

Masters of Science
Degree in Mental Health
Counseling

Practicum/Internship
Handbook



VITERBO
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Master of Science in Mental Health Counseling Practicum and Internship Handbook

Section 1

Introduction

Handbook Purpose

The purpose of this handbook is to provide students with general information, policies, and processes for engaging in either a practicum or internship experience during the Professional Sequence of the Master of Science in Mental Health Counseling Program (MSMHC). The handbook also presents practicum and internship site supervisors with general information about the MSMHC program and detailed information about their responsibilities when supervising practicum and internship students.

Program Description

The Master of Science in Mental Health Counseling Program (MSMHC) emphasizes evidence-based practices and ethical principles to prepare students for careers in mental health counseling. Viterbo University's commitment to ethics, service, leadership, and Franciscan values encourages the compassion, relationship-building, and ethical practices needed by practicing counselors. The program develops competence in the clinical application of counseling, in conducting and reviewing research related to counseling, and in completing studies regarding human behavior and mental processes. These emphasis areas prepare graduates to help underserved populations in our society; those affected by mental health and substance abuse disorders. The degree program meets the educational requirements to become a Wisconsin Licensed Professional Counselor.

Students are accepted to the MSMHC program with the expectation that they will complete the core curriculum with a grade point average of 3.0 or better. When a student completes at least 18 credits including COUN 675 and COUN 595, she/he may apply for acceptance into the Professional Sequence Phase. The formal application for admission to the Professional Sequence Phase is found in Appendix B. If admitted to the Professional Sequence Phase of the program, students will qualify to begin their practicum and then their internship experiences.

The Professional Sequence includes the following clinical placements typically accomplished across three semesters.

- The *Practicum* experience requires a one-semester placement that allows students initial exposure to a clinical setting. The student's role is primarily one of shadowing experienced professionals. The student explores the counselor role and the delivery services with clients and staff under the frequent supervision of a site supervisor. The student completes 150 hours of practicum placement, including forty hours of direct client service.
- The *Internship* placement typically consists of two courses spanning two semesters. Students complete approximately 20 hours a week in a clinical setting designed to move the student toward independent work with clients but under the full supervision of a site supervisor. Several internship sites require 40 hours per week. Students must complete a required 600 hours of internship placement including 240 hours of direct client service.
- An *Action Research Project* is required of each student completing the Professional Sequence. The project is completed in conjunction with either the practicum or internship. This research is an individual student's contribution to the mental health

community and the culmination of her/his work in the degree program. Students prepare for the project through course materials presented in COUN 660: *Research, Evaluation, & Evidence-Based Practices* and COUN 665: *Foundations of Mental Health Counseling*. Placement agencies, site supervisors, and academic faculty play a significant role in preparing students with real-world experience to serve the greater community and clients.

The clinical experience described in this manual as part of the Professional Sequence ensures appropriate student preparation for licensure as a Licensed Professional Counselor (LPC). The practicum, internship, and research experiences complement the student's academic preparation.

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Section 2

Preparation, Application and Procedures for Professional Sequence

Admission to the Professional Sequence

Students should initiate the application process for the Professional Sequence following the successful completion of COUN 675: *Techniques of Counseling* with a grade of B or better. Students applying to the Professional Sequence must initiate the application process in the semester prior to enrollment in COUN 690: *Counseling Practicum* by the deadline set by the program. There are no exceptions for missing the deadlines (the program reserves the right to set and enforce all deadline dates) as follows:

June 30 to be eligible for the **Fall** semester practicum placements.

September 30 to be eligible for the **Spring** semester placements.

February 28 to be eligible for the **Summer** semester placements.

Application Procedures

Students must complete the Professional Sequence Application form (Appendix A) and:

- Submit a brief description (maximum of 300 words) of their academic, personal, and professional growth while enrolled in the academic portion of the program,
- Submit two (2) Professional Sequence Recommendation Forms by individuals familiar with the student's performance academically and interpersonally (Appendix B),
 - o MSMHC core faculty members review each candidate's application and are prohibited from writing letters of recommendation.
 - o A recommendation for full-time or part-time employment may also be withheld if it is determined that the specific student is not qualified or adequately prepared for the position being sought.
- Complete a Background Information Disclosure Form (Appendix C),
 - o Be aware that the findings from this background check may preclude acceptance into the professional sequence.
 - o Problematic findings are likely to restrict practicum and internship placements, which complicates successful completion of the program.
- Demonstrate practice insurance suitable for clinical placements has been obtained,
 - o Such insurance is typically available at reasonable costs for student practitioners.
 - o See program office for more details or visit American Counseling Association: <http://www.counseling.org/home>
- Participate in a personal interview if requested to do so by the Professional Sequence Admission Committee. A \$10 fee is charged for processing the background check with the state of Wisconsin.

Professional Sequence Acceptance Criteria

All required materials must be received before a candidate is considered for admission to the Professional Sequence. The program's Professional Sequence Admission Committee considers multiple factors when making acceptance decisions that include the following:

- The applicant's academic performance in the program,*
 - o Applicant has maintained a B average in coursework to date while in the Master of Science in Mental Health Counseling (MSMHC) program.

- *The applicant's evidence of personal and professional growth while enrolled in the program,*
 - Applicant has no history of behavior problems since entering the MSMHC program that have disrupted classes, laboratory work, or student group projects.
 - She/he has consistently demonstrated professional conduct (behavior standards normally expected of a licensed professional counselor) in all dealings with faculty and fellow students.
 - Applicant shows the capacity to establish and work toward appropriate change goals that will improve effectiveness as a clinician.
- *The applicant's readiness to form meaningful and ethical helping relationships,*
 - Applicant demonstrates knowledge and adherence to the American Counseling Association *Code of Ethics* in both written course assignments and laboratory counseling practice.
 - Applicant has demonstrated appropriate concern for the welfare of clients in both course-related writing and laboratory counseling practice.
- *The applicant's background check suggests no issues that would prevent the student from getting licensed or receiving a clinical placement,*
 - Applicant has no significant criminal record that would impede her/his ability to effectively counsel clients or ultimately obtain a professional counselor license in Wisconsin, as demonstrated by Wisconsin Caregiver's Background Check and relevant background checks from other states.

Students will be notified of their acceptance into the Professional Sequence via letter from the Professional Sequence Admission Committee.

Students who are accepted into the Professional Sequence will proceed to apply for different practicum site placements in coordination with the Practicum/Internship Coordinator. The application process will typically involve submitting application materials (i.e., cover letters and resumes) to potential site supervisors and participating in a formal interview process.

Appeal Process for Professional Sequence Denial

Students may appeal admission decisions by submitting a letter of appeal to the Masters of Science in Mental Health Counseling Program Director, within 15 days of receiving admission status notification. The appeal letter should include:

- A brief overview of the issue,
- Information about the basis and rationale for the appeal,
- An explanation of the student's perspective about why her/his application to the Professional Sequence should be reconsidered.

The student may further appeal the denial decision to the Vice President for Academic Affairs. The student must submit the original letter of denial, her or his letter of appeal, and the response(s) to that appeal. The decision of the Vice President for Academic Affairs is final.

Student Expectations for Counselor Competency and Fitness

Viterbo University expects our students will uphold the highest professional, personal, and ethical standards and to respond when those standards are compromised. Mental health counselors must monitor not only their client's behavior, but pay particular attention to their own stresses and

challenges. The 2005 American Counseling Association *Code of Ethics*, in Section F.8.b, states in part, “Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services.” Notifications should be timely in order for decisions about limits to client contact. Notifications should be within three days if for legal consequences. Faculty members too will be monitoring student behaviors. Section F.9.b of the Code of Ethics states in part, “Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies... Counselor educators 1) assist students and supervisees in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised. Consulting the following resources may also be helpful in managing the stresses of counseling practice:

Baird, B.N. (1999). *The internship, practicum, and field placement handbook: A guide for the helping professions (2nd edition)*. Upper Saddle River, NJ: Prentice Hall.

Kottler, J.A. (1999). *The therapist’s workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals*. San Francisco: Jossey-Bass.

Morrisette, P.J. (2001). *Self-supervision: A primer for counselors and helping professionals*. New York: Brunner-Routledge.

Student Expectation/Duty for Reporting

Situations may arise during a field experience, that require therapeutic staff to report activities or experiences. Disciplinary standards are captured in the Viterbo University policy which explicates the following procedures.

Reporting of Child Abuse and Neglect Policy

Viterbo University prioritizes safety and strives to provide a safe learning environment for everyone. Children under the age of 18 come into contact with Viterbo University employees and volunteers through various programs, camps, and events.

All Viterbo University employees must report if an employee, in the course of employment, observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. This includes abuse or neglect that occurs off campus and/or at a child’s home, if a Viterbo University employee observes or learns about it in the course of his or her employment. A person with knowledge of child abuse or neglect must report to the county department of human/social services or to law enforcement (county sheriff or the police department of the city, village, or town). A verbal or written report must be made as soon as possible, but no later than 24 hours after learning of the incident.

The employee should also report the incident to the Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. The Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration shall, in turn, report the incident to the President as soon as possible.

These reporting requirements are mandatory, and are not optional. Any Viterbo University employee who fails to report suspected child abuse or neglect in violation of this policy is in

violation of this requirement and may also be found to be in violation of other applicable and related work rules. Those who fail to comply with this reporting requirement may be subject to disciplinary action up to, and including, termination of employment.

All Viterbo University employees should treat information regarding suspected abuse or neglect as sensitive and confidential and share it only with appropriate individuals, such as the agencies to whom reports are to be made and appropriate University officials.

A Viterbo University employee making a report of child abuse or neglect in good faith may be not be discharged from employment, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment because that employee made a report in good faith.

Any Viterbo University employee who is a mandatory reporter under Wisconsin, Minnesota, and/or Iowa state statutes must comply with the requirements of a state mandatory reporter law. All questions or concerns regarding this matter should be directed to one of the named administrators listed above.

Additionally, Viterbo University policy includes students through the following addendum:

Abuse/Neglect of a Child or Vulnerable Adult Reporting Policy for Students Serving the Community (1/2013).

In your service, you may encounter instances where you witness abuse to a child or vulnerable adult, or you may hear of or suspect that a child or vulnerable adult has been abused or neglected. If you witness or suspect abuse or neglect of a child or vulnerable adult:

1. Report any concerns the site coordinator/administrator immediately.
2. Concerns should then be reported to local law enforcement or the local Human Services agency, immediately after speaking with the site coordinator. Even if the site administrator reports your concerns, you should still make a report, as you have first-hand information that may be critical in assisting authorities in their assessment of a child or vulnerable adult's safety. Do not wait to report if the site administrator is not available, again these concerns need to be reported to local authorities immediately.
3. If you do not feel comfortable or have concerns discussing concerns with the site administrator, talk with your course instructor, advisor, or faculty coordinating your service experience immediately; they can help guide you through the reporting process.

You do not have to be certain that abuse or neglect is occurring to report, nor do you need to investigate further before reporting. Suspicion is enough to report; child and adult protection professionals will determine whether or not they respond to the report and they will determine whether or not a child or adult has been abused or neglected.

Thus, cases of suspected child abuse must immediately be reported to the appropriate authorities. Also, all cases of imminent harm posed by a client either to his/herself or another requires that the therapist take reasonable steps to warn/ protect potential victims. Such steps may include admitting a suicidal person to the hospital or contacting potential victims of violence, as well as the police.

Any client cases containing issues of the above nature should be brought to the attention of the Site Supervisor or Academic Faculty Supervisor immediately for staffing. When uncertain about how to proceed in case of emergencies, seek the supervisor most readily available. This includes both on- and off -campus supervisors.

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Section 3
The Practicum Experience

Practicum Description

The Practicum includes one semester of on-campus or off-campus placement in a clinical setting designed to introduce students to clinical work with actual clients. Under close supervision students become comfortable with their role as a professional counselor and learn to apply the counseling, psycho-education and prevention approaches they learned in their course work. Supervision is provided by both the Site Supervisor (the designated individual at the placement site) and the Academic Faculty Supervisor (the Viterbo faculty member teaching the practicum class in which the student is enrolled). Ethical and legal standards are emphasized so that students learn to advocate for clients. The *Code of Professional and Ethical Conduct* (Appendix D) must be followed at all times. Practice insurance is provided both by Viterbo University and the practicum student who is responsible for securing and maintaining a policy.

Practicums are designed to help students working with diverse client populations apply appropriate counseling theory to presenting problems. The Academic Faculty Supervisor and the Site Supervisor will enhance the student's understanding of, and preparation of, case conceptualization and treatment plans within agency protocol. Evaluation by the Academic Faculty Supervisor with input from the Site Supervisor will be ongoing, with scheduled feedback sessions at the middle and end of semester.

Practicum Requirements

The MSMHC Supervision Contract for Practicum/Internship (Appendix E) must be completed and signed by the end of the first week of Practicum. Students must comply with Viterbo Travel Policy (Appendix F) while participating in the practicum and internship. Before the placement begins, students must complete and sign the *Off-Campus Activity Waiver and Release of Liability* form, as well as the *Medical Information for Off-Campus Activities* forms (Appendix G, Appendix H).

Each student's practicum will include the following:

- Practicum experiences that total a minimum of 150 clock hours over a minimum 14-week academic term.
- Program orientation for the type of practicum and required site agency orientation.
- At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Weekly interaction that averages at least one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in bi-weekly consultation with a program faculty member in accordance with the established supervision contract.
- An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by the Academic Faculty Supervisor and the Site Supervisor.
- The utilization of audio/video recordings per agency policy and procedures, to enable supervisor feedback. Live supervision of the student's interactions with clients may be used as an alternative form of feedback.

- Evaluation of the student's counseling performance throughout the practicum, including documentation of a summary evaluation submitted by the Site Supervisor when the student completes the practicum.
- Evidence that the student possesses his or her own current liability coverage.

After Acceptance

After the student is notified of her or his acceptance into the Professional Sequence, the student should complete the following forms:

- Practicum/Internship Site Application Form* (Appendix I),
- Off-campus Activity Waiver and Release of Liability Form* (Appendix G),
- Medical Information for Off-campus Activities Form* (Appendix H),
- Code of Professional and Ethical Conduct* (Appendix D), and
- Verification Review of Practicum/Internship Handbook* (Appendix J).

Evaluation

Students should ensure that all forms are filled out completely and make an appointment with her/his advisor to review practicum/internship choice and site. Should your advisor not be available in the semester that you are applying for the practicum, you should meet with the MSMHC Practicum/Internship Coordinator.

1. The MSMHC Practicum/Internship Coordinator will process applications. Criteria for placement in practicum/internship includes:
 - Consideration of readiness to see clients at an internship site,
 - Proximity to graduation (students with more credits are generally given preference over those with fewer credits),
 - Available space in practicum/internship classes, and
 - Scheduling issues.
2. A letter from the Practicum/Internship Committee will be sent informing the applicant of the decision.
 - If applicant is approved for the practicum/internship she/he proceeds to investigate opportunities and register for the course.
 - If applicant is denied placement in practicum/internship, she/he should meet with the faculty advisor for advisement.
3. Accepted students may begin applying to internship/practicum sites. It is recommended that before applying to a practicum/internship site, students should discuss their options with their faculty advisor. The role of the faculty advisor is to seek appropriate internship experiences that help to enhance students' skills and abilities.
4. Non-approved site applications will be reviewed by the Practicum/Internship Coordinator. If the site is approved, the Practicum/Internship Coordinator will grant permission for the student to register for the appropriate practicum/internship course. If the site is not approved, the student will be required to work with the faculty advisor (or the Practicum/Internship Coordinator) to discuss options.
5. Register for the COUN 690.

PLEASE NOTE: Late applications will be accepted but not processed until on-time applications are processed and placed.

Placements

The program does not guarantee placements in any particular location or area of specialty. All Practicum experiences involve an application/screening process conducted by the organization/agency offering the placement. Students are advised to work closely with the Practicum/Internship Coordinator at least one semester in advance to facilitate placement. Students are required to provide their own transportation to the practicum locations and may be required to provide additional transportation to client homes, as well, without remuneration.

The Practicum Course: *Counseling Practicum (COUN 690) Course Description*

The purpose of the course is to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision, and classroom interaction. The application of counseling theory and techniques will occur with clients in a supervised lab to prepare supervisees for their internship and their development as independent professional counselor. Restricted to students admitted to practicum sequence. Prerequisites: COUN 675, COUN 680.

Course Overview

Each student involved in a practicum experience must be enrolled in the *Counseling Practicum (COUN 690)* course. This course provides preparation for professional counseling service through seminar discussion, observations, and supervision of counseling experiences. Supervision is provided by the Academic Faculty Supervisor, who serves as the course instructor. By the time a student completes the Practicum course, she/he is expected to accumulate a total of 150 hours, including a minimum of 40 hours of total face-to-face client contact at an approved on- or off-campus site and a minimum 20 hours of face-to-face supervision, provided by the Academic Faculty Supervisor and the Site Supervisor. Thus, a ratio of one hour of supervision for every 20 hours of client contact is established. The course must include 10 hours of direct (live, video or digitally recorded) supervision provided by the Site Supervisor. Site supervision consists of weekly individual sessions with the student. In the rare event a student's Site Supervisor is not available, the student should meet with one of the other supervisors at the site. Students also participate in 1½ hours of weekly group supervision provided by the Academic Faculty Supervisor. Non-compliance with supervision may result in a lower grade, an incomplete for the course, and/or dismissal from the program. Client contact and supervision are to be recorded on the Client Contact Hours and Supervision Hours Forms (Appendix K, Appendix L).

Knowledge and Skills Developed

Because of the broad scope of clinical practice, the competencies to be developed are spread across the three course sequence of *Counseling Practicum (COUN 690)* and three credits of *Counseling Internship (COUN 695)* and *Advanced Counseling Internship (COUN 696)* allowing students to build competence in this phase of training. Upon satisfactory completion of the practicum courses, the student will have demonstrated basic counseling competencies explicated in the MSMHC Site Supervisor Evaluation (Appendix M).

Student Assessment

The assessment and grading for the practicum experience involves coursework and field assessment criteria. The curriculum in the *Counseling Practicum* includes course readings, active participation in group, supervision meetings, case studies, skill performance observations, and narrative assessments. Students are expected to engage in reflective preparation, peer

collaboration, and synthetic thinking at the professional level throughout the course. Group supervision requires an average of 1½ hours per week throughout the placement and is led by the Academic Faculty Supervisor teaching the course. During client contact, the development of appropriate audio/video recordings for use in supervision evaluation or live supervision of the student’s interactions with clients is required.

- ❑ Students will be assessed based on knowledge obtained through the text and class discussions.
- ❑ Skill competency assessment will be based on oral and written feedback from the Site Supervisor, digital or video recordings, written reports, class discussions, and the individual supervision sessions. All client recordings must be made with site-approved recorders or MSMHC recorders and erased after class review. No personal phones, I-pads or laptops may be used for recording.
- ❑ Contribution to the group supervision process through appropriate exploration of clinical, ethical and personal/professional issues will be evaluated by the Academic Faculty Supervisor.

Grading Criteria

The semester grade is a general assessment of performance in the following areas: conducting direct face-to-face counseling; participating in direct face-to-face supervision, case staffing/processing; documenting clinical hours; case record keeping; and exhibiting professionalism with all stakeholders, including clients, classmates, staff, instructors, supervisors and on- or off- campus personnel. Students will be evaluated by both the Academic Faculty Supervisor and the Site Supervisor with regard to the quality and professionalism expected of counseling professionals. Two thirds of the grade comes from the Academic Faculty Supervisor and one- third of the student’s grade is derived from the Site Supervisor. The overall grade is determined by the Academic Faculty Supervisor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by the student.

Table 1: Overall Grade

COUN 690 Assignment Grading Criteria						
Type of Evaluation	Group Supervision Reflection	Individual Supervision (Instructor)	Case Conceptualization	Treatment Plan	Audio/Video Review	Site Supervisor Evaluation
Percentage	23.33%	15%	8.33%	10%	10%	33.33%

Student achievement of the course work and the relevant competencies will be reflected in a letter grade of:

- | | | | |
|-------------|-------------|------------|-------------|
| A = 95–100% | AB = 89–94% | B = 84–88% | BC = 79–83% |
| C = 74–78% | CD = 69–73% | D = 64–68% | F = <64% |

Student Learning Outcomes:

The Academic Faculty Supervisor is responsible for two thirds of the grade given to the student. Overall, the faculty member assesses the program learning outcome of *Counseling Continuum* which measures whether “Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches.”

This course is designed to address the Counseling Continuum program learning outcome at the proficient level, and it is assessed in the case conceptualization/treatment plan assignments.

Table 2: COUN 690 Standards/Assignment Alignment Chart

Student Learning Outcomes	Standards	Assignments
<p>Professional Orientation and Ethics: Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.</p>	<p>Clinical Mental Health Counseling (A.5) Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision</p> <p>Clinical Mental Health Counseling (B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</p>	<p>Case Conceptualization/ Treatment Plan</p> <p>Site Supervisor Evaluation</p>
<p>Counseling, Prevention, and Intervention: Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.</p>	<p>Clinical Mental Health Counseling (C.9) Understands professional issues relevant to the practice of clinical mental health counseling</p> <p>Clinical Mental Health Counseling (D.1) Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</p> <p>Clinical Mental Health Counseling (D.2) Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</p> <p>Clinical Mental Health Counseling (D.4) Applies effective strategies to promote client understanding of and access to a variety of community resources.</p> <p>Clinical Mental Health Counseling (D.5) Demonstrates appropriate use of culturally responsive, individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling</p> <p>Clinical Mental Health Counseling (D.7) Applies current record-keeping standards related to clinical mental health counseling</p>	<p>Site Supervisor Evaluation</p> <p>Case Conceptualization/ Treatment Plan</p> <p>Site Supervisor Evaluation</p>

Site Supervisor Evaluation

The Site Supervisor Evaluation is equivalent to one-third of the grade. The site supervisor bases her or his evaluation on client interaction, knowledge of counseling practices and treatments, and ability to manage documentation. The knowledge and skills assessed are found in Appendix M.

The following paperwork must be completed and submitted to the Academic Faculty Supervisor prior to grading deadlines:

- The Post Practicum form (Appendix N) completed by the student and signed by the student and Site Supervisor following completion of the practicum. This form verifies that all confidential client materials have been dealt with appropriately.

- After all steps and responsibilities have been completed, the Site Supervisor will fill out and sign the Certification of Counseling Practicum/Internship form (Appendix O) and submit it to the Academic Faculty Supervisor noted on the form for signature. This form will be placed in the student's Practicum/Internship file kept in the Program Office. An addendum to this form may be placed in the file by the Academic Faculty Supervisor if there are follow-up goals to be completed or if the student is required to retake any or all of the practicum experience.

The Practicum is not considered complete until all forms are completed and submitted to the Practicum/Internship Coordinator at the semester's end. Forms for recording weekly client contact and supervision hours are found in Appendices K and L. Incomplete paperwork may result in a lowered or failing grade for the course. Any violation of the *Code of Professional and Ethical Conduct* (Appendix D) may result in a failing grade. Students with questions about the grading process should contact the Academic Faculty Supervisor.

Practicum Roles

Site Supervisor Role

The supervision of clinical activities is an essential part of educating each counseling student. Site Supervisors are entrusted with a portion of the field experience teaching. The program is stronger because of the contributions of Site Supervisors.

The Site Supervisor ensures that students have an interactive, experiential, multi-dimensional learning process that helps the student acquire the professional skills necessary for independent practice. Using a one-on-one or a small group format, the Site Supervisor reviews clinical work in a context of safety and trust that nurtures the student's professional growth. Consumer protection is balanced with student practitioner learning as regular Site Supervisor evaluation advances the student's ability to move through the novice counseling stage towards independence. The Supervision Contract for Practicum/Internship define the roles and responsibilities of student and supervisors during the practicum and are developed for each individual placement (Appendix E).

Site supervisors must have knowledge of the program's expectations, requirements, and evaluation procedures. Site Supervisors complete the *Supervision Observation Form* (Appendix P) and conduct one student evaluation at mid semester and one student evaluation at the conclusion of the semester. These evaluations and the supervision observation are used to calculate one third of the student's grade for the practicum experience.

Site Supervisor Qualifications

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- A minimum of five years of pertinent professional experience in the program area in which the student is enrolled.
- Knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Relevant training in counseling supervision.

Site Supervisor Responsibilities

The University enters into Affiliation Agreements with a variety of appropriate agencies. The Site Supervisor's Agency assumes the following responsibilities:

- Demonstrate commitment to provide an education-focused supervisory relationship by meeting with the student at least one hour per week to provide face-to-face supervision,
- Use the learning contract to plan the student's agency activities and provide support according to the student's individual learning needs and the goals of the MSMHC program. Suggest appropriate agency activities by considering a student's past experience, learning patterns, career expectations, and level of core competency skills,
- Meet face to face with the Academic Faculty Supervisor at least once during the semester to review the student's progress in terms of the learning contract,
- Initial the student's client contact log and supervision hours log weekly and sign and verify the student's end-of-practicum report, immediately inform the Academic Faculty Supervisor should concerns arise in the student's performance and provide documentation related to those concerns,
- Complete student evaluations at mid-semester and at the end of the semester; discuss these evaluations with the student in a face-to-face meeting (Appendix P, Appendix M), and
- Attend the MSMHC Practicum/Internship Supervisor Training (offered by the University twice a year) at least once each year.

Academic Faculty Supervisor Role

The Academic Faculty Supervisor is a MSMHC faculty member, who will help the student integrate classroom learning with practicum experience. Student goal-setting at the beginning of the semester and the evaluation at the end of the semester will be linked to the student's overall MSMHC goals. The Academic Faculty Supervisor will also facilitate growth in important counselor characteristics and help the student look at biases affecting counseling.

Academic Faculty Supervisor Qualifications

Program faculty members serving as individual or group Academic Faculty Supervisors must meet the following criteria:

- A doctoral degree and/or significant counseling experience and supervision preparation, preferably from a CACREP-accredited counselor education program,
- Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling, and relevant supervision training and experience, updated annually.

Academic Faculty Supervisor Responsibilities

- Provide supervisory guidance on the Practicum Core Competencies through weekly classes using a small-group format.
- Support the student's learning contract within the context of the site placement in coordination with site supervisor.
- Meet face-to-face with the Site Supervisor at least once during the semester to review the student's progress.
- Meet a minimum of twice per semester with the student to assist with supervision concerns, client counseling issues, and practicum challenges.
- Provide supervisory assistance as needed to ensure a positive learning experience at the student's placement.

Practicum/Internship Coordinator's Role and Responsibilities

The Practicum/Internship Coordinator will establish a series of Affiliation Agreements with appropriate agencies suitable for practicums and/or internships. This individual will coordinate all student practicum and internship experiences.

All practicum/internship inquiries should be directed to the Practicum/Internship Coordinator who is responsible for developing working relationships with community organizations. The role of the coordinator is to facilitate the development of clinical sites, communicate organizational responsibilities, provide training for Site Supervisors, facilitate student placement into appropriate sites, establish learning outcomes with student and supervisor, respond to organizational or student concerns, and facilitate discussion of educational progress with interns.

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Section 4
The Internship Experiences

Internship Description

The Internship typically includes two semesters of on-campus or off-campus placement in a clinical setting designed to continue the student's development of clinical skills, abilities and knowledge. The two courses allow students' increased experience with client groups consistent with program objectives and the student's career goals. Interning students will complete a total of six credits of COUN 695: *Counseling Internship* (3 credits) and COUN 696: *Advanced Counseling Internship* (3 credits) to fulfill the internship requirement. Also, a third semester of Internship may be allowed in special cases. Each course requires 300 hours of which 120 are direct client service hours.

As is the case with practicum placements, under close supervision students become more comfortable with their role as a professional counselor. However, in internship placements the client load is typically increased, allowing the in-depth application of counseling, psycho-education, and prevention approaches. An increase in independence will be expected during the course of the internship experiences, although the student still works under the license of the supervisor. Ethical and legal standards will be emphasized and *Code of Professional and Ethical Conduct* (Appendix D) must be followed at all times.

The supervision will continue to be provided by the Site Supervisor and the Academic Faculty Supervisor who is the instructor of COUN 695: *Counseling Internship* and COUN 696: *Advanced Counseling Internship*. Students working with diverse client populations will apply appropriate counseling theory and treatment approaches to presenting problems. Interns will be expected to implement these theories and approaches from intake through termination for several clients during their internship experience. Evaluation by the Site Supervisor, combined with input from the Academic Faculty Supervisor, will be ongoing. Formal scheduled feedback sessions will be held at the middle and end of each semester.

Internship Requirements

The program requires completion of six credits of COUN 695: *Counseling Internship* 300 clock hours of which 120 are direct client service, and COUN 696: *Advance Counseling Internship* 300 clock hours of which 120 are direct client serviced for a total of 600 clock hours of which 240 hours are direct client service hours in the student's designated program. Internships are begun after successful completion of the COUN 690: *Counseling Practicum* course. The internship is intended to reflect the comprehensive work experience of a professional counselor.

Students must read and comply with Viterbo Travel Policy while participating in the internship (Appendix F). Upon placement, students will complete and sign the *Activity Waiver* and *Release of Liability Form* (Appendix G) as well as the *Medical Information Form* (Appendix H). These forms are due in the Practicum/Internship Coordinator's office before starting internship. The *MSMHC Supervision Contract for Internship* (Appendix E) must be completed and signed by the end of the first week of Internship.

Internship Application

After the student completes her or his practicum, the student should complete the following forms:

- Practicum/Internship Site Application* (Appendix I).
- Renew Off-campus Activity Waiver and Release of Liability Form* (Appendix G).
- Renew Medical Information for Off-campus Activities Form* (Appendix H).

Evaluation

Students should ensure that all forms are filled out completely and make an appointment with her/his advisor to review practicum/internship choice and site. Should your advisor not be available in the semester that you are applying for the practicum, you should meet with the MSMHC Practicum/Internship Coordinator.

1. The MSMHC Practicum and Internship Coordinator will process applications. Criteria for placement in internship includes:
 - Consideration of readiness to see clients at an internship site.
 - Proximity to graduation (students with more credits are generally given preference over those with fewer credits).
 - Available space in practicum/internship classes.
 - Scheduling issues.
2. A letter from the Practicum/Internship Committee will be sent informing the applicant of the decision.
 - If applicant is approved for the practicum/internship she/he proceeds to investigate opportunities and register for the course.
 - If applicant is denied placement in practicum/internship, she/he should meet with the faculty advisor for advisement.
3. Accepted students may begin applying to practicum/internship sites. It is recommended that before applying to a practicum/internship site, students should discuss their options with their faculty advisor. The role of the faculty advisor is to seek appropriate internship experiences that help to enhance students' skills and abilities.
4. Non-approved site applications will be reviewed by the Practicum/Internship Coordinator. If the site is approved, the Practicum/ Internship Coordinator will grant permission for the student to register for the appropriate practicum/internship course. If the site is not approved, the student will be required to work with the faculty advisor (or the Practicum /Internship Coordinator) to discuss options.
5. Register for COUN 695 or 696 as appropriate.

PLEASE NOTE: Late applications will be accepted but not processed until on-time applications are processed and placed.

Internship Outcomes

After the completion of six credits of COUN 695: *Counseling Internship* and COUN 696: *Advanced Counseling Internship*, students will have fulfilled the following required activities:

- Completed 600 hours of counseling internship, with at least 240 hours of direct client contact, including experience leading groups. Failure to complete these hours may result in an incomplete in the Internship class and delay graduation.
- Participated in the MSMHC Program orientation for internships and in the required site agency orientation.

- Participated in weekly interaction of individual and/or triadic supervision throughout the internship. Usually performed by the Site Supervisor, the weekly interactions must average one hour per week for the three-credit enrollment and two hours per week for the six-credit enrollment.
- Experienced an average of 1½ hours per week of group supervision provided by the Academic Faculty Supervisor during class sessions throughout the internship.
- Gained familiarity with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- Developed program-appropriate audio/video recordings for use in supervision or receive live supervision of interactions with clients in those placements not utilizing recordings.

All internships will involve ongoing evaluation of the student's counseling performance, including documentation of a formal evaluation facilitated by the Academic Faculty Supervisor in consultation with the Site Supervisor after the student completes the internship.

The Internship Courses

Counseling Internship (COUN 695): Course Description

The counseling internship is a field counseling experience supervised by a qualified counseling professional. Placement is at a site suitable to the counseling emphasis and interests of the student. The placement should provide opportunities for the student to perform, under supervision, in a variety of counseling activities that a professional counselor is expected to perform. Group supervision is conducted throughout a student's internship experience. The prerequisites are COUN 640 and COUN 690. Permission of instructor is required.

Course Overview

Each student involved in the internship experience is enrolled in COUN 695: *Counseling Internship*. This course provides preparation for a professional counseling career through seminar discussion, observations, and supervision of counseling. By the time a student completes COUN 695 and 696, she/he is expected to accumulate a total of 600 hours, including a minimum of 240 hours of total face-to-face client contact at an approved on- or off-campus site and a minimum 40 hours of face-to-face supervision, provided by the Academic Faculty Supervisor and the Site Supervisor. This process results in a ratio of one hour of supervision for every 20 hours of client contact. The course must include 10 hours of direct (live, video or digitally recorded) supervision provided by the Site Supervisor. Site supervision consists of weekly individual sessions with the student. In the rare event a student's Site Supervisor is not available; the student should meet with one of the other supervisors at the site. Students also participate in 1½ hours of weekly group supervision provided by the Academic Faculty Supervisor in class. Non-compliance with supervision may result in a lower grade and/or dismissal from the program. Client contact and supervision hours are to be recorded on the Client Contact Hours and Supervision Hours Forms (Appendices K and L).

Because of the broad scope of clinical practice, these competencies are spread across the three course sequence of *Counseling Practicum* and *Counseling Internship* allowing students to build competence in this phase of training.

Student Assessment

Assessment and grading for the internship involves coursework and field assessment. The *Counseling Internship* (COUN 695) course includes related readings, active participation in group supervision meetings, case studies, skill performance observations, and narrative assessments. Group supervision is scheduled for an average of 1½ hours per week throughout the placement and is led by the Academic Faculty Supervisor. During client contacts, the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients is conducted.

- Students will be assessed based on knowledge obtained through the text and class discussions.
- Students will be assessed through Site Supervisor evaluations that occur during mid-semester and at the completion of the internship experience.
- Students will be assessed on skill competence by demonstrating professional level capability in the various skills and stages of counseling. Skill competency assessment will be based on oral and written feedback from the site supervisor, digital or video recordings, written reports, class discussions, and the individual supervision sessions.
- Contribution to the group supervision process through appropriate exploration of clinical, ethical and personal/professional issues will be evaluated by the instructor.
- Students will be assessed on their Counselor Competency and Fitness and may be assigned individual tasks for professional development.

Grading Criteria

The final grade provides a general assessment of student performance in conducting direct face-to-face counseling, participating in direct face-to-face supervision and case staffing/processing, documenting clinical hours and case record keeping, and exhibiting professionalism with all stakeholders, including clients, classmates, staff, instructors, supervisors and off-campus personnel. The criteria for grading integrate the clinical competencies listed in this handbook. Achievement of the competencies will be reflected in a letter grade as articulated in 2013 course syllabus. One-third of the grade is based upon the site supervisor evaluations and two thirds of the grade comes from the activities completed in the course.

The following documentation must be completed and submitted prior to the end of the academic semester in order for students to be issued a grade in the course.

- The Post Practicum form (Appendix N) will be filled out by the student and signed by the student and Site Supervisor following completion of the Internship experience. This form verifies that all confidential client materials have been dealt with appropriately.
- After all steps and responsibilities have been completed, the Site Supervisor will fill out and sign the Certification of Counseling Practicum/Internship form (Appendix O) and submit it to the Academic Faculty Supervisor for signature. This form will be placed in the student's program file. An addendum to this form may be placed in the file by the Academic Faculty Supervisor if there are follow-up goals to be completed or if the student is required to retake any or all of the Internship experience.

Table 3: Internship Grading Criteria COUN 695

COUN 695 Assignment Grading Criteria							
Type of Evaluation	Site Supervisor Evaluation	Group Supervision	Individual Supervision (Instructor)	Skill Sets 1, 2, 3	Written Treatment Plan	Audio/Video Review	Type of Evaluation
Percentage	39%	8%	12%	12%	10%	20%	Percentage

Student achievement of the course work and the relevant competencies will be reflected in a letter grade of:

A = 95–100%	AB = 89–94%	B = 84–88%	BC = 79–83%
C = 74–78%	CD = 69–73%	D = 64–68%	F = <64%

Academic Faculty Supervisor Evaluation

Individual grades are assigned by the Academic Faculty Supervisor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by the student. The curriculum is also designed to enhance a student’s professional identity and clinical mental health counseling skills as the Student Learning Outcomes are aligned with those standards and explicated through specific assignments.

This course is designed to address and assess two program level outcomes:

- 1. The Helping Relationships at the proficient level, assessed in the Audio/Video Review.***
- 2. The Group Work program learning outcome at the proficient level, assessed in the group supervision reflection.***

Table 4: COUN 695 Standards/Assignment Alignment Chart

Student Learning Outcomes	Standards	Assignments
Professional Orientation and Ethics: Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.	Clinical Mental Health Counseling (A.3) Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. Clinical Mental Health Counseling (A.7) Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems) Clinical Mental Health Counseling (B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. Clinical Mental Health Counseling (B.2) Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Site Supervisor Evaluation Skill Sets

<p>Counseling, Prevention, and Intervention: Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.</p>	<p>Clinical Mental Health Counseling (C.3) Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help)</p> <p>Clinical Mental Health Counseling (D.4) Applies effective strategies to promote client understanding of and access to a variety of community resources.</p> <p>Clinical Mental Health Counseling (D.5) Demonstrates appropriate use of culturally responsive, individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling</p> <p>Clinical Mental Health Counseling (D.6) Demonstrates the ability to use procedures for assessing and managing suicide risk</p> <p>Clinical Mental Health Counseling (D.7) Applies current record-keeping standards related to clinical mental health counseling</p> <p>Clinical Mental Health Counseling (D.8) Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.</p> <p>Clinical Mental Health Counseling (D.9) Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.</p>	<p>Site Supervisor Evaluation</p> <p>Skill Sets</p>
<p>Diversity and Advocacy: Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients.</p>	<p>Clinical Mental Health Counseling (F.1). Maintains information regarding community resources to make appropriate referrals.</p> <p>Clinical Mental Health Counseling (F.3). Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.</p> <p>Clinical Mental Health Counseling (E.3). Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.</p>	<p>Site Supervisor Evaluation</p> <p>Skill Sets</p>

<p>Assessment: Students will accurately select assessment instruments for client needs and program evaluations.</p>	<p>Clinical Mental Health Counseling (H.1) Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols</p> <p>Clinical Mental Health Counseling (H.2) Demonstrates skill in conducting an intake interview, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</p> <p>Clinical Mental Health Counseling (H.3). Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.</p> <p>Clinical Mental Health Counseling (H.4). Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</p>	<p>Site Supervisor Evaluation</p>
<p>Diagnosis: Students will conceptualize and apply relevant diagnostic procedures for clients.</p>	<p>Clinical Mental Health Counseling (L.1). Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</p> <p>Clinical Mental Health Counseling (L.2). Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.</p>	<p>Site Supervisor Evaluation</p>

Site Supervisor Evaluation

One third of the final grade is based upon the Site Supervisors' evaluation of student performance (100 points possible) as illustrated in Appendix M.

An internship is not considered complete until all forms are completed and submitted to the Academic Faculty Supervisor at the semester's end. Incomplete paperwork could result in a lowered or failing grade. Violations of the *Code of Professional and Ethical Conduct* for Student Interns (Appendix D) may result in a lowered or failing grade. A student with questions about the grading should contact his or her Academic Faculty Supervisor.

Advanced Counseling Internship (COUN 696): Course Description

The advanced counseling internship is a field experience supervised by a qualified licensed counseling professional. Placement is at a site suitable to the counseling emphasis requirements and interests of the student and provides opportunities for the student to perform, under supervision, with increased independence. Students perform a variety of counseling activities, including but not limited to, group facilitation, individual counseling and assessment. University group supervision is conducted throughout a student's internship experience. Prerequisite: COUN 695 and permission by instructor

Course Overview

The internship provides an opportunity for trainees to enhance basic counseling skills, with site supervision, a variety of counseling activities that a professional mental health counselor is expected to perform as an independent professional. Consistent with the science-practitioner model, trainees will be required to engage in research relevant to the site and their professional practice.

Student Assessment/Grading

Assessment and grading for the internship involves coursework and field assessment. The *Advanced Counseling Internship (COUN 696)* course includes related readings, active participation in group supervision meetings, case studies, skill performance observations, and narrative assessments. Group supervision is scheduled for an average of 1½ hours per week throughout the placement and is led by the Academic Faculty Supervisor. During client contacts the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients is conducted.

- Students will be assessed based on knowledge obtained through the text and class discussions.
- Students will be assessed through Site Supervisor evaluations that occur during mid- semester and at the completion of the internship experience.
- Students will be assessed on skill competence by demonstrating professional level capability in the various skills and stages of counseling. Skill competency assessment will be based on oral and written feedback from the site supervisor, digital or video recordings, written reports, class discussions, and the individual supervision sessions.
- Contribution to the group supervision process through appropriate exploration of clinical, ethical and personal/professional issues will be evaluated by the instructor.
- Students will be assessed on their Counselor Competency and Fitness and may be assigned individual tasks for professional development.

Grading Criteria

The final grade provides a general assessment of student performance in conducting direct face-to-face counseling, participating in direct face-to-face supervision and case staffing/processing, documenting clinical hours and case record keeping, and exhibiting professionalism with all stakeholders, including clients, classmates, staff, instructors, supervisors and off-campus personnel. The criteria for grading integrate the clinical competencies listed in this handbook. Achievement of the competencies will be reflected in a letter grade as articulated in 2013 course syllabus. Almost 50% of the grade is based upon the site supervisor evaluations and the rest of the grade comes from the activities completed in the course.

Table 5: Internship Grading Criteria COUN 696

COUN 696 Assignment Grading Criteria						
Type of Evaluation	Site Supervisor Evaluation	Group Supervision	Individual Supervision (Instructor)	Skill Set 4 and 5	Audio/ Video Review	Scope of Practice
Percentage	43.3%	6.7%	10%	13.3%	16.7%	10%

Student achievement of the course work and the relevant competencies will be reflected in a letter grade of:

- | | | | |
|-------------|-------------|------------|-------------|
| A = 95–100% | AB = 89–94% | B = 84–88% | BC = 79–83% |
| C = 74–78% | CD = 69–73% | D = 64–68% | F = <64% |

Certification of Counseling Practicum/Internship

The following documentation must be completed and submitted prior to the end of the academic semester in order for students to be issued a grade in the course.

- The Post Practicum form (Appendix N) will be filled out by the student and signed by the student and Site Supervisor following completion of the Internship experience. This form verifies that all confidential client materials have been dealt with appropriately.
- After all steps and responsibilities have been completed, the Site Supervisor will fill out and sign the Certification of Counseling Practicum/Internship form (Appendix O) and submit it to the Academic Faculty Supervisor for signature. This form will be placed in the student's program file. An addendum to this form may be placed in the file by the Academic Faculty Supervisor if there are follow-up goals to be completed or if the student is required to retake any or all of the Internship experience.

Academic Faculty Supervisor Evaluation

Individual grades are assigned by the Academic Faculty Supervisor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by the student. Overall, COUN 696, *Advanced Counseling Internship* assesses the program learning outcome of *Group Work* – “*Students will articulate group theory and assess their ability to deliver effective group therapy with clients.*” Each assignment is linked to specific disciplinary *Professional Identity Standards* and *Clinical Mental Health Counseling Standards* as illustrated in Table Five: *Standards/Assignment Alignment Chart*.

Student Learning Outcomes

The curriculum is also designed to enhance a student's professional identity and clinical mental health counseling skills as the Student Learning Outcomes are aligned with those standards and explicated through specific assignments.

This course is designed to address and assess three program level outcomes:

- 1. The *Professional Orientation* at the proficient level, assessed in the scope of practice assignment.**
- 2. The *Ethics* program learning outcome at the proficient level, assessed in the scope of practice assignment.**
- 3. The *Group Work* program learning outcome at the proficient level, assessed in the scope of practice assignment.**

Table 6: COUN 696 Standards/Assignment Alignment Chart

Student Learning Outcomes	Standards	Assignments
<p>Research and Program Evaluation: Students will utilize relevant research strategies within an evidence-based counseling perspective.</p>	<p>Professional Identity (8.a) The importance of research in advancing the counseling profession</p> <p>Professional Identity (8.b) research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research</p> <p>Professional Identity (8.c) statistical methods used in conducting research and program evaluation</p> <p>Professional Identity (8.d) principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications</p> <p>Professional Identity (8.e) the use of research to inform evidence-based practice</p> <p>Professional Identity (8.f) ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies</p> <p>Clinical Mental Health Counseling (J.1) Applies relevant research findings to inform the practice of clinical mental health counseling</p> <p>Clinical Mental Health Counseling (J.2) Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments</p> <p>Clinical Mental Health Counseling (J.3) Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs</p>	<p>Action Research Project</p>

<p>Professional Orientation and Ethics: Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.</p>	<p>Clinical Mental Health Counseling (A.3) Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.</p> <p>Clinical Mental Health Counseling (A.7) Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems)</p> <p>Clinical Mental Health Counseling (B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling</p> <p>Clinical Mental Health Counseling (B.2) Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling</p>	<p>Site Supervisor Evaluation</p> <p>Skill Sets</p>
<p>Counseling, Prevention, and Intervention: Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.</p>	<p>Clinical Mental Health Counseling (C.3) Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help)</p> <p>Clinical Mental Health Counseling (D.4) Applies effective strategies to promote client understanding of and access to a variety of community resources.</p> <p>Clinical Mental Health Counseling (D.5) Demonstrates appropriate use of culturally responsive, individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling</p> <p>Clinical Mental Health Counseling (D.6) Demonstrates the ability to use procedures for assessing and managing suicide risk</p> <p>Clinical Mental Health Counseling (D.7) Applies current record-keeping standards related to clinical mental health counseling</p> <p>Clinical Mental Health Counseling (D.8) Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders</p> <p>Clinical Mental Health Counseling (D.9) Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate</p>	<p>Site Supervisor Evaluation</p> <p>Skill Sets</p>

<p>Diversity and Advocacy: Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients.</p>	<p>Clinical Mental Health Counseling (E.3) Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders</p> <p>Clinical Mental Health Counseling (F.1) Maintains information regarding community resources to make appropriate referrals.</p> <p>Clinical Mental Health Counseling (F.2) Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.</p> <p>Clinical Mental Health Counseling (F.3) Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.</p>	<p>Site Supervisor Evaluation</p> <p>Skill Sets</p> <p>Action Research Project</p>
<p>Assessment: Students will accurately select assessment instruments for client needs and program evaluations.</p>	<p>Clinical Mental Health Counseling (H.1) Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols</p> <p>Clinical Mental Health Counseling (H.2) Demonstrates skill in conducting an intake interview, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</p> <p>Clinical Mental Health Counseling (H.3) Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.</p> <p>Clinical Mental Health Counseling (H.4) Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</p>	<p>Site Supervisor Evaluation</p>
<p>Diagnosis: Students will conceptualize and apply relevant diagnostic procedures for clients.</p>	<p>Clinical Mental Health Counseling (L.1) Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</p> <p>Clinical Mental Health Counseling (L.2) Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.</p>	<p>Site Supervisor Evaluation</p>

Site Supervisor Evaluation

Almost half of the final grade is based upon the Site Supervisor's evaluation of student performance (100 points possible) as illustrated in Appendix M.

An internship is not considered complete until all forms are completed and submitted to the Academic Faculty Supervisor at the semester's end. Incomplete paperwork could result in a lowered or failing grade. Violations of the Code of Professional and Ethical Conduct for Student Interns (Appendix D) may result in a lowered or failing grade. A student with questions about the grading should contact his or her Academic Faculty Supervisor.

Internship Supervision

Site Supervisor Role

The supervision of clinical activities is an essential part of the education of each counseling student. Site Supervisors are entrusted with the field experience teaching and making meaningful contributions to the individual student and the program. Field experience supervision and teaching is augmented by the Academic Faculty Supervisor during the internship class time each week.

The Site Supervisor provides students with an interactive, experiential, multi-dimensional learning process that helps the student acquire professional skills necessary for independent practice. Using a one-on-one or small-group format, the supervisor reviews clinical work in a context of safety and trust that nurtures the student's professional growth. Consumer protection is balanced with student practitioner learning as regular supervisor evaluation is used to aid the student in advancing through the novice stage towards independence. Supervision contracts are developed for each student that defines the roles and responsibilities of students and supervisors during the internship. Site supervisors must have knowledge of the program's expectations, requirements, and evaluation procedures.

Site Supervisor Qualifications

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- A minimum of five years of pertinent professional experience in the program area in which the student is enrolled.
- Knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Relevant training/experience in counseling supervision.

Site Supervisor Responsibilities

Agency site supervisors assume the following responsibilities:

- Demonstrate commitment to provide an education-focused supervisory relationship by meeting with the student minimally one hour per week to provide face-to-face supervision.
- Use the learning contract to plan the student's agency activities and provide support according to the student's individual learning needs and the goals of the MSMHC program. Suggest appropriate agency activities by considering a student's past experience, learning patterns, career expectations, and level of skill with core competencies.

- ❑ Meet with the Practicum/Internship Coordinator at least once during the semester to review the student's progress with the learning contract.
- ❑ Initial the student's client contact log and supervision hours log weekly and sign and verify the student's end-of-internship report.
- ❑ Immediately inform the Practicum/Internship coordinator should concerns arise in the student's performance and provide documentation related to those concerns.
- ❑ Complete student evaluations at mid-semester and the end of semester; discuss these evaluations with the student in a face-to-face meeting (Appendix P, Appendix M).
- ❑ Attendance at MSMHC Practicum and Internship Supervisor Training at least once a year.

Academic Faculty Supervisor Role

The Academic Faculty Supervisor is a MSMHC faculty member, who will help the student integrate classroom learning with the internship experience. The Academic Faculty Supervisor will oversee student goal-setting at the beginning of the semester and conduct the evaluation in consultation with the Site Supervisor during and at the end of the Semester. The Academic Faculty Supervisor will also facilitate development in important counselor characteristics and help the student look at biases affecting counseling.

Academic Faculty Supervisor Qualifications

Program faculty members serving as Academic Faculty Supervisors for Internship must have the following:

- ❑ A doctoral degree and/or significant counseling and supervision preparation and experience, preferably from a CACREP-accredited counselor education program.
- ❑ Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
- ❑ Relevant supervision training and experience.

Academic Faculty Supervisor Responsibilities

- ❑ Provide supervisory guidance on the Practicum/Internship Core Competencies through weekly classes using a small-group format.
- ❑ Support the student's learning contract within the context of the site placement in coordination with Site Supervisor.
- ❑ Meet face-to-face with the Site Supervisor at least once during the semester to review the student's progress.
- ❑ Meet a minimum of twice per semester with each individual student to assist with supervision concerns, client counseling issues and practicum challenges.
- ❑ Provide supervisory assistance as needed to ensure a positive learning experience at the student's placement.

Practicum/Internship Coordinator's Role and Responsibilities

The Practicum/Internship Coordinator will establish a series of Affiliation Agreements with appropriate agencies suitable for practicums and/or internships. This individual will coordinate all student practicum and internship experiences.

All practicum/internship inquiries should be directed to the Practicum/Internship Coordinator, who is responsible for developing working relationships with community organizations to facilitate the development of clinical sites, communicate organizational responsibilities, provide training for Site Supervisors, facilitate student placement into appropriate sites, establish learning outcomes with student and supervisor, respond to organizational or student concerns, and facilitate discussion of educational progress with the interns.

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Master of Science in Mental Health Counseling Practicum and Internship Handbook
Section 5
Clinical Sites for Practicum and Internship

Clinical sites are approved by the MSMHC Program and the Practicum/Internship Coordinator prior to student placement. Affiliation agreements assure administrative support for the educational experience and an appropriate learning environment for the student in both on-campus and off-campus sites (Appendix Q). Mental health professionals serving as Site Supervisors will be monitored and offered supervision education and consultation by the program (Appendix R). Site visits by program faculty will be performed on at least an annual basis in order to renew student placement agreements. These site visits are in addition to site visits related to a particular student placement, which occur each semester a student is in residence.

Occasionally, an MSMHC student may want to secure a practicum or internship experience at a site not included on the program's current list of approved sites. Such requests typically reflect a particular clinical interest or career trajectory not represented in the approved sites. Students living at a distance from campus may also wish to be placed nearer to their homes. These sites must meet placement criteria and staff at these sites must be qualified and willing to assume required supervisory responsibilities. Students should work collaboratively in advance with the Practicum/Internship Coordinator to qualify the preferred site.

If a student has a contact or is being asked to be placed at an agency where he or she is employed, the following process should be implemented: Discuss a possible placement in general terms with the contact person at the organization. Site Supervisors must meet the same Site Supervisor Requirements as defined by the MSMHC program.

- Contact the Practicum/Internship Coordinator to arrange an exploration meeting with the contact person or an appropriate administrator within the agency.
- Meet with the Practicum/Internship Coordinator to discuss individual clinical needs/ plans and the possibility of developing the site of interest. There should also be a dialogue with the student's academic advisor.
- Follow the Practicum/Internship Coordinator's directions for next steps in developing the Practicum/Internship experience.

Standards for Practicum/Internship Agencies

All agencies providing practicum or internship sites agree to:

- Establish a contract with Viterbo University to provide field experiences in conjunction with the MSMHC program,
- Provide qualified staff, designated jointly by MSMHC program faculty and the agency, to provide instruction and supervision of students,
- Support the site supervisor in providing a minimum of one hour per week individual of face-to-face supervision of the student,
- Provide students an educationally-directed counseling experience, and
- Provide learning opportunities consistent with core counseling competencies.

Practicum/Internship Agency Responsibilities

Responsibilities of the Practicum/Internship agencies include the following:

- Provide a general orientation to the service agency for the students with regard to agency structure, policies, procedures, programs, and services in order to facilitate the students' adaptation to the agency,
- Assist the student with learning contract development that includes designating opportunities and activities that address the core competencies,
- Provide opportunities for the student to have early and regular contact with agency clientele,
- Provide a non-discriminating environment, and
- Incorporate the American Counseling Association Code of Ethics into the Practicum/Internship experience.

Placements

The pre-selection of students for specific clinical placement follows established program criteria and procedures. Pre-selection will occur in the semester preceding practicum or internship placement attempts in cooperation with the Practicum/Internship Coordinator. Following this pre-selection, site agencies will interview and make the final selection of practicum and/or internship students to be placed at their sites. If students are accepted at more than one approved site, consultation with the faculty advisor is encouraged but the final choice will be the student's. Efforts are made to facilitate student clinical placements, but there is no guarantee of placement at a clinical site by the program.

Ending or Transferring a Student Placement

A Site Supervisor or the student may request or require that a student be moved from the agency prior to the conclusion of the semester. The Academic Faculty Supervisor will consult with the Practicum/Internship Coordinator. The Practicum/Internship Coordinator and the Academic Faculty Supervisor will immediately attempt to determine the most appropriate action for the specific placement situation. The Site Supervisor and/or the student will be asked to document the circumstances being discussed, actions taken, and any final decisions. This document is provided to the Practicum/Internship Coordinator, including a recommendation regarding future placement for the student. Possible actions could include:

- The student is moved to a different unit in the agency,
- The student is assigned a different site supervisor,
- The student is placed in a different agency,
- The student is referred and must develop a conditional plan for remediation. See Counselor Competency Professional Development Plan (Appendix S), and
- The student may be dismissed from the program for ethical violations or behaviors not deemed consistent with the counseling profession.

If the student is placed in another agency, a new timetable will be established for the completion of the required internship hours. If the required number of hours cannot be completed at the new placement by the end of the semester, a grade of incomplete will be given if the student is currently passing the internship course and has completed 75% of the coursework or hours. If the student does not meet these criteria she/he must repeat the course. If the decision is made that the student is not ready for clinical work, the student may need to develop a conditional plan for remediation to accomplish the next time she/he enrolls in the internship course or the student may be dismissed from the program. If a student is removed or withdraws from the Practicum/ Internship course, the student must notify the Practicum/Internship Coordinator. Re-enrollment in the Practicum/

Internship after withdrawal requires an individual meeting with the Practicum/Internship Coordinator. Permission is not automatic but the result of a collaborative consultation with program faculty. Students are responsible for knowing the financial implications of withdrawing from any course—specifically the timelines when partial tuition refunds are available and the number of credits required to maintain Financial Aid status.

Student Rights and Program Policies

Procedures for Professional Development, Retention, and Termination

It is the intention of the MSMHC program to facilitate and support the success of students through a collaborative professional development process. Students are expected to be pro-active in communicating to the program faculty any concerns or personal issues which may affect their professional development and success.

- Students are encouraged to meet individually with the Academic Faculty Supervisor for their Practicum/Internship or their advisor to discuss issues, questions, and challenges related to the practicum or internship. It is important that students inform their COUN 690: *Counseling Practicum* or COUN 695: *Counseling Internship* or COUN 696: *Advanced Counseling Internship* instructor of any issues that may impact their professional development.
- Upon entry into the practicum, students are asked to sign the MSMHC Code of Professional and Ethical Conduct for Student Interns (Appendix D), which articulates ethical and professional behaviors expected of students in the program.
- At the end of each semester, the MSMHC faculty reviews the progress of each student utilizing the MSMHC Code of Professional and Ethical Conduct for Student Interns and may suggest alterations in the student’s professional behavior or behavioral remediation in the next semester of the Professional Sequence.
- If significant issues are identified by the faculty, the student may be put on Provisional or Conditional Standing and placed on a professional development plan. In extreme cases, the student could be dismissed from the program.
- The MSMHC program retains the right to dismiss the student without a professional development plan if there is an egregious violation of the American Counseling Association Code of Ethics, or the MSMHC Code of Professional and Ethical Conduct for Student Interns or other student behavior that would prohibit the individual from being credentialed as a professional counselor.
- For students on conditional standing, professional development plans for remediation are developed collaboratively. These plans may include activities to facilitate skill development in clinical competencies and/or activities to facilitate a more appropriate career path.
- Progress in addressing identified issues through the professional development plan will be monitored according to timelines agreed upon by the student and MSMHC faculty. If there is a lack of student follow through or the plan does not resolve the identified professional development issue(s), faculty members must decide about the suitability of a student for the counseling profession. In this instance, the student likely will be dismissed from the program.
- Students on Provisional and/or Conditional Standing will be reviewed by the MSMHC faculty at the end of each semester to determine whether the student should continue as “Conditional” under the current or a revised plan, be moved to “Good Standing,” or be formally dismissed from the MSMHC program.
- Students who are not in agreement with the MSMHC faculty’s decision can utilize the program appeal process outlined in the MSMHC Graduate Student Handbook.

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Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix A
Professional Sequence Application

RETURN TO:
Professional Sequence Admission Committee
 Viterbo University
 Masters of Science in Mental Health Counseling
 900 Viterbo Drive
 La Crosse, WI 54601

Name: _____ Student #: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Cell: _____ Work Phone: _____

Email: _____

Advisor: _____

Student Status: _____ Full-time _____ Part-time _____ Specialty Area _____

Employment Status: _____ Full-time _____ Part-time

Present Position:

Employer:

Check the courses **COMPLETED** in the program of study.

Counseling	_____ COUN-510	_____ COUN-520	_____ COUN-530	_____ COUN-540
	_____ COUN-550	_____ COUN-565	_____ COUN-595	_____ COUN-590
	_____ COUN-640	_____ COUN-675	_____ COUN-680	_____ COUN-

Other Courses	_____ COUN-570	_____ COUN-580	_____ COUN-630
Completed	_____ COUN-650	_____ COUN-660	_____ COUN-

Specialty Track Chosen: _____

Total Number of Credits Completed _____

Anticipated Graduation:

Semester/Year _____ / _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix B
Professional Sequence Recommendation Form

 (First Name) (Middle Name) (Last Name) (Maiden Name)
 is applying for admission to the Professional Sequence (Practicum/Internship) Master's Program at Viterbo University, La Crosse, Wisconsin, and has listed you as a reference.

To the Applicant

The Family Educational Rights and Privacy Act of 1974, Public Law 93-380, gives you a right of access to this form and any letter of recommendation. You can waive your right to access to this information. Whether you choose to retain or waive your right of access, will not affect the Admissions Committee's review of this recommendation. Retain or waive your right of access to this recommendation by checking one of the statements below, and affix your signature.

_____ I waive my right of access to this recommendation.

_____ I do not waive my right of access to this recommendation.

Applicant Signature: _____ Date: _____

To the Recommender

1. Rate the applicant of the following items according to the following scale:

1=Below Average, 2=Average, 3=Above Average, 4=Outstanding, X=inadequate knowledge to rate

(Please circle one)

Able to match client's needs with appropriate therapeutic approach	1	2	3	4	x
Skills in utilizing psychometric tools to assist clients	1	2	3	4	x
Establishes DSM diagnosis	1	2	3	4	x
Develops case conceptualization and treatment plan	1	2	3	4	x
Manages risks, crisis, and emergencies	1	2	3	4	x
Continually evaluates client's progress toward goals	1	2	3	4	x
Develops termination and aftercare plans	1	2	3	4	x
Responds to ethical dilemmas appropriately	1	2	3	4	x
Conducts self in professional manner	1	2	3	4	x

2. Attach a narrative summary of your experience with the applicant in a clinical or academic setting.

3. How long have you known the applicant? _____ In what capacity? _____

4. Check one: _____ Highly Recommend _____ Recommend _____ Hesitate to Recommend _____ Don't recommend

Recommender's Signature _____ Date _____

Print or Type (or attach business card)

Name First _____ Middle _____ Last _____ Title _____
 Address _____ City _____
 State _____ Zip Code _____ Phone _____ Email _____
 Address _____

Please return this form to:

Viterbo University Master of Science for Mental Health Counseling
 Practicum/Internship Coordinator
 Viterbo University • 900 Viterbo Drive • La Crosse, WI 54601 • Phone: 608.796.3097

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix C
Background Information Disclosure Form
for Applicants with Acts, Crimes or Offense that may Prohibit or Restrict Admission

Instructions:

Applicants for admission or re-admission with criminal or disciplinary records must disclose information about their prior records. Failure of the applicant to accurately and completely provide requested information and records may result in denial of admission, revocation of admission, or discipline, up to and including permanent dismissal from the university.

Information to be disclosed includes:

- A. Criminal offenses, pending criminal charges and diversion agreements (felonies and misdemeanors).
- B. Adjudicated delinquencies.
- C. Information on any behavior resulting in a suspension or expulsion from any high school or post-secondary institution must also be disclosed.
- D. Information about less than honorable discharges from the military.
- E. Other pertinent offenses, violations must be included. (Minor traffic violations should not be included.)

Procedures

1. Fill out the Disciplinary Disclosure form. If you need more space for your explanation, attach additional paper and continue your narrative. (Providing your social security number is voluntary; however, your social security number is one of the unique identifiers used to prevent incorrect matches.)
2. To ensure that your file will be processed as quickly as possible, attach the following:
 - i. A copy of your arrest record or incident report
 - ii. A copy of the official document verifying you have completed, or are in compliance with, the court ordered sanctions (Criminal History Report).
 - iii. A copy of your information sheet or charging document, disposition of court sanctions. (Example: Verification that you completed the hours of community service, days of incarceration, probation, or court ordered program.)
3. Staple ALL documents to the Disciplinary and Criminal History Disclosure Form.
 - i. Return completed packet to Vice President for Academic Affairs Office. Your Disciplinary and Criminal History Disclosure Form and attached documents will be submitted to a review committee.
4. If the committee needs additional information, you will be contacted. In order to insure timely review of your petition, make sure you provide all the required documents.
5. Incomplete information and documentation may delay the processing of your request.

Complete packets may be submitted, mailed, or faxed to: Practicum/Internship Coordinator, MSMHC, Viterbo University, 900 Viterbo Drive, La Crosse, WI 54601.

Disclosure Form

Today's Date _____ Phone Number _____

Student Name _____

Address _____

City _____ State _____ Zip Code _____

Social Security Number _____

What is your student status? Check one:

_____ Prospective Viterbo Student

_____ Current Viterbo Student

_____ Former Viterbo Student

Summary

1. Please check all that apply.

A. _____ Criminal history: _____ Number of Misdemeanors _____ Number of Felonies

B. _____ Found to be Delinquent by a Court. _____ Number of Adjudicated Delinquencies

C. _____ Less than Honorable Discharge from Military

D. _____ Suspension or Expulsion From High School Or Post-Secondary Institution

E. _____ Other, specify _____

2. Are you currently or have you ever been classified as a sexual predator?

_____ Yes _____ No

3. Are you currently or have you ever been classified as a Sexual Offender?

_____ Yes _____ No

4. Are you currently or have you been on probation, parole or community control?

_____ Yes _____ No

Probation Officer's Name and Phone Number _____

Disclosure

List your disciplinary history below, beginning with your most recent incident. If additional space is needed, attach a separate sheet. Incomplete information and documentation may delay the processing of your request.

1. **Charge/Offense:** ___ Felony ___ Misdemeanor ___ Adjudicated Delinquency
___ Suspension/Expulsion
___ Less than Honorable Military Discharge
___ Other, specify _____

A. Date of Incident or Date of Conviction _____

B. City and State of the Court

C. Brief Explanation of Incident

D. Final Sentence, Outcome or Sanction

E. Disposition (e.g. case closed, served time, on probation, community service, expulsion, etc.)

F. Attach any official documents that apply to the charge or offense: a certified copy of the judgment of conviction, a certified copy of the delinquency adjudication, arrest records, probation letters, release letters, a copy of relevant court or police documents, a copy of military discharge papers, a copy of letter from educational institution, etc.

2. If additional space is needed, attach a separate sheet. Provide all information requested in items #1.

Character Witness (everyone must complete this section)

Provide the names, phone numbers, email addresses and U.S. Postal (USPS) addresses for three adult character witnesses who are not relatives.

1. Name _____ Phone _____
Email _____
USPS Address _____

2. Name _____ Phone _____
Email _____
USPS Address _____

3. Name _____ Phone _____
Email _____
USPS Address _____

I hereby submit this petition form and all supporting documentation. By initialing here and signing this document, I certify that all information submitted is complete and accurate. I also understand my documentation is subject to verification and in cases where submitted documentation is forged, tampered with or otherwise fraudulent, I may face criminal and/or disciplinary actions in accordance to applicable Federal and State laws, and/or college policy as defined in the Code of Student Conduct.

Signature _____ Date _____

OFFICE USE ONLY

Case Comments Officer/Informant: _____
Comments: _____

Office Comments _____

_____ Approved _____ Denied

Signature _____

Date _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix D
Code of Professional and Ethical Conduct

General Statements

While interning at your site, you are representing not only yourself, but the University and your fellow students, both current and future. Whether you do well or not at your site may have implications far beyond your current situation.

You are governed by the employer's employment policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your employer when you begin your assignment.

You must keep both Masters of Science in Mental Health Counseling (MSMHC) Program and your sponsoring employer apprised, at all times, of your current email address, physical address, and telephone number.

You understand that permissible work absences include illness or other serious circumstances. Keeping pace with coursework or co-curricular activities are not legitimate excuses. You will be responsible to notify the employer and MSMHC Practicum/Internship Coordinator immediately in case of absence.

Any changes in your internship status (layoff, cutback in hours, or dismissal) must be reported immediately to MSMHC Practicum/Internship Coordinator.

If you feel victimized by a work-related incident (e.g., job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), you are to contact MSMHC Practicum/Internship Coordinator immediately.

Due to the nature of an Internship arrangement, you may not withdraw from a site except in severe and justifiable circumstances as determined by your MSMHC Practicum/Internship Coordinator in consultation with the cooperating site sponsor. A dishonorable dismissal will nullify the internship arrangement at the risk of academic penalty and loss of tuition.

You will follow all policies and procedures of the internship, as well as the university policies for on-campus classes. This includes completion of all assignments related to the internship.

Specific Statements

You will conduct yourself in a professional manner at all times. This includes, but is not limited to:

- Maintaining confidentiality regarding information accessed on any patient's, client's, members', customers', employees' chart or records, products or services associated with the internship site;
- Reporting for the internship on time;
- Using appropriate written and oral expression in all interactions with university personnel, managers, supervisors, employees, the public, and clients;
- Participating in any orientation or testing required by the internship site;
- Observing all established safety and sanitation codes;
- Engaging in positive, professional, ethical, and legal behavior;

- Accepting responsibility and accountability for decisions and actions taken while at the internship site; and
- Ensuring that all interactions with guests, patients, clients, consumers, customers, the public, and fellow employees are conducted with dignity and respect towards every person.

By my signature below, I indicate my understanding of, and willingness to conform to, the professional standards of the practicum/internship program delineated in the following statements. If any facet of the code of conduct is not adhered to, I may be at risk of losing academic credit or being asked to leave the site or the program.

(adapted from *Code of Professional and Ethical Conduct for Student Interns*, Michael True, 2007, Messiah College, Grantham, PA)

Name (print) _____

Signature _____ Date _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix E
SUPERVISION CONTRACT

We have decided to enter into a supervision experience together and we have gone over a number of issues in order to help us create an agreed-upon context of that experience. The purpose of this contract is to outline those issues and to serve as a resource for our work together.

Supervisor

Name: _____

Contact Information: _____

Supervisee

Name: _____

Contact Information: _____

Outline of Logistics

We have agreed to commit _____ hours/ week to face-to-face supervision contact, beginning _____ and continuing until _____. We have decided to divide up this time in the following ways: _____ (individual, group).

In the case of a client cancellation, we have decided _____

In case of an emergency we have discussed the following procedure:

Note: If you think you, a client, or another individual is imminent danger, first call the police department and then follow the procedure above.

Clarification of the Supervision Relationship

Site supervisor's general approach or style:

Confidentiality:

Plan for providing feedback to one another:

Plan for handling stumbling/blocks/disagreements/ etc.:

Additional clarifications:

Identifications of Goals:

We have developed the following goals for this student experience:

1. Targeted Client Populations:

2. Targeted Therapies:

3. Specialty Counseling Groups:

4. Specific Client Assessments:

5. Other goals:

6.

Student Signature

Site Supervisor Signature

Date

Date

Academic Supervisor Approval

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix F
Travel Policy

General Information:

1. Student travel must be pre-approved in writing by the supervising dean and/or vice president in advance of travel for classes, conferences, athletic competitions, student organization members, etc.
2. Use of personal vehicles for business travel is not covered by Viterbo University's insurance policy, and individual staff and faculty assume the risk for any damage or injuries that arise when using personal vehicles as part of their work for Viterbo University. Employees using personal vehicles for university business must carry personal auto insurance as Wisconsin state law states "drivers and owners of motor vehicles are required to show proof of insurance at traffic stops/accidents if requested by law enforcement" (Wisconsin Department of Motor Vehicles web site).
3. Employees of Viterbo University are advised not to transport students in personal vehicles. Viterbo employees and students must be aware that Viterbo University's insurance will not pay for any property damage, injury or other claims arising from the transportation involving personal vehicles for University business.
4. Viterbo is not responsible for providing transportation for students for internships, jobs, cultural/educational/social events, clinical and practicum experiences, research experiences, student teaching, home athletic practices and competitions. This also includes other activities that are selected by the student and not required by the university. In situations listed under this item (#4):
 - A. Students are responsible for making their own travel arrangements, and students are expected to assume the risk associated with travel.
 - B. Faculty, administrators and staff who coordinate these activities must complete the required waivers outlining potential risks, even if transportation is not provided.
 - C. For repeated travel occurring in one class or clinic, one waiver listing all destinations may be signed by the student and/oremployee.

Requirements for Student and Student Group Travel:

1. Field experiences and travel are a vital part of student learning at Viterbo. The purpose of the student travel policy statements is to provide guidelines to increase the safety and lessen risk for faculty, staff and students who are engaged in official Viterbo University activities that involve travel anywhere off-campus.
 - A. While no policy statement can cover all imaginable circumstances, and no rule can substitute for common sense and a disposition to act responsibly and safely, the highest priority for Viterbo University is the safety and security of students and all personnel, and provision of an effective learning environment.
 - B. The student travel policy statements are considered to be minimum standard; offices and departments may mandate additional procedures.

2. Any student travel must be pre-approved in writing by the supervising dean and/or vice president. Proposals for such travel must be presented to the supervising dean and/or vice president for such travel must be presented a minimum of two weeks prior to departure and must include:
 - A. Purpose of the trip, destination, duration, and trip activities
 - B. Name of the trip leaders
 - C. Mode of Transportation to the destination, including carrier name if any
 - D. Transportation during the stay at the destination, including carrier
 - E. Information on overnight accommodations, including hotel names
 - F. Itinerary including schedule of travel, meals and activities including options for free time activities
 - G. A budget including trip expenditures including cost to participants
 - H. Description of any significance concerns related to the trip
 - I. For international travel, State Department information on the location
 - J. For international travel, such proposals must also be presented to the Director of Global Education.

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix G
Off-Campus Activity Waiver and Release of Liability Form

Instructions for Faculty and Staff /Advisors:

1. Please complete the yellow sections of this form before giving a copy to each student participating in the off-campus trip or activity.
2. One copy of the completed form must be kept with the faculty or staff advisor leading the trip. Another completed copy must be left with the Administrative Assistant in the Student Development Center. With this procedure, both the trip coordinator and the university know who is on the trip and are able to respond in the event of an emergency.

Instructions for Students: *This form is to be completed and returned to your faculty or staff advisor or trip leader prior to off-campus trips and activities.*

I, (Name) _____, and my heirs, in consideration of my participation in the activity of (Name of Trip) _____ from (Start Date and Time to End Date and Time) _____ hereby release the Board of Trustees of Viterbo University, its officers, employees and agents, from any liability for damage to, or loss of personal property, sickness and injury from whatever source, legal entanglements, imprisonment, death, loss of money, etc., which might occur while participating in any service trip activities.

I understand the risk of participation in this activity, which is coordinated by (Name of Hosting Organization, Class, etc.) _____ which include motor vehicle accidents, injury resulting from the use of tools and equipment, and illness and injury resulting from weather conditions to name but a few.

I agree to abide by posted safety rules, adhere to the wearing of appropriate clothing and safety equipment and to conduct myself in a safe and responsible manner.

I attest and verify that I am physically fit to participate in these activities.

I further understand that the University provides no medical coverage for these activities. Should I incur medical expense, I understand that I am solely responsible for such costs.

I understand that participation is voluntary and I freely choose to participate.
I have read the above information thoroughly and voluntarily agree to the terms and conditions.
Name (Please Print): _____

Signature _____ Date _____

Signature of Parent/Legal Guardian _____ Date _____
If participant is under 18 years of age

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix H
Medical Information for Off-Campus Activities

Students: The information provide on this form will be used if the student requires medical attention, the information on the form could be used by a health care provider. It is to be completed prior to off-campus trips and activities.

Advisors: One copy of the completed form is to be kept with the faculty or staff advisor leading the trip. Another completed copy is to be left on campus with the Administrative Assistant in the Student Development Center.

Name: _____ Age: _____

Organization: _____

1. Any pre-existing injuries (ankles, knees, back) that may be aggravated by the activity?

___ Yes ___ No

If yes, please explain: _____

2. Are you currently taking any prescription or non-prescription medication? Yes No

If yes, what are they and what are they for? _____

3. Do you have any heart conditions? ___ Yes ___ No

4. Do you have high blood pressure? ___ Yes ___ No

5. Do you have any allergies (food, bees, insects, or medicines)? Yes No

If yes, please explain: _____

6. Do you have Asthma? ___ Yes ___ No

7. Please indicate any disabilities that might affect your ability to participate in this activity.

8. In case of emergency, contact: _____

Relation: _____ Phone: _____

9. Health Insurance Provider _____

10. Health Insurance Number(s) _____

11. Participant Signature _____

12. Print Name _____

13. Date _____

14. Age _____

15. Parents or Guardian's signature if under 18 _____

Application for Non-Approved Practicum/Internship Sites
(Fill out only if contemplating service at a non-approved site)

Date: _____

Practicum/Internship Site Information (check one):

Type of Agency: Clinical (Hospital, VA)
 Community/Agency
 College/University

Agency Name: _____ Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Fax: _____

Contact Person: _____ Title: _____

Name of Person Providing Supervision: _____

Certifications/License: _____

Has this site hosted a Counseling Intern before? Yes No

If Yes, when: _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix J
Verification Review of Practicum/Internship Handbook

As a student of Masters of Science Degree in Mental Health Counseling, understanding the policies and procedures of the program is essential. This is an agreement stating that you have read and understand the policies and procedures in the Masters of Science Degree in Mental Health Counseling Practicum/Internship Handbook.

I have read and understand the policies and procedures outlined in the Masters of Science Degree in Mental Health Counseling Practicum/Internship Handbook. I understand that at any point, the Masters of Science Degree in Mental Health Counseling handbook may be subject to change and that students will be notified and provided with addendums. I have also reviewed the ACA code of ethics and APA writing guidelines. I understand that they are both expectations for Masters of Science Degree in Mental Health Counseling students. I agree to follow the policies and procedures described in the Masters of Science Degree in Mental Health Counseling Practicum/Internship Handbook and the ACA code of ethics, along with the APA writing guidelines.

Furthermore, the Masters of Science Degree in Mental Health Counseling requires that all students follow the American Counseling Association (ACA) code of ethics and the American Psychology Association (APA) writing guidelines. This is an agreement stating that you have reviewed the ACA code of ethics and the APA writing guidelines. All written work for the Masters of Science Degree in Mental Health Counseling program is to be completed following the APA writing guidelines. Assistance is available from the Academic Resource Center and the MSMHC faculty.

Please sign below that you have reviewed the Masters of Science Degree in Mental Health Counseling Practicum/Internship Handbook and agree to follow the ACA code of ethics and the APA writing guidelines.

Printed Name: _____

Signature: _____

Date: _____

Please turn this form in as soon as possible to:
MSMHC Practicum/Internship Coordinator

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix M
Site Supervisor Evaluation

Practicum Site Supervisor Evaluation

Practicum Trainee Name: _____ Mid-Semester: _____ or end-of-semester: _____
 Inclusive dates of trainee work: _____

Please rate the above named trainee on each of the following items based on the scale below:

- 1 = This is a weakness for the trainee; she/he should continue to work on this skill.
- 2 = The trainee is inconsistent in this area- sometimes she/he appears competent and other times this is a weakness; she/he should continue to work on this skill.
- 3 = The trainee is generally competent in this area, but she/he should continue to work on this skill.
- 4 = The trainee is generally strong in this area, though it seems to be more difficult with some clients.
- 5 = The trainee is very strong in this area with all clients. This comes naturally for him/her now.
- N/A = I am not able to assess the trainee on this competency at this time.

Professional Characteristics

	1	2	3	4	5
Arrives on time and is prepared					
Dresses professionally according to agency standards					
Interacts professionally with clients					
Interacts professionally with staff					
Prepared for client sessions					
Prepared for supervision meetings					
Follows through with supervisor feedback and instruction					
Interacts appropriately with peers in group supervision					
Completes all documentation accurately and in a timely manner CMHC D.7					

Counseling Skills

	1	2	3	4	5
Demonstrates ability to establish rapport with clients					
Demonstrates ability to establish strategies and intervention to facilitate client change					
Demonstrates the following skills					
Opening Session CMHC D.5					
Closing Session CMHC D.5					
Termination of Treatment CMHC D.5					
Managing Crisis Response CMHC D.5					

Legal, Ethical, and Safety Behaviors

	1	2	3	4	5
Practices according to the current ACA Code of Ethics CMHC B.1					
Practices according to WI legal statutes CMHC B.1					
Is aware of and utilizes agency safety plans as needed					
Attends to cultural concerns and applies multicultural competencies					

Site Specific Knowledge and Skills

	1	2	3	4	5
Demonstrates knowledge of in-house referrals					
Demonstrates knowledge of community referral sources CMHC D.4					
Demonstrates ability to appropriately advocate for client					
Utilize psychometric tools to assist assessment as needed.					

Please discuss strengths of the student as a counseling practicum student:

Please discuss areas that need further development:

Location: _____

Site Supervisor's signature: _____ date: _____

Student's Signature: _____ date: _____

University Instructor's Signature: _____ date: _____

Internship Site Supervisor Evaluation

Intern Trainee Name: _____

Mid-Semester: _____ or end-of-semester: _____

Inclusive dates of trainee work: _____

Please rate the above named trainee on each of the following items based on the scale below:

1 = This is a weakness for the trainee; she/he should continue to work on this skill.

2 = The trainee is inconsistent in this area- sometimes she/he appears competent and other times this is a weakness; she/he should continue to work on this skill.

3 = The trainee is generally competent in this area, but she/he should continue to work on this skill.

4 = The trainee is generally strong in this area, though it seems to be more difficult with some clients.

5 = The trainee is very strong in this area with all clients. This comes naturally for him/her now.

N/A = I am not able to assess the trainee on this competency at this time.

Professional Characteristics

	1	2	3	4	5
Arrives on time and is prepared					
Dresses professionally according to agency standards					
Interacts professionally with clients					
Interacts professionally with staff					
Prepared for client sessions					
Prepared for supervision meetings					
Follows through with supervisor feedback and instruction					
Interacts appropriately with peers in group supervision					
Completes all documentation accurately and in a timely manner CMHC D.7					

Legal, Ethical, and Safety Behaviors

	1	2	3	4	5
Practices according to the current ACA Code of Ethics CMHC A.7, B.1					
Practices according to WI legal statutes CMHC B.1					
Is aware of and utilizes agency safety plans as needed					
Attends to cultural concerns and applies multicultural competencies					
Applies knowledge of public mental health policy, financing, and regulatory process to improve service delivery opportunities in clinical mental health counseling CMHC B.2					
Demonstrates knowledge of models, methods, and principles of program development and service delivery CMHC C.3					

Counseling Skills

	1	2	3	4	5
Demonstrates ability to establish rapport with clients					
Demonstrates ability to establish strategies and intervention to facilitate client change					
Demonstrates the following skills					
Opening Session CMHC D.5					
Closing Session CMHC D.5					
Termination of Treatment CMHC D.5					
Managing Crisis Response CMHC D.5					
Demonstrates the ability to use procedures for assessing and managing suicide risk CMHC D.6					
Demonstrates ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations CMHC A.3, F.3					
Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols CMHC H.1					
Demonstrates skill in the following:					
conducting an intake interview CMHC H.2					
a mental status evaluation CMHC H.2					
a biopsychosocial history CMHC H.2					
a mental health history CMHC H.2					
a psychological assessment for treatment planning CMHC H.2					
caseload management CMHC H.2					
Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders CMHC H.3					
Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. CMHC H.4					
Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments CMHC L.1					
Demonstrates ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals CMHC L.2					

Site Specific Knowledge and Skills

	1	2	3	4	5
Demonstrates knowledge of in-house referrals					
Demonstrates knowledge of community referral sources CMHC D.4					
Maintains information regarding community resources to make appropriate referrals CMHC F.1					
Demonstrates ability to appropriately advocate for client					
Utilize psychometric tools to assist assessment as needed.					

Please discuss strengths of the student as a counseling practicum student:

Please discuss areas that need further development:

Location: _____

Site Supervisor's signature: _____ date: _____

Student's Signature: _____ date: _____

University Instructor's Signature: _____ date: _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix N
Post Practicum Form

Purging of confidential materials verification form

I, _____, attest that I have protected the confidential nature of my relationship with all clients seen in the Practicum Site by:

_____ Purging from any computer disks any notes taken regarding sessions held in the Counseling Practicum

_____ Shredding all handwritten or typed notes regarding sessions held in the Counseling Practicum

_____ Erasing all audio tapes of sessions held in the Counseling Practicum

_____ Destroying all video tape recordings of sessions held in the Counseling Practicum

_____ Continuing to avoid disclosing to others any information regarding clients seen in the Counseling Practicum

Name of Practicum Site _____

Location _____

Signature of Practicum/Intern Trainee _____ Date _____

Signature of Supervisor _____ Date _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix O
Certification of Counseling Practicum/Internship

Practicum/Intern Trainee's Name: _____

Practicum/Internship Site: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

Site Supervisor: _____

Highest Degree: _____

License/Certification: _____

Date of Practicum: From: _____ To: _____ = _____ Weeks

Date of Internship: From: _____ To: _____ = _____ Weeks

Hours of Direct Client Contact

_____ Individual Supervision

_____ Group Supervision

_____ Staffings, Trainings, Other activities

Total Hours _____

This is to certify that the above named practicum/intern trainee completed the field experience under my supervision.

Signature of Site Supervisor _____ Date _____

Signature of Practicum/Intern Trainee _____ Date _____

Signature of Faculty Supervisor _____ Date _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix P
Supervision Observation

Practicum/Intern Trainee's Name: _____ Date: _____

This is session # _____ with this client. Supervisor: _____

Client Situation: _____ _____ _____	Therapeutic Plan for this Session: _____ _____ _____
---	--

Code:
 0=Skill not required 1=Skill required but not used 2=Introductory skill level 3=Competent skill level 4=Very good skill level 5= Creative, flexible use of skills

Joining Skills	0 1 2 3 4 5__
Tracking Skills	0 1 2 3 4 5__
Thorough Assessment (Problem/Goal/Attempted Solutions/ Alcohol/World View/Developmental Stages)	0 1 2 3 4 5__
Probing, Flexible questions	0 1 2 3 4 5__
Clarification, Confrontation	0 1 2 3 4 5__
Directing Transactions	0 1 2 3 4 5__
Examining Transitional Patterns	0 1 2 3 4 5__
Direct Interventions/skill building	0 1 2 3 4 5__
Indirect Interventions/exploration	0 1 2 3 4 5__

Comments: _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix Q
Agreement for Practicum/Internship Agencies

Viterbo University’s Master of Science in Mental Health Counseling (MSMHC) Program is pleased to have your organization sponsor our students for a Practicum or Internship educational experience. To facilitate this, the following Affiliation Agreement is created between our institutions.

The master’s level student trainee coming to your clinical setting will be in good standing with the Viterbo University and the MSMHC program, and also have undergone the State of Wisconsin Caregiver Background Check. Each student will provide documentation of professional liability coverage designed for student practicum/internship experiences.

1. This contract is between the Viterbo University MSMHC Program located at 900 Viterbo Drive, La Crosse, Wisconsin, and _____ (hereinafter called the “Agency”) located at: _____ (Agency Name)

_____ (City) _____ (State) _____ (Zip Code)

a. This agreement will commence on _____ and will remain in effect (date)

until _____ (date)

b. This agreement may be revised by mutual consent. Revisions shall be expressed in writing, signed by both parties, and attached to this agreement as a rider.

c. Termination of the agreement – either party may terminate this agreement by giving one semester’s written notice to the other party. Such action, however, shall not affect students already enrolled in the Practicum/Internship course.

2. Purpose

The following agreement is to clarify the joint and separate responsibilities between the Agency and the MSMCH Program at Viterbo University as it relates to providing practicum/internship instructions for students in the MSMHC Program.

3. It is mutually agreed that:

a. The purpose of the Practicum/Internship with an approved Agency is to provide educational experiences for MSMHC students.

b. The Agency will have the right to reject any student who, in the Agency’s judgment, does not meet its criteria for placement.

c. Client/patient records will be protected both by law and professional ethics for client privacy.

d. Many student educational records are protected by the Family Educational Rights and Privacy Act (“FERPA”), and student permission must be obtained before releasing specific student data to anyone other than Viterbo University.

e. There shall be no discrimination against students on the basis of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin.

f. Both the Agency and Viterbo University are committed to maintaining a learning environment which is free from harassment, including sexual harassment.

4. MSMHC Program responsibilities:

a. MSMHC Program agrees to:

i. Assign a Faculty Liaison to collaborate between the student, the Agency, and the MSMHC Program and to inform the Agency in a timely manner the name of that Faculty Liaison.

ii. Provide the Agency, prior to student placement, relevant information about the student’s academic achievement and previous work experience, making a reasonable effort to select students for field experience who meet any exceptional criteria specified by the Agency.

- iii. Select qualified Agency Supervisors (the person responsible for assigning tasks and supervising the student in the Agency) that meet the Council for Accreditation of Counseling and Related Educational Program standards and provide periodic training workshops for those Agency Supervisors.
 - iv. Provide all Agency Supervisors with a “Viterbo University Practicum/Internship Handbook” which includes relevant information about the MSMHC Program, policies and procedures as they relate to Practicum/Internship experiences and evaluation tools for assessing student performance.
 - v. Provide the student educational supplemental supervision by a qualified MSMHC faculty
 - vi. Provide documentation of student professional liability coverage for participating MSMHC Program.
 - vii. Hold harmless the Agency and its employees from any and all claims, losses, or expenses, including attorney’s fees, arising out of injury to any third party, including claims for professional negligence or claims for injury to Agency employees, or any other claims by third parties, except to the extent such injury is due to the fault of the Agency, its agents or employees.
 - viii. Hold harmless the Agency and its employees from any and all claims, losses, or expenses, including attorney’s fees arising out of injury to any student or MSMHC Program employee while participating in Practicum/Internship, except to the extent such injury is due to the fault of the Agency, its agents or employees.
 - ix. Inform and explain to the student of MSMHC Program that they will be under the jurisdiction of Agency officials for training purposes and will follow Agency rules to the extent that such rules relate directly to education and training in Program. Viterbo University will also inform students of their need to comply with Agency’s policies and rules, including those pertaining to patient privacy and HIPAA regulations.
- b. The MSMHC Program makes no agreement to supply any specific number of students to the Agency, and the Agency makes no agreement to accept a specified number of students from the MSMHC Program.
5. Cooperating Agency responsibilities. The Agency agrees to:
- a. Provide counseling practice opportunities for the student, including participation in overall Agency programs and activities as appropriate to developing the student trainee in becoming a licensed professional counselor in Wisconsin.
 - b. Furnish in writing to the MSMHC Program Coordinator of Internships any exceptional criteria it considers necessary for the selection of a student placed with the Agency.
 - c. Assign an Agency Instructor to provide professional supervision to the student.
 - d. Provide the Agency Instructor sufficient time for planning, supervision, training, and evaluation of the student.
 - e. Inform the student’s Faculty Liaison in a timely manner of any difficulties a student is having which might result in termination of the placement or a failing grade. The Agency will be responsible for documenting student difficulties and efforts to remedy the situation.
 - f. Guarantee the student’s right to refuse any assignment which the student deems too dangerous to complete at that time.
 - g. Provide the use of Agency facilities as necessary to accomplish the learning task and the student’s responsibilities in the Agency. (This includes mileage reimbursement for students following the usual standards and practices of Agency employees.)
 - h. Inform the MSMHC Program Internship Coordinator in a timely manner of any changes in policies, procedures, and/or staffing that might affect the quality or nature of field placements or this agreement.
 - i. Provide appropriate occupational safety and health training.

- j. Hold harmless the MSMHC Program and its employees from any and all claims, losses, or expenses, including attorney’s fees, arising out of injury to any third party, including claims for professional negligence or claims for injury to MSMHC Program employees, or any other claims by third parties, except to the extent such injury is due to the fault of the MSMHC Program, its agents or employees.
 - k. Hold harmless the MSMHC Program and its employees from any and all claims, losses, or expenses, including attorney’s fees arising out of injury to any student or Agency employee while participating in Practicum/Internship, except to the extent such injury is due to the fault of the MSMHC Program, its agents or employees.
6. Status of Students:
- a. The student, during Practicum/Internship, is subject to the same standards as are set for employees at the Agency relating to the welfare of clients.
 - b. The student is expected to adhere to the American Counseling Association Code of Ethics, the MSMHC Program Student Code of Conduct and conform to the standards and practices of the Agency.
7. Grievance:
The Agency and the MSMHC Program agree to utilize the grievance process established by the MSMHC Program in the event a student feels she/he has been unjustly treated during the field placement. A copy of the process will be in the Practicum/Internship Handbook provided to all Agency Supervisors and students.
8. Non-Discrimination Statement:
Viterbo University is committed to providing equal educational and employment opportunities regardless of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin in compliance with Title VI, Title IX, and Section 504.

This document certifies that the agency named below does not discriminate in its employment practices or in its service delivery practices on the basis of race, color, creed, national origin, age, gender, or disability.

Signatures:

For the Agency by _____
(Administrator/CEO—please print)

_____ on _____
(Administrator/CEO signature) (Date)

For Viterbo University by _____
(Vice President for Academic Affairs) (Date)

Please sign and return to:
Viterbo University Master of Science for Mental Health Counseling
 Practicum/Internship Coordinator
 Attn: Debra Murray, damurray@viterbo.edu
 900 Viterbo Drive
 La Crosse, WI 54601

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix R
Site Supervisor Information Form

Date: _____

Name: Dr. Ms. Mr. (Circle One): _____

Agency Name: _____

Contact Information:

Address: _____

City: _____ State: _____ Zip: _____

Office Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Professional Experience & Education:

Present Position Title: _____

Current Licenses/Certifications: _____

Expiration: _____ First Year Licensed: _____

Have you supervised interns in the past? Yes No _____ Years of experience: _____

IF YES, list the supervision settings? _____

Supervision Educational Experiences or Training: (Begin with most recent: e.g. Coursework, Workshop, CEUs, Other)

1) _____

2) _____

3) _____

Graduate Education (begin with most recent)	Degree	Year

Employment Experience

Employer	
Address	
Dates of Employment	
Position Title	
Responsibilities	

Employer	
Address	
Dates of Employment	
Position Title	
Responsibilities	

Employer	
Address	
Dates of	
Position Title	
Responsibilities	

Professional Affiliations/Memberships:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Signature: _____ Date: _____

Master of Science in Mental Health Counseling Practicum and Internship Handbook
Appendix S
Counselor Competency Professional Development Plan

Practicum/Intern Trainee's Name: _____

Present level of proficiency		Level of proficiency to be achieved with this learning plan		Target date to complete the plan:
1 2 3 4		1 2 3 4		
What is the issue to be addressed?	Goal What is to be accomplished? (measurable/behavioral)	Activities necessary to achieve goal What will be done?	Metrics How will progress be measured?	Target Completion Date
Knowledge:				
Skill:				
Attitude:				

Supervisor: _____ Date: _____

Foundation/Practice Dimension: _____ Element: _____

Competency to be addressed: _____

Strengths: _____

Challenges/Concerns: _____

Additional comments: _____

Supervisor signature: _____ Counselor Trainee: _____

Date for "re-observation" to assess performance: _____

Results: _____

Student Signature: _____ Date: _____

Site-Supervisor Signature: _____ Date: _____

Consent to Record Counseling Sessions
Appendix T

You are invited to participate in an individual practicum counseling session conducted by a member of Viterbo Master of Mental Health Counseling program. This session will be a learning and practice opportunity for this individual to gain real world experience. This person is a graduate student and during this advising session real circumstances and potentially distressing issues will be discussed. Be aware that you are free to disclose only that which you feel comfortable discussing with this student.

Information obtained in this interview is confidential. The limits to confidentiality would be if you indicated intent to harm yourself or others, the student is legally bound to report that type of information. Because this individual is a graduate student, the professors and supervisors will have access to this interview and its contents. Professors and supervisors will be examining student work and not analyzing you.

This interview may be voice recorded so the student, instructor, and classmates can study and analyze the students interviewing skills. If at any time you wish to cancel your permission to voice record the interview, please let the student know and they will do so. Upon the completion of this students' assignment, the recording will be permanently deleted.

Thank you for your willingness to participate, if you have any additional questions my instructor would be happy to meet with you.

By signing this document I hereby give permission for this interview to be recorded and for the student to share the recording as stated above.

Interviewee Name: _____ Date: _____

Interviewer Name: _____ Date: _____

Viterbo University's Master of Science in Mental Health Counseling Program
Appendix U
Practicum/Internship Supervisor

Release of Information

I give my approval for MSMHC faculty and practicum/internship site supervisors to reciprocally share information regarding student issues and concerns that are relevant for educational purposes.

Student Name (Print)

Student Signature

MSMHC Faculty Signature

Date

Name of site supervisor assigned to this student: _____

Name of practicum/internship supervision class professor assigned to this student: _____

Debra A. Murray Psy.D
Program Director
MSMHC Practicum/Internship Coordinator