

MARIST COLLEGE



MA CLINICAL MENTAL HEALTH COUNSELING

CLINICAL EXPERIENCE HANDBOOK: A MANUAL FOR PRACTICUM & INTERNSHIP

School of Social & Behavioral Sciences

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MARIST COLLEGE



MA CLINICAL MENTAL HEALTH COUNSELING

Dear Student,

It is with great excitement that we want to congratulate you on advancing to the next milestone in the process of becoming a professional counselor! The clinical experiences, Practicum and Internship, are the best opportunities to develop your clinical skills by putting into practice the knowledge you acquired during the first part of the program. This is an exciting time in your development that also comes with some growth and emotional challenges. We encourage you to reach out for support from your faculty and supervisors, as well as your own personal networks that will help you handle the stressors and challenges that are natural part of the process.

I am excited for your process and am looking forward to the transformations that will help you become a compassionate, empathetic, and multiculturally-competent professional counselor. This handbook presents you with organized information to help you find answers related to each aspect of your clinical experience. I encourage you to review it and ask for clarifications should you have any questions.

I wish you the best during your clinical experience,

A handwritten signature in black ink, appearing to read 'Michele Rivas', with a long, sweeping underline.

Michele Rivas, PhD LMHC NCC
Assistant Professor of Psychology and Clinical Mental Health Counseling
Clinical Experience Coordinator

INTRODUCTION

Similar to Licensed Psychologists and Licensed Clinical Social Workers (LCSW), NY State licenses individuals who have successfully completed their Master's in Mental Health Counseling and all additional licensure requirements. These individuals become **Licensed Mental Health Counselors (LMHC)** and may engage in the independent practice of mental health counseling. Earning the LMHC requires rigorous training, examination, and supervised clinical field experiences, such as practicum and internship. Thus, the education and training of mental health professional requires significant collaboration between academic institutions and mental health agencies in the community.

Site supervisors provide an essential and valuable service to the Marist MA Clinical Mental Health Counseling Program. They bring special insight and expertise to our professional counselor program that only practitioners in the field are capable of sharing. Their supervision and mentoring of students are critical components in our collaboration towards the training of the next generation of mental health professionals.

To help ensure that Marist College MA Clinical Mental Health Counseling (CMHC) students will receive high quality training and become eligible for NY State Licensure as Mental Health Counselors, this manual was created to provide information to students, and cooperating mental health agency personnel about:

- Licensed Mental Health Counselors and their services
- The Marist MA in Clinical Mental Health Counseling program
- The guidelines, requirements, procedures, and forms for the supervised clinical practicum and internship experiences.

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WHAT YOU SHOULD KNOW ABOUT LMHCs AND THEIR SERVICES

The NY State Office of the Professions provides consumer information about Licensed Mental Health Counselors and their services at <http://www.op.nysed.gov/prof/mhp/mhcbroch.htm>. Excerpts of this public information appear below, describing the *scope of practice* of mental health counseling, the services LMHCs provide, the methods of professional counseling practice, and the credentials required.

What is mental health counseling?

Mental health counseling is the evaluation, assessment, amelioration, treatment, modification or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationship by the use of verbal or behavioral methods.

Practitioners, called **mental health counselors**, are trained in counseling and psychotherapy to treat individuals with mental and emotional disorders and other behavioral challenges. Mental health counselors address mental health, human relationship, education and career concerns within ethical, developmental, preventive and treatment contexts. Mental health counselors demonstrate a concern for the short-term and long-term well-being of individuals, couples, families, groups and organizations.

Mental health counselors are dedicated to the optimal functioning of individuals, families and organizations. The mental health counselor uses standard mental health assessment and evaluation protocols, develops patient psychosocial histories, writes treatment plans, documents patient progress, facilitates consultation and referral with other providers, and implements discharge plans.

What services do licensed mental health counselors provide?

Mental health counselors use assessment instruments, provide mental health counseling and psychotherapy, clinical assessment and evaluation, treatment planning and case management, prevention, discharge, and aftercare services. After identifying and evaluating mental health problems and related human development challenges, mental health counselors employ effective methods of counseling and psychotherapy to treat individuals with conditions that may include mood disorders including depression, anxiety disorders, substance abuse, sexual dysfunction, eating disorders, personality disorders, dementia, and adjustment disorders.

Mental health counselors assist patients to develop skills and strategies to address issues such as parenting and career skills; problems in adolescent and family communication and functioning; couples, marital and relationship problems; and preventing the occurrence or re-occurrence of alcohol and substance abuse.

How do licensees provide these services?

Mental health counselors are trained in counseling, psychotherapy, and prevention. They work with individuals, couples, families, groups and organizations using brief techniques, such as crisis intervention and solution-focused approaches, or longer term approaches when treating chronic mental health disorders or disabilities. Mental health counselors provide services such as:

- Helping patients identify goals and solutions to problems causing emotional problems and the use of psychotherapy to address mental disorders and substance abuse
- Assessing the patient's disability and developing a treatment plan that may include counseling, job training and access to technology and services, that assists the patient in achieving maximum participation in work and social activities
- Supervising counseling interns and graduates of counseling programs to develop skills necessary to practice as a mental health counselor
- Engaging in program development, advocacy, research and program evaluation to improve mental health treatment and prevention services
- Assisting new and displaced workers to identify vocational and career interests based on the patient's knowledge, skills and abilities
- Collaborating with students, teachers and families from elementary school through college to eliminate barriers to learning and provide students with the skills necessary for healthy, successful lives

Where do licensed mental health counselors practice?

Mental health counselors may work individually or as part of a team of professionals who establish and implement treatment plans to address the patient's needs. They may work in a private practice or practice with other licensed mental health counselors or in other settings authorized to provide professional services.

In cases of sustained treatment of a serious mental illness (schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention-deficit hyperactivity disorder and autism), the patient shall be evaluated by a physician. The physician shall consult with the mental health counselor regarding the illness and advise whether any medical care is needed.

What credentials do licensed mental health counselors have?

Other than those mental health counselors licensed under the special provisions established in law for those already practicing when the new law came into effect, each New York licensed mental health counselor has a master's or higher degree in counseling, or its equivalent, with required coursework in mental health counseling theory and practice, assessment, psychopathology, ethical practice and a supervised internship, has passed a State-approved exam, and has completed at least 3,000 hours of post-degree clinical experience under supervision of a qualified, licensed mental health professional. Those licensed under the special provisions for those practicing when the licensing law took effect meet other standards specified in law and regulation.

Individuals who have completed their education requirements may hold a *limited permit* to practice the profession while they work to complete the exam and/or experience required for full licensure. These individuals practice **under supervision** at a specific site.

What are the Covid-19 Considerations for mental health counselors?

In response to the COVID-19 emergency, the New York State government has issued a number of executive orders that have temporarily modified existing provisions promulgated by the Department of Health, the Office of Mental Health, the Office of Addiction Services and Supports, and the Office for People with Developmental Disabilities. Initially, Executive Order 202.1 allowed different types of practitioners to deliver services within their scopes of practice and authorized the use of certain technologies for the delivery of health care services to established patients, pursuant to such limitations as the commissioners of such agencies may determine appropriate. Visit <http://www.op.nysed.gov/prof/mhp/mhpcaretelepracticealert.htm> for more information on mental health practitioners' telepractice guidance. Each training site must consult the relevant sources to obtain updated information about the evolving changes and executive orders that impact their service delivery. For more information visit http://www.op.nysed.gov/COVID-19_EO.html

THE MARIST COLLEGE MA CMHC MISSION AND GOALS

Mission: The Clinical Mental Health Counseling (CMHC) Program faculty are committed to helping students develop the practitioner-scholar expertise, professional dispositions, and leadership skills required to become multiculturally-competent counselors who will provide a wide range of evidence-based counseling services and interventions to clients in the global communities of the 21st century.

The program's mission is immeasurably enriched by students with diverse experiences. For faculty and students to be leaders within and beyond our counseling program, we must ensure that we consider the diversity and intersectionality of all who comprise our communities and foster a climate in which those diverse influences are respected and valued. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, gender identity, gender expression, affectional orientation, social class, religion, age, dis/Ability, and veteran status. The faculty is dedicated to the recruitment, retention, and training of diverse professionals.

The faculty seeks to fulfill this mission by creating a student-centered educational experience guided by the five values integrated into the development of each graduate:

- Clinical Excellence
- Multicultural Counseling Competence and Social Justice Advocacy
- Wellness and Resiliency Orientation
- Active Engagement in Professional Organizations
- Practitioner-Scholar Approach: Opportunities for Impactful Research

At the successful completion of the program, students will demonstrate competency in the following areas:

1. Knowledge and skills of professional counseling orientation and ethical practice; human growth and development; career development; counseling and helping relationships; group counseling; assessment and testing; mental health diagnosis and treatment planning; psychopharmacology; addictions; family and couples counseling; crisis intervention; and clinical supervision;
2. Knowledge and skills of multicultural counseling and social justice advocacy;
3. A wellness and resiliency orientation as demonstrated by personal and professional growth in sound interpersonal and self-awareness (intrapersonal) skills within their interactions with clients, colleagues, trainees, and supervisors;
4. Engagement in professional identity development and career advancement through activities such as membership and participation in professional counseling organizations;
5. Knowledge and skills with research methods in counseling that emphasize a practitioner-scientist approach and engagement in opportunities for impactful research.

In accordance with NY State Mental Health Counseling Licensure Requirements (see <http://www.op.nysed.gov/prof/mhp/mhclhc.htm>), the Marist MA CMHC program requires students to complete a minimum of 600 hours of practicum/internship experience. In fact, **Marist's program is one of the few in NY State to go above and beyond the State requirements - requiring a minimum of 700 training hours.**

Counseling practicum and internship experiences are tutorial forms of professional instruction. They are often amongst the most influential experiences in a professional counselor's career. The internship in particular is the culminating activity of most professional counseling training programs. These field experiences provide critical training that bridge the knowledge, principles, and skills acquired in the classroom with their direct application in "real world" clinical experiences. Students engage in supervised counseling practice in mental health treatment settings, developing their skills, receiving feedback, taking on emotional challenges, and engaging in self-exploration. Practicum and internship also provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

It should be noted that the Executive Secretary for NY State Licensure of Mental Health Professions has clarified (at the April 2010 NY Mental Health Counselor Association Conference) that there are a number of field experiences that are NOT acceptable as practicum/internships experiences.

Specifically, the following kinds of training experiences are **NOT ACCEPTABLE** for the practice of mental health counseling and for the LMHC licensure requirements:

- credentialed alcohol and substance abuse counseling internship
- social work internship
- guidance counselor/school counselor internship
- school psychologist internship
- case manager internship
- life coach experience

ELIGIBILITY TO ENGAGE IN CLINICAL EXPERIENCES: PREREQUISITES FOR PRACTICUM AND INTERNSHIP

In order to be eligible to engage in Counseling Practicum or Counseling Internship courses, students must successfully complete the pre-requisite courses listed below and be students in Good Standing (that is, NOT on probation) with respect to academic record and professional attitudes, behaviors, and dispositions.

- COUN600L Foundations and Ethics of Professional Counseling
- COUN610L Counseling Theory & Practice
- COUN612L Counseling Techniques
- COUN507L Diagnosis & Treatment Planning in Clinical Mental Health Counseling
- COUN613L Assessment in Counseling
- COUN617L Crisis & Trauma Intervention
- Students must have completed a training in the Mandated Reporting of Child Abuse/Neglect.
- Counseling Internship 1 also requires the successful completion of COUN700L Counseling Practicum. Likewise, Counseling Internship 2 requires the successful completion of COUN710N Counseling Internship 1.

CACREP STANDARDS FOR COUNSELING FIELD EXPERIENCES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the accrediting organization for counselor training programs. The Marist MA Clinical Mental Health Counseling program is not yet CACREP accredited, however, the program is designed according to CACREP standards as a best-practice model for the professional training and practice. (See <http://www.cacrep.org/about-cacrep/2016-cacrep-standards/>).

The CACREP definition of *Practicum* is: “a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The Practicum must be successfully completed prior to entering Internship.”

The CACREP definition of *Internship* is: “a post-practicum, supervised ‘capstone’ clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.”

OVERVIEW OF THE CLINICAL EXPERIENCE COURSES

I. Standards for Entry-Level Professional Practice

In accordance with CACREP Standards, the following professional practice standards are expected for Practicum and Internship experiences.

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.

- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

II. Counseling Practicum Standards

Counseling Practicum is a 3-credit elective course wherein students transition to the “real world” of professional mental health settings. Students engage in a supervised clinical experience to develop basic and advanced counseling skills and integrate professional knowledge. The practicum is completed prior to internship. The Marist requirements are guided by the NY State MHC Licensure requirements and by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP) accreditation standards.

Students must complete supervised practicum experiences that total a minimum of **100 clock hours** over a minimum of 10 of the 12 weeks of the summer academic term (usually late May to mid-August). Thus, students engage in their field experience about 10 hours a week. Each student's practicum should include all of the following:

1. **At least 40 clock hours of direct service** to clients that contributes to the development of counseling skills. (“Direct hours” refers to in-person or telehealth contact with clients via individual, group, couples, and/or family counseling, intake evaluation interviews, crisis intervention, providing trainings and workshops (to clients), phone consultations with clients and collaterals, etc. “Indirect hours” includes time spent engaged in such activities as record keeping, staff meetings, supervision, providing or receiving trainings and workshops to other mental health professionals, etc.).
2. **Weekly supervision meetings** (provided by the site's supervisor) that average one hour per week or two hours every other week. Such supervision may be in-person or virtual individual and/or triadic supervision. This site supervisor should be in periodic consultation with the Marist program faculty member.
3. **Weekly group supervision** (by Marist faculty) that averages 1 1/2 hours per week. Group supervision for practicum and internship should not exceed 12 students.
4. **A variety of professional mental health services activities.** Students should have the opportunity to become familiar with the resources and services provided by mental health professionals, particularly those responsibilities that align with the scope of practice of mental health counseling.
5. **Live supervision (observation) and/or audio/video recordings** of the trainee's sessions with clients should be used in supervision whenever possible.

6. **Evaluation of the student's counseling performance** throughout the practicum (i.e., formative evaluation), including documentation of a formal evaluation as the student completes the practicum (i.e., summative evaluation).

In addition to these practicum experience requirements, there are also academic components (e.g., reading assignments, reaction papers, etc.) to the Counseling Practicum course. An overview of the academic requirements is articulated in the syllabus provided by the course instructor at the start of the semester. A brief overview is provided in the Practicum/Internship Academic Requirements section below.

III. Counseling Internship Standards

The Counseling Internship is a set of **two** 3-credit courses that, together, provide a supervised “capstone” clinical experience. The internship provides the experiential bridge across which students transition from counseling knowledge and skills learned in the classroom to their direct application to clients in the clinical setting under supervision. The Marist requirements are guided by the NY State MHC Licensure requirements and by the CACREP accreditation standards.

The program requires completion of a supervised internship in the practice of mental health counseling for a minimum total of **600 clock hours**. This translates to working at a clinical site about **20 hours per week** during the fall and spring semesters (from about September to mid-December and from about mid-January to mid-May, respectively). Internship is begun after successful completion of pre-requisite courses and after the counseling practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor. Each student's internship should include all of the following:

1. **At least 240 clock hours of direct service** to clients that contributes to the development of counseling skills. (“Direct hours” refers to in-person or telehealth contact with clients via individual, group, couples, and/or family counseling, intake evaluation interviews, crisis intervention, providing trainings and workshops (to clients), phone consultations with clients and collaterals, etc. “Indirect hours” includes time spent engaged in such activities as record keeping, supervision, in-service trainings and workshops, staff meetings, etc.).
2. **Weekly supervision meetings** (provided by the site's supervisor) that average one hour per week or two hours every other week. Such supervision may be in-person or virtual individual and/or triadic supervision. This site supervisor should be in periodic consultation with the Marist program faculty member.
3. **Weekly group supervision** (by Marist faculty) that averages 1 1/2 hours per week. Group supervision for practicum and internship should not exceed 12 students.
4. **A variety of professional mental health services activities.** Students should have the opportunity to become familiar with the resources and services provided by mental health professionals, particularly those responsibilities that align with the scope of practice of mental health counseling.

5. **Live supervision (observation) and/or audio/video recordings** of the trainee's sessions with clients should be used in supervision whenever possible.
6. **Evaluation of the student's counseling performance** throughout the internship (i.e., formative evaluation), including documentation of a formal evaluation as the student completes each semester of internship (i.e., summative evaluation).

In addition to these internship experience requirements, there are also academic components to the Counseling Internship 1 & 2 courses. An overview of the academic requirements is articulated in the syllabus provided by the course instructor at the start of the semester. A brief overview is provided in the Practicum/Internship Academic Requirements section below.

ADDITIONAL ACADEMIC REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

The College provides qualified instructors for the Practicum and Internship clinical experience courses. The Marist instructor, referred to as the **faculty supervisor**, maintains contact with the setting supervisor regarding each student's progress towards successful training and completion of the courses. The instructor or faculty supervisor must have the following:

- A doctoral degree and/or appropriate counseling preparation;
- Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling;
- Relevant supervision training and experience.

The faculty supervisor is ultimately responsible for the academic grade issued to each counselor trainee. The faculty supervisor consults periodically with the setting supervisor, such that the site supervisor may share recommendations for the grade, particularly with the sharing of supervisor's formal evaluation of the intern.

The faculty supervisor presents a syllabus to Practicum and Internship students that details academic requirements for successful completion of the courses. The students are expected to attend and participate in all class/group supervision meetings and satisfactorily complete the all course requirements and evaluations that will be reviewed and evaluated by the faculty supervisor. Below is a list of academic assignments commonly required in Practicum and Internship coursework. Additional course requirements may be delineated by the faculty supervisor in the syllabus.

- **Recording Equipment Agreement Form**
- **Data Storage and Transfer Policy Acknowledgement Form**
- Group Supervision Attendance and Participation
- Clinical Case Presentations and Papers
- Multicultural and Social Justice Case Presentations
- Weekly Journal Logs
- Timesheet Signed by the Site Supervisor
- Faculty Supervisor's Evaluation of the Intern
- Supervisor's Evaluation of the Intern
- Intern's Self-Evaluation (using Supervisor's Evaluation form)
- Intern's Evaluation of Supervisor and Setting

- Papers emphasizing self-reflection, self-assessment, and goal-setting.

Note: Clinical issues and ideas from group supervision do not supersede the clinical direction of the Site Supervisor, who is ethically and legally liable for the welfare of the intern's clients.

SETTING REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

SETTING Requirements for the Practicum/Internship are delineated by the NYS MHC Licensure requirements. The SETTING requirements are as follows, below.

- The setting in which the experience is obtained must be a location at which legally authorized individuals provide services that constitute the practice of mental health counseling, as defined in State Department of Education Law. The setting must have a license to operate from NY OMH, DOH, OASAS, OPWDD, or similar state agency and employ licensed professionals and provide services that are restricted, or
- The setting in which the experience is obtained may be a professional corporation, that is, a PLLC, LLC, or PC, owned and operated by licensed professionals.
- The setting must be responsible for the services provided by individuals gaining experience for the MA in CMHC degree.
- The setting cannot be a private practice owned or operated by the student.
- If the setting is outside of NY State, it must be legally authorized in that state by the appropriate regulatory organization/agency to provide professional mental health counseling by licensed mental health professionals.
- The setting must be approved by the Marist College Clinical Experience Coordinator and the Director of the MA CMHC program. See the section, "Applying to Practicum or Internship Settings" for the procedure for submitting an out-of-state setting for approval. See also, the "Out-of-State Practicum/Internship Setting Directory Information Form."

Training sites may seek to develop more formalized Counseling Training Affiliation Agreements between their agency and Marist College. The site's Director of Training should contact the Marist MHC Program to request an Affiliation Agreement.

SITE SUPERVISOR QUALIFICATIONS

The Site Supervisor qualifications for Counseling Practicum/Internship are delineated by a combination of the NYS MHC Licensure requirements and the CACREP accreditation standards. The Supervisor must:

- be an employee (not a consultant) to the setting; and
- have completed a master's or higher degree program in counseling, or in the subject of the field in which the supervisor is licensed (see below), or another field related to the field of counseling; and
- be licensed AND registered in New York State to practice mental health counseling, medicine, as a physician assistant, psychology, licensed clinical social work*, or as a registered professional nurse or nurse practitioner;

- be legally and professionally responsible for the assessment, evaluation, and treatment of each patient/client seen by the supervisee/student;
- supervise no more than 5 trainees;
- have a minimum of two years of pertinent professional experience in mental health counseling;
- have knowledge of the program's expectations, requirements, and evaluation procedures for students;
- have relevant training in counseling supervision.

*Note: NY State Law does not permit LMSWs to supervise mental health counseling trainees.

If the setting is outside of NY State and the supervisor does not possess a NY State license as one of the above mental health professionals, then the supervisor must meet all of the above requirements and be licensed in that state as one of the above mental health professionals AND also be recognized in that state as legally qualified to supervise the professional counselors seeking licensure in that state.

In congruence with CACREP (2016) standards, the Clinical Experience Coordinator will consistently provide in-person or virtual training about the program's expectations, requirements, and evaluation procedures for students and further relevant training in counseling supervision such as supervisor roles, supervision goals and models, and multicultural supervision.

SUPERVISION ACTIVITIES

Supervision activities are delineated by the NYS MHC Licensure requirements and the CACREP accreditation standards. Below is a list of expectations of basic supervision activities.

- the supervisor must provide an average of one hour per week or two hours every other week of in-person or virtual individual and/or triadic supervision.
- the supervisor or other relevant personnel provide an orientation to the setting, policies and procedures, and internship responsibilities;
- the supervisor provides an informed consent to supervision that includes of the expectations of the supervisory process, ethical issues, supervisor-supervisee confidentiality and limits, etc.;
- the student apprises the supervisor of the assessment and treatment of each client;
- the student's cases are discussed with the supervisor;
- the supervisor will provide a training experience including a variety of clinical responsibilities within the scope of practice of clinical mental health counseling;
- the supervisor must provide the student with oversight and guidance in assessment and evaluation, treatment planning, completing psychosocial histories and progress notes, individual counseling, group counseling, psychotherapy, multicultural counseling, and consultation; and
- whenever possible, legal and ethical use of audio/video recordings of students' counseling work are recommended for use in the supervisory process;
- if recordings are not permitted, the supervisor should at times engage in live observation of the trainee's session, or co-leading session with the trainee in order to directly observe the trainee.
- the supervisor will engage in periodic consultations with the Marist faculty supervisor
- there will be a mid-semester informal (formative) evaluation of the supervisee's performance

- there will be a formal documentation of a final (summative) evaluation of the supervisee's performance as the student completes the semester course in practicum or internship (See Supervisor Evaluation of Intern form, below).

RELATIONSHIP BETWEEN SITE SUPERVISOR AND MARIST FACULTY SUPERVISOR AND CLINICAL EXPERIENCE COORDINATOR

The Clinical Experience Coordinator will acquire information from site supervisors to ensure that site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. The Clinical Experience Coordinator will ensure that opportunities for orientation, consultation, and professional development experiences are provided by counselor education program faculty to site supervisors.

Additionally, the Clinical Experience Coordinator will ensure that written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. The supervision agreement will specify that site supervisors will conduct individual/triadic practicum supervision and will remain in constant communication with the Marist faculty supervisor, who will consult with the site supervisor at least every 3-5 weeks by phone, email, or site visit to monitor student learning. The site supervisor should not hesitate to contact the faculty supervisor regarding supervisees or issues relevant to the training of students.

PROFESSIONAL ETHICS AND STANDARDS

Each of the allied helping professions has its own code of ethics. The essential elements and purpose of the codes are usually highly similar. Students engaging in practicum and internship are expected to follow administrative policies, rules, standards, and practices of the site, and to conduct professional activities within the code of ethics of the American Counseling Association (ACA). See the ACA Code of Ethics at: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>.

In addition to professional ethics and standards, students are expected to understand and follow the guidelines, laws and regulations relevant to the practice of mental health counseling, including but not limited to: the NY Mental Health Practitioner Alerts and Guidelines; the NY Mental Hygiene Law 33.13 on Clinical Records and Confidentiality; the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

DATA STORAGE AND TRANSFER POLICY

The ACA Code of Ethics and Health Insurance Portability and Accountability Act (HIPAA) require that all devices used to store client data (e.g. session recordings, progress notes, client personal information) be password protected. This includes computers, tablets, flash drives, and cell phones.

At Marist MA Clinical Mental Health Counseling program, students are required to utilize the provided password-protected Digital Recorder device provided by the department to record and secure all client data. Session recordings or progress notes with private client information must not be placed online under any circumstance, even if the website is password protected (i.e., password protected cloud-based systems). The Digital Recorder provided by the department needs to be dedicated exclusively to clinical coursework in that only counseling audios should be saved on it. Students must NOT transfer files from the digital audio recorder to any other device. If a student is using their personal computer to store files or session data, the computer must have password protection.

PROFESSIONAL PERFORMANCE STANDARDS: REVIEW, REMEDIATION, AND DISMISSAL

All students are required to follow the 2014 American Counseling Association (ACA) Code of Ethics. As previously mentioned in the Program Orientation and Advising section of this handbook, students are must sign an Informed Consent form in which the agree to abide by these Codes. See the ACA Code of Ethics at Appendix E and at: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>.

In accordance with the ACA Code of Ethics, faculty and supervisors are gatekeepers to the profession, obligated to prioritize the welfare of clients and the credibility of the profession. Thus, faculty and supervisors expect students to be concerned about other people, to be stable and psychologically well-adjusted, to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give feedback constructively, etc. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, students are expected to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs. Thus, the faculty strongly recommends that students engage in their own personal counseling during the graduate program, and periodically across their career.

An understanding of the critical importance of professional behavior standards may be derived from the counseling literature in such articles and books such as:

Crawford, M. & Gilroy, P. (2013). Professional impairment and gatekeeping: A survey of master's level training programs. *Journal of Counselor Preparation and Supervision*, 4, 28-37.

Duba, J.D., Paez, S.B., & Kindsvatter, A. (2010). Criteria of nonacademic characteristics used to evaluate and retain community counseling students. *Journal of Counseling & Development*, 88, 154-162.

Dugger, S.M. & Francis, P.C. (2014). Surviving a lawsuit against a counseling program: Lessons learned from *Ward v. Wilbanks*. *Journal of Counseling and Development*, 92, 135-141.

Homrich, A. (2009). Gatekeeping for personal and professional competence in graduate

counseling programs. *Counseling and Human Development*, 41, 1-24.

Homrich, A. & Henderson, K.L. (Eds.). (2018). *Gatekeeping in the mental health professions*. Alexandria, VA: American Counseling Association.

McAdams III, C.R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision*, 46, 212-229.

Gatekeeping can function as an intervention mechanism to limit behaviors that could threaten the welfare of clients by helping redirect students in their development of professional skills or redirect them toward other professions. The gatekeeping responsibility is mandated for all professional counselors in the ethical standards of the American Counseling Association (ACA; 2014; Section F). Also, counselor educators bear an additional responsibility as specified in the 2016 *Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP)*. These standards require that, “The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program” (CACREP, 2016, Section 4, Standard G.).

Potential signs of student impairment may be “reflected in one or more of the following ways:

- (a) inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior,
- (b) an inability to acquire professional skills in order to reach an acceptable level of competency,
- (c) an inability to control personal stress, psychological dysfunction, or excessive emotional reactions that interfere with the professional’s functioning” (Lamb, Presser, Pfof, Baum, Jackson, & Jarvis, 1987, p. 598).

The Professional Performance Evaluation Review

For the reasons described above, the counseling faculty utilize the Professional Performance Evaluation (PPE) form, that consists of professional dispositions criteria derived from the counseling literature, to review of students’ professional dispositions and potential impairment. (See Appendix D for a current copy of the form that details the professional dispositions.) In this case, “counseling faculty” refers to the core counseling faculty and any other non-core counseling faculty involved with the students during a particular fall or spring semester.

1. The counseling faculty conduct a PPE review of students at least once each fall and spring semester and submit their results to the Program Director. Also, students must self-evaluate using the PPE form and must submit their results to the Program Director.

2. Counseling faculty may also initiate a PPE review of a student at any time when a faculty member may have observed a student having problems or impairment with any professional dispositions. In such cases, the faculty member notifies the Program Director in writing, outlining the nature and significance of the concern. The faculty member also attempts to contact the student to inform him/her that observations have been made that raise concerns deemed sufficient enough to require a PPE review. The faculty member requests that the student complete a self-evaluation using

the PPE. The student must submit the self-evaluation to the Program Director. The director convenes the counseling faculty to conduct a PPE review.

3. The counseling faculty discuss their PPE review of the student, and the student's self-evaluation. The counseling faculty will evaluate the student's demonstration of professional dispositions, and the level of severity or impairment, if any, of the student's difficulties with professional dispositions. Accordingly, the counseling faculty will also determine the student's standing and actions that may need to be taken that may include, but are not limited to, the following examples.

- a) Good Standing (with no further action required).
- b) Good Standing with required Professional Development Plan to address dispositional areas of low to moderate concern.
- c) Non-Academic (i.e., professional dispositions) Probation requiring a Remediation Plan to address areas of moderate to high concern or impairment.
- d) Dismissal due to high levels of seriousness and severity of the problematic issues or impairment.

The director notifies the School Dean of cases of moderate to high concern or impairment that may involve probation or dismissal.

4. The Program Director convenes a meeting with the student so that counseling faculty may share their PPE results and the student's standing. This meeting shall be attended by the faculty member(s) who observed that the student had demonstrated problems or impairment with the professional dispositions, and as many of the counseling faculty as is relevant (e.g., the core counseling faculty and any non-core counseling faculty involved with the student that particular semester). The student receives the PPE feedback, determination of student's standing, as well as recommendations, in writing.

5. In cases where a Professional Development Plan or a Remediation Plan is required, the counseling faculty and the student shall collaborate to develop goals and objectives to address problematic dispositions or impairment. The faculty who had raised concerns regarding certain dispositions will take the lead in developing and reviewing and/or drafting goals and objectives with the student that must be approved by the majority of the counseling faculty.

6. As before, the Program Director will convene another counseling faculty and student meeting to review the required, finalized Professional Development Plan or Remediation Plan. The student is presented with the finalized Plan in writing. The Plan should identify the scheduling of subsequent reviews by faculty of the student's progress on the goals and objectives, and a final review date at which time the counseling faculty shall determine the outcome of the Plan, the student's standing, and the student's overall attitude towards the Plan. Ideally, the student would have taken all actions to return to Good Standing, however, failure to progress sufficiently on Plan goals and objectives may result in outcomes including probation or dismissal. The student shall receive final reviews and determinations of student's standing in writing. The Program Director notifies the School Dean of the Plan outcomes and decisions regarding the student's status.

7. The decision to place a student on probation, or to dismiss a student for non-academic (i.e., professional dispositions) reasons cannot be appealed, except in cases where the student feels that appropriate procedures have not been followed. In that case, the student should follow the appeal policy and procedure described below.

APPEALS OF PROBATION OR DISMISSAL REGARDING PROFESSIONAL PERFORMANCE STANDARDS

As previously stated, the decision to place a student on probation, or to dismiss a student, for non-academic reasons (i.e., professional dispositions) cannot be appealed, except in cases where the student feels that appropriate procedures have not been followed. If the student does feel that appropriate procedures have not been followed, the student may appeal the non-academic probation or dismissal decision as follows.

1. The student should first meet with the Program Director to discuss their complaint that appropriate procedures have not been followed. If the student is unable to contact the Program Director in a timely manner, the student should contact the School Dean.
2. If after discussion with the Program Director, the student is still not satisfied, he/she should make an appointment to speak to the School Dean.
3. If the student wishes the Dean to make a formal inquiry, the student must request this in writing and explain the basis of the complaint. The Dean will forward the complaint to the Program Director and request a written reply. (This initial written appeal must be made no later than 3 weeks immediately following the notification of probation or dismissal. If the notification was at the end of a semester, then the initial written appeal must be made no later than 3 weeks into the following semester.)
4. Upon receipt of the Program Director's written reply, the Dean may choose to conduct a hearing with the Program Director, relevant counseling faculty, and the student to clarify the facts regarding the procedures in the case.
5. The Dean will then render a decision and/or course of action, in writing, and send it to the Program Director and the student. The Program Director will then inform the student in writing of his/her decision.
6. If the student is not satisfied with the course of action recommended by the Dean or the Program Director, he/she may appeal in writing to the Vice President for Academic Affairs/Dean of Faculty. The Vice President for Academic Affairs/Dean of Faculty will review the facts of the case and send his/her conclusions in writing to the Dean, Program Director and student. If the Vice President for Academic Affairs/Dean of Faculty feels that proper procedures have not been followed, he/she may appoint an ad hoc faculty panel to examine the case and render a final decision.
7. All appeal decisions must be rendered within two weeks of the written appeal at each level.

PROFESSIONAL LIABILITY INSURANCE

Marist College maintains liability insurance that covers students during the time that they are enrolled and participating in practicum and internship. A copy of the Marist College Liability Insurance face sheet may be provided to a setting following the direct request made to the MA CMHC Program Director from the setting personnel, such as the site supervisor.

The Marist MA CMHC program also requires that all students obtain professional counseling malpractice/liability insurance. Usually, such coverage can be acquired through insurance programs

offered by professional counseling organizations that students are encouraged to take membership in, such as the NY Mental Health Counselor Association, the American Mental Health Counselor Association, or the American Counseling Association. Students must submit a copy of their Certificate of Liability to the Marist Program Director by **May 15th**.

APPLYING TO PRACTICUM AND INTERNSHIP SETTINGS

Students must prepare for practicum and internship by attending a **mandatory Clinical Experience Orientation meeting**, usually held in early December.

In conjunction with advising from counseling faculty, students would apply to practicum and internship settings the semester before conducting the practicum experience. Usually, this means that students would be contacting and applying to sites between January and April, and starting practicum in late May. Qualified students must register for the appropriate Practicum and Internship courses during the registration period.

The MA CMHC Clinical Experience Coordinator maintains a list of pre-approved settings that is made available to students who are eligible to engage in practicum or internship. Students may also propose a new setting to the director for approval.

Steps to Prepare for Practicum/Internship

Students should apply to a setting just as they would apply for professional employment.

- 1. Be pro-active. Plan early – during winter break.** And do not procrastinate!
 - Some sites may take students on a “first-come, first-chance-at-being-accepted” basis.
 - Students need to allow plenty of time for the people involved in the process to communicate.
 - Be aware that settings do not operate on the Marist academic calendar. Further, they may have their own timing for the taking in of applications for practicum and internship experiences.
- 2. Make a prioritized list of settings to apply to – Do this by the end of December.** Clarify your ideal learning opportunities – consider:
 - Checking out the sites’ webpages
 - Your career plans
 - Setting – residential, hospital, outpatient, college/university counseling svc...
 - Age groups – children, adolescents, adults, etc.
 - Populations – developmentally disabled, psychiatric patients, college students, etc.
 - Responsibilities – intake evaluations, individual, group, couples, family work, crisis...
 - Treatment approaches
 - Quality of supervisor and supervision
 - Practical considerations – distance away, scheduling...
 - Be ready to COMPROMISE. You may not attain your ideal site.
- 3. Send your rank-ordered list of training sites to Dr. Rivas (by email) for approval – by early January.**

- Dr. Rivas may be in communication with the sites to facilitate the process of your applying and being placed.

4. Prepare the applications – by mid-January. Create lists of questions to ask, prepare a cover letter, update your resume, give your references permission to release info to, etc. In the cover letter, provide info:

- Indicate that you are a Marist MA in CMHC student. Remember: sites receive applications for all kinds of internship roles and from many different academic institutions.
- Briefly describe practicum and internship – sites may not be clear on what *counseling* practicum and internship really means.
- Identify the job duties you are hoping to perform (e.g., clinical interviews, individual, group, couples, family counseling, crisis intervention, psychoeducational groups)
- List the types of licensed supervisors that you need.
- Indicate what months you hope to do practicum/internship.
- Inform them of the number of work hours per week you are seeking.
- Share your career goals.
- Give them your contact information.

5. Send out Applications and Go on Interviews – from January 15 to March 15

- Note that the Contact Person at an agency is not necessarily going to be a site supervisor.
- Call, email, or send info by US Postal Svc. Offer a resume, and schedule interviews (optional).
- Be clear on how and when you are available for them to try to reach you. The Contact Person you try to reach is likely to be very busy.
- Dress professionally for interviews.
- Give forethought to all the details to ask about. Students should be clear in knowing their own needs and expectations, and those of the settings.
- Get a description of professional activities and responsibilities.
- Discuss scheduling of hours.
- Offer a copy of the Practicum and Internship Manual – they may wish to see it.
- If proposing a new placement, see the Proposing a New Setting for Approval section, below.

6. Keep Dr. Rivas informed of your progress – and of inaccuracies in the Site list.

7. a) Accept, Reject, or Ask to Hold offers.

- Students must inform agencies of their decision to either accept or reject an offer of a training position in a timely manner. Agencies need to know if their offer is being refused so that they may offer the placement to another applicant.
- In some cases, a student might receive an offer, but needs time to think it over or time to see if another site will make an offer. In these cases, the student should clearly state that they are requesting permission to HOLD the offer for a specific amount of time, and then will respond with an acceptance or rejection. Note: Settings are not obligated to say yes to such a request.

b) ** TEMPORARY PROCEDURE due to covid Notify Dr. Rivas if you have not been able to secure a training position by March 15.**

- In the case the student has not been able to secure a training position, the Clinical Internship Coordinator will intervene to personally refer them to potential training sites within the list. It is up to the training sites and beyond the Clinical Experience Coordinator's control if the student is considered for an interview and offered a training position. Be mindful that these training sites might not be the within the preferred choices of the student. Students are encouraged to be flexible. Students are encouraged to revise their application materials.

8. Get the Agreements Signed: Complete and Submit the Clinical Experience Agreement forms – by May 1st.

- The student completes the first section of the Agreement forms and signs.
- Then the student gives the form to the prospective site supervisor so they can complete their section and sign the forms. The supervisor should keep the Appendices pages.
- Finally, the student is responsible for submitting digital forms to the Marist Program Clinical Experience Coordinator for approval and signature by the deadline of **May 1st**. The student will be notified of approval.
- Submit one Clinical Experience Agreement if the student will train at one site for both Practicum and Internship.
- Submit two separate Clinical Experience Agreement forms if Practicum and Internship experiences will be conducted at two different sites.
- Remain in communication with clinical site regarding orientation and training sessions prior to starting your clinical experience.

9. Submit your Certificate of Liability Insurance by May 15th.

10. Inform Dr. Rivas if the site requires health verifications and/or background check or other requirements prior to the student starting the field experience.

PROPOSING A NEW SETTING FOR APPROVAL – BY APRIL 15TH

Students must assemble a packet of information that includes the following items, below.

- Completed Marist Practicum/Internship Site Directory Information Form, or the out-of-state version of the form, if applicable.
- Documentation from the Setting that identifies its mission and goals, and its mental health services offered. Examples may include website information, brochures, annual reports, etc.
- Documentation that demonstrates that the Setting meets all the requirements outlined in the "Practicum and Internship Settings Requirements" section, above.
- Documentation that the proposed Site Supervisor meets all of the criteria outlined in the "Site Supervisor Qualifications" section, above.

The deadline for the student to submit this information to the MHC Program Director is **April 15th**.

Once approval is granted by the MA CMHC Clinical Experience Coordinator, the student should complete the steps to apply for practicum/internship, above, starting with step 5.

STUDENTS' HEALTH AND BACKGROUND CHECK CLEARANCE REQUIREMENTS AND THE SHARING OF MARIST COLLEGE STUDENT INFORMATION

Some training settings may require that students meet certain health and background check qualifications in order to be eligible to intern at their facilities. These requirements are usually associated with state or federal regulations with which the setting must comply.

Health Clearance

Students may be required to provide directly to a setting documentation of students' health clearance verifying the following information:

- a. That the student is in good general health and has passed a physical examination within the previous year;
- b. A negative Tuberculin Skin Test (ppd) or IGRA (Quantiferon TB Gold or TSpot) within the past twelve (12) months or a negative chest x-ray within the past 12 months for a positive ppd or IGRA;
- c. Proof of Measles (Rubella) immunity: May be in the form of 2 MMR vaccines, 2 live measles vaccines or a positive (immune) measles titer;
- d. Proof of Mumps immunity: May be in the form of 2 MMR vaccines, 2 live mumps vaccines or a positive (immune) mumps titer;
- e. Proof of Rubella immunity: May be in the form of 1 MMR vaccine, 1 live rubella vaccine or a positive (immune) rubella titer;
- f. Proof of Varicella immunity: May be in the form of 2 varicella vaccines (Varivax, MMRV) or a positive (immune) varicella titer. In some cases documented chicken pox or shingles may be accepted;
- g. Documentation of Hepatitis B vaccine series completed or in progress, signed waiver (declination) or documentation of a positive (immune) Hepatitis B surface antibody (HBsAB) titer. This is relevant for students providing patient care or whose job responsibilities put them at risk for potential blood/body fluid exposure.

Criminal and Drug Background Checks

Students may be required to submit to and pay for, a criminal background check and drug test ("background tests"). Such criminal background checks shall cover all County, State and Federal databases that produce records of any felonies, convictions, subpoenas, and/or warrants. Typically, only students with satisfactory health clearances and background tests results will be accepted by the training setting. Reports of unsatisfactory background tests would automatically lead to a review of the student's status within the Marist MA Clinical Mental Health Counseling program.

Background Check Through NY Division of Criminal Justice Services

For students seeking to submit to a background check, one possible procedure for accomplishing it is described below.

1. Go to <http://www.criminaljustice.ny.gov/ojis/recordreview.htm>
2. Choose a location from the provided list of sites.
3. You can sign up via the website or by calling the number provided on the website. Follow instructions on procedures to know what documentation to provide.
4. The current cost of fingerprinting and background check may be around \$65-\$75.

Background Check Through the Professional Screening & Information Service

Another possible procedure to submit a background check is to utilize the “Professional Screening & Information” (PSI) service to which Marist College subscribes. Below is instructional info for students provided by PSI.

To initiate a background investigation for your company through Professional Screening & Information (“PSI”), it’s as simple as 1...2...3...4, and you are done!

STEP 1:

Create an account and enter personal information or login.

- Access our website at www.psibackgroundcheck.com.
- Select the Individuals/Organizations LOGIN button at the top right-hand corner of the screen
- Click LOGIN under the Individuals section.
- New users should create an account and then enter required personal information.
- Returning users should login using the information used when their account was established.
- If a user forgets their password, select the “Forgot Password” button and after answering your security questions, the user’s password will be emailed to the address on record.

STEP 2:

Selecting background type and completing required information.

- After creating an account or to initiate another background request, on the next screen select the background type tab (if not already displayed).
- Then, select the “Applicant” type of background. Savannah Technical College applicants should not choose the “Individual” type.
- Enter the package code for the background composition the company has selected, which is PP1.
- Enter the company’s organization code, which is CUST_675.
- Select the location of the campus attending.
- Select the appropriate program in the Applicant Position/Program field.
- Savannah Technical College applicants should disregard the Clients field and click continue.
- After completing the background type, complete all required information. Some key points to remember are:
 - All fields are required to be completed.
 - After an entry is complete, re-read responses to ensure spelling and format are correct.
 - Save each set of responses for an entry prior to selecting done.
 - There are suggested requirements for the amount of information to be supplied (i.e. years of residency history), be as complete as possible when answering these questions.

STEP 3:

Acknowledgment and payment.

- The fee for the background investigation and screen is \$10.00. Payment is accepted via Visa, Mastercard, American Express or money order. Please follow the instructions to complete your payment.

After completing all required information, read the acknowledgment page, check the appropriate boxes and enter the date for your electronic signature.
You're done!!

Questions or comments? Call PSI at (706) 235-7574
Professional Screening & Information, Inc.
Post Office Box 644 Rome, Georgia 30162
www.psibackgroundcheck.com

Sharing Information with Training Site Supervisor/Personnel

In addition to the training settings requiring health and/or criminal background information described above, Marist College may be required to notify the site Supervisor or other appropriate site personnel of any relevant information that may affect the student's performance during the practicum or internship experience, including but not limited to situations where:

- a. a student is under pending academic or non-academic probation or other disciplinary action from the College or Program;
- b. the student has been placed on academic or non-academic probation or other disciplinary action by the College or Program in the past; or
- c. a student has failed to complete proper training prior to or during the practicum or internship experience.

SUMMARY OF DEADLINES

Task	Deadline
Attend Clinical Experience Orientation and sign and send the DATA STORAGE AND TRANSFER POLICY FORM as well as the RECORDING EQUIPMENT AGREEMENT FORM	Orientation day
Research the Settings and Make Priority List	December 31
Email Dr. Rivas the Rank-Ordered Site List	January 5
Prepare Application Cover Letters & Resumes	January 15
Send Out Applications	January 15
Go on Interviews	January to March 15
*Notify Dr. Rivas if no placement has been secured	March 15
Get Agreement Forms Signed by Site Supervisors and sent to Dr. Rivas	May 1
Proposing a New Setting for Approval	April 15
Student Liability Insurance Certificate	May 15

* Temporary procedure for Summer 2022-Spring 2023 term

FORMS

The following pages are forms used for the practicum and internship procedures, policies, and evaluations.

MARIST MA CLINICAL MENTAL HEALTH COUNSELING (CMHC) Page 1 of 4
CLINICAL EXPERIENCE AGREEMENT

STUDENT INSTRUCTIONS: Complete Sections 1 & 3. Review Appendices and sign and date Section 4.

SUPERVISOR: Complete Section 2. Review Section 3 and Appendices, and sign and date Section 4. Keep the Appendices

RETURN PAGES 1 & 2 of this Form Directly to:

Michele Rivas, Ph.D. Clinical Experience Coordinator - CMHC Program, Marist College, 3399 North Rd., Poughkeepsie, NY 12601
Email: Michele.Rivas@marist.edu Phone: 845.575.3000, ext. 2894 Fax: 845.575.3965

SECTION 1: STUDENT INFORMATION:

1. Marist Student ID Number: _____
2. Print Name: _____
3. Mailing Address: _____
4. Telephone Numbers:
Cell Phone: _____ Fax: _____
5. Marist Email Address (Students MUST use their MARIST EMAIL): _____
6. Liability Insurance (check one): I HAVE / HAVE NOT acquired professional liability insurance.

SECTION 2: SUPERVISOR & SETTING INFORMATION

1. Print Supervisor Name: _____
2. Supervisor Qualifications: I am licensed in the State of _____ as a (check one):
 Licensed Psychologist LMHC LCSW* Other (specify): _____
State License Number _____
3. Mailing Address: _____
4. Telephone Numbers: Phone: _____ Fax: _____
5. Email Address _____
6. Name of the Setting: _____

7. Verification of Authorization: The Setting is currently legally authorized by virtue of state license, operating certificate, or legal incorporation to provide professional mental health services by the (check all that apply):

- | | |
|--|--|
| _____ NY State Office of Mental Health | _____ NY State Office Alcohol and Substance Abuse Services |
| _____ NY State Department of Health | _____ NY State Office of Persons With Developmental Disabilities |
| _____ Professional Limited Liability Corporation (PLLC), Limited Liability Corporation (LLC), or Private Corp (PC) | |
| _____ by other legal authorization (specify): _____ | |

SECTION 3. SCHEDULING INFORMATION

1. Courses and Semester(s) Covered Under This Agreement (Check all that apply; Note: Each course is 3 credits.):

COUN700L PRACTICUM COUN710N INTERNSHIP 1 COUN711N INTERNSHIP 2

Summer – year: _____ Fall – year: : _____ Spring – year: _____

2. Estimated Weekly Work Schedule(s), for example, Mon 9am-4pm, etc. List the schedule below.

Note: Do not schedule Internship Hours during times when classes meet.

3. Estimated Start Date: _____ Estimated Finish Date: _____

Notes: Students may START internship work when classes officially start for the respective semester.
Students must FINISH internship work by the middle of finals week for the respective semester.

4. Disclosure of Student’s Approved Time off. Identify approved time-off periods on the line below.

Note: Time off from internship is subject to the approval of the Site Supervisor. Students are NOT necessarily entitled to breaks associated with the academic calendar such as winter break or spring break. List dates of time off so that ALL PARTIES are aware of intended time off from internship.

SECTION 4. ATTESTATIONS & SIGNATURES

The explanation of terms that appear in the attestations below and a description of the basic expectations regarding supervision are described in the Appendix (pp. 3-4 of this set of forms).

1. Student Attestation: My information and statements made in this Internship Agreement are complete and correct. I have read and understood the Appendices. I agree to engage in the Internship EXPERIENCE required by the NY State Education Department and Marist MA in Mental Health Counseling program to gain skills in the PRACTICE OF MENTAL HEALTH COUNSELING, at the SETTING and under the SUPERVISOR named in this agreement. I understand that I will receive SUPERVISION and engage in SUPERVISION ACTIVITIES. I agree to conduct professional activities within American Counseling Association code of ethics.

Student’s signature and date: _____

2. Supervisor Attestation: My information and statements made in this Internship Agreement are complete and correct. I have read and understood the Appendices. I confirm that the SETTING meets the necessary requirements as a legitimate site for the PRACTICE OF MENTAL HEALTH COUNSELING. On behalf of my SETTING, I agree to host the above student and provide a training EXPERIENCE including a variety of clinical responsibilities within the PRACTICE OF MENTAL HEALTH COUNSELING, and SUPERVISION and SUPERVISION ACTIVITIES in accordance with the NY State Education Department and Marist MA in Mental Health Counseling program requirements. I understand that I am responsible for delegating activities to the student. I further understand that I am legally and professionally responsible for the assessment, evaluation, and treatment of each patient/client seen by the supervisee/student. I agree to conduct supervision activities within my respective professional code of ethics.

Supervisor’s signature and date: _____

3. Marist MA in CMHC Clinical Experience Coordinator: On behalf of Marist College, I have read and understood the Appendices, and I approve of the agreement between the Student and the SUPERVISOR in the creation of an EXPERIENCE for training in the PRACTICE IN MENTAL HEALTH COUNSELING, at an acceptable SETTING. I agree to accept this experience towards meeting the requirements for the Marist MA in Mental Health Counseling degree and the NY State Education Department’s LMHC internship guidelines. I agree to conduct Marist’s role in the internship within the respective professional code of ethics.

Marist MA CMHC Clinical Experience Coordinator’s signature and date: _____

Note: Submit Agreement to the Clinical Experience Coordinator LAST for review and signature.

RETURN PAGES 1 & 2 of this Form Directly to:

Michele Rivas, Ph.D, LMHC, NCC. Clinical Experience Coordinator - CMHC Program, Marist College, 3399 North Rd., Poughkeepsie, NY 12601. Email: Michele.Rivas@marist.edu Phone: 845.575.3000, ext. 2894 Fax: 845.575.3965

APPENDIX A: DEFINITIONS OF TERMS

Page 3 of 4

NY State Education Department, CACREP, and Marist MA MHC Internship Requirements:

SETTING Requirements for the Internship Experience:

- The setting in which the experience is obtained must be a location at which legally authorized individuals provide services that constitute the practice of mental health counseling, as defined in State Department of Education Law. The setting must have a license to operate from NY OMH, DOH, OASAS, OMRDD, or similar state agency, and employ licensed professionals and provide services that are restricted, or
- The setting in which the experience is obtained may be a professional corporation, that is, a PLLC, LLC, or PC, owned and operated by licensed professionals.
- The setting must be responsible for the services provided by individuals gaining experience for the MA in MHC degree.
- The setting cannot be a private practice owned or operated by the student.

PRACTICUM EXPERIENCE Requirements:

- Students must submit documentation of completion of a supervised experience of at least 100 clock hours providing mental health counseling in an acceptable setting. At least 40 of the 100 hours should be direct service to clients.

INTERNSHIP EXPERIENCE Requirements:

- To meet the experience requirement for the Marist MA MHC degree AND NY State licensure as a mental health counselor, students must submit documentation of completion of a supervised experience of at least 600 clock hours providing mental health counseling in an acceptable setting. A minimum of 240 of the 600 hours should be direct service to clients. The supervised experience must be obtained before completion of the master's degree.

The PRACTICE OF MENTAL HEALTH COUNSELING is defined in Education Law as:

- the evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group, or organized settings; and
- the use of assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate mental health counseling services.

SUPERVISION of Experience: The site supervisor must:

- be a direct employee (not a consultant) of the Setting,
- have completed a master's or higher degree program in counseling, or in the subject of the field in which the supervisor is licensed (see below), or another field related to the field of counseling; and
- be licensed and registered in New York State (or another state) to practice mental health counseling, medicine, as a physician assistant, psychology, licensed clinical social work, or as a registered professional nurse or nurse practitioner.

SUPERVISION ACTIVITIES: There must be contact between the student and the student's supervisor during which:

- the supervisor or other relevant personnel provide an orientation to the setting, policies and procedures, and internship responsibilities;
- the supervisor provides an informed consent to supervision that includes of the expectations of the supervisory process, ethical issues, supervisor-supervisee confidentiality and limits, etc.;
- the student apprise the supervisor of the assessment and treatment of each client;
- the student's cases are discussed with the supervisor;
- the supervisor must provide the student with oversight and guidance in assessment and evaluation, treatment planning, completing psychosocial histories and progress notes, individual counseling, group counseling, psychotherapy, and consultation; and
- the supervisor must provide an average of 1 hour/week or 2 hours every other week of in-person individual or group supervision
- whenever possible, legal and ethical use of supervisor's live observation or audio/video recordings of students' counseling work are recommended for use in the supervisory process;
- there will be a mid-point informal evaluation of the supervisee's performance
- there will be a formal evaluation of the supervisee's performance as the student completes the semester.

MARIST FACULTY SUPERVISION:

- A Marist faculty member will provide an academic component to the Internship experience, which will include group supervision meetings of internship students.
- The Marist faculty member will consult with the site supervisor at least every 3-4 weeks to monitor the student's progress, and the quality of the site's field experience, and share relevant information about the student with the site supervisor.
- The Marist faculty member will assign the course grade with input from the Site Supervisor.

APPENDIX B: BASIC SUPERVISION ACTIVITIES

Page 4 of 4

Supervision activities are delineated by the NYS MHC Licensure requirements and the CACREP accreditation standards. Below is a list of expectations of basic supervision activities.

- the supervisor must provide an average of one hour per week or two hours every other week of in-person individual or group supervision;
- the supervisor or other relevant personnel provide an orientation to the setting, policies and procedures, and internship responsibilities;
- the supervisor provides an informed consent to supervision that includes of the expectations of the supervisory process, ethical issues, supervisor-supervisee confidentiality and limits, etc.;
- the student apprises the supervisor of the assessment and treatment of each client;
- the student's cases are discussed with the supervisor;
- the supervisor will provide a training experience including a variety of clinical responsibilities within the scope of practice of clinical mental health counseling;
- the supervisor must provide the student with oversight and guidance in assessment and evaluation, treatment planning, completing psychosocial histories and progress notes, individual counseling, group counseling, psychotherapy, multicultural counseling, and consultation; and
- whenever possible, legal and ethical use of audio/video recordings of students' counseling work are recommended for use in the supervisory process;
- if recordings are not permitted or not possible, the supervisor should at times engage in live observation of the trainee's session, and/or co-leading session with the trainee in order to directly observe the trainee;
- the supervisor will have periodic consultations with the intern's Marist faculty supervisor;
- there will be informal formative evaluation of the supervisee's performance provided throughout the clinical experience, particularly at the mid-point of the semester;
- there will be a formal documentation of a final summative evaluation of the supervisee's performance as the student completes the semester course in practicum or internship.

MARIST COLLEGE

School of Social and Behavioral Sciences

MA Clinical Mental Health Counseling

DATA STORAGE AND TRANSFER POLICY ACKNOWLEDGMENT FORM

I have thoroughly read and reviewed the MA Clinical Mental Health Counseling Program’s “Data Storage and Transfer Policy” contained in the Clinical Experiences Handbook. I understand that I am responsible for knowing and abiding by the information in the Policy as it pertains to client data storage and transfer of information. From this point forward, I will make sure that all files (i.e., audios, videos, progress notes) will be stored and encrypted in the manner outlined by this policy. I understand that I am required to use the password-protected Digital Recorder provided by my academic department or a password-protected personal device (i.e., computer) for all client data storage. I understand that transferring files containing client information is not permitted. I understand I am required to delete all recordings and documentation from the semester’s clinical work from my local devices and deleted repositories (e.g. – trash bin, recycling). I am assured timely notification and full due process if the faculty has any concerns about my ability to meet the expectations of confidentiality as outlined in the policy described in the Clinical Experiences Handbook.

I agree to all of the above statements.

PRINT Student Name

Signature of Student Date

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Marist College

Clinical Mental Health Counseling (CMHC) Program

RECORDING EQUIPMENT AGREEMENT FORM

The CMHC Program provides recording equipment, such as microphones and password-protected digital voice recorders, for students enrolled in the Program. These are available for students to borrow for use in courses and clinical experiences (Practicum and Internships).

Equipment borrowed: _____ Date: _____

Deadline date and time for equipment return: _____

Students must read and sign the recording equipment agreement below.

I agree that once I borrow recording equipment from the CMHC Program, that:

- It is for my use only for those courses and clinical experiences in which making recordings is a requirement.
- If I have borrowed a password-protected recording device, I will use **only** this specific recorder for sessions with clients.
- I will return the equipment and its manual and accessories in the original box, and in good working condition, by the deadline date and time indicated above.
- I will notify my professor (who assigned the recordings) and the program director immediately if I should lose or damage the recording equipment or any of its accessories.
- If the recording equipment and/or accessories are lost, damaged, or not in working order, or if I fail to return the equipment by specified deadline, I agree to reimburse the Marist College CMHC Program for the replacement cost of that equipment – submitting the reimbursement no later than the last day of that semester.
- If I fail to reimburse the Marist College CMHC Program, I understand that my grade in that course will not be submitted until I have provided the reimbursement, and that I accept the academic and financial consequences of any delay, or lack of, submission of an official grade for that course.

I, _____, agree to the terms above.
(print name)

Signed, _____ Date: _____

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JOURNAL LOG FORMAT

Practicum and Internship students are required to keep a record of experiences, reactions, and thoughts. The journal should:

1. Be written in a manner that observes confidentiality issues.
2. Record professional experiences at the setting: direct and indirect services.
3. Share reflections: emotional reactions, thoughts, impressions of treatment, and so on.
4. Make notes about questions, ideas, or discoveries to discuss later (in supervision or group supervision).
5. Discuss intrapersonal and interpersonal growth experiences.
6. Keep a running count of direct and indirect hours accrued. Round times to the quarter hour.
7. Identify topics the student plans to bring up in individual and group supervision.
8. Be submitted to the faculty supervisor in accordance with that instructor's requirements delineated in the syllabus.

Sample journal entry:

Poughkeepsie PROS Program

Tuesday, January 31

9:00-10:00. Supervision [Note: the absence of "phone" or "video" in the label means it was in-person.]

My supervisor and I discussed my co-leading of last night's grief group session. Agreed that A. and J. are near crisis and should receive some follow-up. We will contact their individual counseling LMHC to share info for coordination of care. Consent form for contact is already on file. Also discussed one of my individual clients – K. The humanistic-oriented interventions seem to be confronting K. with the need to take responsibility for his choices, including the choice not to choose to do anything.

10:00-11:00. Individual Session with X. [Note: The "Zoom video" identifies it was telehealth.]

X recounted incident this past week where he acted out his anger passive-aggressively. I find myself feeling somewhat afraid of hurting X's feelings when I mirror feedback to him about his actions. I don't want to trigger his no-showing behavior. I'll need to talk to supervisor about this.

11:00-12:00. Co-led Group Session: Spotting our "red flags". [Note: Please give name of group.]

The group worked on worksheets that I introduced. They guided clients to list some of the signs they see in themselves that signal that their symptoms may be getting worse. I felt more confident this week compared to last week thanks to the consultations with my co-leader.

12:00-1:00. Clinical team meeting.

We conducted the staff business while we ate. There is concern over the growing waiting list, especially since so many counselors say that the many clients are no-showing. Seems like there needs to be a better policy about what to do with no-show clients. There is an upcoming training that was announced that will focus on PTSD – I'm looking forward to that since I wrote a paper on treating PTSD in one of my courses.

Direct hours today: 2

Total direct hours so far this semester: 18

Grand total hours accrued: 51

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SUPERVISOR EVALUATION OF THE COUNSELING INTERN

Student: _____ **Supervisor & License:** _____ **Date:** _____

Clinical Setting: _____

Level of Training Description: (check all that apply)

- Course: Practicum (100hrs) Internship 1 (300hrs) Internship 2 (300hrs)
 Semester: Summer Fall Spring

The Supervisor used Intern’s Audio or Video Recordings as a part of the supervisory process? Yes No
 The Supervisor conducted Live Observations of the Intern’s sessions in the supervisory process? Yes No

Instructions:

- This formal written evaluation will become part of the student’s record for the 3-credit field experience course and will be considered when the Marist faculty supervisor assigns the course grade.
- Please rate the student on each item taking into consideration the student’s level of training (e.g., initial practicum, first internship, second internship) and progress towards skill development. Share comments where indicated.
- Review the evaluation with the student in a face-to-face meeting.
- Give the evaluation to the student, who will submit it to the Marist faculty supervisor.

3 = Exceeds – Consistently exceeds performance expectations, given student’s level of training.
2 = Meets – Consistently and clearly meets performance expectations, given student’s level of progress in training.
1 = Progressing – Progressing/Inconsistent with performance expectations, given student’s level of development.
0 = Unacceptable – Does not meet minimum progress towards performance expectations, given training level.
NA = Not applicable – No information; Cannot score; or Student did not engage in activity; etc.

COUNSELING, ASSESSMENT, AND TREATMENT

1. Ability to establish rapport with clients	NA	0	1	2	3
2. Uses basic listening skills effectively (reflect feelings, paraphrase, summary, etc.)	NA	0	1	2	3
3. Uses advanced skills effectively (confrontation, interpretation, questions, reframing, etc.)	NA	0	1	2	3
4. Ability to conduct a clinical intake/diagnostic interview and mental status exam	NA	0	1	2	3
5. Ability to assess and manage suicide risk, violence risk, and trauma and abuse for reporting abuse	NA	0	1	2	3
6. Demonstrates awareness of one’s own cultural/racial background, and awareness of multicultural counseling conceptual frameworks.	NA	0	1	2	3
7. Recognizes own personal values and cultural background, and their impact on counseling relationships	NA	0	1	2	3
8. Demonstrates knowledge and conceptualization skills of the theories, models, and multicultural considerations related to clinical mental health counseling	NA	0	1	2	3
9. Demonstrates knowledge and skills of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	NA	0	1	2	3
10. Applies knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	NA	0	1	2	3
11. Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	NA	0	1	2	3
12. Knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>	NA	0	1	2	3
13. Demonstrates understanding of the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	NA	0	1	2	3
14. Demonstrates knowledge of the impact of crisis and trauma on individuals with mental health diagnoses	NA	0	1	2	3
15. Demonstrates knowledge of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	NA	0	1	2	3
16. Applies multicultural competencies to counseling work regarding relationship-building, assessment, diagnosis, conceptualization, treatment, referrals, and prevention	NA	0	1	2	3
17. Adheres to professional ethical and legal standards, and uses ethical decision-making models	NA	0	1	2	3
18. Demonstrates skills with practice and management issues, such as record keeping, third party reimbursement, or other issues	NA	0	1	2	3

19. Demonstrates skills with the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	NA	0	1	2	3
20. Demonstrates skills with techniques and interventions for prevention and treatment of a broad range of mental health issues	NA	0	1	2	3
21. Familiarity with and use of evidenced-based counseling practices	NA	0	1	2	3
22. Demonstrates awareness of the roles and responsibilities of the counselor, the supervisor, and allied mental health professionals.	NA	0	1	2	3
23. Demonstrates effectiveness with interfacing with other integrated behavioral health care professionals	NA	0	1	2	3
24. Demonstrates advocacy skills for one's self, for clients, and on behalf of the profession.	NA	0	1	2	3
25. Knowledge of community referral resources	NA	0	1	2	3

PERSONAL CHARACTERISTICS AND PROFESSIONALISM

1. Exhibits appropriate sense of self-confidence	NA	0	1	2	3
2. Engages in self-reflection and self-exploration	NA	0	1	2	3
3. Solicits, accepts, and considers constructive feedback from others	NA	0	1	2	3
4. Ability to accept personal responsibility for actions/issues	NA	0	1	2	3
5. Demonstrates awareness of own impact on others	NA	0	1	2	3
6. Ability to recognize personal limitations	NA	0	1	2	3
7. Exhibits constructive personal risk-taking and self-disclosure	NA	0	1	2	3
8. Demonstrates awareness and respect for personal and professional boundaries	NA	0	1	2	3
9. Exhibits congruence and genuineness with others	NA	0	1	2	3
10. Demonstrates empathy for others	NA	0	1	2	3
11. Demonstrates positive regard for others	NA	0	1	2	3
12. Demonstrates emotional stability, self-control, and self-care	NA	0	1	2	3
13. Exhibits adaptability/flexibility with changing circumstances	NA	0	1	2	3
14. Ability to express thoughts and feelings effectively and truthfully	NA	0	1	2	3
15. Works well as part of a team; Cooperative with others	NA	0	1	2	3
16. Ability to be independent when needed	NA	0	1	2	3
17. Establishes and maintains effective and functional relationships	NA	0	1	2	3
18. Demonstrates thoughtful and sound judgment and decision-making	NA	0	1	2	3
19. Maintains openness and respect for the diversity and cultural differences of others	NA	0	1	2	3
20. Ability to be punctual and consistent with obligations (attendance, deadlines, etc.)	NA	0	1	2	3
21. Comes prepared for meetings, supervision, class, etc.	NA	0	1	2	3
22. Engages actively in learning, training and experiential processes (active participation)	NA	0	1	2	3
23. Demonstrates openness to new ideas, learning, and change	NA	0	1	2	3
24. Demonstrates positive impact on the learning and training environment	NA	0	1	2	3
25. Maintains a professional appearance	NA	0	1	2	3
26. Identifies personally and professionally as a counselor	NA	0	1	2	3

Overall, what are the counselor-in-training's strengths?

Overall, what are the areas that the counselor-in-training should improve?

Has this evaluation been discussed with the intern? Yes No

Based on the preceding information, I recommend a grade of (circle one): "P" (Pass) "NC" (No Credit)

Supervisor Signature and date

Student's Signature and date

Note: The student's signature denotes that she/he has received the evaluation from the site supervisor. It does not necessarily indicate that the student is in agreement with the evaluation. The student is permitted to write a response to this evaluation, particularly if there is significant disagreement regarding the evaluation. The student's response should be completed (typed) in a timely fashion on a separate sheet and signed. The response should be reviewed with the supervisor, and then submitted to become an addendum to this evaluation.

STUDENT'S EVALUATION OF THE SUPERVISOR

Student: _____ **Supervisor:** _____ **Date:** _____

Clinical Setting: _____

Level of Training Description: (check all that apply)

- Course: Practicum Internship 1 Internship 2
 Semester: Summer Fall Spring

Circle the rating for each item regarding your experience of your supervisor.

NA 1 2 3 4
 Not Applicable Strongly Disagree Disagree Agree Strongly Agree

My supervisor:

1. Explained the supervisory role and supervision process.	NA	1	2	3	4
2. Established a supportive and collaborative relationship with me.	NA	1	2	3	4
3. Gave me constructive feedback about my role as a counselor.	NA	1	2	3	4
4. Assisted me in my self-awareness (e.g. intrapersonal skills).	NA	1	2	3	4
5. Helped me develop confidence in my counseling skills.	NA	1	2	3	4
6. Was available for consultation as needed.	NA	1	2	3	4
7. Helped me to develop DSM diagnostic skills.	NA	1	2	3	4
8. Helped me clarify the conceptualizations of client issues.	NA	1	2	3	4
9. Helped me to develop skills in evaluation and assessment.	NA	1	2	3	4
10. Helped me to develop basic listening and relationship-building skills.	NA	1	2	3	4
11. Helped me to develop advanced intervention and relationship process skills.	NA	1	2	3	4
12. Assisted me with the development of treatment plans.	NA	1	2	3	4
13. Helped me to utilize counseling theories and intervention approaches.	NA	1	2	3	4
14. Fostered my utilization of evidence-based counseling approaches.	NA	1	2	3	4
15. Helped me to develop skills in assessing suicide and violence/homicide risk.	NA	1	2	3	4
16. Helped me to develop my crisis intervention skills.	NA	1	2	3	4
17. Helped me to be more aware of my own sociocultural background.	NA	1	2	3	4
18. Helped me to develop multicultural competence with clients.	NA	1	2	3	4
19. Helped me gain awareness of my strengths and weaknesses.	NA	1	2	3	4
20. Facilitated my ability to develop constructive relationships with other professionals.	NA	1	2	3	4
21. Promoted the value of engaging in professional continuing education after licensure.	NA	1	2	3	4
22. Fostered my use of the literature (journal articles/books) in clinical practice.	NA	1	2	3	4
23. Fostered my appreciation of the role of research in counseling.	NA	1	2	3	4
24. Facilitated my knowledge and skills with ethical and legal issues.	NA	1	2	3	4
25. Facilitated my sense of clinical judgment.	NA	1	2	3	4

Use the space on the back for written comments you would like to make.

This page deliberately left blank for comments.

STUDENT’S EVALUATION OF THE SETTING

Student: _____ **Date:** _____

Clinical Setting: _____

Level of Training Description: (check all that apply)

- Course: Practicum Internship 1 Internship 2
 Semester: Summer Fall Spring

Circle the rating for each item regarding your experience of your setting.

NA
1
2
3
 Not Applicable Needs Improvement Satisfactory Exceeded Expectations

	NA	1	2	3
1. Setting’s level of knowledge about the Licensed Mental Health Counselor				
2. Provided orientation to the setting, such as mission, personnel, policies, procedures				
3. Training in record keeping, client notes, report writing, HIPAA, etc.				
4. Opportunities to attend case conferences and staff case presentations				
5. Availability of in-service workshops or trainings such as continuing education trainings				
6. Availability of assistance from staff in addition to my supervisor				
7. Appropriate office space available for counseling interns				
8. Availability of technology resources (e.g., computers, wi fi, etc.)				
9. Flexibility with scheduling the counseling intern’s work hours				
10. Exposure to various kinds of staff and licensed professionals within the setting				
11. Exposure to information on community and referral resources				
12. Opportunities to engage in intake evaluation interviews and assessments				
13. Opportunities to engage in treatment planning				
14. Opportunities to engage in individual counseling				
15. Opportunities to engage in group counseling				
16. Opportunities to engage in couples/family counseling				
17. Opportunities to engage in career counseling				
18. Opportunities to engage in crisis intervention				
19. Opportunities to provide workshops, consultations, or community outreach				
20. Level of attention to multicultural counseling considerations				
21. Exposure to research in counseling such as needs analysis or program evaluation				

Check one:

- I strongly recommend this site for future students.
- I recommend this site for future students.
- I recommend this site, with reservations, for future students.
- I do not recommend this site for future students.

Place written comments below or on the back of this form.

This page deliberately left blank for comments.

MARIST DIRECTORY INFORMATION FORM: NY STATE PRACTICUM/INTERNSHIP SETTINGS

Dear Practicum/Internship Setting Representative,

Please review both pages of this form, and the Marist College MA CMHC Clinical Experience Handbook.

Complete and send this form to Michele Rivas, Ph.D., Clinical Experience Coordinator, by one of the methods below.

1. fax: (845) 575-3965
2. email: Michele.Rivas@marist.edu
3. mail: Marist College, School of SBS, 3399 North Road, Poughkeepsie, NY 12601-1387

Please check the box:

- On behalf of my agency, we would like to become a practicum/internship setting. Please add our updated information below to the listing of practicum/internship sites used by graduate counseling students.

Name of setting: _____

Name of person students should contact: _____

Phone for contact person: _____

Email address for contact person: _____

Mailing address: _____

Setting webpage: _____

Population (e.g., children, adults, etc.): _____

Type of sites (e.g., residential, outpatient, etc.): _____

Description of counselor trainee duties (e.g., initial evaluation interviews, individual/group/couples/family counseling, crisis intervention, prevention workshops, outreach, etc.):

Verification of Authorization: The Setting is currently legally authorized by virtue of state license, operating certificate, or legal incorporation to provide professional mental health services by the (check all that apply):

- _____ NYS Office of Mental Health _____ NYS Office Alcohol and Substance Abuse Services
_____ NYS Department of Health _____ NYS Office of Persons with Developmental Disabilities
_____ as a PLLC, LLC, or PC _____ by other legal authorization (specify): _____

Qualifications of Supervisors that are available – licensed in NY as (check all that apply to available supervisors):

- Licensed Psychologist LMHC LCSW Other (specify): _____

Time to drive to site from Marist (minutes): _____

Signature and Date: _____

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MARIST DIRECTORY INFORMATION FORM: OUT-OF-STATE PRACTICUM/INTERNSHIP SETTINGS

Dear Professional Counseling Training Director,

Please review both pages of this form, and the Marist College MA CMHC Clinical Experience Handbook. Complete this form and send to Michele Rivas, Ph.D., Clinical Experience Coordinator, by one of the methods below.

- fax: (845) 575-3965
- email: Michele.Rivas@marist.edu
- mail: Marist College, School of SBS, 3399 North Road, Poughkeepsie, NY 12601-1387

On behalf of my agency, we would like to become a practicum/internship setting. Please add our updated information below to the listing of practicum/internship sites used by graduate counseling students.

1. Name of internship placement: _____

2. Name of State Office Licensing or Certifying this site to provide professional mental health services (e.g., Dept. of Health, Office of Mental Health, etc.):

3. Site License Number or Operating Certificate Number: _____

4. Are students from out-of-state schools exempt from state licensure to practice mental health counseling in the internship site's jurisdiction/state? Circle one:

Yes No

5. Does the internship site employ licensed mental health practitioners that qualify under that site's State mental health counselor/professional counselor licensing laws to be clinical supervisors to the intern? Circle one:

Yes No

6. Name of placement training director: _____

7. Phone for training director: _____

8. Email address for training director: _____

9. Internship site address: _____

10. Internship webpage: _____

11. Population (e.g., children, adults, etc.): _____

12. Type of sites (e.g., residential, outpatient, etc.): _____

13. Description of possible internship duties (e.g., research, individual/group counseling, teaching, etc.):

Signature and Date: _____

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MARIST COLLEGE CLINICAL MENTAL HEALTH COUNSELING CONSENT TO RECORD COUNSELING SESSIONS

I am a graduate student in the Master of Arts in Clinical Mental Health Counseling Program at Marist College. I am training at this agency in the practice of professional counseling services under the guidance of the following clinical supervisor:

(supervisor's name) _____.

As part of my training as a counselor, I am required to record some of my counseling sessions. In order to make these recordings I need your consent. If the client is a minor, I need consent from the parent/guardian.

Why record sessions?

- The recordings are used to for training purposes and to assure the quality of my counseling services.

Who will observe the recordings?

- The recordings are reviewed by clinical staff: my clinical supervisor, my Marist College field experience instructor, and/or supervision group, who will provide me with feedback.

How are the recordings safeguarded?

- All recordings are kept in strict confidence according to HIPAA Standards and are used only for training purposes and to assure the quality of my counseling services.
- Recordings are destroyed after supervision has been provided.

Should you have any questions or concerns at any time, you may contact my clinical supervisor, _____, at the following phone number: _____, or my Marist field experience instructor _____, at: _____.

We request your cooperation by granting us permission to record your counseling sessions. By signing below, you agree to the audio/video recording of counseling sessions.

Client Signature

Date

Print Client Name

Parent/Guardian Signature (if client is a minor)

Date

Print Parent/Guardian Name