorsement by the practicum seminar leader it becomes the internship for the spring semester – same site and supervisor.
 - The internship is the final three semesters of the two clinical years.

- Counseling competencies and their use in supervising:
 - These are the discrete counseling skills that we expect our students will master by the time they graduate from the program. They are useful reference points for you and your intern to help guide your supervision and the intern's learning. They may be found in the **Field Supervisors' Manual** that will be emailed to you.

- Direct service and total hours at the site:
 - Practicum: 40 direct client service and 300 total hours per semester
 - Internship: 120 direct client service and 300 total hours per semester

- Supervisor credentials:
 - A license in a mental health discipline or an arrangement for off-site supervision if not available. Antioch will collaborate with you if additional supervision is needed.

Responsibilities of the field supervisor

- To the Clinical Mental Health Counseling Program:

- Complete the Site Supervisor Information Form on the Antioch web site: www.antiochne.edu/ap/cmhc/supervisors.cfm and submit.

- Review the field supervisors' training module on the Field Site Supervisors web page: the same as above

-To Antioch students:

- Preparing the student to enter the practicum / internship
 - We ask field supervisors to provide an orientation to the policies and procedures of the agency, to help with the intern joining the staff, to pay attention to the intern's boundaries of competence and to assist with the establishing of a caseload.

- The learning contract done by the intern:
 - Your intern will discuss his/her goals with you, complete the form and have you sign it with copies to all parties. It lists the factual information such as the days and time the intern is at the site, name of site supervisor and Antioch seminar leader as well as the activities that will be performed by the intern.

- Supervision:
 - one hour a week of individual supervision and one hour a week of group supervision. If group supervision is unavailable, an additional hour of individual supervision is required.

- Live work samples by intern:
 - Students are required to make two for the practicum semester and three for each semester of internship
 - These are usually audio or video recordings when possible; if not, role plays with the supervisor or a peer are acceptable.

- The Traineeship Meeting:
 - This is a three-way, face to face meeting with the student, supervisor and professional seminar leader. It usually takes place in December at Antioch or at your site.
 - This year the date is December 4, 2009 at Antioch and will include meeting times and a CEU event for supervisors.
 - If you are unable to attend, a conference call with the professional seminar leader and your student can be arranged.

- Evaluation procedures:
 - At the end of each semester you will be provided with guidelines and forms to evaluate your intern's work.

Responsibilities of the practicum and professional seminar leaders

- Provides additional practicum supervision in the practicum semester
- Liaison with Antioch:
 - Makes an initial phone call and then contacts you by email monthly.
 - If you have a serious concern and are unable to maintain contact with the professional seminar leader, please contact the Director of Clinical Training or the Associate Director of Clinical Training.
 - Email addresses and telephone numbers for the clinical training directors, practicum seminar leaders and professional seminar leaders are listed below.
- Listens/watches audio/visual recordings (two for practicum / three for internship) or live work samples
- Leads the traineeship meeting

Responsibilities of Antioch Clinical Training Unit

- Resource for supervisors concerning the Antioch program expectations
- Troubleshoot issues that arise
- Visit all practicum and internship sites
- Maintain supervisor web page
- Oversight of practicum and professional seminar leaders
- Receive requests for future interns
 - Go to (www.antiochne.edu/ap/cmhc/supervisors.cfm)
 - Submit to the CMHC program
- Provide paper copies of Field Supervisors' Manual and supervisor training module if supervisor does not have web access
- Provide a face sheet of professional liability coverage for student intern
- Describe benefits for field supervisors:

- Appointment as Adjunct Clinical Faculty is available to field supervisors; the procedure is described in the Field Supervisors' Manual.
- Antioch courses are available to supervisors; the procedure is described in the Field Supervisors' Manual.

Names and email addresses of Antioch faculty:

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Mailing address for all faculty:

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 Keene, NH 03431

Telephone for all faculty:

603.283.2141

Appendix IV

Site Visit Policy

Clinical Mental Health Counseling Program

The CMHC clinical faculty (core) will visit all sites once during the academic year and the new sites (no previous ANE 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 should spend time meeting with program staff such as internship coordinators, program directors or supervisors who serve as contact persons for our students when they are looking for a site. If possible, the site visitor might attend a staff meeting or other staff activity to better get to know the facility and the services it provides. It is recommended that the intern be present at the meeting with the field supervisor to help ensure that everybody understands their respective responsibilities.

New site visits

New sites are defined as sites not having 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.

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").

Site Visit Report

Date of Visit:

Name of Site:

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?:

4. Additional Comments:

PRACTICUM / INTERNSHIP CONTRACT

Appendix V

AGENCY NAME: _____
PROGRAM/UNIT: _____
ADDRESS: _____

TELEPHONE: _____
SUPERVISOR'S NAME, DEGREE, LICENSE
& TITLE:

INTERN'S NAME: _____
ADDRESS: _____

TELEPHONE: _____
PRO SEM LEADER: _____
SUPERVISOR'S EMAIL:

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

regarding the placement of _____, enrolled in either the CP 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 (CMHC) / 450 hours (DMT) over 9 months. As an intern I will be free to attend classes at
Antioch on _____ 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. a family (specify type of interactions): _____

d. other activities specific to the site: _____

(3). Audio/Visual Taping: Two (2) “live work samples” are required for the Practicum and three (3) for each semester of the Internship.

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

(a). Primary Supervisor’s name, degree, license 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 the progress of the practicum/internship experience and conducting a Traineeship Meeting with the supervisor and intern. This is a face-to-face meeting with 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 for when a possible stipend or travel money might be available.

(8). The intern is covered by a professional liability policy provided by Antioch New England Graduate School. 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.

Make a list here of what you want to learn at your placement. It is important to review the counseling competencies that you will receive in your professional seminar and to use them as reference points in listing your goals. Also, your goals need to be related to the work you will do at your site. Keep your goals as specific as possible and include both personal and professional goals. These should be discussed with your Professional Seminar Leader before making them final.

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 Lead

Appendix VI (a) PRACTICUM 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 _____

Client H _____

Client I _____

Client J _____

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 _____

System D _____

System E _____

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.

Contact A _____

Contact B _____

Contact C _____

Contact D _____

Total Contacts With Unassigned Clients/Systems: _____

Total Hours: _____

4. SUPERVISION: (actual date & amount of time)

Week 1 ____|____ Week 2 ____|____ Week 3 ____|____ Week 4 ____|____ Week 5 ____|____

5. OTHER ACTIVITIES

(list by type & frequency, e.g., staff meetings, supervision, on-call)

Activity A _____

Activity B _____

Activity C _____

Activity D _____

6. HOURS AT SITE:

Week 1 ____ Week 2 ____ Week 3 ____ Week 4 ____ Week 5 ____

Monthly total: _____ Cumulative total (semester to date): _____

7. DIRECT SERVICE HOURS:

Week 1 ____ Week 2 ____ Week 3 ____ Week 4 ____ Week 5 ____

Monthly total:: _____ Cumulative total (semester to date): _____

8. COMMENTS ABOUT YOUR PROGRESS AS AN INTERN

(how are things going, any changes, problems?)

Signatures: _____
Intern Site Supervisor Pro Sem Leader

Appendix VI(b)

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 _____

Client H _____

Client I _____

Client J _____

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 _____

System D _____

System E _____

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.

Contact A _____

Contact B _____

Contact C _____

Contact D _____

Total Contacts With Unassigned Clients/Systems: _____

Total Hours: _____

4. SUPERVISION: (actual date & amount of time)

Week 1 ____|____ Week 2 ____|____ Week 3 ____|____ Week 4 ____|____ Week 5 ____|____

5. OTHER ACTIVITIES

(list by type & frequency, e.g., staff meetings, supervision, on-call)

Activity A _____

Activity B _____

Activity C _____

Activity D _____

6. HOURS AT SITE:

Week 1 ____ Week 2 ____ Week 3 ____ Week 4 ____ Week 5 ____

Monthly total: _____ Cumulative total (semester to date): _____

7. DIRECT SERVICE HOURS:

Week 1 ____ Week 2 ____ Week 3 ____ Week 4 ____ Week 5 ____

Monthly total:: _____ Cumulative total (semester to date): _____

8. COMMENTS ABOUT YOUR PROGRESS AS AN INTERN

(how are things going, any changes, problems?)

Signatures: _____

Intern

Site Supervisor

Pro Sem Leader

**Appendix VII
TRAINEESHIP MEETING FORM**

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 is the student seeing? _____

2. What treatment modalities are being practiced? _____

3. What kinds of meetings is the student 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 field experience and the classroom be enhanced?

—

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 the student 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? (Not sure what is meant by "self to others".)

3. Of your supervisor's critique critiques of your sessions (from tapes or observing your work in person) 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 do you need from your professional seminar leader and site supervisor to support your capstone project?

Signatures:

Student

Supervisor

Professional Seminar Leader

FIELD SUPERVISOR EVALUATION FORM: PRACTICUM

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.

Attached to this page are the descriptors for each evaluative category.

WHITE - REGISTRAR

CANARY - STUDENT

PINK - DEPT

Page 2

Date _____ Student's Name: _____

Integration of Unsatisfactory Satisfactory Good Very Good Excellent Outstanding

Theory & Practice with Concerns

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

FIELD SUPERVISOR EVALUATION FORM: INTERNSHIP

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.

Attached to this page are the descriptors for each evaluative category.

WHITE - REGISTRAR

CANARY - STUDENT

PINK - DEPT

Page 2

Date _____ Student's Name: _____

Integration of Unsatisfactory Satisfactory Good Very Good Excellent Outstanding

Theory & Practice

with Concerns

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 IX

Practicum Evaluation Form

Student: _____ Semester/year: _____

Practicum seminar supervisor: _____

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/: _____ 4. professional / : _____
management skills ethical behavior
- 5. preparation for : _____ 6. cultural awareness: _____
supervision skills

Endorsement to Begin Internship

Endorsement granted: _____ Endorsement denied: _____

Extension granted until: _____ (date)

Practicum seminar leader Date

Appendix X INTERNSHIP EVALUATION FORM

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

INTERNSHIP SITE: _____ STUDENT: _____

Dept / Unit: _____ 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 ____ 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.

Appendix XI: Essential Information for Field Supervisors

Site supervisor information form on the Antioch web site

Please log onto the Antioch web site for field supervisors and complete the site supervisor information form (www.antiochne.edu/ap/cmhc/supervisors.cfm) and then submit to our program.

Field supervisors' training module on the web

You will find a training module on clinical supervision at the same web site. This is a self-administered training program on the essentials of supervisor competence, the roles and functions of the supervisor, models of supervision, ethical and legal issues and case studies in each area.

Other web resources

In addition to the information form and training module, you will find a list of faculty addresses, a copy of this manual and a form to request interns from Antioch in the future.

Benefits for field supervisors

A site supervisor may request an appointment as **Adjunct Clinical Faculty** at Antioch University New England by sending a letter of request and a copy of their curriculum vitae to Nancy Pike, Chairperson of the Department of Applied Psychology. Also, supervisors may take courses in any department with tuition waived when seats in the courses are available. For each semester of supervision the internship agency is entitled to enroll a person of its choice in any semester-long or weekend course provided the person meets the prerequisites for the course. These must be taken concurrently or within one term after the supervision was given. Further details on taking courses and listings of course offerings may be obtained from the Registrar's Office.

