



CMHC Practicum and Internship
Field Experience Guide
2025-2026

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CMHC Practicum and Internship Field Experience Guide

**MASTER OF ARTS
IN CLINICAL MENTAL HEALTH COUNSELING**

SCHOOL OF ADULT AND GRADUATE STUDIES

MONTREAT COLLEGE

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Message from the AGS CMHC Program and Clinical Director

Welcome to the Fieldwork portion of your studies! By now you have completed all prerequisite coursework and are ready to move on to the clinical training experience of your Clinical Mental Health Counseling Program (CMHC). Congratulations on your progress! Field experience is designed to support you during your practicum/internship by providing opportunities to earn your hours, apply your skills, and begin your counselor identity development. Throughout your practicum and internships, you will collaborate with your faculty supervisor and site supervisor to create an empowering, insightful experience to enable you to flourish in the field of counseling. As counselors in training (CITs), you will be expected to adhere to the professional and ethical standards and the respective programmatic dispositions. This manual contains pertinent information that will be instrumental in preparing you for a successful learning experience; therefore, it is essential that you familiarize yourself with the Graduate Field Experience Manual and refer to it throughout your program of study.

These courses are designed to allow you as a CIT to put into practice what you have learned as a student scholar in the classroom. Each course (CN 6221, CN 6222, and CN 6223) will have a group supervision component through Montreat College in addition to the onsite experience.

Inside you will find guidelines and Registration forms for each course, Evaluation forms for each experience and other general administrative forms to assist you in finding and securing placement with an approved site. While these courses are your responsibility as a Practicum/Internship Student, the program director, academic advisors, program mentors, and Montreat faculty members will be available to answer any questions that may arise.

Again, congratulations on making it to this point in your educational journey and we hope your Practicum and Internship experiences are rich components of your continued personal and professional development. Many blessings to you in your clinical experiences.

Sincerely,

AGS CMHC Program Director

AGS CMHC Clinical Director

Practicum And Internship Experience At Montreat College

Montreat College values experiential learning and recognizes the importance of providing students the opportunity to enhance their education through practicum and internship experiences in appropriate professional settings. Experiential learning experiences allow students to constructively explore the relationship between theory and practice as well as grow spiritually, academically, socially, and professionally. Further, experiential learning experiences contribute to the students' development as agents of renewal and reconciliation in the world. The pedagogical practicum and internships at Montreat College further the students' personally designed developmental goals through the institutions that shape personhood and vocational decisions. Thus, practicum and internships are viewed critically, functioning only in the context of the cultural mandate.

At the heart of the practicum and internship experience is the belief that substantive, meaningful learning often occurs in many, often serendipitous, ways outside the conventional classroom and compliments the learning that has taken place in more traditional settings. Additionally, student achievement in the field education/internship setting is assessed by valid and equitable methods that take fully into account the individual character of the CIT, the learning experience, and the purpose of the College.

Circumstances that affect one's life are not static. Learning happens throughout life, integrating all the roles of the person who is actively engaging culture. The nature of work, leisure, and citizenship changes substantially over the course of one's lifetime. Effective education helps CITs meet changes with a clear understanding of immutable values as well as with a personalized ability to respond to change in creative and responsible ways.

The practicum and internship experience uniquely benefits the students, the College, and the community in several ways:

- Equips CITs to apply knowledge and apt thought processes;
- Helps CITs apply theory to practice to develop a holistic perspective;
- Equips CITs to participate in labor, service, and action;
- Cultivates an understanding of the role of labor, service, and action as sources of meaning and value in life.

Montreat College, in equipping students to be "agents of renewal and reconciliation in the world," takes the entire world for its campus. The practicum and internship experience reinforces, through the rigors of practical application in a real-life, community setting, the learning that has taken place in the classroom.

It is the hope of Montreat College that students will have rich and rewarding internship experiences that fulfill the College's mission and students' goals. This guide is in compliance with Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards and is designed to ensure your practicum and internship experiences are rich.

Practicum/Internship Procedures And Policies

DEFINITIONS

Practicum: The practicum is a supervised clinical fieldwork experience in which CITs develop foundational counseling skills and begin integrating professional knowledge. It requires 100 hours over a full academic term of at least eight weeks, including 40 direct hours. CITs receive at least one hour per week of individual or triadic supervision with their site supervisor and participate in 1.5 hours of weekly group supervision facilitated by counseling faculty. All practicum sites and supervisors must be approved by the Program Director.

Internship: The internship is an advanced, supervised clinical experience in which CITs refine and enhance their counseling skills, apply program knowledge, and demonstrate professional competence. After completing practicum, students complete 600 internship hours, including at least 240 direct hours, under the supervision of an approved site supervisor. CITs participate in weekly individual or triadic supervision, as well as 1.5 hours of weekly group supervision with counseling faculty, while engaging in counseling, intake, assessment, consultation, and licensure-preparation tasks. Internship is completed across two terms, Internship I & Internship II.

Direct Hours: Direct hours are activities in which the CIT provides face-to-face counseling or therapeutic services to clients, such as individual, group, family, couples, child, inpatient, outpatient, or addiction counseling, along with other direct clinical interventions.

Indirect Hours: Indirect hours include clinical activities that support counseling services without direct client contact, such as intake interviewing, assessment and testing tasks, treatment planning, documentation, consultation, referrals, staff meetings, and other related responsibilities.

Site Supervisor: A site supervisor is an approved clinical professional who provides at least one hour per week of individual or triadic supervision to CITs to support their skill development and monitor their clinical work throughout practicum and internship.

Faculty Supervisor: A faculty supervisor is a counseling program faculty member who provides an average of 1.5 hours of weekly group supervision during practicum and internship to ensure CITs integrate course content, uphold professional standards, and receive ongoing faculty oversight.

RATIONALE FOR THE PRACTICUM/ INTERNSHIP EXPERIENCE

The practicum/internship experiences fulfill following purposes:

- Provide students an opportunity to integrate theory with real-life practice.
- Allow students to test their knowledge and theories and build skills in a real-life setting.
- Assist students in developing a clearer understanding of their chosen occupation.
- Expand students' biblical as well as experiential understanding of the role of labor, service, and action as sources of meaning in life as deemed appropriate and within the policies and procedures of the assigned placement.

- Broaden students' horizons in professional development and clinical skills within mental health counseling.

PURPOSE OF THE FIELDWORK MANUAL

The Graduate Field Experience Manual provides graduate students in the Adult Graduate Studies counseling programs with the information they need to complete their clinical or practicum/internship requirements. It is important to note that information contained in this manual is to be used in conjunction with the policies outlined in the Montreat College CMHC Program Handbook and the Academic Catalog. The purpose of this field manual is to accompany those documents and provide more information on the processes for these graduate programs.

ACCOMODATIONS FOR CITs WITH DISABILITIES

Each practicum and internship location will vary in design of facilities, computer systems used, and procedural expectations. CITs with disabilities should consider whether they will need accommodation at the selected site. The Clinical Director is available to discuss CITs' specific needs and explore options in collaboration with site supervisors. CITs should initiate discussions regarding their needs prior to the start of a practicum/internship or as soon as possible after a need is identified. Please also review College Policy on Disability Accommodations in the Program Handbook and Academic Catalog.

STUDENT PROFESSIONAL EXPECTATIONS AND CODE OF CONDUCT

CITs are representatives of Montreat College during fieldwork and should conduct all activities in a professional and ethical manner. Fieldwork CITs must adhere to the rules, policies, regulations, requirements and standards of Montreat College, the professional counseling association(s), and the fieldwork site. CITs are expected to be familiar with and follow the ethical standards of their professional counseling organizations. Adherence to the American Counseling Association code of ethics is expected of all CITs in the CMHC program. Adherence to CITs' program specialization codes of ethics is also expected (e.g., ACA, NBCC, ACES).

CITs whose behavior does not meet these standards at the fieldwork site, in the fieldwork courseroom, and/or during group supervision meetings may be referred to the Clinical Director by the fieldwork instructor.

CITs Who Are Asked to Leave a Fieldwork Site

When a CIT is asked to leave a fieldwork site for any reason, the CIT's Faculty Supervisor will notify his/her Faculty mentor within two business days to discuss the circumstances under which the CIT was dismissed from the site. The fieldwork faculty supervisor will gather information regarding the dismissal from the CIT, the site supervisor, and other parties of interest (e.g. agency director) to present to the Faculty Chair.

Upon review of the documentation presented, the Clinical Director and faculty instructor will determine if the situation results in a failing grade (or withdrawal from the fieldwork course, depending upon the time in the quarter) as well as a referral to the Counseling Program Director. If a referral is made, the fieldwork Faculty Supervisor and Chair will submit the referral within 5 business days to initiate the process. The CIT will then be notified that a referral has been submitted and will receive information about the review process.

In most cases, CITs who have been referred cannot progress in fieldwork until the review process has been completed. When the CIT has been formally notified that he/she has been cleared to progress with fieldwork, the CIT must check with the Fieldwork Clinical Director for his/her program to verify the timeline for submitting fieldwork application documents to TEVERA and the quarter for which they will be reviewed. CITs

should review all information about the TEVERA application process and deadlines for submitting application materials.

For further information, please review the Montreat College Policies that pertain to CIT Code of Conduct, Discrimination, Harassment and Assault, Drugs and Alcohol, and Nondiscrimination in the Academic Catalog. Counselors in training (CITs) will uphold the essential functions to meet clinical requirements for counseling programs as documented in the Montreat College CMHC Program Handbook and Academic Catalog.

Counseling Dispositions of a Clinical Mental Health Counseling Student

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). The Montreat College counseling program's dispositions adhere to the College's mission statement, as well as to the established counseling profession codes of ethics. CITs who fail to adhere to or demonstrate such dispositions may be subject to referral to the Program Director and Clinical Director for developmental support or remediation.

1. Psychological Fitness

CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.

2. Self-Awareness

CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs possess a clear understanding of their values, biases, and limitations. Self-awareness fosters a reflective practice, encouraging students to manage personal biases and potential countertransference effectively. This disposition is essential in creating a safe, nonjudgmental therapeutic space. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.

3. Cultural Diversity

CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.

4. Acceptance

CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.

5. Empathy

CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.

6. Genuineness

CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.

7. Flexibility

CITs embrace ambiguity with an open mind and have the courage to form innovative solutions when facing challenges. CITs can work with others in a way that is open and inviting to multiple points of view and diverse cultural situations. CITs are open to shifting their perspective and embracing change.

8. Patience

CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect, flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.

9. Amiability

CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.

10. Professional Identity

CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

Identifying A Clinical Supervisor And Site

Your CMHC mentor will be working with counselors in training (CITs) to ensure that all placement requirements are met. As CITs begin their program, they will be contacted by their mentor to discuss practicum/internship requirements.

The College has found it is best to begin searching for a Clinical Site Supervisor and site placement at least six months prior to the practicum course start date for the clinical mental health counseling (CMHC) program. All sites and Clinical Site Supervisors (CSSs) will need to be approved in advance of placement. The College may be able to offer help with known and established sites depending on your program of study. However, CITs are required to reach out to Clinical Site Supervisors in their area for possible availability. CITs are responsible for maintaining contact with the CMHC program so that field experience placement and all the proper forms are completed in a timely manner. It is the CIT's responsibility to secure a Clinical Site Supervisor and site.

Affiliation Agreements and Memorandum of Understanding (MOUs)

If a site requests an affiliation agreement/contract with Montreat College to secure placement, please reach out to your Field Clinical Director or Faculty Mentor as soon as possible. They will work with the potential site to secure an agreement. Obtaining an agreement can be a very lengthy process, as it is a legal document including terms and conditions that both parties must be agreeable on. CITs are responsible for determining if any additional documents or contracts beyond the basic Fieldwork Placement Agreement located in the supervisor's section of the Fieldwork Application are required by a potential site. Some sites require a separate and formal Affiliation Agreement or MOU (Memo of Understanding). Frequently, potential site supervisors may not have all the information that is required by their agency or school district. CITs should contact the agency director, HR department, district office, or field placement officer directly to obtain all details about these requirements. It is very important to determine far in advance of the anticipated fieldwork start date if a potential site requires an Affiliation Agreement, Memo of Understanding (MOU), or other contract for the placement of fieldwork students. Even if Montreat has developed an Affiliation Agreement with a site in the past, it does not mean that this Agreement is still in place or that it extends to all CIT's, programs or placement situations. Developing an Affiliation Agreement or MOU can take many weeks, and in many cases, several months, to develop. Some sites will not permit the supervisors to fill out their own sections of the fieldwork application until the Affiliation Agreement or MOU has been completed, which may delay submission of the application to Montreat

College past the deadline. The fieldwork application cannot be approved until we have a fully signed agreement in place, which may delay the CIT's fieldwork start date.

Although we have been successful in developing Affiliation Agreements and MOU with many fieldwork sites, in some cases we are not able to reach a mutually agreeable contract and once we determine this, the CIT will need to locate a different fieldwork site. It is important to have back-up plans in place. If a fieldwork site requires that an Affiliation Agreement, Memo of Understanding (MOU) or other contract must be in place with Montreat College, the CIT must contact the Fieldwork Coordinators well in advance to discuss the steps to initiate this process.

CITs will be asked to provide the name and address of the site, the name of the contact person at the site who handles these contracts, his/her email address and phone number, the CIT's proposed start and end dates for being at this site, and whether the CIT is an employee of the site. Once CITs have provided this information to their Fieldwork Coordinator, contact will be made with your site to initiate the process for the Affiliation Agreement.

Background Checks

CITs may be required to pass fingerprint and/or background checks by a potential fieldwork site. Some sites require disclosures about prior convictions and completion of background checks before receiving final approval from the site to start placement. CITs will not be able to complete the program's fieldwork requirements if the Practicum and Internship experiences cannot be completed due to a failed background check. Some incidents that CITs list on disclosure forms, or that emerge during background checks, may make the CIT ineligible for working in certain types of agencies/institutions, or working as a counselor/counselor trainee in certain states. The results of background checks may also prohibit a CIT from obtaining licensure and/or certification as a counselor.

In some cases, a positive background check may result in remediation and/or academic sanctions, including administrative removal from the program. Additionally, fingerprint and/or background checks are required for most professional licenses and many professions.

CITs are responsible for understanding how any personal and criminal background may impact their ability to complete the degree program, earn a professional license or secure employment. Montreat encourages that you contact the future state licensing board and your state Counseling Association to determine if these limitations apply to you. (See also College Policy 2.02.11 Background Checks) Depending on the potential fieldwork site, some CITs will need to complete site and state specific background checks, health screenings and/or special training requirements and pay additional fees to verify you have completed these requirements. Montreat has no control over what sites and states may require for placement. Montreat does not collect Protected Health Information from CITs. Instead, Montreat contracts with a 3rd party vendor (Castlebranch) who complies with current health privacy standards and charges a fee directly to the CIT to complete the requirements. For more information, the 3rd party Vendor has a resource for Frequently Asked Questions:

<http://go.castlebranch.com/newclientfaq>. If you learn that a site requires background checks, health screenings, or special training as part of your application to that site, please inform your Fieldwork Clinical Director.

Practicum and Internship Discussion Question (DQ) Policy

Please note the following unique considerations related to discussion questions may or may not be applicable in the practicum and internships. Participation grades will be based on the counselor in training's promptness and on their active engagement throughout the 1.5-hour weekly group supervision meetings. Consequently, counselors in training are not required to respond to peers on the discussion forum for the purposes of participation; however, students must still complete an initial response to the weekly DQ prompt for a

separate grade. The weekly group supervision meetings provide opportunities for engagement and critical thinking development. Therefore, written DQ responses by the instructor are not required as this takes place in the weekly meetings.

Group Supervision Requirements

During group supervision, CITs need to be in a quiet location without distractions that maintains the confidentiality of the material being presented so it cannot be overheard or seen on the computer screen, and they must participate actively in a professional manner throughout the full meeting. CITs cannot attend group supervision meetings while driving. If these conditions are not met, CIT's presence at the group supervision meeting will not be counted.

CITs who have been approved to begin or return to fieldwork will receive communication from their assigned fieldwork faculty instructor before the start of the quarter listing the group supervision times that will be offered. It is the responsibility of CITs to adjust their schedules to attend these weekly group supervision meetings: changes of fieldwork section cannot be made because of a conflict with the group supervision meeting times that are being offered.

CITs whose schedules or life circumstances do not allow for regular attendance at their scheduled group supervision meetings in the Zoom/Teams meeting room during the quarter should consider postponing fieldwork until they can do so.

CITs must complete a minimum of 22.5 hours (1.5 hours per week) of group supervision during the 15-week course to meet Counseling Department requirements. CITs are required to submit a completed Group Supervision Time Log to Tevera by the last day of class and keep a copy of the completed log for their own files. If CITs do not accumulate the required 22.5 hours of group supervision during the course, they will not pass the course and will need to repeat it.

The hours spent in group supervision are a Montreat course requirement; they do not count toward the 100 practicum hours, or the 600 internship hours completed at the fieldwork site. Group supervision hours completed with the Montreat faculty supervisor should not be submitted to Tevera.

Policy for Group Supervision Attendance

1. Group supervision meetings must be attended by CITs each week during Weeks 1-15 of the quarter. CITs need to accumulate a minimum of 15 hours of group supervision hours during Weeks 1-10 to receive a passing grade in the course. CITs must be actively engaged on the phone and visible in the Zoom or Teams meeting room via live webcam during the full 90-minute meeting in order for their attendance at that meeting to be counted.
2. CITs must commit to attending their assigned group supervision meetings to preserve group cohesion. If there is an unexpected issue in a CIT's life that necessitates missing a group meeting (i.e., family emergency, illness) the CIT should contact the faculty supervisor immediately to request making up the missed meeting and/or to determine how and when the missed meeting will be made up. This will be subject to the faculty supervisor's discretion and availability.
3. A CIT will only be able to make up three missed group supervision meetings during the quarter by attending a meeting other than at his/her assigned group meeting time. Faculty permission to attend a different group supervision meeting will only be given due to an unexpected issue (family emergency, illness, etc.) and this permission must be obtained in advance. Any missed group supervision must be made up during the

fifteen-week term. If a CIT is unable to make up the missed group supervision hours during the term, the CIT will not pass the course and must repeat it.

4. All hours of group supervision must be documented on the CIT's Group Supervision Time Log submitted by the last day of Week 15. If a CIT has not documented a minimum of 22.5 hours of group supervision meetings between Weeks 1-15, the CIT will not pass the course and will need to repeat it. Documentation of attendance by the faculty instructor who led the group supervision meetings is required when the time logs for these weeks are submitted for approval. Please check with the fieldwork faculty instructors for information about attending group supervision during the quarter break.

Holidays and Absences

If group supervision falls on a Montreat College recognized holiday, the faculty supervisor is to choose an alternate day to hold the required synchronous Zoom/Teams group supervision class. Please refer to the posted schedule and Zoom/Teams link in an announcement at the start of the practicum/internships to provide you with time to plan accordingly for any alternate meeting times due to holidays.

Practicum and Internship Consultation (PIC)

For any practicum/internship courses beginning on or after August 1, 2024, the CMHC program have updated the previous practicum/internship evaluation process with a practicum/internship consultation (PIC) process. This means that instead of having a separate practicum/internship evaluator (Montreat College representative) meet with the CIT's site supervisor, the CIT's faculty supervisor (instructor) and/or Clinical Director will consult with the CIT's site supervisor. This practice will help us to ensure a more comprehensive understanding of counselor identity development throughout the practicum/internships.

Regular consultation consists of the following frequency and format:

- Welcome email from faculty supervisor/clinical director to site supervisor in week one of the practicum/internships.
- PIC via Zoom between faculty supervisor/clinical Director and site supervisor at the mid-point of the practicum/internships.
- End-point correspondence one week prior to the practicum/internships end.
- Evaluations and Developmental/Remediation support.

Practicum and Internship Student Evaluations

The CMHC program utilizes the Counselor Competencies Scale–Revised (CCS-R) as the primary tool for evaluating student performance in all clinical courses. The CCS-R provides a comprehensive, standardized measure of counseling skills, professional dispositions, and readiness for clinical practice, and is used for both formative and summative evaluations throughout practicum and internship. By applying the CCS-R consistently across students' clinical experiences, faculty and site supervisors are able to assess progress, identify areas for growth, and ensure that evaluations align with professional expectations and support informed decisions related to retention, remediation, and successful advancement through the program.

Practicum and internship evaluations are completed by both the faculty supervisor and site supervisor as follows:

Site Supervisor

- Formative Evaluation at Mid-Point of course

- Summative Evaluation at Endpoint of course

Faculty Supervisor

- Practicum/Internship Consultation (PIC) with Site Supervisor at Mid-Point of course
- Summative Evaluation at Endpoint of course

Student Retention, Remediation, and Dismissal

Student performance in practicum and internship is evaluated through the program's Key Performance Indicators (KPIs), dispositional assessments, and the Counselor Competencies Scale–Revised (CCS-R). These tools provide both formative and summative feedback to ensure that students demonstrate the clinical skills, professional dispositions, and ethical behaviors required for safe and effective counseling practice. Students must earn satisfactory scores on all KPIs and achieve a minimum rating of 3 or higher on all CCS-R competency areas. Any score of “1” (Poor) on a KPI or any unsatisfactory CCS-R evaluation triggers the formal remediation process, during which faculty document concerns, meet with the student, and collaboratively develop a written Plan of Action outlining required improvements, activities, and timelines. Remediation may involve additional supervision, targeted assignments, repeating clinical experiences, or other interventions, and progress is closely monitored until reassessment occurs.

Failure to complete remediation successfully, refusal to participate in remediation, or ongoing concerns after reassessment may result in further action, including dismissal from the program. Additional grounds for dismissal include academic concerns (such as failing to maintain a 3.0 GPA or earning two consecutive grades of B- or lower), ethical or professional misconduct, misrepresentation of credentials, termination from a site, academic dishonesty, policy violations (including HIPAA and confidentiality), drug or illicit substance use, or failure of the CPCE or any portion of fieldwork. Because evaluations are cumulative, performance issues may affect a student's eligibility for practicum, internship, CPCE attempts, and graduation. This policy is intended to protect client welfare, uphold professional standards, and provide a structured framework to support student success in clinical training.

If a site supervisor determines that an incident report must be submitted, they will complete the following steps:

- Site supervisor will reach out to the students Faculty Supervisor or Clinical Director
 - Program Faculty will provide the site supervisor with an incident report form which must be completed by the site supervisor and returned to the Clinical Director for processing.
 - If additional information is needed, the Clinical Director will contact the site supervisor.
 - The Program Director will review and make their decision.
 - The Program Director will notify the CIT regarding the decision.
 - The Clinical Director will communicate the Program Director's decision to relevant stakeholders.
- * If a faculty supervisor determines that a dispositional referral must be filed, they will complete a referral through the learning management system (LMS).

Video Recording Expectations

Clinical site supervisors will facilitate and supervise the CITs' conducted video-recordings. The videos will be stored and destroyed by CITs within 30 days of the class ending in accordance with accepted counseling confidentiality and legal practices. These recordings will be used to aid in the growth of counseling knowledge and skills and will be used for classroom learning only. Students must have signed consent forms from the clients giving permission to record the session. Consent forms will be housed at the Practicum or Internship site.

These video recordings will only feature the CIT on the visual recording; however, the audio portion will include all participants in the session. Any visual recorded sessions will be on their Montreat College Pro Zoom account to meet HIPAA and FERPA confidentiality standards. Audio recording will be on handheld recording devices that are password protected and purchased by the student. If another recording method is used by the agency or site, permission must be granted by CMHC program leadership.

CITs are not to disclose any information that may identify the clients. Please note this is a course expectation, and if the site is unable to allow the CIT to record themselves in a session, the CIT will be unable to fulfill this requirement. See course syllabus for specific directions and guidance on the number of sessions required. A supervision agreement with the site outlines the recording requirements, and the site supervisor acknowledges these recording requirements. Consequently, a CIT may not begin their practicum/internships without this important signed acknowledgement. Any addendums to this practice will require college leadership approval prior to the commencement of practicum/internships.

Telehealth Procedures

For telehealth services to be conducted there must be specific training provided by the site and/or the CMHC program that includes ethical considerations with this modality. Additionally, it is both the clinical site supervisor (CSS) and counselor in training (CIT's) responsibility to confirm there are no restrictions from their licensure/certification governing state board's rules and regulations regarding the accrual of field experience hours conducted in this modality. Training provided by the College requires a passing grade of 80% and a certificate of completion prior to beginning telehealth services at the field site.

CITs are allowed to have exposure to both in-person and telehealth counseling services (hybrid) during field experience, however, they are not permitted to exclusively provide telehealth services.

Completing Fieldwork at Place of Employment

In some cases, CITs may be able to arrange for a fieldwork placement at their place of employment. These arrangements are reviewed by the Fieldwork Coordinators to determine that they meet the following requirements:

- The CIT cannot accrue fieldwork hours during the same hours they are working on site as a paid employee.
- CITs cannot accrue fieldwork hours for performing their regular job duties. Fieldwork activities must be substantially different from the CIT's regular job duties and should go beyond CITs' current competencies and skills.
- CITs cannot receive their employment salary for the hours during which they are completing fieldwork activities.
- CITs must work with different clients than those that the CIT works with during his/her regular hours of paid employment.
- There must not be any conflicts of interest or dual relationships that are created by the CIT being both a fieldwork student and a paid employee at the site.
- The supervisor for fieldwork must be a different person than the employment supervisor and must hold no managerial functions that would create a dual relationship or impact the CIT's evaluation as an employee at the site. For example, a site supervisor who is the manager of the CIT's own employment supervisor would constitute a dual relationship, as would a site supervisor who is also the owner of the business where the CIT is employed.
- The proposed fieldwork counseling supervisor will complete a section of the fieldwork application acknowledging that the placement meets the requirements as outlined above.

Adding or Changing Fieldwork Sites/Supervisors

CITs may need to change a site or supervisor during the fieldwork experience. There are also some occasions when CITs may need to add a second site and supervisor to their fieldwork experience. For example, adding a second site may be appropriate when the primary site does not offer group counseling experiences, or if the CIT is not receiving enough hours at this site to meet his/her program requirements.

If a new or additional site or supervisor is needed, CITs should consult with their Fieldwork Clinical Supervisor to discuss this process. All new sites and supervisors must be approved in advance by the Fieldwork Clinical Director. To initiate the process for getting a new site and/or supervisor approved, CITs must submit the information about their proposed new site or supervisor to TEVERA via the “Site Prospector”-“Submit New Site.” After this information has been reviewed, the prospective supervisor will be sent the link and login to TEVERA for completing all required documents. CITs will also need to submit a fieldwork application via TEVERA for a new site.

When all required forms have been submitted in TEVERA and the CIT has submitted the “Ready to Submit Application” form notifying us that all documents are complete, the materials will be assigned to a Fieldwork Clinical Director for review. These reviews can take 5-10 business days, and often take longer during the quarter breaks. CITs should be in communication with their Fieldwork Clinical Director to discuss the timeline for the review. Upon approval, both the CIT and the supervisor will receive a formal notification from the Fieldwork Clinical Director.

Except in the case of a currently approved Site Supervisor being unable to conduct supervision due to illness or other unexpected circumstances, where the site can delegate another qualified person to provide supervision for up to two weeks, CITs cannot collect hours at any site or under any supervisor until they have received the approved written confirmation from the Fieldwork Clinical Director. Once the site/supervisor is approved, CITs must present the approval letter and contact information for the new Supervisor to their Fieldwork Faculty Instructor.

Even though a potential new supervisor will have access to TEVERA for completing the fieldwork application process, CITs must not submit any hours to the potential supervisor – and the potential supervisor must not approve any hours – until after the formal written approval letter has been sent by the Fieldwork Clinical Director. It is the CIT’s responsibility to notify his/her Fieldwork Faculty Supervisor whenever an approved Site Supervisor is not available for any weekly supervision meeting, or when they anticipate that an additional or new Site Supervisor or Fieldwork Site may be needed.

When considering a secondary fieldwork site, CITs should be aware of the following:

- CITs are expected to participate in face-to-face individual or triadic supervision with their approved site supervisor every week they are working at each fieldwork site. Since this will result in CITs having two hours of site supervision most weeks, CITs are likely to have well above the required minimum of 12 hours of site supervision each quarter.
- CITs will submit hours for each site for approval in TEVERA by each approved site supervisor who worked with the CIT that week.
- The CIT is responsible for ensuring that the site supervisor at each site has completed and submitted the Site Supervisor Evaluation of CIT in TEVERA at the end of the quarter unless other arrangements have been made in advance with the fieldwork faculty supervisor and the site supervisors.

Off-site Fieldwork Supervisors

If a fieldwork site cannot provide someone who meets all the Montreat College and program requirements to become an approved site supervisor, an offsite supervisor may be considered. This process may be different depending upon the CIT's program; please review the program addenda for more information.

To proceed with having an off-site counseling supervisor, a written agreement must be established between the fieldwork site and the offsite counseling supervisor that authorizes the offsite person to receive confidential/protected client information and to supervise the agency's clients. The agreement format may vary from site to site-it is the site's responsibility to develop the Agreement in the format and language that they require.

The agreement should include the following information:

- Clarification about the role and responsibilities of the off-site supervisor including processes for addressing client emergencies and urgent situations that arise with the CIT's clients at the fieldwork site (during work hours and after hours/weekends).
- Expected level of contact between the offsite supervisor and the onsite staff. The off-site supervisor must maintain sufficient contact with the fieldwork site to determine if the CIT is behaving in a professional manner and fulfilling all his/her responsibilities at the site, as well as to have sufficient knowledge about the CIT's demonstration of all required competencies to complete the quarterly Site Supervisor Evaluations.
- Method the site will use for verifying with the offsite supervisor the number of hours the CIT has been present at the fieldwork site each week. Once this written agreement is developed, it should be signed by the contact person at the Agency and by the Off-Site Supervisor. The fully signed Agreement should then be submitted by the CIT to the Fieldwork Clinical Director for review and approval with the other required fieldwork application documents. The off-site supervisor will complete all the required fieldwork application documents in TEVERA-so it is very important to have this agreement in place between the agency and supervisor early in the process, to allow the off-site supervisor sufficient time to access TEVERA and submit required documents by the expected deadlines.

Once the off-site supervisor is formally approved by the Fieldwork Clinical Director via the fieldwork application review process, the off-site supervisor will assume all responsibilities and fieldwork tasks as the approved Site Supervisor, including approving the weekly hours in TEVERA, meeting on a regular basis with the Montreat College faculty supervisor, and completing the quarterly evaluation in TEVERA.

If there will be an onsite staff person observing and managing the day-to-day work of the student at the site, the onsite person should be in communication with the approved off-site Supervisor on a regular basis to convey his/her feedback. The Montreat College-approved supervisor is the main contact person with Montreat College (e.g., making the bi-weekly contact with the Montreat College fieldwork faculty instructor) unless other arrangements have been made by the fieldwork faculty instructor, CIT, and approved site supervisor. Only the Montreat College-approved supervisor can approve the weekly time logs and submit the end-of-quarter Site Supervisor Evaluation, so it is important that the approved supervisor has sufficient information from any on-site staff to evaluate all items required.

Any costs for the offsite supervisor will be the responsibility of the CIT. If payment by the CIT is prohibited by the CIT's state laws or regulations, then the responsibility of any payment to the offsite supervisor must be made by the fieldwork site. It is the CIT's responsibility to be familiar with his/her state's regulations about this process and to notify the Fieldwork Coordinators, as well as the fieldwork site, about any arrangements that need to be made.

Supervisor Absences

If the approved site supervisor is unavailable to provide supervision due to illness or another unanticipated situation, the site may designate an appropriate person to supervise the CIT's work and be responsible for his/her work at the site during that week. The CIT must notify the fieldwork faculty supervisor of this situation immediately and provide contact information for the designated supervisor. It is expected that the delegated supervisor will communicate with the Approved Site Supervisor about the CIT's work during this time and will also communicate with the fieldwork faculty instructor, as needed.

It is the CITs responsibility to keep the fieldwork faculty supervisor informed about who is providing the weekly supervision, if the approved Site Supervisor is absent from the site or otherwise does not provide the weekly supervision. All hours submitted to TEVERA, must be reviewed in TEVERA by the Capella-approved counseling field site supervisor for them to be counted.

If a Site Supervisor becomes unavailable to continue providing supervision for more than two weeks during any quarter, the CIT will need to locate a new supervisor who must be approved by the Fieldwork Clinical Director in writing before any additional hours beyond the two weeks can be accumulated under this supervisor. All new supervisors must be approved via the TEVERA application process; please consult the TEVERA Guide to the Application for all steps. The proposed new supervisor will need to complete all required forms within TEVERA before they are reviewed by the Fieldwork Clinical Director. Since this process takes time, it is very important to start it as soon as possible to avoid not being able to collect hours at the site. Any questions about this should be directed to the Fieldwork Clinical Director.

Safety Issues

It is important that CITs feel safe at their fieldwork sites and are not asked to participate in any activities where they feel at risk or uncomfortable. CITs should never work alone at a fieldwork site unless this has been discussed in advance with the Site Supervisor and the Fieldwork Clinical Director. CITs must not meet with clients in any place other than what has been designated and approved in advance by the Site Supervisor. If a CIT is meeting with any clients outside of the agency facilities, this must be discussed and approved in advance with the Site Supervisor and the Faculty Supervisor.

CITs are never allowed to transport clients in their own vehicles or be transported in a vehicle by a client. If a fieldwork site requires client transportation in the site's own vehicles as part of the fieldwork experience, please inform the Fieldwork Clinical Director so this can be discussed with the site during the review of the fieldwork application.

If a CIT is required to do client home visits as part of his/her fieldwork experience, the CIT should not be sent alone to any client's home until the Site Supervisor has also visited this environment and determined that it is appropriate and safe for the CIT. It is strongly recommended that the first few home visits are done with both the CIT and the Site Supervisor or another qualified staff member in attendance. If a CIT is conducting a home visit alone, the Site Supervisor must be available to the CIT during the entire home visit by phone or pager in case a consultation is required. CITs who feel uncomfortable with any aspects of doing home visits should speak immediately with the Montreat faculty instructor.

State Board Regulations and Licensing

Please be aware that state legislatures make periodic changes to licensing rules, including the number of practicum/internship hours required for licensure. It is required that you review the state licensing board website no less than quarterly to keep up with any changes that may affect your ability to obtain licensure/certification. Failure to do so could affect your application for licensure or certification. It is highly recommended that you obtain any additional hours required by your state prior to graduation.

Below are links that may help you find your state's licensing and certification requirements:

- National Board for Certified Counselors (NBCC)
- American Counseling Association
- National Counselor Examination (NCE)
- For information on NCC Eligibility Requirements, visit: <https://nbcc.org/certification/ncc>
- CITs may choose to take the National Counselor Examination (NCE) to fulfill the examination requirement for the NCC before they graduate from their program.

Individual Student Assessment and Key Performance Indicators (KPIs)

The courses related to performance assessments and KPIs include statements and informational videos to support individual student assessment.

Self-Care & Counseling for CITs

CITs have access to a counseling resource list related to personal counseling services found in Tevera. CITs are required to complete 5-8 personal counseling sessions as program requirements.

Verification of Tevera Hours

CITs are required to submit Tevera logged hour documentation throughout the course in the practicum/internship course portal. Faculty supervisors will determine whether the CIT has met the required individual supervision, group supervision, and direct/indirect hours, by completing a scoring guide in the final practicum/internship course assignment. If the minimum number of required field experience hours are not met, zero points will be given for the field experience hour assignment; partial points will not be granted. As such, CITs will earn a non-passing grade in the practicum/internship course if the required course field experience hours are not met and will be required to retake the course.

Practicum/Internship Agreement Form

(Please circle appropriate clinical course)

Montreat Student Name: _____ Phone: (____) _____ - _____

Practicum/Internship Site: _____

Site Address: _____

Site Supervisor: _____ Phone: (____) _____ - _____

Site Supervisor Credentials: _____ Years in the field: _____

(Please attach a copy of the supervisor's resume or CV to this agreement)

Beginning date of Practicum/Internship: _____ Ending Date: _____

Midterm Evaluation Date: _____ Final Evaluation Date: _____

Anticipated Weekly Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours							

Purpose: The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of Clinical Mental Health Counseling.

The Montreat College Clinical Mental Health Counseling Program Will:

1. Assign a Montreat College faculty member to facilitate communication between the College and the site
2. Inform the student that each is required to adhere to the administrative policies, rules, standards, schedules and practices of the site in a professional manner
3. Provide a faculty member who will be available for consultation with both site supervisor and student and shall be immediately contacted should any problem or change in relation to the student, site or College occur
4. Require the College supervisor maintain responsibility for the assignment of the fieldwork grade at the conclusion of the practicum or internship
5. Provide the College supervisor who will meet with students on an average of one and one half (1 ½) hours per week for group supervision

The Practicum/Internship Site Will:

1. Identify a practicum/internship supervisor who has the appropriate credentials, time and interest for training the practicum/internship student
2. Provide opportunities for the practicum/internship student to engage in a variety of counseling activities under supervision and for evaluating the practicum/internship student's performance
3. Provide adequate workspace, telephone, office supplies and staff to conduct professional activities for the practicum/internship student
4. Support the practicum/internship student obtaining written informed consent from clients for purposes of audio and/or videotaping counseling sessions using the form in Appendix A of the Montreat College Clinical Mental Health Counseling Program Handbook
5. Provide on-site clinical supervision that averages one (1) hour per week and schedule bi-weekly consultation with the assigned Montreat College supervisor
6. Adhere to all safety regulations as outlined in the fieldwork manual

The Practicum Student Will:

1. Read and understand the ACA Code of Ethics and practice in accordance with these standards at all times during practicum and internship
2. Notify practicum/internship supervisors with updated practicum/internship experiences
3. Demonstrate through classroom and site activities a basic level of competency in specified counseling knowledge, skills and attitudes in order to successfully complete and receive a passing grade
4. Attend all classes and supervisory sessions, completing all assignments as outlined in the course module and as assigned by instructors

Termination

All members of this agreement realize that the practicum/internship site has the right to terminate the practicum/internship experience if the student's physical or mental health status is detrimental to the services provided to consumers at the practicum/internship site. If the practicum/internship site does not uphold its obligation to provide the practicum/internship student an experience as stated in the contract, then the Montreat College supervisor has the right to terminate the practicum/internship experience of the student. In either case,

the grievance should first be discussed with the practicum/internship student, Montreat faculty, and the site supervisor before any action is taken against the practicum/internship student or the site.

Equal Opportunity

In accordance with the Ethical Codes of the American Counseling Association, it is mutually agreed that all members of this agreement shall not discriminate on the basis of race, color, nationality, ethnic origin, language preference, immigration status, sexual preference, age, ability level, gender or creed.

Montreat/Student/Site Supervisor Agreement:

We understand and will adhere to the conditions stated in this contract. We understand and will practice counseling in accordance with the ACA Code of Ethics. We understand the responsibility to keep Montreat faculty and site supervisor aware of student on-site activities and provide them with appropriate material needed for supervision.

Date _____ Signature of Student Counselor _____

Date _____ Signature of Site Supervisor _____

Date _____ Signature of Montreat Faculty Supervisor _____

INSURANCE: Workers' compensation coverage is provided only if the student is being paid for the internship. Montreat College provides only health insurance (for a fee) to its students. Medical Professional Liability in Student Practicum Agreement: Professional Liability: \$5 Mil Occurrence.

Student read statement below and initial that you have read and understand here: _____

I understand that Montreat College provides health insurance at student rates. I may elect out of the insurance if I have other health insurance coverage. I also know that Montreat College will not provide professional liability or workers' compensation coverage for me. I will be responsible for providing my own insurance if it is not provided by the agency for which I am performing my practicum. If federal work-study monies are paying me while on this practicum, I will be covered by workers' compensation insurance through the College. I must secure the signature of the Financial Aid Director/Counselor to verify that I am being paid on work-study funds. Financial Aid Director/Counselor: _____

AGENCY RESPONSIBILITIES: The agency will provide a learning/working site where the student will be able to accomplish the agreed upon learning objectives in a safe free of discrimination and harassment.

EMERGENCY PROCEDURES: In the event of an emergency involving the counseling student, a client, or the site environment during practicum or internship hours, the following procedures shall be followed to ensure safety and appropriate communication among all parties:

1. Immediate On-Site Response
 - The student shall follow the agency's established emergency and safety protocols, including contacting emergency services (e.g., dialing 911) if there is an imminent risk to life, health, or safety.

- The student must immediately notify the site supervisor or designated on-site clinical authority regarding the situation and follow their directives for managing the incident.

2. Notification of Faculty Supervisor and Program

- As soon as reasonably possible, the student or site supervisor shall contact the faculty instructor and/or Clinical Director of the CMHC program to report the emergency.
- The faculty supervisor will provide consultation, document the incident, and ensure appropriate follow-up and support are provided to the student and site.

3. Ongoing Communication and Documentation

- The student and site supervisor will complete any required documentation per agency and program policy.
- The Clinical Director will review the incident to determine if additional actions, debriefing, or referrals are necessary.

Emergency contact information for all supervising parties shall be provided to the student and maintained on file within the program before the start of practicum or internship.

DISCRIMINATION: The parties listed on the first page shall not engage in discrimination in the treatment of any participant connected with the internship/practicum. Discrimination means any act that unreasonably differentiates selection and treatment intended or unintended based on age, handicap, national origin, race, marital status, religion, sex, or sexual orientation.

SEXUAL HARASSMENT: Sexual harassment is illegal. Sexual harassment includes unwelcome sexual advances and requests for sexual favors. It also includes other verbal or physical conduct of a sexual nature. Sexual harassment is prohibited between the student and any client and is prohibited between the student and the supervisor, and the student and the faculty member.

TERMINATION PRIOR TO END OF THE PLACEMENT: The agency may request Montreat College to withdraw the student who is not performing satisfactorily or who refuses to follow the organization's administrative and operating policies, procedures, rules and regulations. The student may request to leave the practicum/internship if he/she believes there are irreconcilable differences or if the student believes he/she is in any danger. In both instances, the professor should be notified immediately and an attempt at resolution should be made.

MONTREAT COLLEGE RESPONSIBILITIES: Montreat College is responsible for working with the supervisor and/or agency to place a student who is at the level needed by the agency. The faculty member will make a mid-term contract to discuss how the practicum is progressing. Should there be an issue, the faculty member will attempt to resolve the issue immediately or place the student into another placement and work through any credit hour issues.

STUDENT RESPONSIBILITIES: The student will sign up for credit for the internship if that is what the faculty member and the student have agreed upon. The student will treat the position as any job, will complete the assignments as spelled out in this contract, will keep the hours agreed upon by the student and the supervisor, and will notify the supervisor should he/she be absent. The student will keep the advisor informed if there is a potential problem developing. The student will conduct him/herself in a professional manner remembering that this may be a confidential site and treat it as such. In addition to the requirements for the course, the student will keep and sign a time sheet and turn it in to the professor at the end of the term.

PUBLIC RELEASE AUTHORIZATION: In order for the agency to use your name, photograph or quotes you must sign a release form and vice versa. With signed consent the agency may use these in any form of publicity. If the student is to use information from or about the agency, he/she must have the appropriate consent forms signed by the agency and/or student.

Site Supervisor Information Form

(to be completed by Site Supervisor)

1. Name of Montreat College MA- Clinical Mental Health Counseling Program Practicum/Internship Student: _____
2. Name of Site Supervisor: _____
3. Site Supervisor Position/Title: _____
4. Name of the Site (Institution or Agency): _____
5. Site Supervisor's Phone: _____
6. Site Supervisor's Fax: _____
7. Site Supervisor's Email: _____
8. Site Supervisor's Address (at site): _____
9. Site Supervisor's Highest Degree Completed (MA, MS, EdS, PhD, MD): _____
10. Does Site Supervisor have a master's degree in counseling or counseling related field? ____
11. Does Site supervisor have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical field experience (e.g. school, college, community agency)? _____
12. Credentials of Site Supervisor: Please spell out acronyms
Licensure: _____
Certifications: _____
13. Years of Post-Master's Experience: _____
14. Years of Counseling Experience: _____
15. Site Supervisor: Educational Background (chronological order beginning with most recent training.)

Name of Institution	Degree/Year	Title of Program

16. Professional Experience (chronological order beginning with the most recent experience)

Job Titles/Duties	Year/Dates



CN 6221- COUNSELING PRACTICUM (3 Credits)

MISSION OF THE COLLEGE

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

THE CONCEPTUAL FRAMEWORK FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE PROGRAM

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long CITs, critical thinkers, agents of social justice in their communities, and spokespersons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of *Counselor as Advocate, Leader, and Collaborator*.

MISSION OF THE COUNSELING PROGRAM

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long CITs, active global citizens, and advocates for social justice.

MISSION OF THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

PROGRAM OBJECTIVES

PLO 1: Professional Counseling Orientation and Ethical Practice
Demonstrate knowledge of the history, philosophy, and current trends in clinical mental health counseling while applying ethical and legal standards to ensure client welfare and counselor integrity.
PLO 2: Social And Cultural Identities and Experiences
Employ culturally competent counseling strategies that respect diverse client backgrounds and advocate for mental health equity and social justice.
PLO 3: Lifespan Development
Apply theories of human development to promote resilience and adaptation in clients across the lifespan, addressing bio-psycho-social-spiritual factors.
PLO 4: Career Development
Integrate career development theories and counseling strategies to assist clients in navigating vocational challenges and addressing sociocultural influences on career decisions.
PLO 5: Counseling Practice and Relationships
Demonstrate proficiency in applying counseling theories and evidence-based techniques to meet client goals while integrating multicultural considerations into ethical decision-making.
PLO 6: Group Counseling and Group Work

Facilitate group counseling sessions using evidence-based practices and group process theories to promote cohesion and achieve positive client outcomes.
PLO 7: Assessment and Diagnostic Processes
Conduct assessments and diagnoses using the latest DSM edition and other tools to develop client-centered treatment plans that are ethically and culturally appropriate.
PLO 8: Research and Program Evaluation
Critically evaluate research and program data, applying findings to enhance counseling outcomes and contribute to the field of clinical mental health counseling.
PLO 9: Clinical Mental Health Counseling
Develop a professional identity grounded in counseling theory, integrating holistic biopsychosocial-spiritual formation into lifelong professional growth.

PROGRAM OVERVIEW

The 60-credit hour Clinical Mental Health Counseling (CMHC) program at Montreat College prepares counselors in training for professional counseling careers through theoretical and researched based learning, skills and dispositional training, and supervised experiences. This program includes 100 practicum hours and 600 internship hours for a total of 700 hours.

Practicum and internship are requirements in all states for individuals seeking licensure.

Practicum/Internship is an opportunity for you to apply concepts learned in the classroom to real-life client scenarios and demonstrate your ability to perform in a professional setting. This learning experience will familiarize you with the workplace environment while providing networking opportunities that may potentially lead to employment following completion of the program.

Note: Any hours accumulated during a course in which a non- passing grade is received will not count towards the CITs' total hour requirement, nor will hours accrue over a designated Montreat College holiday break. CIT's are not permitted to work at the site over designated Montreat College holidays.

CITs must successfully complete all their field experience commitments to the agency/site even if they have completed their logged field experience hour requirements for the course. Completing field experience hours prior to the practicum/internship end date still requires active attendance and engagement at the site and supervision with both the faculty and site supervisor until the end of course dates. Be sure to discuss and agree upon the start and end dates of practicum/internship with your site supervisor and review how to provide closure to clients; remember, to abandon a client is unethical.

Course Requirements

Please note that doubling up on practicum/internship courses is not permitted. Failure to meet minimum hour requirements for each course will result in a non-passing grade, which will require the repeating of the course. Hours earned during a course that earns a non-passing grade will not be counted towards requirement. Only hours accrued during the start and end date of the practicum/internship course can be counted towards the hour requirement.

TIMELINE OF SECURING A PRACTICUM/INTERNSHIP SITE

One Year Prior to Course Start

- Read and review the current field experience manual.
- Think about the population you would like to work with.
- Begin looking for potential sites near your home and make a list of these locations in an excel or word document.
- Consult local directories for mental health sites or for school counseling candidates, school locations.
- Utilize web browsers to find sites. For Clinical Mental Health students, a great site to consult is <https://www.samhsa.gov/> This site has a treatment locator on the home page that searches for facilities by zip code.
- Complete resume and cover letter.
- Contact Montreat College's Writing Center for help with your resume, if needed.
- Consult your state board to familiarize yourself with the distinct levels of licenses offered in your state.

Please note:

The Clinical Site Supervisor (CSS) for practicum and/or internship must have at least a Master's degree in the field of behavioral health, be licensed/certified at the independent level, and have a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled. Doctorate degree is preferred.

Six Months (or 24 weeks) Prior to Course Start

- Review your practicum manual for a refresh on requirements and guidelines.
- Begin contacting sites to set up interviews/meetings for potential placement.
- Contact attempts should be noted on the list of sites in the excel or word document, to keep track of your last communication and/or contact attempt and the site's responses.
- Please note: The College highly recommends that you contact as many sites as possible in your area to increase your options of placement opportunities.
- Contact identified sites. Ask to speak with HR, the clinical director, or intern coordinator. Inquire about MOAs.
- If necessary, interview with potential sites.
- Follow up with the program Clinical Director if you have any questions.

16 Weeks – 12 Weeks Prior to Course Start

- Continue interviewing with sites, if necessary.
- Finalize any site-specific processes if required (i.e., background checks, drug screening, etc.)
- Complete your required practicum/internship documents listed in the checklist below.
- Join a professional organization, such as the ACA and NBCC.

8 Weeks – 4 Weeks Prior to Course Start

- Submit any remaining items from the required documents through your student portal.
- Follow up with the Faculty Mentor or Faculty Supervisor if you have any questions.
- Obtain professional liability insurance that meets Montreat College's requirements (1 million/3million dollars) – 1 month prior to the start date.

Field Experience Documentation Checklist

The following documentation is required and may be scanned and uploaded to CITs file or completed as an electronic document, via the student portal in Tevera:

- Clinical Site Supervisor and Site Information Sheet
- Student Agreement and Attestation
- Clinical Site Supervisor Agreement and Attestation
- Clinical Site Supervisor License
- Clinical Site Supervisor Resume/CV
- Proof of Liability Insurance
- Proof of Professional Membership

CITs are required by Montreat College to obtain individual liability insurance coverage prior to the beginning of practicum. All CITs are required to purchase and maintain professional liability insurance before they are allowed to enter practicum- there are no exceptions to this policy. The minimum coverage specified by Montreat College for its counseling practicum CITs is \$1,000,000 per claim and \$3,000,000 aggregate. No CITs will be allowed to begin practicum without this coverage. An insurance affidavit or confirmation of coverage must be submitted to your faculty supervisor to include copies of pages specifying coverage limits, dates of coverage, and limits of liability. These documents are submitted through your student portal.

Montreat College requires affiliation with a professional counselor association as part of the counseling program. CITs are required to maintain membership in the ACA during their field experience. Membership in a professional association provides support and protection to CITs working in the mental health field. It is required that CITs take the initiative to establish contacts and gain membership to a professional counseling organization, as well as purchase the required liability insurance. Some professional organizations offer liability insurance as part of their membership and/or offer CITs discounts. This coverage is not facilitated by Montreat College. The following organizations may offer professional membership and/or insurance at CITs discount rates:

- American Counseling Association (ACA) - www.counseling.org
- Healthcare Providers Insurance (HPSO) – www.hpso.com

Site and Clinical Site Supervisor Requirements

Below are the requirements for your practicum site and Clinical Site Supervisor.

- Clinical Site Supervisors must hold a master's degree or higher in counseling or related profession. (Doctorate preferred).
- Clinical Site Supervisors must hold a current independent license/certification in one of the following areas (please refer to your state licensure requirements): LPC or CMHC related professional counseling license, School Counseling, LMFT, LCSW, or Psychology.
- Clinical Site Supervisors' license should be free of any sanctions/actions taken against them.
- Have a minimum of two years of pertinent professional experience in the specialty area in which the CITs is enrolled.

- Clinical Site Supervisors must adhere to the related programmatic guidelines in the Graduate Field Experience Manual and sign the Supervision Agreement and Acknowledgement.
- The Clinical Site will allow for video recording of counseling sessions. Zoom will be used to record counseling sessions and meets HIPAA and FERPA confidentiality standards CIT will not disclose any information that may identify the CITs/clients. Please note, this is a course expectation, and if the site is unable to allow the CITs to record themselves in a session, the CITs will be unable to fulfill this requirement. If another recording method is used by the agency or school, permission must be approved by CMHC leadership.

Responsibilities of the CITs

Counselors in training are responsible for locating a practicum site and meeting all application requirements to begin practicum/internships. The CMHC faculty will be available to support them in this process. CITs' primary responsibilities include, but are not limited to the following:

- Comply with all reporting and documentation requirements.
- Track logged hours via Tevera throughout the practicum/internships. Successfully complete course and field experience hour requirements.
- If a CIT is in danger of not accumulating the required hours or failing a practicum/internship course, they should contact their faculty supervisor and/or Faculty mentor immediately to discuss options. Failure to do so may result in you having to retake the course at their own expense.

Counselors in training will be expected to abide by the following professional and ethical standards in their respective fields:

- American Counseling Association (ACA) Code of Ethics.
<https://www.counseling.org/resources/aca-code-ofethics.pdf>
- Arrive on time and work the scheduled times. It is best that the CITs and Clinical Site Supervisor agree to a set schedule, if possible.
- Discuss the goals and/or skills you would like to attain with your Clinical Site Supervisor.
- Be prepared, both for sessions with clients as well as for supervision. Supervisees should attend supervision with an agenda of cases and/or clinical issues that need to be addressed.
- Inform your Clinical Site Supervisor and Faculty Supervisor of any difficulties you are having in the areas of delivering services to clients (as applicable), completing paperwork, or coordinating professionally with other agencies or staff.
- In addition to the development of individual counseling skills, during either the practicum or internship, CITs may lead or co- lead a counseling or psychoeducational group.
- Attend 1.5 hours of group supervision per week via Zoom with the assigned faculty supervisor. CITs in practicum/internship courses will attend required group supervision synchronous meetings at a set time. These meetings will be scheduled by the faculty supervisor to occur on one consistent day and time for each of the consecutive weekly meetings depending on the course and program of study. The faculty supervisor's discretion will determine the schedule.
- Record a prescribed number of client sessions to be presented during group supervision.
- Submit a completed e-Portfolio during the final internship in your program of study.

Responsibilities of a CMHC Clinical Site Supervisor and Site

A Clinical Site Supervisor has primary responsibility for the supervised work of the counselor in training at the clinical site, including diagnosis, treatment plan, and prescribed course of treatment, if applicable. You are also responsible for:

- Providing supervision for CIT's work with client.
- Complete Montreat College's site supervisor training or provide certificate confirming Clinical Supervision training has been met.
- Provide instruction and guidance regarding diagnosis and treatment, if applicable.

- Conduct formative evaluation at Mid-point and/or summative evaluations at Endpoint in accordance with the counselor in training program requirements and provide a copy to CITs.
- Offer opportunities for professional development.
- Notify the Clinical Director immediately in the event the CIT's performance becomes unsatisfactory.
- Provide feedback to the student that is timely, clear, and specific; feedback is delivered soon after an important event and is based on specific performance criteria.
- Ensure a safe work environment.
- Help the CITs explore and clarify thinking, feelings, and clinical strategies that support client treatment, if applicable.
- Challenge practice that the supervisor judges to be unethical, unwise, or incompetent.
- Challenge personal or professional blind spots that the supervisor may perceive.
- Bring to the CITs attention those personal difficulties that directly affect his/her clinical work and recommend a course of action to address these difficulties. (While the supervisor can recommend that a CITs seek consultation with relevant professionals, such treatment will not be rendered by the Clinical Site Supervisor.)
- Be available to CITs at times other than the scheduled supervision slot. CITs should obtain phone numbers of their Clinical Site Supervisor where they can be reached in case of emergency.
- Orient the CITs to the work situation and be available for consultation as needed.
- Participate in the development of the CITs plan for the pre-practicum/practicum experience on a course-by-course basis.
- Keep records of supervision, including any supervision plan, dates of supervision, notes regarding supervision, including specific clients and cases.
- Furnish the CITs with all the required signatures and documentation necessary to maintain and complete the CITs file, as well as completion of a site supervisor evaluation of the CITs.
- During the CIT's practicum/internship experience, supervisor regularly consults with the designated College's practicum/internship program faculty. Montreat College's program faculty will initiate a welcome email detailing the format and frequency of consultation required for monitoring CIT's learning.
- Review and approve CITs weekly hours in the College's tracking system.
- Provide a minimum of one hour of individual or triadic supervision on a weekly basis.
- Providing supervision of CITs course recording requirements. Clinical Site Supervisors will facilitate and supervise the CITs conducted video recording.

Responsibilities of Faculty Supervisor

- Provides 1.5 hours group supervision utilizing a supervision model.
- Verifies group supervision hours.
- Monitors direct/indirect hours and total accrued hours.
- Conducts ongoing evaluations of CIT's progress.
- Facilitates class coursework and provides meaningful feedback.
- Facilitates the presentation of cases/videos.
- Consults on ethical dilemmas and challenging cases/topics.
- Fosters the development of e-Portfolio related assignments.
- Advocates for SCITs and mediates with stakeholders.
- Consults with practicum/internship liaison as necessary.
- Fosters CIT's counselor identity development.

FIELD EXPERIENCE HOURS GUIDELINES

Direct Client Hours

- Assessments – assessments are generated when a client enters treatment. Assessments may be a structured interview, a diagnostic tool, an informal method of gathering client information, etc.
- Individual Counseling – individual counseling occurs between a client and a therapist. Observing an individual counseling session does not count towards direct client contact hours but can be used for indirect hours.
- Family counseling – family counseling involves two or more individuals from a family working with a therapist. Observing family counseling sessions does not count towards direct client contact hours but can be used for indirect hours.
- Couples counseling – couples counseling involves two people working with a therapist. Observation of couples counseling does not count towards direct client contact hours but can be used for indirect hours.
- Group counseling – group counseling involves more than one client and, frequently, more than one counselor. Observing a group counseling session does not count towards direct client contact hours but can be used for indirect hours.
- Client psycho-education – client education occurs when a therapist provides the client with information that directly relates to their clinical needs. For example, an individual suffering from alcohol dependence receiving information about the physiological effects of alcohol from the therapist would be considered psychoeducation. This can be done inside or outside of the therapy session (via phone, etc.) and is usually brief.
- Crisis intervention – crises occur frequently in mental health facilities. Crises can vary from safety issues (most severe) to loss of employment for the client, death of a family member, relapse, etc.
- Phone Consultation (billable).

Non-direct Client Hours

As part of the requirements for Practicum and Internship, CITs can count activities not directly related to the direct counseling of clients in their weekly hourly logs. These “non-direct hours” include the variety of experiences that CITs might engage in during fieldwork to support the development of skills and knowledge needed to work effectively within their current fieldwork setting. Non-direct hours are completed at the fieldwork site.

Examples of non-direct hours include:

- Writing case notes, assessments, treatment plans and other clinical documentation
- Completing other paperwork related to the CIT’s work with his/her clients
- Making and receiving telephone calls related to the CIT’s clients
- Attending agency staff meetings (pertaining to the client)
- Readings, videos or podcasts assigned by the site supervisor and completed on site
- Attending on-site group supervision
- Researching efficacious treatment approaches for specific clients seen at the fieldwork setting
- Attending on-site staff development or in-service workshops
- Attending off-site trainings, workshops or conferences approved in advance by the site supervisor that are related to obtaining the knowledge and skills needed for providing services at the current site or that address professional development areas related to working at the current site.
- Individual/triadic supervision – individual/triadic supervision occurs when you meet individually with your Clinical Site Supervisor to discuss clients. CITs are required to receive a minimum of 1 hour of weekly supervision (either individual or triadic).
- Group site supervision – (sometimes referred to as a “staffing”) group supervision occurs when you meet with your supervisor and other therapists to discuss cases as a group.

- Group Supervision with faculty Supervisor– practicum and internship CITs participate in a mandatory weekly meeting. Group supervision consists of 1.5 hours per week of synchronous Zoom meetings per week with a faculty member.
- Staff meetings – Staff meetings are not clinical in nature and typically focus on the business aspects of the facility; employee issues or concerns may be discussed in these meetings. Please note that you CANNOT record this as supervision time.
- In-service training – students frequently attend training within the facility to learn how the process works at that particular agency (i.e., training on how to complete progress notes, OSHA regulations, CPR/first aid, etc.). This time is considered an “in-service” training because it is conducted within the facility.
- Conferences – attending conferences is an important aspect of professional development. Conferences are typically voluntary, so they do not automatically count towards your hours for practicum. However, sometimes the agency will request that CITs attend a conference as part of their clinical training. If attendance is a requirement of the field placement, these hours count towards the total number.
- Treatment Planning Outside of Sessions – treatment planning is a critical aspect of working with clients. Agencies require that a treatment plan be developed for each new client, based on his/her unique strengths and needs. Any time spent on developing and writing the treatment plan is counted towards total number of practicum hours for the course.
- Progress notes – progress notes are completed after client sessions and should refer back to progress made in the treatment plan.
- Observations/Shadowing
- NCE prep/training

Examples of activities that would not be considered as non-direct hours are:

- Professional readings that are for the CIT’s personal interest
- Comprehensive and/or extensive specialized trainings that are designed to prepare the CIT for practice or certification in a specific area not required by the site
- Driving to and from the site
- Activities related to the Montreat fieldwork course room
- Reading, listening to podcasts or viewing videotapes offsite or at home
- Waiting for clients, site supervisors or other appointments to begin
- Tasks at the site that are not part of the professional responsibilities of counselors and are unrelated to the CIT’s work with his/her clients (e.g., general clerical work; housekeeping tasks; staff parties, etc.).

Site supervisors will work with CITs to determine what activities can be listed on their time logs as the non-direct hours completed at their fieldwork sites. Fieldwork faculty will review all time logs and may request additional information to determine if a listed activity qualifies for non-direct hours within the Capella fieldwork experience. CITs must provide explanation and/or documentation to Fieldwork Faculty when requested. If you have questions about a specific activity, please contact your fieldwork faculty member for clarification.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their

own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College's educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the CIT. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.

COURSE DESCRIPTION

The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the CITs develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member and an on-site Clinical Site Supervisor approved by the Program Director. Practicum CITs participate in 1 ½ hours per week of group supervision with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. CITs are required to gain 100 hours of experience; 40 hours must be direct hours. CITs are required to have a minimum of one hour of weekly supervision (triadic and/or individual), with the site supervisor.

Documentation of a minimum requirement of 100 hours of counseling related activities, which includes 40 direct client contact hours, is submitted directly to the college's platform Tevera for verification and tracking. The practicum is completed prior to the internship; therefore, CITs may not progress to Internship I without the required number of hours submitted, the required amount of individual and group supervision, and proper approval.

This course has multiple synchronous required activities. CITs must be prepared to be flexible in meeting the demands of this course in order to progress to the internship. Practicum/field experience hours: 100. CITs must complete the minimum number of hours required. State licensure requirements may mandate additional hours. CITs must review and adhere to their state board's additional requirements. Prerequisites: Passing the CPCE; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

This is an experiential course and requires students to complete a minimum of 100 hours of clinical counseling practice, under supervision, at an approved site. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will participate in weekly individual as well as group supervision.

TOPICS

The topics to be covered include the following:

- Self-awareness
- Supervision and Expectations of Supervisors
- Professional Counselor Roles and Daily Tasks:
 - Clinical Intake Interviewing
 - Assessment
 - Writing Case Notes
 - Writing Treatment Plans and Treatment Goals
 - Referral
 - Using Theory in Treatment
 - Selecting and Using Counseling Techniques
 - Termination
- Ethics and Ethical Practice
- Professional Issues
 - Recognizing and Reporting Minor and Elder Abuse
 - Counseling Minors
 - Informed Consent
 - Professional Disclosure
 - Confidentiality
 - Suicide Assessment
 - Transference and Countertransference
 - Resistance
- Multicultural Competency
- Developing and Using a Personal Orientation to Counseling and Personal Counseling Theory
- Professional Development
- Advocacy of Clients, Self, and Profession
- Integrating Counseling Theories for a Comprehensive Approach to Working with Clients

COURSE OBJECTIVES/ CACREP 2024 STANDARDS

The following section outlines the CACREP standards that govern practicum requirements, ensuring students receive foundational, developmentally appropriate supervised clinical training. These standards define the minimum expectations for practicum structure, hours, and supervision.

4. Q Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

4. R Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

4.S Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

4.T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

COURSE OUTCOMES

The following outcomes are expected of each student for this course:

1. By completing, reviewing, and reflecting on weekly videotapes of his or her clinical work, demonstrate knowledge of and ability to apply ethical and legal standards; skill in performing assessment, diagnosis, treatment planning, promotion of wellness and mental health; ability to assess and manage suicide risk; ability to promote client understanding of and access to resources; and multicultural competence. (CObs 1, 3, 4, 6, 8)
2. Through completing and maintaining weekly time logs, document skills development necessary for completing LPCA application. (COB 11)
3. Through reviewing and successfully updating his or her Professional Growth Plan, identify areas for professional growth. (COB 12)
4. By developing a research proposal and applying current research findings to client population(s) served as well as promoting effective services within the internship setting, synthesize knowledge of mental health policy and research methodology. (COBs 2 and 9)
5. Through evaluations completed by site and faculty supervisors, demonstrate he or she can apply ethical and legal standards to clinical work, use up-to-date record keeping methods, adhere to HIPPA and HI-TECH policies, maintain resource information for clients and for therapist collaboration and referral, recognize his or her limits of competence as well as the need to refer

and/or consult, and demonstrate sound application of diagnosis, assessment, treatment planning, and multicultural competencies to promote wellness. (CObs 1, 3, 4, 5, 6, 7, 10)

ASSESSMENT PORTFOLIO

Students will prepare and submit an assessment portfolio to the faculty supervisor by the date the faculty supervisor specifies. Assessment materials are to be prepared on 8 1/2 x 11 paper, 3-hole punched, and organized in a 3-ring, loose-leaf binder using the following tabs/dividers:

- Learning Contract
- Internship Agreement Signatures
- Activity Log
- Journal
- Evaluation Forms
- Other requirements as assigned

LEARNING CONTRACT

The Learning Contract provides in writing the details of the student's individual practicum/internship arrangements. This portion of the assessment portfolio will be comprised of the Practicum/Internship Agreement Form, personal and professional goals to be discussed in your first class. Under the guidance of the faculty supervisor, the student will develop a list of specific personal objectives (goals), and a list of specific professional objectives (goals) the student hopes to meet through the experience.

ACTIVITY LOG

Each student will keep an accounting of the time committed to the practicum/internship experience and document any related activities in which he or she is involved throughout the internship experience. The student will include a weekly log for each week at the clinical placement site, a monthly hour's log and a final hours and supervision record. These hours/logs are tracked in Tevera.

JOURNAL

Students will keep a journal for the duration of the internship experience. The journal will include the following:

1. Journal Entries: The content should reflect the students' own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. The practicum/internship weekly log provides space for students to reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.
2. Following are other items the students may include with the journal:
 - Log of photos taken (only with consent from site supervisor and involved clients)
 - Post cards
 - Bulletins
 - Program flyers and information
 - Sample counseling interventions or activities
 - Other

PRACTICUM/INTERNSHIP ENTRIES

During practicum and internship, each student will be introduced to the Licensed Professional Counselor Associate (LPCA) process and start application. At the conclusion of your degree and upon passing the National Counselor Exam (NCE), your application can be submitted upon finding a job and appropriate supervision.

EVALUATIONS

Each student will submit several self-evaluations throughout their practicum/internship experiences as well as several final evaluations. The Counselor Self-Evaluation form is to be completed after reviewing videotaped sessions with a client. This is a self-evaluation that can be used as a guide for in class supervision discussions. The Client's Personal/Social Satisfaction with Counseling Assessment allows clients to provide student counselors with feedback regarding their interactions. Please make sure you have the approval of your Site Supervisor and consent from client to complete anonymously. The Interviewer Rating Form will be used by students during group supervision sessions. This form will allow students to provide each other feedback based on video or audiotaped sessions. The student counselor who is being observed should receive a copy of the rating form. The faculty supervisor may also request a copy. The Counseling Techniques List is a self-evaluation form to track understanding and use of counseling techniques. Faculty supervisor may request a copy of this list in order to better help the student during their practicum/internship experiences.

The student will have four final evaluations to submit at the conclusion of their practicum/internship experience. The **Student's Evaluation of Practicum/Internship Experience** is an evaluation of the clinical placement site. The **Practicum/Evaluation form** should be completed by the site supervisor at the end of the practicum/internship. It is encouraged that the site supervisor and the student communicate about the evaluation so that the student may use it as a learning experience. Finally, the **Student's Evaluation of Montreat Faculty Supervisor and Site Supervisor** should be completed at the end of the last group supervision session.

ADDITIONAL ITEMS

This section may include additional assignments according to the course module or faculty supervisor's instruction. The student should also feel free to include additional items that support goals articulated in the Learning Contract and information to highlight your professional development in efforts to market yourself as you begin job searching.

CN 6221: Counseling Practicum

Counseling Practicum for all students will include:

- A total of 100 hours on site over a 15-week period. A *minimum* of 40 hours must be direct services. No more than 60 hours can be indirect services.

Direct Services

- Inpatient Therapy
- Individual Adult Therapy
- Group Therapy
- Outpatient Therapy
- Individual Child Therapy
- Family Therapy
- Addiction Therapy
- Couples Therapy
- Other

Indirect Services

- Intake Interviewing
- Testing/Assessments
 - Scoring
 - Interpreting Tests
- Treatment Planning
- Record Keeping
- Consultation

- Referral
- Staff Meetings
- Report Writing
- Case Summaries
- Other
- A site supervisor who must have a minimum of a master's degree in counseling (LPC) or a related fields (LMFT, LCSW, Licensed Psychologist, Licensed Medical Doctor with Board certification in psychiatry, Nurse Practitioner certified in psychiatric nursing or Advanced Practice Psychiatric Clinical Nurse Specialist) with appropriate unrestricted licensure, and a minimum 2 years of experience in the identified program area that the student is completing internship hours. They also must be informed and understand the program's expectations.

Name:

Phone:

Email:

Highest Academic Degree:

- **Please attach a copy of the site supervisors resume or CV.**

- Clinical Supervision each week with the purpose of individual and/or triadic supervision for a minimum of one hour with the approved site supervisor for the duration of practicum.
- An average of one and one half (1 ½) hours of group supervision each week during practicum that will be facilitated by a program faculty member.
- Development of appropriate audio/visual recordings required for program assignments.
- Student evaluations held throughout the practicum, and a formal evaluation that will be conducted at the conclusion of the practicum.
- Student providing additional information at the initial point of contact to interview/request placement at the facility/agency

Please contact Dr. Tora N. Kincaid at tora.kincaid@montreat.edu or 828.764.7549 for additional information.



PERMIT TO REGISTER FORM

Counseling Practicum

For Office Use Only:				
Course: CN 6221	Year: _____	Term: _____	Session: _____	Section: _____
	—	—	MGSPAS	—
Course		Campus: _____		Night: _____
Dates: _____				
Sent _____	to		Applicable	Registration
Departments: _____			Processed: _____	

Student's Name: _____

Student's Current Address: _____

Student's Current Contact Telephone #: _____

Expected Practicum Start Date: _____

1. All didactic courses completed or in progress, per Program of Study form: (check) _____
 Course(s) in progress: _____
2. GPA must be at least 3.0 and must be maintained throughout CN 675 Counseling Practicum.
 Current GPA: _____
3. Proof of Liability Insurance:
 Company: _____ Coverage Amount: _____
4. Completed Practicum contract attached: (check) _____
5. Academic Advisor and Program Director Approval:
 Advisor signature: _____ Date: _____
 Program Director signature: _____ Date: _____



CN 6222- COUNSELING INTERNSHIP I (6 Credits)

MISSION OF THE COLLEGE

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

THE CONCEPTUAL FRAMEWORK FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE PROGRAM

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long CITs, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of *Counselor as Advocate, Leader, and Collaborator*.

MISSION OF THE COUNSELING

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long CITs, active global citizens, and advocates for social justice.

MISSION OF THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

PROGRAM OBJECTIVES

PLO 1: Professional Counseling Orientation and Ethical Practice
Demonstrate knowledge of the history, philosophy, and current trends in clinical mental health counseling while applying ethical and legal standards to ensure client welfare and counselor integrity.
PLO 2: Social And Cultural Identities and Experiences
Employ culturally competent counseling strategies that respect diverse client backgrounds and advocate for mental health equity and social justice.
PLO 3: Lifespan Development
Apply theories of human development to promote resilience and adaptation in clients across the lifespan, addressing bio-psycho-social-spiritual factors.
PLO 4: Career Development
Integrate career development theories and counseling strategies to assist clients in navigating vocational challenges and addressing sociocultural influences on career decisions.
PLO 5: Counseling Practice and Relationships
Demonstrate proficiency in applying counseling theories and evidence-based techniques to meet client goals while integrating multicultural considerations into ethical decision-making.

PLO 6: Group Counseling and Group Work
Facilitate group counseling sessions using evidence-based practices and group process theories to promote cohesion and achieve positive client outcomes.
PLO 7: Assessment and Diagnostic Processes
Conduct assessments and diagnoses using the latest DSM edition and other tools to develop client-centered treatment plans that are ethically and culturally appropriate.
PLO 8: Research and Program Evaluation
Critically evaluate research and program data, applying findings to enhance counseling outcomes and contribute to the field of clinical mental health counseling.
PLO 9: Clinical Mental Health Counseling
Develop a professional identity grounded in counseling theory, integrating holistic biopsychosocial-spiritual formation into lifelong professional growth.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College's educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning

resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the CIT. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.

COURSE DESCRIPTION

The internship course is a distinctly defined, supervised clinical experience in which the CITs refine and enhance basic counseling and CITs development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. This is an experiential course and requires students to complete a minimum of 300 hours of clinical counseling practice, under supervision, at an approved site, with 120 of those hours being direct. Internship CITs participate in an average of 1 ½ hours per week of group supervision with a counseling faculty member or CITs supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. The internship is performed under the supervision of an onsite Clinical Site Supervisor approved by the Clinical Director. CITs are required to have a minimum of one hour of weekly supervision (triadic and/or individual) with the site supervisor. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork required for licensure as an LPC-A (Licensed Professional Counselor Associate) in NC. Students will participate in weekly individual supervision as well as group supervision.

TOPICS

The topics to be covered include the following:

- Licensure and Certification and Associated Processes and Resources
- Self-Awareness
- Supervision and Expectations of Supervisors
- Professional Counselor Roles and Daily Tasks:
 - Clinical Intake Interviewing
 - Assessment
 - Writing Case Notes
 - Writing Treatment Plans and Treatment Goals
 - Referral
 - Using Theory in Treatment
 - Selecting and Using Counseling Techniques
 - Termination
- Psychotropic Medications
- Ethics and Ethical Practice
- Legal Issues and State Counseling Laws
- Professional Issues
 - Recognizing and Reporting Minor and Elder Abuse
 - Counseling Minors
 - Informed Consent
 - Professional Disclosure
 - Confidentiality
 - Suicide Assessment
 - Transference and Countertransference
 - Resistance
- Multicultural Competency
- Developing and Using a Personal Orientation to Counseling and Personal Counseling Theory
- Professional Development

- Advocacy of Clients, Self, and Profession
- Integrating Counseling Theories for a Comprehensive Approach to Working With Clients

COURSE OBJECTIVES/CACREP 2024 STANDARDS

The following section outlines the CACREP standards that govern internship, which guide students' advanced clinical preparation and professional skill development. These standards specify the required hours, supervision, and scope of practice for internship experiences.

4.U After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

4.V Internship students complete a minimum of 240 hours of direct service with actual clients.

4.W Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

4.X Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

COURSE OUTCOMES

The following outcomes are expected of each student for this course:

1. By completing and reflecting on bi-weekly videotapes of clinical work, demonstrate knowledge and application of ethical and legal standards, assessment skills, diagnosis, treatment planning, promotion of wellness and mental health; demonstrate ability to assess and manage suicide risk; promote client understanding of and access to resources; and demonstrate multicultural competence. (CObs 1, 3, 4, 6, 8)
2. Through completing and maintaining weekly time logs, I will continue to work toward the completion of LPCA application. (COB 11)
3. Through completing the LPCA application project, I will continue to work toward the completion of LPCA application (COB 11).
4. By successfully reviewing and updating the Professional Growth Plan, identify areas for professional growth. (COB 12).
5. By developing a research proposal, synthesize knowledge of mental health policy and research methodology and apply current research findings to client population(s) served as well as promote effective services within the internship setting. (COBs 2 and 9)

6. Through completing a thorough case conceptualization, demonstrate knowledge of assessment, diagnosis, treatment planning, promotion of wellness, and multicultural competence. (CObs 3, 4, 6, 8)
7. By completing the assigned DVD activities and reflection questions, demonstrate ability to synthesize prior coursework (assessment, multicultural competence, diagnosis, treatment) and demonstrate the ability to integrate counseling theory and techniques for a comprehensive approach to client care and treatment. (COB 13)
8. Through developing and implementing a group counseling experience, apply ethical and legal standards to clinical work, synthesize knowledge of policy to improve mental health care in the clinical setting/community; demonstrate multicultural competence; and promote wellness. (CObs 1, 2, 4, and 6)
9. Through evaluations by site and faculty supervisors, evidenced by completed evaluations, demonstrate he/she has applied ethical and legal standards to clinical work, used up-to-date record keeping methods, adhered to HIPPA and HI-TECH policies, maintained resource information for clients and for therapist collaboration and referral, and knows limits of competence and recognizes the need to refer and/or consult as well as demonstrate sound application of diagnosis, assessment, treatment planning, and multicultural competencies while promoting wellness. (CObs 1, 3, 4, 5, 6, 7, 10).

INTRODUCTORY NOTES TO STUDENTS

The internship course is designed differently than didactic courses in the program. During the internship, you will complete clinical hours, providing mental health services to clients in a setting that as accurately as possible reflects the holistic work of a Licensed Professional Counselor. In addition to the 300 hours of clinical practice, you will also participate in group supervision once a week, individual supervision regularly, and triadic supervision 4 times during the course. You will notice some instructions are repeated in the weekly individual assignments. For example, the same task is listed for Class One and Class Two for individual supervision. This occurs because students will have individual supervision in alternate weeks. The week that you do not have individual supervision, you will not have to prepare for that particular task. You are not only expected to complete 300 hours of clinical experience following the outlined ratio of direct client hours to indirect hours in the field, but you will also be expected to complete a variety of assignments including viewing bi-weekly videotapes of clinical work, followed by thoughtful reflection. If you fail to attend a scheduled supervision session, you will be expected to make up the session at the convenience of the instructor providing supervision. Evaluations of performance, including professional and ethical behaviors and specific skills and application of knowledge are all components of this experience.

ASSESSMENT PORTFOLIO

Students will prepare and submit an assessment portfolio to the faculty supervisor by the date the faculty supervisor specifies. Assessment materials are to be prepared on 8 1/2 x 11 paper, 3-hole punched, and organized in a 3-ring, loose-leaf binder using the following tabs/dividers:

- Learning Contract
- Internship Agreement Signatures
- Activity Log
- Journal
- Evaluation Forms
- Other requirements as assigned

LEARNING CONTRACT

The Learning Contract provides in writing the details of the student's individual practicum/internship arrangements. This portion of the assessment portfolio will be comprised of the Practicum/Internship Agreement Form, personal and professional goals to be discussed in your first class. Under the guidance of the faculty supervisor, the student will develop a list of specific personal objectives (goals), and a list of specific professional objectives (goals) the student hopes to meet through the experience.

ACTIVITY LOG

Each student will keep an accounting of the time committed to the practicum/internship experience and document any related activities in which he or she is involved throughout the internship experience. The student will include a weekly log for each week at the clinical placement site, a monthly hours log and a final hours and supervision record.

JOURNAL

Students will keep a journal for the duration of the internship experience. The journal will include the following:

1. Journal Entries: The content should reflect the students' own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. The practicum/internship weekly log (p. 54) provides space for students to reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.
2. Following are other items the students may include with the journal:
 - Log of photos taken (only with consent from your site supervisor and involved clients)
 - Post cards
 - Bulletins
 - Program flyers and information
 - Sample counseling interventions or activities
 - Other

PRACTICUM/INTERNSHIP ENTRIES

During practicum and internship, each student will be introduced to the Licensed Professional Counselor Associate (LPCA) process and start application. At the conclusion of your degree and upon passing the National Counselor Exam (NCE), your application can be submitted upon finding a job and appropriate supervision.

EVALUATIONS

Each student will submit several self-evaluations throughout their practicum/internship experiences as well as several final evaluations. The Counselor Self-Evaluation form is to be completed after reviewing videotaped sessions with a client. This is a self-evaluation that can be used as a guide for in class supervision discussions. The Client's Personal/Social Satisfaction with Counseling Assessment allows clients to provide student counselors with feedback regarding their interactions. Please make sure to have the approval of your Site Supervisor and consent from client to complete anonymously. The Interviewer Rating Form will be used by students during group supervision sessions. This form will allow students to provide each other feedback based

on video or audiotaped sessions. The student counselor who is being observed should receive a copy of the rating form. The faculty supervisor may also request a copy. The Counseling Techniques List is a self-evaluation form to track understanding and use of counseling techniques. Faculty supervisor may request a copy of this list in order to better help the student during their practicum/internship experiences.

The student will have four final evaluations to submit at the conclusion of their practicum/internship experience. The **Student's Evaluation of Practicum/Internship** Experience is an evaluation of the clinical placement site, including the site supervisor. The **Practicum/Evaluation form** should be completed by the site supervisor at the end of the practicum/internship. It is encouraged that the site supervisor and the student communicate about the evaluation so that the student may use it as a learning experience. Finally, the **Student's Evaluation of Montreat Faculty Supervisor and Site Supervisor** should be completed at the end of the last group supervision session.

ADDITIONAL ITEMS

This section may include additional assignments according to the course module or faculty supervisor instruction. The student should also feel free to include additional items that support goals articulated in the Learning Contract and information to highlight your professional development in efforts to market yourself as you begin job searching.

CN 6222 Counseling Internship I

Counseling Internship I for all students will include:

- Completion of CN 675 Counseling Practicum
- A total of 300 hours on site over a 15 week period. *A minimum* of 120 hours must be direct services. No more than 180 hours can be indirect services. The indirect hours provide an opportunity for students to gain experience through professional activities and resources in addition to direct service hours.

Direct Services

- | | |
|----------------------------|---------------------|
| ○ Inpatient Therapy | ○ Family Therapy |
| ○ Individual Adult Therapy | ○ Addiction Therapy |
| ○ Group Therapy | ○ Couples Therapy |
| ○ Outpatient Therapy | ○ Other |
| ○ Individual Child Therapy | |

Indirect Services

- | | |
|-----------------------|------------------|
| ○ Intake Interviewing | ○ Record Keeping |
| ○ Testing/Assessments | ○ Consultation |
| ○ Scoring | ○ Referral |
| ○ Interpreting Tests | ○ Staff Meetings |
| ○ Treatment Planning | ○ Report Writing |
| | ○ Case Summaries |
| | ○ Other |

- A site supervisor who must have a minimum of a master's degree in counseling (LPC) or a related fields (LMFT, LCSW, Licensed Psychologist, Licensed Medical Doctor with Board certification in psychiatry,

Nurse Practitioner certified in psychiatric nursing or Advanced Practice Psychiatric Clinical Nurse Specialist) with appropriate unrestricted licensure, and a minimum 2 years of experience in the identified program area that the student is completing internship hours. They also must be informed and understand the program's expectations.

Name:

Phone:

Email:

Highest Academic Degree:

- **Please attach a copy of the site supervisors resume or CV.**

- Clinical Supervision each week with the purpose of individual and/or triadic supervision for a minimum of one hour with the approved site supervisor for the duration of the internship.
- An average of one and one half (1 ½) hours of group supervision each week on a regular schedule during the internship that will be facilitated by a program faculty member.
- Development of appropriate audio/visual recordings required for program assignments and use in supervision or opportunity to receive live supervision with clients.
- Student evaluations held throughout the internship, and a formal evaluation that will be conducted by program faculty member in conjunction with the site supervisor at the conclusion of the internship.
- Student providing additional information at the initial point of contact to interview/request placement at the facility/agency

Note: To meet the state licensure requirements, the program requires students to complete 60 credit hours of graduate level coursework. Internship I consists of double the coursework and hours required for licensure, therefore this course is a 6 credit 15-week course that provides an immersive, in-depth experience that is essential for the development of practical counseling skills. The extended credit hours reflect the significant time commitment required for students to engage fully in client interactions, supervision, and professional development. This structure ensures that students receive the comprehensive training necessary to meet the rigorous demands of the counseling profession, preparing them for real-world practice.

Please contact Dr. Tora N. Kincaid at tora.kincaid@montreat.edu or 828.764.7549 for additional information
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PERMIT TO REGISTER FORM

Counseling Internship I

For Office Use Only:			
Course: CN 6222	Year: _____	Term: _____	Session: _____
			MGSPAS
Course _____		Campus: _____	Section: _____
Dates: _____			Night: _____
	Sent to Applicable _____		Registration _____
Departments: _____			Processed: _____

Student's Name: _____

Student's Current Address: _____

Student's Current Contact Telephone #: _____

Expected Practicum Start Date: _____

6. Completed all didactic courses, per Program of Study form: (check) ____
7. Completed and passed Counselor Preparation Comprehensive Examination (CPCE): (check) ____
Other requirements, if applicable: _____
8. CN 675 Counseling Practicum in progress: (check) ____
9. GPA must be at least 3.0 and must be maintained throughout CN 680 Counseling Internship I.
Current GPA: _____
10. Proof of Liability Insurance:
Company: _____ Coverage Amount: _____
11. Completed Internship I contract attached: (check) ____
Note: if continuing at Practicum site, update contract with new dates and other information, if applicable.
12. Academic Advisor and Program Director Approval:
Advisor signature: _____ Date: _____
Program Director signature: _____ Date: _____



CN 6223- COUNSELING INTERNSHIP II
(6 Credits)

MISSION OF THE COLLEGE

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

THE CONCEPTUAL FRAMEWORK FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE PROGRAM

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long CITs, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of *Counselor as Advocate, Leader, and Collaborator*.

MISSION OF THE COUNSELING

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long CITs, active global citizens, and advocates for social justice.

MISSION OF THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

PROGRAM GOALS FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Upon completion of the Clinical Mental Health Counseling graduate degree program, candidates should be able to meet the following objectives that are based on the 2009 CACREP Standards for Clinical Mental Health Counseling Programs:

1. Acquire a solid knowledge base related to clinical mental health counseling that includes the following:
 - a. History and philosophy of clinical mental health counseling and current trends in the field (CMHC: A:1; CMHC:C:9)
 - b. Ethical and legal standards and ways to apply them to professional practice (CMHC:A:2; CMHC:B:1)
 - c. Professional associations and organizations, licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in organizations, and processes for obtaining credentials and licenses (CMHC: A:4)
 - d. Counseling theories and techniques and strategies for integrating them into counseling sessions, based on client identified goals and needs, as well as supervision theories and models (CMHC: A:5; CMHC: E:3)
 - e. Professional roles and functions in a variety of settings and specialties, professional issues that influence clinical mental health counselors, and self-care strategies and resources (CMHC:A:3; CMHC:A:7; CMHC:C:5; CMHC:D:9)
 - f. Counseling strategies for working with diverse clients in multiculturally sensitive and competent ways (CMHC:D:2; CMHC:D:5; CMHC:E:1-6; CMHC:F:1-3; CMHC:H:1; CMHC:K:4)

- g. Advocacy strategies for clients and advocacy efforts, legislation, and public policy related to clinical mental health counseling (CMHC:B:2; CMHC:E:4; CMHC:E:6)
2. Demonstrate knowledge of and skills for practice in the following areas:
- a. Counseling, prevention, and intervention, including theories and techniques (CMHC:A:5; CMHC:C:1; CMHC:C:8; CMHC:D:1; CMHC:D:3; CMHC:C:7; CMHC:D:4)
 - b. Substance abuse and addictions (CMHC:A:6; CMHC:C:4; CMHC:D:8; CMHC:K:3)
 - c. Career development across the lifespan and career counseling theories and techniques (Section ii:4:a-g)
 - d. Crisis, trauma, and disaster (CMHC:A:9-10; CMHC:C:6; CMHC:K:5; CMHC:L:3)
 - e. Individual, couple, family and group counseling (CMHC:D:5)
 - f. Assessment, diagnosis, and treatment planning, using a variety of assessment tools such as the current edition of the *Diagnostic Manual of Mental Disorders* (DSM) (CMHC:C:2; CMHC:D:1; CMHC:D:6; CMHC:G:1-4; CMHC:H:1-4; CMHC:K:1-5; CMHC:L:1-3)
 - g. Ethical practice, decision making, and the implications of advocacy and multicultural issues in sound ethical practice with clients (CMHC:A:2; CMHC:B:1)
 - h. Research strategies and critical evaluation of literature and interventions related to the practice of clinical mental health counseling (CMHC:I:1-3; CMHC:J:1-3)
 - i. Day-to-day practice skills, including intake, record keeping, and consultation (CMHC:A:8; CMHC:D:7)
3. Meet the following additional goals:
- a. Articulate a personal worldview and personal theory of counseling, integrating their own spiritual formation into their professional growth and practice as a counseling practitioner.
 - b. Demonstrate mastery of the technology needed for success in today's professional world and exemplary oral and written communication skills requisite of graduate-level professional.
 - c. Demonstrate a commitment to life-long personal and professional growth through continuing education, consultation, and supervision as appropriate.
 - d. Create a professional portfolio that will include, but not limited to, documentation of the following: course projects, attendance at professional conferences and workshops, leadership roles, projects implemented during practicum and internship experiences (as appropriate), a Professional Growth Plan (PGP), beginning documents for the state licensure processes, and reflections on their experiences throughout the program.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College's educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the CIT. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.

COURSE DESCRIPTION

This internship course is a continuation of counseling internship I. The internship course is a distinctly defined, supervised clinical experience in which the CITs refine and enhance basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. Internship students participate in an average of 1 ½ hours per week of group supervision with a counseling faculty member or CITs supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. The internship is performed under the supervision of an on-site Clinical Site Supervisor approved by the Office of Field Experience. CITs are required to gain 300 hours of experience; 120 hours must be direct hours. CITs are required to have a minimum of one hour of weekly supervision (triadic and/or individual) with the site supervisor. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork

required for licensure as an LPC-A (Licensed Professional Counselor Associate) in NC. Students will participate in weekly individual supervision as well as group supervision.

TOPICS

The topics to be covered include the following:

- Licensure and Certification and Associated Processes and Resources
 - Self-Awareness
 - Supervision and Expectations of Supervisors
 - Professional Counselor Roles and Daily Tasks:
 - Clinical Intake Interviewing
 - Assessment
 - Writing Case Notes
 - Writing Treatment Plans and Treatment Goals
 - Referral
 - Using Theory in Treatment
 - Selecting and Using Counseling Techniques
 - Termination
 - Psychotropic Medications
 - Ethics and Ethical Practice
 - Legal Issues and State Counseling Laws
 - Professional Issues
 - Recognizing and Reporting Minor and Elder Abuse
 - Counseling Minors
 - Informed Consent
 - Professional Disclosure
 - Confidentiality
 - Suicide Assessment
 - Transference and Countertransference
 - Resistance
 - Multicultural Competency
 - Developing and Using a Personal Orientation to Counseling and Personal Counseling Theory
 - Professional Development
 - Advocacy—of Clients, Self, and Profession
 - Integrating Counseling Theories for a Comprehensive Approach to Working with Clients
-

COURSE OBJECTIVES/CACREP 2024 STANDARDS

The following section outlines the CACREP standards that govern internship, which guide students' advanced clinical preparation and professional skill development. These standards specify the required hours, supervision, and scope of practice for internship experiences.

4.U After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

4.V Internship students complete a minimum of 240 hours of direct service with actual clients.

4.W Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

4. a counselor education program faculty member, or
5. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
6. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

4.X Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

3. a counselor education program faculty member or
4. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

COURSE OUTCOMES

The following outcomes are expected of each student for this course:

1. By completing and reflecting on bi-weekly videotapes of clinical work, demonstrate knowledge and application of ethical and legal standards, assessment skills, diagnosis, treatment planning, promotion of wellness and mental health, ability to assess and manage suicide risk, promote client understanding of and access to resources, and demonstrate multicultural competence. (CObs 1, 2, 3, 4, 5, 7, 8, 10)
2. Through completing and maintaining weekly time logs, continue to work toward completing LPCA application. (COB 9)
3. Through completing the in-class LPCA application discussions and activities, continue to work toward completing LPCA application. (COB 9)
4. Through completing a thorough case conceptualization, demonstrate knowledge of assessment, diagnosis, treatment planning, promotion of wellness, and multicultural competence. (CObs 2, 3, 4, 5, 8, 10)
5. By completing the assigned DVD activities and reflection questions, demonstrate knowledge of prior coursework (assessment, multicultural competence, diagnosis, treatment) as well as demonstrate ability to integrate counseling theory and techniques for a comprehensive approach to client care and treatment. (COB 10)
6. By participating in mental health consultation with another mental health professional, apply a general framework for understanding and practicing mental health consultation. (COB 1, 6)
7. Through being evaluated by site and faculty supervisors, as evidenced in the completed evaluations, demonstrate he or she applies ethical and legal standards to clinical work, uses up-to-date record keeping methods, adheres to HIPPA and HI-TECH policies, maintains resource information for clients and for therapist collaboration and referral, and knows limits of competence and recognizes the need to refer and/or consult, and demonstrates sound application of diagnosis, assessment, treatment planning, and multicultural competencies while promoting wellness. (CObs 1, 2, 3, 4, 5, 7, 8, 9)

ASSESSMENT PORTFOLIO

Students will prepare and submit an assessment portfolio to the faculty supervisor by the date the faculty supervisor specifies. Assessment materials are to be prepared on 8 1/2 x 11 paper, 3-hole punched, and organized in a 3-ring, loose-leaf binder using the following tabs/dividers:

- Learning Contract
- Internship Agreement Signatures
- Activity Log
- Journal
- Evaluation Forms
- Other requirements as assigned

LEARNING CONTRACT

The Learning Contract provides in writing the details of the student's individual practicum/internship arrangements. This portion of the assessment portfolio will be comprised of the Practicum/Internship Agreement Form, personal and professional goals to be discussed in your first class. Under the guidance of the faculty supervisor, the student will develop a list of specific personal objectives (goals), and a list of specific professional objectives (goals) the student hopes to meet through the experience.

ACTIVITY LOG

Each student will keep an accounting of the time committed to the practicum/internship experience and document any related activities in which he or she is involved throughout the internship experience. The student will include a weekly log for each week at the clinical placement site, a monthly hour's log and a final hours and supervision record.

JOURNAL

Students will keep a journal for the duration of the internship experience. The journal will include the following:

1. Journal Entries: The content should reflect the students' own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. The practicum/internship weekly log provides space for students to reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.
2. Following are other items the students may include with the journal:
 - Log of photos taken (only with consent from site supervisor and involved client)
 - Post cards
 - Bulletins
 - Program flyers and information
 - Sample counseling interventions or activities
 - Other

PRACTICUM/INTERNSHIP ENTRIES

During practicum and internship, each student will be introduced to the Licensed Professional Counselor Associate (LPCA) process and start application. At the conclusion of your degree and upon passing the National Counselor Exam (NCE), your application can be submitted upon finding a job and appropriate supervision.

EVALUATIONS

Each student will submit several self-evaluations throughout their practicum/internship experiences as well as several final evaluations. The Counselor Self-Evaluation form is to be completed after reviewing videotaped sessions with a client. This is a self-evaluation that can be used as a guide for in class supervision discussions. The Client's Personal/Social Satisfaction with Counseling Assessment allows clients to provide student counselors with feedback regarding their interactions. Please make sure to have the approval of your Site Supervisor and consent from client to complete anonymously. The Interviewer Rating Form will be used by students during group supervision sessions. This form will allow students to provide each other feedback based on video or audiotaped sessions. The student counselor who is being observed should receive a copy of the rating form. The faculty supervisor may also request a copy. The Counseling Techniques List is a self-evaluation form to track understanding and use of counseling techniques. Faculty supervisor may request a copy of this list in order to better help the student during their practicum/internship experiences.

The student will have four final evaluations to submit at the conclusion of their practicum/internship experience. The **Student's Evaluation of Practicum/Internship Experience** is an evaluation of the clinical placement site, including the site supervisor. The **Practicum/Evaluation form** should be completed by the site supervisor at the end of the practicum/internship. It is encouraged that the site supervisor and the student communicate about the evaluation so that the student may use it as a learning experience. Finally, the **Student's Evaluation of Montreat Faculty Supervisor and Site Supervisor** should be completed at the end of the last group supervision session.

ADDITIONAL ITEMS

This section may include additional assignments according to the course module or faculty supervisor instruction. The student should also feel free to include additional items that support goals articulated in the Learning Contract, and information to highlight your professional development in efforts to market yourself as you begin job searching.

CN 6223 Counseling Internship II

Counseling Internship I for all students will include:

- Completion of CN 675 Counseling Practicum and CN 680 Counseling Internship I
- A total of 300 hours on site over a 15-week period. *A minimum* of 120 hours must be direct services. No more than 180 hours can be indirect services. The indirect hours provide an opportunity for students to gain experience through professional activities and resources in addition to direct service hours.

Direct Services

- | | |
|----------------------------|---------------------|
| ○ Inpatient Therapy | ○ Family Therapy |
| ○ Individual Adult Therapy | ○ Addiction Therapy |
| ○ Group Therapy | ○ Couples Therapy |
| ○ Outpatient Therapy | ○ Other |
| ○ Individual Child Therapy | |

Indirect Services

- Intake Interviewing
- Testing/Assessments
 - Scoring
 - Interpreting Tests
- Treatment Planning
- Record Keeping
- Consultation
- Referral
- Staff Meetings
- Report Writing
- Case Summaries
- Other

- A site supervisor who must have a minimum of a master's degree in counseling (LPC) or a related fields (LMFT, LCSW, Licensed Psychologist, Licensed Medical Doctor with Board certification in psychiatry, Nurse Practitioner certified in psychiatric nursing or Advanced Practice Psychiatric Clinical Nurse Specialist) with appropriate unrestricted licensure, and a minimum 2 years of experience in the identified program area that the student is completing internship hours. They also must be informed and understand the program's expectations.

Name:

Phone:

Email:

Highest Academic Degree:

- **Please attach a copy of the site supervisors resume or CV.**

- Clinical Supervision each week with the purpose of individual and/or triadic supervision for a minimum of one hour with the approved site supervisor for the duration of the internship.
- An average of one and one half (1 ½) hours of group supervision each week on a regular schedule during the internship that will be facilitated by a program faculty member.
- Development of appropriate audio/visual recordings required for program assignments and use in supervision or opportunity to receive live supervision with clients.
- Student evaluations held throughout the internship, and a formal evaluation that will be conducted by program faculty member in conjunction with the site supervisor at the conclusion of the internship.
- Student providing additional information at the initial point of contact to interview/request placement at the facility/agency

Note: To meet the state licensure requirements, the program requires students to complete 60 credit hours of graduate level coursework. Internship II consists of double the coursework and hours required for licensure, therefore this course is a 6 credit 15-week course that provides an immersive, in-depth experience that is essential for the development of practical counseling skills. The extended credit hours reflect the significant time commitment required for students to engage fully in client interactions, supervision, and professional development. This structure ensures that students receive the comprehensive training necessary to meet the rigorous demands of the counseling profession, preparing them for real-world practice.

Please contact Dr. Tora N. Kincaid at tora.kincaid@montreat.edu or
828.764.7549 for additional information



PERMIT TO REGISTER FORM

Counseling Internship II

For Office Use Only:				
Course: CN 6223	Year: _____	Term: _____	Session: MGSPAS	Section: _____
Course _____	Campus: _____	Night: _____		
Dates: _____	Sent to Applicable _____		Registration _____	
Departments: _____	Processed: _____			

Student's Name: _____

Student's Current Address: _____

Student's Current Contact Telephone #: _____

Expected Practicum Start Date: _____

13. Completed all prerequisite course/exam requirements, per Program of Study form: (check) _____

14. CN 680 Counseling Internship I in progress: (check) _____

15. GPA must be at least 3.0 and must be maintained throughout CN 685 Counseling Internship II.

Current GPA: _____

16. Proof of Liability Insurance:

Company: _____ Coverage Amount: _____

17. Completed Internship II contract attached: (check) _____

Note: if continuing at Internship I site, update contract with new dates and other information, if applicable.

18. Academic Advisor and Program Director Approval:

Advisor signature: _____ Date: _____

Program Director signature: _____ Date: _____



PRACTICUM/INTERNSHIP FORMS AND EVALUATIONS



**Master of Arts in Clinical Mental Health Counseling Program
PRACTICUM & INTERNSHIP PLACEMENT DATA FORM**

This form is provided to agencies and programs interested in offering placements to Montreat College interns. Copies of this form will be kept on file for students to review when seeking practicums and internships. Please answer all items, and feel free to include any additional information you think might be helpful in placing professional counselors-in-training. Thank you for your time and interest in working with us.

Placement Agency Name: _____

Placement Agency Address: _____

Telephone: _____ Fax: _____

Website: _____

Contact Person and Title: _____

Contact Person's Email: _____

Please provide a brief description of the services provided: _____

Please describe clients served by your program or institution: _____

Please indicate if you are willing to accept students for the following counseling professional development experience(s): Please X

_____ Practicum _____ Internship _____ Practicum & Internship

Please indicate the number of Practicum or Internship students you will accept for a 15 week cycle:

Briefly describe the clients served, learning opportunities, responsibilities, and expectations for practicum students and interns at your placement site: _____

Please indicate what days and times are available for interns to be at your placement site. If you require interns to be present on certain days or at certain times, please indicate those days/times (please X and note hours if outside normal 8:00 a.m.–6:00 p.m. business hours):

_____Mondays _____Tuesdays _____Wednesdays _____Thursdays
_____Fridays _____Saturdays _____Sundays

Supervisor's Name: _____

Supervisor's Degree and Position: _____

Required Weekly Supervision Schedule, Day and Times: _____

Supervisor's Theoretical Orientation: _____

Other information about Supervision and/or Placement: _____

CLINICAL INTERN SITE PRESELECTION DATA SHEET

Name of agency _____

Address _____

Type of agency _____ Staff size _____

Client/patient population _____

Type of Direct Service Provided

Inpatient therapy	Yes _____	No _____
Outpatient therapy	Yes _____	No _____
After care	Yes _____	No _____
Addiction therapy	Yes _____	No _____
Individual therapy	Yes _____	No _____
Group therapy	Yes _____	No _____
Marital therapy	Yes _____	No _____
Occupational therapy	Yes _____	No _____
Physical therapy	Yes _____	No _____

Intern Experience Provided (Direct Service)

Inpatient therapy	Yes _____	No _____
Outpatient therapy	Yes _____	No _____
Addiction therapy	Yes _____	No _____
Individual therapy	Yes _____	No _____
Group therapy	Yes _____	No _____
Marital therapy	Yes _____	No _____
Family therapy	Yes _____	No _____

Administrative Experience

Intake interviewing	Yes _____	No _____
Testing	Yes _____	No _____
Scoring	Yes _____	No _____
Interpreting	Yes _____	No _____
Report writing	Yes _____	No _____
Record keeping	Yes _____	No _____
Treatment planning	Yes _____	No _____
Consultation	Yes _____	No _____
Referral	Yes _____	No _____
Case summaries	Yes _____	No _____
Staff meetings	Yes _____	No _____

CLINICAL INTERN SITE PRESELECTION DATA SHEET CONT.

Supervision Provided

Direct supervision	Yes _____	No _____
Individual	Yes _____	No _____
Group	Yes _____	No _____

Education Provided

Professional training seminars	Yes _____	No _____
In-service training	Yes _____	No _____
Research opportunities	Yes _____	No _____

LETTER TO PRACTICUM SITE SUPERVISOR

Date _____

Dear Practicum Site Supervisor,

The enclosed contract is designed to formalize the arrangement between Master of Arts in Clinical Mental Health Counseling and _____ (Practicum Site) for student counselors enrolled in the practicum at Montreat College. The practicum activities have been selected based on APA and CACREP guidelines, state licensing or certification requirements, and the College and program faculty recommendations.

If the guidelines, agreements, and practicum activities are followed closely, the student counselor should have the opportunity to demonstrate counseling competencies at an increasing level of complexity in the amount of time contracted. We realize that a practicum site may not be able to provide access for the student to every activity because of the differences that exist in individuals and institutions. The contract for each practicum experience will indicate those activities that can be provided.

We appreciate and thank you for your interest and cooperation in helping to prepare professional counselors.

Sincerely,

(Name of Professor)

(Phone Number)

PRACTICUM/INTERNSHIP WEEKLY LOG

Name: _____

Practicum/Internship Site: _____

Week Start and End Date: _____

DATE	CLIENT	DESCRIPTION OF ACTIVITY	TIME	DIRECT	INDIRECT	TOTAL
					TOTAL:	

1. Issues that came up and how you handled them. _____

2. Things you learned about yourself. _____

Hours this week: Direct Service Hours: _____ Cumulative Direct Service Hours: _____
 Nondirect Service Hours: _____ Cumulative Nondirect Service Hours: _____

Individual Supervision hours this week: Site: _____ Montreat: _____

Triadic Supervision: Site: _____ Montreat: _____

Group Supervision: Site: _____ Montreat: _____

Number of Videotapes turned in by student: Site: _____ Montreat: _____

Number of Videotapes critiqued in individual supervision: Site: _____ Montreat: _____

Site Supervisor Signature and Date: _____

Montreat Supervisor Signature and Date: _____

MONTHLY PRACTICUM/INTERNSHIP LOG

Name: _____ Date: _____

Practicum/ Internship Supervisor: _____
(Signature)

Practicum/ Internship Site: _____

Month of	Intake Interview	Individual counseling	Group counseling	Testing	Report Writing	Consultation	Psycho-educational	Career counseling	Case Conference	Other (specify)
Week 1 Dates : Total Hours:										
Week 2 Dates : Total Hours:										
Week 3 Dates : Total Hours:										
Week 4 Dates : Total Hours:										

CUMULATIVE PRACTICUM/INTERNSHIP HOURS AND SUPERVISION RECORD

(submit at the end of the term)

CN 675 Practicum _____ CN 680 Internship I _____ CN 685 Internship II _____

Name of Montreat Student: _____

Start Date: _____ End Date: _____

Total Number of Hours Completed by Montreat Student: _____

Number of Direct Hours completed: _____

Number of Indirect Hours completed: _____

Name of Practicum/Internship Site: _____

Address of Practicum/Internship Site: _____

Phone Number of Practicum/Internship Site: _____

Practicum/Internship Site Supervisor Information

Name of Supervisor: _____

Years of Counseling Experience: _____ Highest Degree: _____

Professional Licensure/Certifications: _____

Total Number of Supervision Hours: _____

Montreat College Supervisor Information

Montreat Supervisor Name: _____

Total Number of Individual Supervision Hours: _____

Total Number of Group Supervision Hours: _____

Date Signature of Student Counselor

Date Signature of Site Supervisor

Date Signature of Montreat Supervisor

CLIENT CONSENT FORM

Montreat College

Clinical Mental Health Counseling

I, _____, agree to be counseled by a Clinical Mental Health Counseling practicum/internship student in the Master of Arts in Clinical Mental Health Counseling program at Montreat College.

I further understand that I will be a part of counseling sessions that will be audio and video taped, and/or viewed by practicum/internship students.

I understand that the Montreat graduate student who has completed advanced coursework in counseling will counsel me.

I understand that a Montreat faculty member and a site supervisor will supervise the student.

Date

Signature of Client

Client Age: _____

Date

Signature of Counseling Student

Informed Consent
CLIENT TAPING RELEASE FORM
Montreat College
Clinical Mental Health Counseling

I, _____, agree to be counseled by a Practicum/Internship student in the clinical mental health counselor program at Montreat College. I understand that my identity will remain anonymous and all information will be kept in strictest confidence. I further understand that a threat of harm to myself or another person must be report. I acknowledge that the counselor is a graduate student being trained in counseling skills and that he/she is receiving supervision from a faculty member in the clinical mental health counselor program at Montreat College.

I understand that my counselor will be recording session for his/her educational purposes only. I give permission for interviews to be recorded and for the college supervisor and other counselors-in-training to listen to these counseling sessions only when used as a part of the student's counselor training program.

Client Signature: _____ Date: _____

Parent or Guardian's Signature: _____ Date: _____
(if client is under 18 years of age)

Counselor's Signature: _____ Date: _____

PARENT CONSENT FORM
Montreat College
Clinical Mental Health Counseling

Parent Name: _____

Address: _____

Phone: _____

Montreat College's Master of Arts in Clinical Mental Health Counseling has counseling students who complete practicum/internship experiences throughout the year. The Practicum/Internship experience is an advanced course that is required for all students in the program to complete. Practicum/Internship students must audio and/or videotape counseling sessions as a part of their coursework and degree completion.

I (counseling student's name) _____ would like to work with your son/daughter, at (practicum/internship site) _____.

Each counseling session with your child will be audio and/or videotaped and will be reviewed by the student's supervisor. All audio and/or videotaped sessions will be destroyed at the time your child completes their involvement in the program.

We hope you will consider the opportunity to have your child become involved in the Clinical Mental Health Counseling Program. If you consent for your child to participate, please sign this form where designated.

Thank you for your cooperation.

Date

Signature of Parent

Date

Signature of Counseling Student

COUNSELOR SELF-EVALUATION FORM
Practicum/Internship
(circle one)

These questions are designed to help guide personal reflection on your counseling sessions. This form should be completed shortly after you have reviewed your videotape. You may use the information from this form during supervision to highlight questions and concerns. Please feel free to use as much as you need to answer these questions and to add any other comments about the session you believe are important.

1. How do you feel about how you opened the session? What were your thoughts and emotions?
2. How would you characterize the quality of the relationship that developed between you and the client? On a scale of one to ten, with ten meaning “perfect empathy, harmony, and compatibility,” how would you rate the relationship?
3. Comment on any notable patterns of interpersonal behavior that may have developed between you and the client during the session. Examples may include power struggles, displaced aggression, parent/child roles, or flirtation.
4. Comment on any material presented in the session that caused you discomfort.
5. Comment on how well you feel you ended the session. Use a scale of one to ten with ten being perfect.
6. What theoretical approach or approaches guided your work with this client?
7. Name one thing you would have done differently in this session.
8. Name one thing you plan to do again with this client or similar clients.

CLIENT'S PERSONAL/SOCIAL SATISFACTION WITH COUNSELING ASSESSMENT

Client Name: _____ **Counselor Name:** _____
Client ID Number: _____ **Counselor ID Number:** _____
Date: _____

Directions: Please read each of the following questions carefully and **circle** the response for each one that most nearly reflects your honest opinion.

1. How much help did you get with your concern?
 - a. None
 - b. A little
 - c. Some
 - d. Much
 - e. All I needed
2. How satisfied are you with the relationship with your counselor?
 - a. Not at all
 - b. Slightly
 - c. Some
 - d. Pretty well
 - e. Completely
3. How much help have you received with concerns other than your original reasons for entering counseling?
 - a. None
 - b. A little
 - c. Some
 - d. Much
 - e. All I needed
4. How do you feel now compared to when you first came to counseling?
 - a. Much worse
 - b. A little worse
 - c. The same
 - d. Quite a bit better
 - e. Greatly improved
5. How much has counseling helped you in understanding yourself?
 - a. None
 - b. A little
 - c. Moderately
 - d. Quite a bit
 - e. Greatly
6. How willing would you be to return to your counselor if you wanted help with another concern?
 - a. Unwilling
 - b. Reluctant
 - c. Slightly inclined
 - d. Moderately willing
 - e. Very willing
7. How willing would you be to recommend your counselor to one of your friends?
 - a. Unwilling
 - b. Reluctant
 - c. Slightly inclined
 - d. Moderately willing
 - e. Very willing

8. How much did your counselor differ from what you might consider to be an ideal counselor?
 - a. Greatly
 - b. In many ways
 - c. Somewhat
 - d. A little
 - e. Not at all
9. Based on your experience at this clinic, how competent did you judge the counselors to be?
 - a. Incompetent
 - b. Little competence
 - c. Moderately competent
 - d. Competent
 - e. Highly competent
10. To what extent could the relationship you had with your counselor have been improved?
 - a. Greatly
 - b. Quite a bit
 - c. Moderately
 - d. Slightly
 - e. Not at all
11. How sensitive was your counselor to the way you felt?
 - a. Insensitive
 - b. Slightly insensitive
 - c. Sometimes sensitive
 - d. Usually sensitive
 - e. Very sensitive
12. To what extent do you still lack self- understanding about things that trouble you?
 - a. Great
 - b. Quite a bit
 - c. Moderate
 - d. Slight
 - e. Not at all
13. If counseling were available only on a fee-paying basis, how likely would you be to return if you had other concerns?
 - a. I would not return
 - b. It would be unlikely for me to return
 - c. I might return
 - d. I would probably return
 - e. I would return
14. In general, how satisfied are you with your counseling experience?
 - a. Not satisfied
 - b. Moderately dissatisfied
 - c. Slightly satisfied
 - d. Moderately satisfied
 - e. Completely satisfied
15. What was the technique most used by your counselor?
 - a. Left it to me
 - b. Interested listener
 - c. Gave opinions and suggestions
 - d. Gave interpretations
 - e. Counselor was vague and unclear
16. Give your reactions while being counseled.
 - a. Found it unpleasant and upsetting at times
 - b. Found it very interesting, enjoyed it
 - c. Got angry often at my counselor
 - d. Often felt discouraged at lack of progress
 - e. Felt relaxed and looked forward to sessions
 - f. Felt I could not get my story across, I couldn't get the counselor to understand me

INTERVIEWER RATING FORM

Rating of a Counseling Session Conducted by a Student Counselor

Client Name or Identification: _____

Student Counselor Name: _____

Check One: _____ Audiotape _____ Videotape _____ Observation

_____ Other (specify) _____

Signature of supervisor or observer: _____

Date of Interview: _____

Directions: Supervisor or peer of the student counselor marks a rating for each item and as much as possible, provides remarks that will help the student counselor in his or her development.

Specific Criteria	Rating (best to least)	Remarks
1. Opening: Was opening unstructured friendly, and pleasant? Any role definition needed? Any introduction necessary?	5 4 3 2 1	
2. Rapport: Did student counselor establish good rapport with client? Was the stage set for a productive interview?	5 4 3 2 1	
3. Interview Responsibility: If not assumed by the client, did student counselor assume appropriate level of responsibility for interview conduct? Did student counselor or client take initiative?	5 4 3 2 1	
4. Interaction: Were the client and student counselor really communicating in a meaningful manner?	5 4 3 2 1	
5. Acceptance/Permissiveness: Was the student counselor accepting and permissive of client's emotions, feelings, and expressed thoughts?	5 4 3 2 1	

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6. Reflections of Feelings: Did student counselor reflect and react to feelings or did interview remain on an intellectual level?

5 4 3 2 1

7. Student Counselor Responses: Were student counselor responses appropriate in view of what the client was expressing or were responses concerned with trivia and minutia? Meaningful questions?

5 4 3 2 1

8. Value Management: How did the student counselor cope with values? Were attempts made to impose counselor values during the interview?

5 4 3 2 1

9. Counseling Relationship: Were student counselor-client relationships conducive to productive counseling? was a counseling relationship established?

5 4 3 2 1

10. Closing: Was closing initiated by student counselor or client? Was it abrupt or brusque? Any follow-up or further interview scheduling accomplished?

5 4 3 2 1

11. General Techniques: How well did the student counselor conduct the mechanics of the interview?

5 4 3 2 1

A. Duration of interview: Was the interview too long or too short? Should interview have been terminated sooner or later?

B. Vocabulary level: Was student counselor vocabulary appropriate for the client?

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C. Mannerisms: Did the student counselor display any mannerisms that might have conversely affected the interview or portions thereof?

D. Verbosity: Did the student counselor dominate the interview, interrupt, override or become too wordy?

E. Silences: Were silences broken to meet student counselor needs or were they dealt with in an effectual manner?

Comments for Student Counselor Assistance: Additional comments that might assist the student counselor in areas not covered by the preceding suggestions.

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COUNSELING TECHNIQUES LIST

Directions:

1. First, examine the techniques listed in the first column. Then, technique by technique, decide the extent to which you use or would be competent to use each. Indicate the extent of use or competency by circling the appropriate letter in the second column. If you do not know the technique, then mark an "X" through the "N" to indicate that the technique is unknown. Space is available at the end of the techniques list in the first column to add other techniques.
2. Second, after examining the list and indicating your extent of use or competency, go through the techniques list again and circle in the third column the theory or theories with which each technique is appropriate. The third column, of course, can be marked only for those techniques with which you are familiar.
3. The third task is to become more knowledgeable about the techniques that you do not know- the ones marked with an "X". As you gain knowledge relating to each technique, you can decide whether you will use it, and if so, with which kinds of clients and under what conditions.
4. The final task is to review the second and third columns and determine whether techniques in which you have competencies are within one or two specific theories. If so, are these theories the ones that best reflect your self-concept? Do those techniques marked reflect those most appropriate, as revealed in the literature, for the clients with whom you want to work?

Key:

N = None
M = Minimal
A = Average
E = Extensive

Be = Behavioral Modification (Wolpe)
Cl = Client Centered (Rogers)
Co = Conjoint Family (Saur)
Ex = Existential (May)
GE = Gestalt (Perls)
Lo = Logotherapy (Frankl)

Ps = Psychoanalytic (Freud)
RE = Rational Emotive Therapy (Ellis)
TA = Transactional Analysis (Berne)
TF = Trait Factor (Williamson)
CT = Cognitive Therapy (Beck)

Technique	Extent Use or Competency	Theory With Which Technique Is Most Appropriate
Acceptance	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Active Imagination	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Active Listening	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Advice Giving	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Alter-ego	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Analyzing Symbols	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT

Analysis	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Assertiveness Training	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Audiotape Recorded Models	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Authoritarian Approach	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Aversion-aversive Conditioning	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Behavior Modification	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Bibliotherapy	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Break-in, Break-out	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Bumping in a Circle	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Cajoling	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Case History	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Catharsis	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Chemotherapy	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Clarifying Feelings	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Cognitive Restructuring	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Commitment	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Conditioning Techniques	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Confession	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Confrontation	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Congruence	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Contractual Agreements	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Cotherapist	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Counterpropaganda	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Countertransference	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Crying	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Decision Making	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Democratic	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Desensitization	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Detailed Inquiry	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Diagnosing	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Doubling	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Dream Interpretation	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Dreaming	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Drugs	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Empathy	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Encouragement	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Environmental Manipulation	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Explaining	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Fading	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT

Family Chronology	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Family Group Counseling	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Fantasizing	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Feedback	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Filmed Models	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
First Memory	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Free Association	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Frustration	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Game Theory Techniques	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Group Centered	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Group Play	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Homework	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Hot Seat	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Identification of an animal, defend it	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Identification of self as great personage	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Imagery	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Inception Inquiry	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Informativity	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Interpersonal Process Recall (IPR)	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Interpretation	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Irrational Behavior Identification	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Laissez Faire Groups	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Life Space	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Live Models	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Magic Mirror	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Misinterpretation, deliberate	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Modeling	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Multiple Counseling	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Natural Consequences	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Negative Practice	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Negative Reinforcement	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Orientative	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Paradoxical Intention	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Play Therapy	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT

Predicting	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Probing	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Problem Solving	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Positive Regard	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Positive Reinforcement	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Processing	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Prognosis	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Progressive Relaxation	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Projection	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Psychodrama	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Punishment	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Questioning	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Rational	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Reality Testing	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Reassurance	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Recall	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Reciprocity of Affect	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Reconciliation	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Re-education	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Reflection	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Regression	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Reinforcement	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Relaxation	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Release Therapy	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Restatement of Content	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Reward	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Rocking or cradling above Head trust	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Role Playing	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Role Reversal	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Self-modeling	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Sensitivity Exercises	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Sensitivity Training	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Shaping	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Silence	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Simulation	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Sociodrama	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Sociometrics	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Stimulation	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT
Structuring	N	M	A	E	Be	Cl	Co	Ex	GE	Lo	Ps	RE	TA	TF	CT

SUD (subjective unit Of discomfort)	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Summarization	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Supporting	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Systematic Desensitization	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Termination	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Transference	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Transparency	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Trust Walk	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Urging	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Value Clarification	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Value Development	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Verbal Shock	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Vicarious Learning	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
Warmth	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
ADD YOUR OWN:		
	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT
	N M A E	Be Cl Co Ex GE Lo Ps RE TA TF CT

STUDENT'S EVALUATION OF PRACTICUM/INTERNSHIP EXPERIENCE

(circle one)

Student's Name: _____

Practicum/Internship Site: _____

Montreat Supervisor: _____

Term/Year: _____

Please rate your site on a scale of 1 to 5 in the following areas using this rating system:

- 1 Very Unsatisfactory
- 2 Somewhat Unsatisfactory
- 3 Somewhat Satisfactory
- 4 Satisfactory
- 5 Very Satisfactory

Circle **ONLY ONE** number for each question

1. Orientation to site by site supervisor

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

2. Level of interaction with site supervisor and/or agency personnel

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

3. Amount of feedback received from site supervisor

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

4. Amount of feedback received from agency personnel

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

5. Helpfulness of site supervisor's feedback

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

6. Feedback was provided in a constructive fashion

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

7. Degree to which site supervisor and other agency personnel provided evaluations or indications of your overall performance

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

8. Site supervisor and agency personnel's interest in your comments or input

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

9. Effectiveness of site supervisor's communication with you

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

10. Work environment created by site supervisor and agency personnel

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

11. Diversity of learning experiences at site

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

12. Degree to which experience expanded your ability to provide counseling services in this type of setting or with this particular population

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

13. Overall satisfaction with site

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

14. I had the opportunity to work with the following clientele:

- ☐ Children and Adolescents
- ☐ Families
- ☐ Couples
- ☐ Adults Only
- ☐ Other (please specify): _____

15. I had the opportunity to work using these methods:

- ☐ Individual Counseling
- ☐ Family Counseling
- ☐ Group Counseling
- ☐ Psychoeducation
- ☐ Consulting/Classroom Guidance
- ☐ In-Home Counseling
- ☐ Intakes/Assessments
- ☐ Report Writing
- ☐ Staff Presentations/Case Conferences
- ☐ Career Counseling
- ☐ Other (please specify): _____

16. I was able to get my required hours within the term.

- ☐ Yes
- ☐ No

If the answer is no, please explain: _____

STUDENT COUNSELOR EVALUATION OF SUPERVISOR^{1*}

(Site Supervisor or Montreat Faculty Supervisor)

Suggested Use: The practicum or internship supervisor can obtain feedback on the supervision by asking student counselors to complete this form. The evaluation could be done at midterm and/or final. The purposes are twofold: (1) to provide feedback for improving supervision and (2) to encourage communication between the supervisor and the student counselor.

Directions: The student counselor is to evaluate the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

Name of practicum/Internship/Montreat Supervisor: _____

Period covered: from _____ **to** _____

	Poor	Adequate	Good
1. Gives time and energy in observations, tape processing, and case conferences.	1 2	3 4	5 6
2. Accepts and respects me as a person.	1 2	3 4	5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2	3 4	5 6
4. Gives me useful feedback when I do something well.	1 2	3 4	5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2	3 4	5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2	3 4	5 6
7. Provides suggestions for developing my counseling skills.	1 2	3 4	5 6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1 2	3 4	5 6
9. Encourages me to use new and different techniques when appropriate.	1 2	3 4	5 6
10. Is spontaneous and flexible in the supervisory sessions.	1 2	3 4	5 6
11. Helps me define and achieve specific concrete goals for myself during the practicum experience.	1 2	3 4	5 6
12. Gives me useful feedback when I do something wrong.	1 2	3 4	5 6
13. Allows me to discuss problems I encounter in my practicum setting.	1 2	3 4	5 6
14. Pays appropriate amount of attention to both my clients and me.	1 2	3 4	5 6

^{1*} Printed by permission from Dr. Harold Hackney, assistant professor, Purdue College. This form was designed by two graduate students based upon material drawn from *Counseling Strategies and Objectives* by H. Hackney and S. Nye, 1973. Englewood Cliffs, NJ: Prentice-Hall. This form originally was printed in chapter 10 of the *Practicum Manual for Counseling and Psychotherapy* by K. Dimick and F. Krause, 1980. Muncie, IN: Accelerated Development. Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

15. Focuses on both verbal and nonverbal behavior in me and in my clients.	1 2	3 4	5 6
16. Helps me define and maintain ethical behavior in counseling and case management.	1 2	3 4	5 6
17. Encourages me to engage in professional behavior.	1 2	3 4	5 6
18. Maintains confidentiality in material discussed in supervisory sessions.	1 2	3 4	5 6
19. Deals with both content and effect when supervising.	1 2	3 4	5 6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1 2	3 4	5 6
21. Helps me organize relevant case data in planning goals and strategies with my client.	1 2	3 4	5 6
22. Helps me to formulate a theoretically sound rationale of human behavior.	1 2	3 4	5 6
23. Offers resource information when I request or need it.	1 2	3 4	5 6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1 2	3 4	5 6
25. Allows and encourages me to evaluate myself.	1 2	3 4	5 6
26. Explains his/her criteria for evaluation clearly and in behavioral terms.	1 2	3 4	5 6
27. Applies his/her criteria fairly in evaluating my counseling performance.	1 2	3 4	5 6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

Date	Signature of practicum student/intern
------	---------------------------------------

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Date	Signature of supervisor
------	-------------------------

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PRACTICUM/INTERNSHIP EVALUATION FORM
(Site Supervisor to fill out)

Practicum/Internship Student's Name: _____

A. Interpersonal Skills (degree to which the individual works effectively with other persons in the setting, e.g., communication skills, ability to establish positive relationships, reactions of other persons)

1. With Other colleagues/counselors/staff members

1	2	3	4	5	
<hr/>					
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

2. With Administrators and supervisor

1	2	3	4	5	
<hr/>					
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

3. With clients

1	2	3	4	5	
<hr/>					
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

4. With support personnel

1	2	3	4	5	
<hr/>					
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

General Comments on Interpersonal Skills: _____

B. Professional Behavior (judge the intern's professionalism using the following characteristics)

1. Dependability

1	2	3	4	5	
<hr/>					
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

2. Use of suggestions and/or constructive criticism

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

3. Promptness

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

4. Ability to work independently

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

5. Willingness to assume responsibility

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

6. Initiative

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

7. Intern's cross-cultural competence or multicultural sensitivity

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

General comments on Professional Behavior: _____

C. Counseling Knowledge Base

1. Counseling theory and research

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

2. Legal and Ethical Standards

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

3. Knowledge of specific intervention techniques

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

4. Knowledge of developmental theory

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

General comments on Counseling Knowledge Base: _____

D. Technical Competence

1. Assessment and Evaluation skills

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

2. Implementation of individual counseling techniques

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

3. Implementation of group counseling techniques

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

4. Ability to plan and implement developmental activities for clients

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

5. Ability to establish and implement consultation relationships

1	2	3	4	5	
Poor	Below Average	Average	Above Average	Excellent	No opportunity to observe

General comments on Technical Competence: _____

Name of Supervision Site: _____

Name of Supervisor (please print): _____

Supervisor's Signature: _____

Date: _____

Thank you for taking this opportunity to provide feedback for our student.

NCC CREDENTIALING SEQUENCE For Graduate Students

Application Phase

Receive NCC application from your College's campus coordinator.

Determine your eligibility (see eligibility chart on application).

Submit your application and application fee (\$310/\$315) to campus coordinator.

Receive notice from your campus coordinator or from NBCC of any problems or issues with application.

Exam Phase

Read the pre-exam newsletter in StudentWorks on the NBCC web site.

Receive your examination admission letter with NBCC ID #.

Take National Counselor Exam.

Receive your score report and instructions for next steps in the certification process.

If failed, reregister for exam (NBCC will provide instructions with score report).

If passed, complete remaining credentialing requirements (NBCC will provide instructions). CACREP and regionally- accredited applicants will have different requirements and different instructions.

Post-Graduate Phase

Upon graduation, provide NBCC with a sealed, official transcript documenting your degree conferral and completion of all NBCC required coursework areas.

(Regionally-accredited applicants only) Submit documentation for completing post-graduate experience and supervision requirements.

Receive full certification and NCC certificate in the US mail.

Receive your NBCC Continuing Education File folder for tracking required continuing education hours.

Pay annual maintenance fee (\$85) to maintain your good standing.

Consider pursuing one or more of NBCC's specialty credentials: NCSC, MAC, CCM



UNDERGRADUATE
GRADUATE
PROFESSIONAL

Last Name:

First Name:

Montreat Email:

ID Number:

Start Date:

Anticipated Graduation
Date:

Department:

Psychology & Human Services

Cohort:

PROGRAM OF STUDY FORM

Clinical Mental Health Counseling

Course/Section #	Title	Credit Hours	Start Date/Term	End Date	Grade
CN 600	Professional Orientation to Counseling	3			
CN 605	Ethics & Ethical Practice in Counseling	3			
CN 610	Theories & Techniques in Counseling	3			
CN 615	Counseling Skills	3			
CN 620	Spirituality & Religion in Counseling	3			
CN 625	Counseling Across the Lifespan	3			
CN 630	Multicultural Counseling	3			
CN 635	Mental Health Diagnosis & Treatment	3			
CN 640	Career Counseling	3			
CN 645	Assessment in Counseling	3			
CN 650	Group Counseling	3			
CN 655	Research Methods in Counseling	3			
CN 660	Crisis Interventions/Crisis Counseling	3			

CN 665	Substance Abuse Counseling	3			
CN 670	Gender Issues in Counseling	3			
CN 675	Counseling Practicum (100 Clinical Hrs. Required)	3			
CN 680	Counseling Internship I (300 Clinical Hrs. Required)	6			
CN 685	Counseling Internship II (300 Clinical Hrs. Required)	6			
	COMPREHENSIVE EXAM (CPCE)	Pass			
	NATIONAL COUNSELOR EXAM (NCE)	Pass			
	TOTAL GRAD HOURS	60			

Course #/Institution	Transfer Course Title	Credit Hours	Semester	Grade	Course Credited

A total of 60 hours is required for degree completion. A minimum of 51 hours must be completed at Montreat College. I understand that if deemed necessary by my advisor that additional coursework is needed to successfully complete my degree in Clinical Mental Health Counseling, I will complete the requirements as required. I must complete all graduation requirements as outlined by Montreat College and apply for graduation March 1, June 1, or October 1 prior to my anticipated graduation date.

Student Signature/Date: _____

Department Chair/Program Director Approval/Date: _____

Advisor Signature/Date: _____