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INTRODUCTION

The Practicum and Internship components, hereafter referred to as the clinical component, are the culminating activities in the training of students in the Master of Science (M.S.) in Professional Counseling Program at Mount Mary University. Requirements include actual counseling experiences with clients and the opportunity for the students to demonstrate an integration and application of their counseling competencies. Students have the opportunity to utilize their counseling skills, tools, and knowledge in a supervised counseling context. The objectives of the clinical component include helping students develop and demonstrate knowledge, skills, and techniques so that they can become effective counselors.

The clinical component of the program consists of three courses, generally taken in three consecutive semesters. Each course builds upon the skills and knowledge acquired in the previous course so that by the completion of the clinical component, students have demonstrated clinical competence. The clinical courses are as follows:

1) CON 795 Supervised Practicum 3 credits (100 hours/40 in face-to-face))
2) CON 796 Counseling Internship I 3 credits (300 hours/120 in face-to-face)
3) CON 797 Counseling Internship II 3 credits (300 hours/120 in face-to-face)
4) CON 798 Counseling Internship III 1-3 credits (taken when students have not met the 700 hour total by the end of the Internship II experience)

Practicum is 100 hours on site, and Internship I & II are intended to be 300 hours EACH. The essential criterion is that your hours must add up to 700 by the end of Internship II. (i.e., 40% or 280 hours of the 700 hours must be in face-to-face client contact). Additionally, students enrolled in the Clinical Mental Health Counseling concentration will also need to have 200 documented hours in work with co-occurring disorders (i.e. clients with trauma, addiction, and multiple mental health concerns). Students unable to reach the 700-hour total by the end of Internship II will be required to register for Internship III and choose between 1-3 credit hours (see requirements for Internship III on p. 10 of this manual).

The clinical training experiences are viewed as a tutorial form of instruction, during which time the student counselors work closely with qualified staff members in supervisory relationships. The focus is on the integration of the “counselor as a person” with the “counselor as a professional” in their counseling experiences. Specifically, the clinical component provides the graduate students in counseling with an opportunity to obtain practical experience working in a counseling setting.

Students are expected to secure a placement site that fits their professional goals. The placement site must provide the student with the opportunity to engage in individual and group counseling, observe activities of the organization or agency, and interact with counselors and other staff with regard to the role of the counselor within the organization or agency.
The purpose of this manual is to assist in preparing for Supervised Practicum, Internship I, and Internship II. This manual includes information on the following topics:

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I. OBJECTIVES OF THE PRACTICUM AND INTERNSHIP EXPERIENCES

Upon completion students will:
1. Identify, interview with, and select a field placement site for their year-long practicum/internship experience;
2. Apply their counseling relationship building skills, interviewing skills, suicide risk assessment skills, and treatment planning skills in lab, skill demonstrations throughout the semester – students will reach a developmentally appropriate competency level as partial evidence for the successful completion of the practicum experience;
3. Begin to implement skills assessed in objective #2 with clients at their contracted site – students will reach a developmentally appropriate competency level as partially evidenced by the site supervisor’s evaluation of their performance;
4. Discuss, select, and apply the ACA Ethical Code and relevant legal statues in counseling practice;
5. Identify, apply, and assess the appropriateness of various assessment strategies with clients;
6. Assess, clarify, and revise their professional goals;
7. Investigate and practice wellness strategies with classroom colleagues as a regular component of group supervision; and
8. Give and receive feedback on clinical skills.

II. PRACTICUM AND INTERNSHIP EXPERIENCE REQUIREMENTS

Because of the sequencing of courses, it is strongly recommended that students plan their program of studies as early as possible. Practicum is only offered during the summer, Internship I is only offered during the fall semester, and Internship II is only offered during the spring semester. The courses MUST be taken in the aforementioned sequence. A yearly Orientation meeting (CON 601) takes place on the first FRIDAY of spring semester from 9:00am – 12:00pm and is REQUIRED for all students who are planning to enroll in the Practicum/Internship Class. Course requirements, site placements, and other information regarding the Practicum and Internship experiences are provided at this mandatory meeting. Students must have a site confirmed prior to the end of the first week that the CON 795 class meets, or they MUST drop the course and start the next semester the course is offered. All students enrolled in the practicum and internship experience are REQUIRED to purchase their own Professional Liability Insurance (i.e. as a student member of the American Counseling Association, in good standing, you automatically receive professional liability insurance. Therefore, we highly recommended that you join this organization). We also
recommend that you carry health insurance and that you have current TB screening results documented as this may be required by your site.

All students are REQUIRED to present documentation to the Practicum/Internship Coordinator that you have completed a CRIMINAL BACKGROUND CHECK (i.e. Appendices E-V & E-VI).

All students in the Graduate Program in Counseling will be required to submit to a criminal background check that includes a search of sexual offender records prior to starting their practicum/internship experience (i.e. students in all concentrations). The check will include criminal records, including arrests and convictions for all offenses of any type. The check will also include records that have been expunged and judgments that have been deferred. All students are encouraged to complete a voluntary “Background Disclosure Form” that lists any and all known criminal convictions (i.e. see p.34). All fees associated with the criminal background check are the responsibility of the student and must be paid, in full, at the time that the background check is completed. Students are required to use a private, online service (i.e., Castle Branch, www.castlebranch.com). This private service charges the student a flat rate fee (i.e. $26.00) and results are returned directly to the Practicum and Internship Program Coordinator within 2-3 days. Additional charges may be incurred by the student if searches other than Wisconsin counties must be completed. Castle Branch maintains all records associated with the background checks and assures students’ confidentiality except where outlined as released to Mount Mary University, Graduate Program in Counseling. Please see Appendix E-V for “Student Instructions for Accessing the Service”.

Exceptions to this policy are as follows:
1. Any student having had a background check completed in the last six months, may provide documentation of the findings to the Program Director and/or the Practicum and Internship Program Coordinator and be waived from utilizing the service; and

Rationale
All aspects of the counseling field require that professionals have direct contact with children and vulnerable individuals; therefore, completion of background checks prior to the start of practicum/internship will allow all parties (i.e., the University, practicum/internship site, and student) to be fully informed of any possible charges that may disqualify a student from working with a certain population. School systems require a background check prior to graduate interns beginning their school counseling internship because students will have direct contact with minors. Clinical Mental Health and Clinical Rehabilitation Counseling setting may require background checks and as such have the right to establish criteria that would exclude a student from placement at their facility. If a school system or mental health facility has a policy that requires a student to complete an “agency” specific background check, students will need to comply with that policy in addition to our program policy. Exceptions to this policy must be requested in writing to the Practicum and Internship Program Coordinator and are noted in the previous section.

Exclusionary Criteria
Should the background check result in positive findings, students will be given the opportunity to respond and/or comment on any report stating they have a criminal background. The Graduate Program in Counseling Advisory Committee will allow for a case-by-case review of students with prior convictions; however, the burden of proof lies with the student to demonstrate evidence of rehabilitation that is acceptable to the clinical agencies, schools and the Graduate Program in Counseling.
The Committee will conduct reviews on a thoughtful, case-by-case analysis of any situation involving student criminal behavior discovered by the background check. The committee will make every effort to conduct its review as soon as possible after the disclosure or discovery of the information. The Committee will use the standards outlined in the Graduate Bulletin and the ACA code of ethics to inform its decision. If a student failed to inform the Graduate Program in Counseling about past criminal activity on their voluntary disclosure form, they will also be reviewed for unprofessional conduct / unethical behavior. The Graduate Program in Counseling Advisory Committee will provide a formal, written recommendation following a formal review of the facts associated with the criminal background check. The content of the recommendation will include information on the criminal behavior, the process undertaken by the advisory committee, the basis upon which the committee came to a recommendation and the recommendation itself. Recommendations from the Graduate Program in Counseling Advisory Committee may be any of the following:

1. Recommendations at time that disclosure form is completed:
   - allow the student to continue in the program without restriction;
   - dismiss the student from the program, prohibiting the student from matriculation.
2. Recommendations after matriculation:
   - allow the student to proceed in the academic program without restriction;
   - allow the student to proceed in the academic program with specified terms and conditions; or
   - discontinue the student’s academic program.

Students are also REQUIRED to participate in and complete the ropes course experience that takes place every fall semester. Those students who have documented medical issues that prohibit active participation can elect to either attend the event and have limited participation OR complete an interview with an experiential therapist and write a 10-15 page paper (must have 10 peer reviewed sources) that details the use of no less than five experiential activities with clients seeking mental health services. **Attendance at the orientation meeting (CON 601) is required!**

Students are eligible to start their summer practicum experience when they meet the pre-requisites as outlined herein. **Pre-requisites for practicum include:**

- The completion of no less than 30 credits including the following courses: CON 600 (Counseling Identity & Ethics, 3C), 601 (Orientation to Practicum, 0 credits), 610 (Theories, 3C), 612 (Techniques, 3C), 650 (Trauma Counseling, 3C), 700 (Multicultural Counseling, 3C), 714 (Addictions I, 3C), 740 (Group Counseling, 3C), & 770 (Psychopathology, 3C) = 24 credits and 6 additional credits in coursework of the student’s choosing.
  - Note: Students completing the Clinical Rehabilitation Counseling concentration must also complete 615 prior to (or concurrently with) the Practicum course.
- All pre-requisites must be done by the end of spring semester prior to a summer practicum start.
- A student may apply for a waiver to start practicum, and take a maximum of one (1), 3 credit course, concurrently with CON 795; however, the waiver cannot be for CON 770 – psychopathology. The waiver must be received by the Practicum and Internship Coordinator prior to attending CON 601 – Orientation to Practicum. The waiver will be reviewed by the full-time faculty and will be considered, but not guaranteed.
• The 24 credits that constitute practicum pre-requisites also meet the criterion for application for a Substance Abuse Counselor in Training (i.e. SAC-IT) license application. Not all students will want/need to get a SAC-IT. Consultation with the Practicum & Internship Coordinator is recommended.

1) CON 795 Supervised Practicum

This is the first clinical counseling experience for students enrolled in the Clinical Mental Health Counseling and Clinical Rehabilitation Counseling concentrations. Students are placed in appropriate clinical settings and are expected to complete 100 clock hours on-site, in compliance with CACREP standards.

The practicum provides for the development of individual counseling and group skills under supervision. It is an opportunity for students to explore the field of counseling, or a particular specialty area, in a structured environment. Development of practice and counseling techniques are emphasized through supervised counseling lab demonstrations and hands-on experience at a placement site. The class is designed around three components: lecture, group supervision (including, but not limited to, class discussions of assigned readings and the conduct of counseling and receiving feedback on counseling skills via case presentations in class), and use of the counseling lab to practice and demonstrate developmental readiness for site work.

Students must pass CON 795 with a grade not lower than a “B”.

Practicum requirements include the following:

a) A minimum of 100 clock hours of practicum experience.
b) A minimum of 40 hours of direct services with clients in individual and group counseling.
c) Individual supervision (using audiotape, videotape, and/or direct observation) by the site supervisor. It is recommended that there be one hour of individual supervision for each 20 hours of being on-site.
d) Group supervision provided by a program faculty member. This shall take place during the weekly class meeting.
e) Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.
f) Determination of final grades will be made by the faculty supervisor in consultation with the site supervisor.
g) The student, the site supervisor, and the faculty supervisor will maintain consistent communication during the student's practicum.

Student Responsibilities:

a) Abide by the current ACA Code of Ethics.
b) Exhibit effective relationship building skills.
c) Demonstrate appropriate use of counseling techniques.
d) Expand knowledge and skills to deal effectively with issues specific to the setting (i.e., substance use disorders, eating disorders, etc.) through additional activities such as library research and consultation with experts.
e) Practice counseling skills specific to different theoretical models (i.e., REBT, Client-Centered, etc.).
f) Be able to conceptualize client(s) dynamics during on-site staffings and individual and
group supervision.
g) Develop strategies to strengthen personal and professional skills.
h) Conceptualize ethical and legal responsibilities inherent in the counseling role.
i) Attend and participate in individual and group supervision sessions.
j) Meet the time commitments required by both the site supervisor and the faculty supervisor.

Faculty Responsibilities:

a) Provide support and skill development assistance for the students.
b) Provide supervision to assist students in meeting their responsibilities for CON 795 Supervised Practicum.
c) Provide weekly individual supervision utilizing audio and/or videotapes of counseling sessions.
d) Maintain communication with the on-site supervisor.
e) Conduct on-site visit, meeting with the site supervisor and student together.
f) Conduct end-of-course evaluation and assign final grade, in consultation with site supervisor.

On-Site Supervisor Responsibilities:

a) Provide appropriate clients for students.
b) Orient the student to the policies and procedures of the site placement.
c) Provide the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
d) Provide an average of one hour of supervision per week to assist the student in acquiring and perfecting counseling/consulting skills appropriate to the site placement. This supervision should include week-to-week review of audio/video recordings of the students work or live supervision.
e) Screen clients to facilitate student’s experience as a practicing counselor.
f) Act as a consultant to the student to facilitate appropriate skill and behavior development.
g) Maintain communication with the faculty supervisor.
h) Complete end of course evaluation of the student’s performance and consult with the faculty supervisor regarding the student’s performance.
i) Provide regular appointments for interviews and conferences with the student to discuss clients, assignments, facilities, evaluations, or other topics that are pertinent to the student’s practicum experience.

*Practicum students are expected to have several continuing cases. This will enable the faculty supervisor to judge the progress being made during the semester by the practicum student. These continuing cases may be with individual clients or small groups.

2) CON 796 Counseling Internship I and CON 797 Counseling Internship II

Students must receive a grade of B or better in CON 795 (Supervised Practicum) in order to register for CON 796 (Counseling Internship I).

Students must receive a grade of B or better in CON 796 in order to register for CON 797 (Counseling Internship II).
Counseling Internship I and II requires students to be placed at sites that provide students the opportunity to develop their personal philosophy of counseling and refine their counseling skills. The program requires 300 clock hours on-site, each semester.

Internship sites that offer opportunities for students to engage in both individual counseling and group work are preferred. In addition, students enrolled in the Clinical Mental Health Counseling concentration must have exposure and experience in working with clients with co-occurring disorders (i.e. trauma and addictions counseling). The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. Site supervisors and sites should be aware that students complete a site evaluation (Appendix C) and a site supervisor evaluation (Appendix D) at the completion of the experience. These documents are made available to sites/site supervisors at their request, and they are also de-identified and made available to students as they seek placement sites.

The student's internship includes the following:

a) A minimum of 300 hours of clinical experience each semester.

b) A minimum of 120 hours of direct service with clients in individual/group settings each semester.

c) One hour of individual supervision per week with the site supervisor on-site for both semesters. This supervision should include week-to-week review of audio/video recordings of the students work or live supervision.

d) A minimum of one and one-half hours per week of group supervision, throughout the internship. This requirement is met through the student's weekly on-campus class for both semesters.

e) Opportunities for the students to become familiar with a variety of professional activities other than direct services.

f) Audio and/or videotapes of the student’s interactions with clients for use in supervision, in addition to live supervision/observation.

g) Supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.

h) A formal evaluation of the student’s performance during the internship by a program faculty supervisor in consultation with the site supervisor.

i) A minimum of 100 hours of clinical experience working directly with clients with co-occurring disorders (i.e. documented trauma and/or addiction histories) each semester.

Student Responsibilities:

a) Abide by the ACA Code of Ethics.

b) Develop and demonstrate counseling skills and strategies appropriate to their selected theoretical model.

c) Demonstrate knowledge of duties and responsibilities of counselors in the site placement.

d) Demonstrate counseling behaviors and skills appropriate for a counselor in the site placement.

e) Attend and participate in individual and group supervision sessions.

f) The internship student will be responsible for meeting the time commitments required by both the site supervisor and the faculty supervisor.

g) Complete a site evaluation (Appendix C) and a site supervisor evaluation (Appendix D) at the completion of the CON 797.
Faculty Responsibilities:

a) Provide individual supervision.
b) Provide weekly group supervision.
c) Maintain communication with the on-site supervisor.
d) Conduct on-site visit, meeting with the site supervisor and student together.
e) Conduct end of course evaluation and assign final grade, in consultation with site supervisor.

On-Site Supervisor Responsibilities:

a) Provide regular clients/groups for the student.
b) Be involved in the selection of appropriate clients for the student during her/his internship experience.
c) Expand the duties and responsibilities of the student, as appropriate, to meet the requirements of the site placement.
d) Provide the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
e) One hour of individual supervision per week with the site supervisor on-site for both semesters. This supervision should include week-to-week review of audio/video recordings of the students work or live supervision.
f) Provide consultation, community services and other professional experiences to facilitate the student's knowledge of the responsibilities of a counselor at the site.
g) Maintain communication with the faculty supervisor.
h) Conduct end of course evaluation and consult with faculty member regarding final grade.

*The internship student is expected to have several continuing clients. This will enable the supervisors to better judge the progress of the student during the semester. These continuing cases may be individual clients or with small groups.*

3. CON 798 INTERNSHIP III

Students unable to reach the 700 hours total by the end of internship II will be required to register for Internship III and choose between 1-3 credit hours (i.e. see “decision chart” below for number of credits needed per hours intending to be completed). Students may register for no more than 2 semesters (not greater than a combined 6 credits) of CON 798 (Internship III) in order to meet program requirements for completion of 700 supervised hours in practicum/internship experience. There will be no classroom component to this course. Those students enrolled in Internship III will be required to meet for individual faculty supervision with the Practicum and Internship Coordinator or another qualified faculty supervisor throughout the semester based on the number of credit hours taken.

Decision Chart:

1 credit hour = <100 hours (i.e. requires ½ hours of faculty supervision every week)

2 credit hours=101-200 hours (i.e. requires 1 hour of faculty supervision every week)

3 credit hours= 201> hours (i.e. requires 1 ½ hours of faculty supervision every week)

A grade will be assigned by the assigned faculty supervisor based on compliance with the supervision standard outlined above and in consultation with the site supervisor. As such, Internship III- CON 798 will be graded utilizing a SP (i.e. satisfactory progress in continuing
credit course), UP (i.e. unsatisfactory progress in continuing credit course), or P (i.e. pass). A final grade of P will be awarded in the semester that the hours have been completed. If a student needs to register for a second semester of Internship III and s/he has fulfilled the requirements agreed upon for the first semester, a grade of SP will be awarded. If the student does not completed the required hours and/or subsequent supervision hours, they will be awarded a grade of UP.

III. SPECIFIC ROLES AND RESPONSIBILITIES OF THE FACULTY SUPERVISOR

Instructors of CON 795 (Supervised Practicum), CON 796 (Counseling Internship I), and CON 797 (Counseling Internship II) are the faculty supervisors. The faculty supervisor is responsible for the course syllabus, assignments, supervision, and evaluation of the students. The faculty supervisor will communicate with the student and the site supervisor regarding student expectations and progress. In addition, the faculty supervisor has the following responsibilities:

a) To conduct on-site visits with the site supervisor and student.
b) To provide the site supervisor with the format for the final evaluation of the student's performance.
c) To provide for appropriate individual and group supervision.
d) To provide opportunities for regular evaluations of practicum/internship students.
e) To provide opportunities for individual consultations with internship students.
f) To provide, in consultation with the site supervisor, a final evaluation of practicum and internship students.
g) To provide and/or supplement on-site experiences that will enable students to meet the outcome criteria listed in section VIII, page 14 of this manual.

IV. SPECIFIC ROLES AND RESPONSIBILITIES OF THE SITE SUPERVISOR

An important responsibility of the practicum/internship site supervisor is to coordinate the various required student experiences. The site supervisor and student should maintain open communication so that the needs of the student and the expectations of the site are met. The site supervisor shall be responsible for the following activities:

a) To help the practicum/internship student feel at ease in the situation - show the student around, introduce the student to administrators, other counselors, and related staff.
b) To explain the counseling roles expected in the particular situation, so that the practicum/internship student can become acquainted with the "system."
c) To arrange for the practicum/internship student to observe individual counseling, group work, case staffings, client consultations and related duties to facilitate the student's transition to working with individual clients and groups.
d) To plan to monitor the activities of the practicum/internship student and to intercede wherever it is deemed necessary. The site supervisor also may wish to use the services of other counselors in the staff for the practicum/internship student's supervision.
e) To help the practicum/internship student become acquainted with the full range of roles and responsibilities of the counseling setting, so that the student will be able to take part in the full range of services offered in the setting.
f) To encourage the practicum/internship student to participate in in-service programs.
g) To make available materials used in the setting so that the practicum/internship student can become familiar with the policies and procedures required of the counselors in the agency/university setting.
j) To provide weekly individual supervision for internship students. One hour of individual supervision per week with the site supervisor on-site for both semesters. This supervision should include week-to-week review of audio/video recordings of the students work or live supervision.

k) To provide the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

h) To provide the practicum/internship student with an office/space to conduct counseling sessions. The space should offer as much privacy as possible.

i) To submit a final evaluation of the student's performance. The faculty supervisor shall provide the evaluation forms.

j) To consult with the faculty supervisor who will assign the final course grade.

k) Complete and submit to the Practicum & Internship Coordinator a current resume/CV and a Supervisory Experiences Form – see Appendix E-VIII.

V. PRACTICUM/INTERNSHIP SITE SELECTION

Selecting a practicum/internship site is one of the most important aspects of the student's practicum/internship experience. At the practicum/internship site, students are offered a unique opportunity to obtain experience in the type of setting in which they will eventually be employed. Therefore, it is essential that students select sites consistent with their professional goals and objectives.

The practicum/internship site offers opportunities to work with clients, interact with other professionals, attend team meetings, and learn much about the day-to-day workings of an agency or institution. This section offers guidelines for selecting a practicum/internship site.

The selection and arrangements for a practicum/internship site generally occur during the spring semester before a summer start. A spring Practicum and Internship Orientation meeting takes place every year and serves as a starting point for selection of one's site. All sites that have executed Clinical Affiliation Agreements with our University are invited to attend the orientation “fair” and interview potential candidates.

**How do I select a practicum/internship site?**

Selecting a practicum/internship site consists of the following basic steps, which are discussed, in more detail below:

a) The Practicum and Internship Coordinator conducts an orientation class (CON 601) every spring semester to help students determine their primary placement interests.

b) Names of one or more practicum/internship sites along with the name and phone number of the contact person will be provided, and students consult the Site Placement Manual (i.e. located in Kostka Hall, Room 351). Students may make contact with sites that are not identified in the manual; however, students will need to be sure to follow the procedures outlined in the "Potential Internship Site Requirements" document.

c) If a student has certain needs and/or limitations, early consultation with the Practicum and Internship Coordinator is recommended.

d) Generally, students will need to arrange an appointment and meet with the contact person to discuss a possible placement. Many sites require a pre-placement interview.

e) Wait for an offer from the site, and accept it (or decline it if it does not meet your needs).

f) Inform the Practicum and Internship Coordinator of your site selection.
g) Follow-up with sites you have interviewed with—i.e. thank you notes, notifying them if you have chosen another site, etc.

**Contacting the Site**
Generally, sites will be contacted by program faculty/staff prior to the student contacting the site—a list of current sites with executed Clinical Affiliation Agreements are on file with the Coordinator. However, in those cases where students have prior knowledge/contacts with a site, they may contact the site, after consultation with the Practicum and Internship Coordinator. Sites should be selected on the basis of whether or not the placement will be a good "fit" for both parties. Contacts/meetings are generally with either the contact person at the site, or with the person who will be supervising the student (practicum/internship site supervisor).

**Interviewing At the Site**
The following guidelines are to assist you in interviewing with the practicum/internship site contact person or site supervisor.

1) Treat your contact with the site supervisor/contact person as though you were approaching them about a job interview. When you meet with the contact person or site supervisor, follow the general rules for job interviewing.

2) Obtain as much information as you can about the placement site, so that you are able to ask intelligent questions.

3) Prepare to answer questions about yourself, your background, and your reasons for selecting the site.

4) Prepare questions to ask the contact person or site supervisor regarding the site.

5) Take the "Prospective Site Agreement" (PSA) form with you—to be completed and signed by the site supervisor - if you are being offered a placement.

6) Dress appropriately for the type of setting and position for which you are applying.

7) Arrive at the meeting early.

*If you have any other questions regarding site selection please ask the Practicum and Internship Coordinator.*

**After The Interview**
It is a good idea to follow job search protocol by sending a thank you note to the people with whom you interviewed. In the note indicate a date on which you will contact them if you have not heard from them. Then follow up with a phone call. It is also a good idea to accept or reject the placement offer in writing, outlining what specifically you have agreed upon, regarding days, hours, expectations, etc.

**Informing the Practicum and Internship Coordinator**
As soon as you have a placement site, notify the Practicum and Internship Coordinator by returning the completed Prospective Site Agreement Form (PSA – Appendix EVII).

**Placement Site Selection Criteria**
*General Selection Considerations:* When choosing a placement site, it is important for you to keep in mind your own needs and interests, as well as Program and licensing requirements. Consider the following:

a) What is your preferred work setting?
   1) Large or small community agency.
   2) Agency with a wide variety of clientele and services or one that is more specialized.
   3) Inner city, suburban, or rural.
   4) Inpatient, outpatient, or long-term, residential care facility.
   5) University, two-year College, technical college.
6) Career Counseling agency, such as Job Service

b) What is your preferred clientele?
   1) What age group? Young children, older children, young teens, older teens, young adults, middle aged adults, older adults.
   2) With what type of socio-economic group do you want to work?
   3) With what type of cultural group do you want to work?
   4) Do you want to work mostly with women or men, or both?
   5) Do you want to work with people with specific presenting issues, such as eating disorders, grief, survivors of sexual abuse, abusers, career or lifestyle changes, etc.?
   6) Do you want to work with clients with special needs?

c) What type of counseling do you want to practice?
   1) Individuals, groups, families, couples, or a combination.
   2) Have opportunities for a wide variety of services/programs provided by an agency.
   3) Focus on a particular type of client; e.g. AODA, eating disorders, depression, etc.

Specific Agency Requirements:

1. Participate in a brief phone conversation with the Practicum & Internship Coordinator, to discuss the general parameters of becoming a Community Partner.

2. Schedule a time for the Practicum & Internship Coordinator to make a trip to your agency to meet with a designated site representative and complete a site visit. This is an opportunity for both parties to be sure that all requirements can be met and that a Clinical Affiliation Agreement can be initiated by our program to begin the process. During the site visit, the site representative will be given a packet of information from our program that includes the following documents that must be completed and returned in order to move forward:
   a. Clinical Affiliation Agreement
   b. Supervisor Experiences Form
   c. Agency Information Sheet

3. Once the MS in Professional Counseling Program has received the above documents, the designated site supervisor(s) must complete a one-time, supervisor orientation training. Supervisors are granted CEUs for the training, free of charge. This training must be completed prior to the end of the 1st semester that any student is placed at your agency. Any and all supervisors working with a Mount Mary student must complete this training.

4. Our MS in Professional Counseling Program – Clinical Mental Health Counseling (CMHC) and Clinical Rehabilitation Counseling (CRC) concentrations, generally places students one time per year (the beginning of summer semester – mid May), for a year-long placement period. Our program asks that your agency make a representative available to interview potential students sometime during the months of February – May each year. As is customary, your agency holds exclusive rights to offer or refuse placement to anyone that is interviewed. In any given placement cycle, if you offer any student a placement, they will ask you to sign a document entitled “Prospective Site Agreement”, which they will provide to you. Once that document has been received in our office, a Site Contract, specific to that student, will be sent to your agency from our program.
Site Supervisor’s GENERAL Requirements

1. The Site Supervisor must hold a master’s degree or Ph.D. in Counseling or Counselor Education and hold licensure in the state of Wisconsin to practice as a psychotherapist. Those individuals with a master’s or Ph.D. degree in Psychology, Marriage and Family Therapy, or Social Work and licensed in the state of Wisconsin to practice as a psychotherapist and, when appropriate, those who hold CSACs and an ICS may also function as supervisors. All of the aforementioned individuals must complete a Supervisor Experiences Form, attend the supervisor’s orientation, and keep an updated CV on record with our program.

2. Students must be allowed to audio and/or video tape clients (with HIPPA approved devices), with the client’s signed permission, for the purpose of supervision. When this is not possible, and only when it has been pre-approved by the Practicum & Internship Coordinator, the approved supervisor can provide a minimum of 1 hour of in-session, direct supervision with live evaluation and documentation.

3. The student must have one (1) hour of individual supervision per week, by their designated supervisor. A portion of this weekly supervision must be spent reviewing the taped (or live demonstrations) sessions and providing feedback to the student. Group supervision cannot be substituted for this requirement. Although administrative supervision (i.e. compliance with agency standards) is necessary, the weekly individual supervision is intended to be a component of the student’s training and therefore should focus on clinical growth and development.

VI. ADDITIONAL CRITERIA FOR PRACTICUM AND INTERNSHIP SITE SELECTION

The purpose of counseling Practicum and Internship is to provide students with closely supervised counseling experiences that will facilitate their continued development as professional counselors. The practicum/internship site gives you the chance to "try on" the role of counselor under supervision. Your site will offer you the opportunity to work with people in a setting similar to that in which you may work after graduation. It is essential that student placement is consistent with the student’s professional goals and objectives.

Sites offer a variety of experiences. The following guidelines are followed by the Program and should be considered by the student when accepting a placement.

a) What type of supervision is offered? Is the supervision provided by a certified/licensed counselor? Supervisors must possess the appropriate academic degree: master’s degree or Ph.D. in Counseling or Counselor Education and hold licensure in the state of Wisconsin to practice as a psychotherapist. Those individuals with a master’s or Ph.D. degree in Psychology, Marriage and Family Therapy, or Social Work and licensed in the state of Wisconsin to practice as a psychotherapist and, when appropriate, those who hold CSACs and an ICS may also function as supervisors.

b) Availability of clients - the fact that sites are possible practicum or internship sites does not guarantee sufficient client availability.

c) Type of clientele - clients should be similar to the student’s career objective and practicum/internship developmental sequence.

d) The site should have the availability and the privacy of an office or other confidential setting.

e) The site must allow taping of counseling sessions (audio/video). Prior to any taping, consent forms will be obtained from clients. Protection of client confidentiality and patient health history will be guided by the Health Insurance Portability and
Accountability Act (HIPAA).
f) The site should provide a clear description of their expectations for students placed in that setting.

VII. SPECIFIC ROLES AND RESPONSIBILITIES OF STUDENTS ON SITE

Responsibility of Students at the Practicum/Internship Site
Your practicum/internship will allow you to provide counseling services and to obtain knowledge that is not available to you in a classroom setting. During your practicum/internship experience you have two counseling professionals, your site supervisor and your faculty supervisor, to assist you. The following is a list of things to keep in mind while you work at your placement site:

a) Remember that you are a guest at the site. You are being allowed the opportunity to learn about the practice of counseling. You must respect the placement site’s way of doing things.
b) You are expected to abide by the rules, procedures, or regulations of the agency or institution, such as dress code, hours, breaks, etc. If in doubt, ask.
c) The agency or institution may require more of you than the course instructor requires. Be sure you are clear as to the expectations of the site.
d) Remember that you are a student, although you may have several years of experience. If conflicts arise with your supervisor or any other person at the placement site, take the responsibility for your part in the conflict.
e) You are expected to adhere to the ethical and legal guidelines established for professional counselors and outlined in the current edition of the current ACA Code of Ethics. Violation of the ethical and legal guidelines may result in the student being terminated from the practicum/internship and dismissal from the program.
Confidentiality is an essential aspect of your work with clients and agencies from this point forward – adherence to and respect for client confidentiality is an essential part of your role responsibilities during your practicum and internship experience.
f) You are not expected to perform perfectly. You are expected to know your limitations and to seek consultation with your site supervisor and/or faculty supervisor if you experience problems or have concerns.

Students will be evaluated on the basis of their:

a) Attendance.
b) Maintenance of complete and accurate case records.
c) Professional behavior (including being on time, being prepared, and appropriate attire).
d) Case presentations.
e) Participation in observation, feedback, and consultation.
f) Adequately meeting their responsibilities in CON 795, 796 and 797.

Students are encouraged to select a site that will stretch their capabilities and not simply allow them to “get through” the experience. The following list emphasizes the skills and practices that students are expected to develop during their practicum/internship experiences:

a) Come to understand some of the basic principles of human growth, development, and learning, and how these principles facilitate learning and counseling processes.
b) Increase their understanding of the various counseling theories, techniques, and procedures.
c) Practice basic skills essential to counseling.
d) Increase their understanding of the dynamics of individual behavior.
e) Foster an internally consistent approach to counseling.
f) Establish and maintain counseling relationships consistent with the Ethical Standards of the American Counseling Association.
g) Increase their ability to discern clients’ problems and implement appropriate intervention strategies.
h) Increase confidence in their ability to perform the counselor’s role.
i) Learn how to write effective notes and reports.
j) Other objectives that are required by the faculty supervisor and/or the site supervisor.

VIII. OUTCOME CRITERIA FOR SUCCESSFUL COMPLETION OF INTERNSHIP

Student outcome competencies
It is recommended that students will have been exposed to and/or competent in the following clinical activities and meet the 2016 CACREP standards for CMHC programs (Appendix E-VIII):
   a) Intake interviews.
   b) Mental status evaluations – full and mini.
   c) Psychosocial histories/assessments – child, adolescent, & adult.
   d) Clinical documentation including progress/case notes and treatment plans.
   e) Use and application of the current edition of the Diagnostic and statistical manual of mental disorders.
   f) Clinical application of psychotropic medications.
   g) Discharge planning via appropriate use of agency related community services.

Students must pass CON 796/797 with a grade not lower than a “B” and must have documented competencies in the above areas by their faculty supervisor and/or their site supervisor.

Any student released from the Practicum or Internship experience by one’s site, for student related reason(s), will receive an “F” in the course and will be dismissed from the program.

Any student who voluntarily stops out of the M.S. Professional Counseling Program during their practicum or internship experience, for any reason, will be required to restart the sequence at the point of exit where they demonstrated full competence and completion of the material (i.e., a grade of “B” or better must have been granted, an “I” will not be sufficient and would result in re-enrollment in the class). Based on individual circumstances, a student that stops out may be required to complete the Student Improvement Plan Process (p. 20 of M.S. in Professional Counseling Handbook) and may be dismissed from the program.
EVALUATION FORM FOR PRACTICUM/INTERNSHIP STUDENTS
(To be completed by the site supervisor)

Name of Student: _____________________________________________________________

Date: _______________ Name of Person Completing Form: _______________________

Title: _____________________________________________________________

Site: _____________________________________________________________

Address: _____________________________________________________________

Phone: ___________________________ E-Mail address: ___________________________

TO THE SUPERVISOR:
We appreciate your willingness to have our student(s) placed at your agency/organization. It is important to have your impressions and observations of the student’s growth and development as a counselor. Your feedback will be a component of the final course grade that will be assigned by the course instructor. Because we believe the review process is a vital component of the growth and development of our students, we recommend that you discuss your responses with the student using one of the following procedures: (1) You may have the student complete a copy of this form and compare responses with your completed form; (2) You may jointly complete the evaluation; or (3) You may complete the evaluation and then meet with the student to share your responses before returning it to us. When the form is completed, please return it to the following address or feel free to e-mail the form directly to scheidet@mtmary.edu:

Tammy H. Scheidegger, Ph.D., LPC, NCC
Practicum/Internship Coordinator, Counseling Program
Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222-4597
414-930-3434
scheidet@mtmary.edu

Thank you for your assistance.
Instructions for completing this evaluation

To the Site Supervisor: As you complete this evaluation, please keep in mind the developmental nature of skill acquisition for counselors in training. Factors such as the student’s length of time at your agency and their amount of exposure to the task/knowledge you are evaluating, should be considered in the evaluation. Please include a narrative in the comment area for any item(s) identified as “below expectations”. This evaluation is utilized in conjunction with course work and faculty evaluation to arrive at a final grade in the course. The evaluation is a core part of the overall growth mindset that is inherent in the M.S. in Professional Counseling Program’s mission: “The mission of the Counseling Program is to develop a holistic learning community that prepares students for professional practice while developing a strong counselor identity, advocacy and leadership skills, integrity, and a deep sense of social justice. Students are trained to become competent, culturally sensitive practitioners who are committed to the values and ethical principles of Mount Mary University and the counseling profession. The program fosters students’ development of theoretical knowledge and practical skills to counsel individuals, groups, couples, and families in mental health, rehabilitation, and school settings”.

Recommendations for completing the form: Evidence-based practice supports the use of clinical evaluation in the preparation of counselors in training. An important aspect of the evaluation process is the opportunity for students and supervisors to go over the evaluation together prior to sending it to the University. Some site supervisors have also found it useful to have the student complete this evaluation in advance of reviewing the supervisor’s ratings as a means of discussing areas of discrepancy – students can be overly self-critical. If you have concerns about a student, please notify their faculty supervisor and/or the Practicum and Internship Coordinator. A midterm evaluation is also recommended for those students who may be having difficulty at your site in comparison to other graduate students you have had in this capacity.

Explanation of the rating scale

Below Expectations: The student does not fully understand the main concepts and principles of the critical task and as such, s/he is unable to use this knowledge appropriately in a professional counseling capacity. The student needs additional instruction to understand the task and should not practice in a professional counseling setting unless closely monitored by a Licensed Professional Counselor. It is suggested all client contact in this area should be audio and/or videotaped for the benefit of the student’s growth and the protection of the client being served. 0 points awarded.

Near Expectations: The student is beginning to grasp the main concepts and principles of the task but is unable to consistently demonstrate the use/knowledge in a professional capacity and is unable to carry out the tasks independently requiring direct supervisory support to function in the role of a professional counselor. As such, the student will need to develop specific behavioral goals and timelines, with the input of the site supervisor, in order to reach expectations. The student should be given opportunities to develop independence in this area, and all client contact in this area should be audio and/or videotaped for the benefit of the student’s growth and the protection of the client being served. 43.5 points awarded.

Meets Expectations: Student understands the main concepts and principles of the task but shows some inconsistency in the use of this knowledge in a professional counseling capacity. As such, the student needs time and experience practicing the task and should continue to perform this critical task while monitored by a Licensed Professional Counselor. 47.5 points awarded.

Exceeds Expectations: Student has mastered the main concepts and principles for this task, shows the ability to consistently use this knowledge or the skills in a professional counseling capacity, and makes appropriate adjustments based on the needs of the clients. The student is also functioning at the level of a new professional counseling professional and demonstrates the ability to perform this task under the minimal and appropriate supervision of a Licensed Professional Counselor. 50 points awarded.

Insufficient Information/NA: Either the agency does not offer this opportunity, the student has not had sufficient exposure to the skill, the student has not had the opportunity to engage in this skill and or
demonstrate this knowledge, or the person completing this form has not observed this aspect of the student’s skill and/or knowledge.
*Please include a narrative in the comment area for any items identified as “below expectations”.

1. Please evaluate the student intern’s ability to **DELIVER** the following **SERVICES**:

<table>
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<tr>
<th>Below Expectations</th>
<th>Near Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Insufficient Information</th>
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<tbody>
<tr>
<td>Individual Counseling</td>
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<td>Group Counseling</td>
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<td>Crisis Counseling</td>
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<tr>
<td>Addiction &amp; Co-occurring Disorders Counseling</td>
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<td>Vocational Counseling</td>
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<tr>
<td>Administering Assessments &amp; Screening Instruments</td>
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   Comments: ________________________________
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2. Please evaluate the student intern’s **KNOWLEDGE** in the following areas:

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<th>Below Expectations</th>
<th>Near Expectations</th>
<th>Meets Expectations</th>
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<tbody>
<tr>
<td>Counseling Theories</td>
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<td>Assessment &amp; Evaluation</td>
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<td>Ethical &amp; Legal Standards</td>
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<td>Diversity Issues</td>
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<tr>
<td>Client Advocacy</td>
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<tr>
<td>Addictions &amp; Co-occurring Disorders</td>
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<td>Social Justice</td>
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<tr>
<td>Counselor Role &amp; Identity</td>
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<tr>
<td>Group work</td>
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<tr>
<td>Suicide Risk Assessment</td>
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<tr>
<td>Resource &amp; Referral Process</td>
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<tr>
<td>Research &amp; Program Development</td>
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<tr>
<td>Prevention &amp; Intervention Services</td>
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<tr>
<td>Developmental needs of clients across the lifespan</td>
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<tr>
<td>Career development</td>
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   Comments: ______________________________________
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3. Please evaluate the student intern’s **SKILL** in the following **GENERAL** areas:

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<th>Below Expectation</th>
<th>Near Expectation</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
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<tbody>
<tr>
<td>Administering assessments &amp; screening tools (including MSE)</td>
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<td>Effectively implementing a variety of counseling interventions</td>
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<td>Case Conceptualization</td>
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<td>Treatment planning/goal setting</td>
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<td>Completion of Biopsychosocial/intakes</td>
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<td>Case management</td>
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<tr>
<td>Writing progress/case notes</td>
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<td>Collaborating with colleagues</td>
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<td>Using evidence based practices</td>
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<td>Collaborating with client’s support systems</td>
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<tr>
<td>Recognizing and appropriately dealing with ethical &amp; legal issues</td>
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<tr>
<td>Working within client’s belief systems</td>
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Comments: __________________________________________________________________
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4. Please evaluate the student intern’s **CLIENT RELATED SKILLS/ABILITIES** in the following areas:

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<th>Below Expectation</th>
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<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
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<tbody>
<tr>
<td>Understands the needs of the client</td>
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<td>Knowledgeable about the resources for working with clients</td>
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<tr>
<td>Applies strategies for interfacing with the legal system regarding court-referred clients</td>
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<td>Advocates for persons with mental health issues</td>
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</table>
5. Please evaluate the student intern’s **AGENCY RELATED KNOWLEDGE/SKILLS** in the following areas:

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<th>Below Expectation</th>
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<th>Meets Expectation</th>
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<th>Insufficient Information</th>
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<tbody>
<tr>
<td>Knowledgeable about the agency’s resources for working with clients</td>
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<td>Understands and is knowledgeable about the agency’s programs</td>
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<td>Understands the role of a counselor at the agency</td>
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<td>Complies with clinic/site policies and procedures</td>
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<td>Initiates and develops working relationships with clinicians, other site professionals (case managers, psychologists, psychiatrists, psychiatric nurses, social workers, etc.), and office staff</td>
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<td>Seeking assistance from supervisor(s)</td>
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<td>Receiving feedback from supervisor(S)</td>
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<td>Ability to adapt to different situations</td>
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<td>Ability to organize work</td>
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<tr>
<td>Ability to organize time</td>
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<td>Acknowledges errors</td>
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<td>Open to feedback (as evidenced)</td>
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Comments:  
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6. Please evaluate the student intern’s ability to INTEGRATE the following CONCEPTUAL COMPETENCIES:

<table>
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<tr>
<th></th>
<th>Below Expectations</th>
<th>Near Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Insufficient Information</th>
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<tbody>
<tr>
<td>Ability to observe patterns of behavior</td>
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<td>Ability to distinguish between content and process</td>
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<td>Ability to assess self as part of the system</td>
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<td>Ability to account for multiculturalism (e.g., race, socioeconomic status, culture, ethnicity, gender, religion, differently &quot;abled&quot; orientations etc.) of self &amp; clients in counseling dynamics</td>
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Comments:  
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7. Please evaluate the student intern’s **DISPOSITIONAL CHARACTERISTICS** and **PERSONAL AND INTERPERSONAL COMPETENCIES** in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Below Expectation</th>
<th>Near Expectation</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
<th>Insufficient Information</th>
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</thead>
<tbody>
<tr>
<td>Basic self-awareness</td>
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<td>Consideration of own contribution to interpersonal dynamics</td>
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<tr>
<td>Awareness of factors that impair effective judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledges the importance of self-care in effective clinical practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to self-care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays congruent verbal and nonverbal communication skills</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Acts is an appropriate, professional manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats others respectfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits high ethical standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerates and understands interpersonal conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerates ambiguity and uncertainty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possesses affective tolerance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of own emotional experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays emotion maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulates professional identity as a counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has awareness of attitudes toward other groups and their impact on behavior &amp; relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________________________
__________________________________________________________________________________

**GENERAL EVALUATION**

1. In what areas does the student show particular strengths?

2. What areas have been targeted for the student’s clinical growth?
3. In what areas have you noticed growth, improvement or change in the student’s disposition and clinical competency?

4. What kinds of things does the student need to learn to perform with more effectiveness at the practicum/internship?

5. Other comments:

Site Supervisor Signature: _______________________________ Date: _____________

**STUDENT**
I have reviewed the evaluation and have the following comments:

Student Signature: _______________________________ Date: _____________

**FACULTY SUPERVISOR**
I have reviewed the evaluation and have the following comments:

Faculty Supervisor Signature: _______________________________ Date: _____________

[ ] No Further Review Needed

[ ] Further Review Needed: Date sent to Program Faculty Review: ________________

**PLEASE KEEP A COPY OF THE SIGNED DOCUMENT FOR YOUR RECORDS**

Revised 1/8/20 THS
APPENDIX B

MOUNT MARY UNIVERSITY
DEPARTMENT OF COUNSELING
MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

COMPLIANCE WITH HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

In order to ensure compliance with the Health Insurance Portability and Accountability Act (HIPAA), a privacy law that became effective April 14, 2003, the following rules for protecting patient health information (PHI), the following rules for students enrolled in the Practicum and Internship courses apply:

1) When clients/students/patients from practicum/internship sites are discussed verbally in class, the information must be communicated in a way that guarantees the privacy of that individual, i.e. the facts should not easily identify the person.

2) All written work related to weekly logs and/or written summaries of a taped presentation will be distributed ONLY to the instructor. This written work must conceal all identifying information. The instructor will read these, and any other written materials, and return them to the student by the next class meeting. All PHI obtained from a student, whether verbal or written, will be held confidently by the course instructor, who will use safeguards to prevent any further use and disclosure of this information.

3) ALL students will be required to obtain a signed authorization to tape a student/client/patient counseling session. It is the responsibility of the student to have the signed consent/permission slip indicate that: 1) the tape is being used for training purposes, 2) the tape will be kept in strictest confidence, 3) the individual’s identity will be kept secret, 4) it will not be played in the presence of any unauthorized person, and 5) the tape will be destroyed after its use.

4) The instructor will not accept any materials involving PHI by e-mail or FAX transmission.

5) Students must keep in a secure place all files, diskettes, or electronic files in their possession. In addition, it is important to store all PHI information on floppy disks, or equivalent, particularly if you have an internet server, and to keep the disks in a locked, secure place.

6) The instructor will not keep any PHI written information in her/his possession. In addition, all materials produced by a student (i.e. tapes, personal written notes, copies of logs or other materials that contain PHI, as well as any written materials that are returned to Practicum/Intern students by the instructor), MUST BE DESTROYED WHEN THE COURSE IS COMPLETED.

If there are any questions, please contact the Program Director or course instructor.
I have read, understand, and agree to the above stated criterion as they apply to the Health Insurance Portability and Accountability Act (HIPAA).

_________________________________________________________  __________________________
Student Signature                                      Date

If there are any questions, please contact the Program Director or course instructor.
APPENDIX C

MOUNT MARY UNIVERSITY
DEPARTMENT OF COUNSELING
MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

SITE EVALUATION FORM FOR PRACTICUM/INTERNSHIP STUDENTS
(To be completed by the practicum/internship student the last semester of placement)

Directions: The student completes this form at the end of each semester of field experience. The completed form should be turned in to your Mount Mary University Practicum/Internship instructor.

Student __________________________
Practicum/Internship Placement Site ________________________
Dates of Practicum/Internship placement ______________________

Rate the following questions about your site and experiences with the following scale:
A. Very satisfactory  B. Moderately satisfactory  C. Moderately unsatisfactory  D. Very unsatisfactory

_________ Amount of on-site supervision
_________ Relevance of experience to career goals
_________ Exposure to and communication of site goals
_________ Exposure to and communication of site policies/regulations/procedures
_________ Exposure to professional roles and functions within the setting
_________ Exposure to information about community resources
_________ Administrative support for the site counseling program
_________ Appropriate supervisee office space and working conditions
_________ Appropriate support by site of the supervisee

Using the same scale as above, rate all applicable experiences that you had at your site. Leave a blank space for experiences you did not have. Feel free to comment about specific experiences.

_________ Report writing/record keeping/counseling notes
_________ Intake interviewing
_________ Programming/planning activities
_________ Administration and interpretation of tests
_________ Staff presentations/case conferences/staff development workshops
_________ Individual counseling
_________ Group counseling
_________ Family/couple counseling
_________ Psycho-educational activities
_________ Consultation
_________ Support team, collaboration with other professionals
_________ Career counseling
_________ Program evaluation
_________ Other ________________________________________________________
Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

Based on your practicum/internship experience, select one of the following statements:

___ I wholeheartedly 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.

Explain your statement.
EVALUATION OF SITE SUPERVISOR FOR PRACTICUM/INTERNSHIP STUDENTS
(To be completed by the practicum/internship student the last semester of placement)

Directions: The student completes this form at the end of each semester of field experience. The completed form should be turned in to your Mount Mary University Practicum/Internship instructor.

Supervisor's Name: _______________________________________________________

Supervisor to be Evaluated: On-Site or University

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

<table>
<thead>
<tr>
<th>RATING CATEGORIES</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. My Supervisor:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Explained his/her role as my supervisor</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>2. Made me feel at ease with the supervisory process</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>3. Gave me feedback about my role as a counselor that was accurate and that I could use</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>4. Helped me clarify the issues that my client brought to the session</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>5. Assisted me in understanding my own feelings about the client and his/her issues</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>6. Encouraged me to develop a plan to work with specific clients</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>7. Modeled appropriate counseling techniques when necessary</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td><strong>II. My Supervisor helped Promote:</strong></td>
<td></td>
</tr>
<tr>
<td>8. My professional identity by encouraging membership in professional organizations</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>9. Professional standards by encouraging certification and accreditation of supervisors by accrediting bodies (State and National)</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>10. Legal and ethical practice by discussing and modeling appropriate ethical standards</td>
<td>1 2 3 4 n/a</td>
</tr>
</tbody>
</table>
### III. I Felt:

<table>
<thead>
<tr>
<th>11. Confident of the counseling skills of my supervisor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. My supervisor respected me and was concerned with my professional growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>13. My supervisor was committed to his/her role as a supervisor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>14. Motivated and encouraged me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>15. My supervisor served as an appropriate professional role model</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>16. Supervision sessions allowed for personal and professional growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>17. Recognizes his/her own limitations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>18. My supervisor was genuine, congruent, empathic, and honest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### IV. My Supervisor Helped Me:

<table>
<thead>
<tr>
<th>19. Clarify my own ideas about counseling theory</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Focus on specific counseling strategies to assist the client</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>21. Develop techniques to resolve conflict</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Please complete the following demographic questions. The demographics will be used for descriptive analysis in research.

<table>
<thead>
<tr>
<th>Your gender: __________</th>
<th>Supervisor’s gender: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your age: _____________</td>
<td>Supervisor’s age: ______________</td>
</tr>
</tbody>
</table>

Your ethnic background: ______________________________________
(African American, Asian, Caucasian, Hispanic, Native American, Other)

Your supervisor’s ethnic background: ______________________________________
(African American, Asian, Caucasian, Hispanic, Native American, Other)

Your counseling specialty area: _________________________________
(CMHC, CRC, or School)

Your supervisor’s specialty area: _________________________________
(CMHC, CRC, or School)

Number of years that your supervisor has been a counselor: ___________
MOUNT MARY UNIVERSITY
APPENDIX E

FORMS FOR USE
BEFORE AND DURING PRACTICUM/INTERNSHIP EXPERIENCE

EI – RELEASE AND INDEMNIFICATION AGREEMENT (p. 32)
EII – TAPING CONSENT FORM (p. 33)
EIII – CLIENT RELEASE FORM (p. 34)
EIV – BACKGROUND DISCLOSURE FORM (p. 35)
EV – STUDENT INSTRUCTIONS FOR ACCESSING THE BACKGROUND CHECK SERVICE (p. 39)
EVI – PROSPECTIVE SITE AGREEMENT FORM (PSA) (p. 40)
EVII – SUPERVISOR EXPERIENCES FORM (SEF) (p. 41)
EVIII – CACREP 2016 STANDARDS for CMHC (p. 42)
EIX – POTENTIAL INTERNSHIP SITE – REQUIREMENTS (p. 43)
Appendix E-I
MOUNT MARY UNIVERSITY
DEPARTMENT OF COUNSELING
MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

RELEASE AND INDEMNIFICATION AGREEMENT
FOR
PRACTICUM AND INTERNSHIP STUDENTS

Student Name (please print): ______________________________________

Dates of Practicum/Internship: _____________________________________

Name and Address of Practicum/Internship Site: ______________________

I, the above named student, certify that I am eighteen years of age or older, and have voluntarily applied to participate in the above Practicum/Internship, as part of the Professional Counseling Program at Mount Mary University. I acknowledge that the Practicum/Internship experience may expose me to hazards or risks that may result in my illness, personal injury or death. I understand and appreciate the nature of such hazards and risks.

In consideration of my participation in the Practicum/Internship, I hereby accept all risk to my health and of my injury or death that may result from such participation. I hereby further release the University, its governing board, officers, employees, and representatives from any liability to me, my personal representatives, estates, heirs, next of kin, and signs for any and all claims and causes of action for loss of, or damage to, my property, and for any and all injury to my person, including my death, that may result from, or occur during, my participation in the Practicum/Internship, whether caused by negligence of the University, its governing board, officers, employees, and representatives or otherwise. I further agree to indemnify and hold harmless the University, its governing board, officers, employees, and representatives from liability for the injury or death of any person(s) and damage to property that may result from my negligence or intentional act, or omission, while participating in the described Practicum/Internship.

I HAVE CAREFULLY READ THIS AGREEMENT AND UNDERSTAND IT TO BE A RELEASE OF ALL CLAIMS AND CAUSES OF ACTION FOR MY INJURY OR DEATH, OR DAMAGE TO MY PROPERTY, THAT OCCURS WHILE PARTICIPATING IN THE DESCRIBED PRACTICUM/INTERNSHIP, AND FURTHER UNDERSTAND THAT IT OBLIGATES ME TO INDEMNIFY THE PARTIES NAMED FOR ANY LIABILITY FOR INJURY OR DEATH OF ANY PERSON AND DAMAGE TO PROPERTY CAUSED BY NEGLIGENT OR INTENTIONAL ACT OR OMISSION.

____________________________________ ______________________
Student Signature Date

____________________________________ ______________________
Witness Date
Appendix E-II
Mount Mary University
Department of Counseling
Master of Science in Professional Counseling
Practicum & Internship
Taping Consent Form

I realize that _____________________________ is a practicum/internship student in the Master’s Program in Professional Counseling at Mount Mary University. I also realize that this graduate student is being trained in counseling skills and techniques and as such is being supervised by the following persons:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Site Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________</td>
<td>___________________</td>
</tr>
</tbody>
</table>

Furthermore, I realize that my counselor in training will be recording our interviews for educational purposes only. Other counselors in training may listen to these recordings ONLY when used as part of the counselor training program. I also understand that I have the right to request that I destroy the recording after it has been used for educational purposes; otherwise, the counselor in training will destroy the recording after it has been used for educational purposes.

I agree with this document, and I give my permission for our interviews to be audio and/or video recorded.

Client: _____________________________ Date: ___________

Parent or Guardian: _____________________________ Date: ___________
(If client is under 18 years of age)

Counselor in Training: _____________________________ Date: ___________
Appendix E-III

Mount Mary University
Department of Counseling
Master of Science in Professional Counseling

Practicum & Internship
Client Release Form

I, __________________________________________, agree to be counseled by a practicum/internship student in the Professional Counseling Program at Mount Mary University. I further understand that I will be participating in counseling interviews that will be audio and/or video taped and reviewed by a faculty supervisor as well as members of the student's corresponding college classroom experience. I also understand that the student will be supervised by a faculty member as well as a site supervisor. Recordings of the counseling sessions are reviewed by supervisors for the purpose of evaluation of the practicum/internship student. In addition, brief segments may be played, in the context of group supervision, so that the practicum/internship student may receive peer supervision and feedback regarding their skills. Tapes will not be used for any purpose other than supervision. Tapes will be destroyed after use in supervision.

I have been told that all of my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision except where noted in the state of Wisconsin’s mandated reporting laws. Times when confidentiality can not be maintained include: (a) any form of child abuse, (b) danger to one’s self, (c) danger to others, and (c) if any appropriate court order directs otherwise.

MINOR CONSENT FORM

I, __________________________________________, (parent or guardian) hereby allows _______________________________________, (minor client) to be counseled and recorded by the graduate practicum/internship student. It is my understanding, in giving this permission, that the information obtained and shared is for training purposes. This information will not be released to anyone without prior consent from me.

I verify that I have read and understand the above conditions.

Guardian’s Signature: __________________________ Date: ____________

Client’s Signature: __________________________ Date: ____________

Practicum/Internship Student’s Signature: __________ Date: ______
Appendix E- IV
MOUNT MARY UNIVERSITY
Department of Counseling
Master of Science in Professional Counseling

Background Disclosure Form*

Name _________________________________________________________
(Last, First, Middle)

List any other names by which you have been known (including maiden name):
___________________________________________________________

___________________________________________________________

Social Security Number ____________________________

1. Have you ever had a teaching license? Yes ____ No ____ Dept. Initial ____

Has teaching licensure been denied/revoked/suspended in any state in the United States for reasons other than insufficient credits or courses? Yes ____ No ____ Dept. Initial ____

If “Yes,” please describe situation:

Is revocation or suspension pending? Yes ____ No ____ Dept. Initial ____

If “Yes,” please describe situation:

2. Have you ever been suspended from, expelled from, or placed on probation in any college or university or any program within a college or university, or otherwise disciplined in any manner (other than for academic reasons)?

Yes ____ No ____ Dept. Initial ____

If “Yes,” please describe situation:

3. Have you ever been terminated for cause from an employment situation?

Yes ____ No ____ Dept. Initial ____
4. Have you ever been suspended, discharged or otherwise disciplined for conduct relating to the health, welfare, safety, or education of any pupil?

    Yes ____ No ____ Dept. Initial ____

5. Have you ever been suspended, discharged or otherwise disciplined for conduct relating to a breach of ethical standards?

    Yes ____ No ____ Dept. Initial ____

    If “Yes,” what was the reason?

6. Have you ever been convicted of child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any crime involving children as victims or participants?

    Yes ____ No ____ Dept. Initial ____

7. Have you ever been convicted of abuse of a resident of an institution, armed robbery, aggravated battery, false imprisonment, kidnapping, homicide, any crime involving bodily harm or threat of bodily harm, any crime involving use of a dangerous weapon, or any crime evidencing disregard of health and safety?

    Yes ____ No ____ Dept. Initial ____

8. Have you ever been convicted of sexual assault, indecent exposure, lewd and lascivious behavior, or any crime involving non-consenting sexual conduct?

    Yes ____ No ____ Dept. Initial ____

If you have answered “YES” to Items 6, 7, or 8 above, what were you convicted of, when, where, and in what court or social agency did the conviction occur? What was the final disposition of the matter?

9. Is there a charge pending against you for any of the offenses included in Items 6, 7, and 8 above?

    Yes ____ No ____ Dept. Initial ____
If “YES,” where, what law enforcement agency or social agency is involved, and what is (are) the charge(s)?

10. If you answered “YES” to any of the above Items 6 through 9, fill out the information below (for identification purposes in verifying criminal record).

   Sex: _____ Race: ____________________ Birth date: _____________________

   Additional Social Security Number if different from initial identification: ______

11. Have you ever been reported to the state school superintendent for any conduct listed in the above questions?

   Yes _____ No _____ Dept. Initial _____

   (Note: The existence of a criminal record or denial, revocation or suspension of a license does not constitute an automatic bar to admission and will be considered only as it substantially relates to the duties and responsibilities of the program and eventual licensure.)

12. Are you presently under/or pending treatment for dependence on drugs and/or alcohol?

   Yes _____ No _____ Dept. Initial _____

13. If you have answered “YES” to Question 12, you must provide a written statement from the person responsible for your treatment that you do not pose a threat to children and/or youth, are recommended for continuation in the program, have followed through with the prescribed treatment, and that the problem has been remedied to such a degree that it would not hinder future employment as a professional counselor. This statement must be sent directly to the Director of the Graduate Program in Counseling from the person responsible for your treatment.

14. Are you able to perform the duties and responsibilities of a practicum/internship without reasonable accommodation?

   Yes _____ No _____ Dept. Initial _____
If “No,” please describe on the reverse side of this page with what reasonable accommodation you will be able to carry out the duties and responsibilities of the position that you seek. (Note: Mount Mary University will make reasonable accommodations for a disability as required under the Americans with Disabilities Act.)

15. I understand that making a false statement to any of the above questions will result in dismissal from the Graduate Program in Counseling. I swear that all the information in this form is true and complete.

Signed ___________________________________________ Date __________________

**Justification of Review and/or Reinstatement:** Any student whose behavior after admission to the program indicates emotional/mental disturbance or dependence on drugs or alcohol, or who becomes involved in those issues described in Items 6 through 8 above, will be referred to the appropriate personnel or authorities and relieved of all clinical and school counseling practicum and internship responsibilities pending the review of Committee.

---

**Communicable Disease Statement**

I have been informed of the relatively common occurrence in schools, agencies, child care centers and health care facilities of communicable diseases, such as impetigo, roseola, mumps, whooping cough, scarlatina, human parvovirus B19 infection, rubella, rubella, epidemic pseudoscarlatina and the fifth disease (erythema infectiosum). I understand that it is my obligation to consult with my physician if I am concerned with the possible effects of any of the above or other communicable childhood diseases that I may encounter in my practicum/internship experience.

Signed ___________________________________________ Date

__________________________
Student

*Background Disclosure Form adapted with permission: Mount Mary University, Education Department, Cindy Keller, Ph.D., Director.*
Appendix E- V

MOUNT MARY UNIVERSITY
Department of Counseling
M.S. in Professional Counseling Program

Student Instructions for Accessing the Background Check Service

The above organization has chosen Castlebranch.com as an approved provider of background checks for students.

Castlebranch.com is a service that allows students to order their own background checks online. Information collected through Castlebranch.com is secure, tamperproof, and kept confidential. The services performed by Castlebranch.com are based on guidelines provided by the college, so all the information needed can be obtained from one source. The results are available on the Castlebranch.com website where the student, as well as the school, can view them.

2. In the Package Code box, enter the package code: MO99
3. Enter your payment information – Visa, MasterCard, or Money Order. Follow the online instructions to complete the order.

Once the order is submitted, you will receive a confirming email containing the password needed to view the results of the background check. To view the results, visit https://www.castlebranch.com/online_submission/package_code.php?redirectFrom=cbg enter the password in the area provided on the lower right side of the homepage, then enter the last four digits of your Social Security Number. Results are typically available in approximately three days, although some searches take longer. Please allow adequate time when ordering. The Program Director will automatically have access to the results.

For A Summary of Your Rights Under the Fair Credit Reporting Act visit www.ftc.gov. For questions regarding the background check, contact https://www.castlebranch.com/online_submission/package_code.php?redirectFrom=cbg phone: (888) 723-4263 or customerservice@castlebranch.com
Appendix E- VI
MOUNT MARY UNIVERSITY
DEPARTMENT OF COUNSELING
MASTER OF SCIENCE IN PROFESSIONAL COUNSELING
PROSPECTIVE SITE AGREEMENT

(Take this form with you to your interview. If you accept an offer to complete your practicum/internship at the site, this form will need to be completed, signed by the site supervisor, and returned to the Practicum and Internship Coordinator prior to starting at the site)*

STUDENT INFORMATION
Student Name: _______________________
Home Phone: _____________________ Cell phone: _______________________
Address: ___________________________________________________________________
________________________________________________________________________

AGENCY INFORMATION
Practicum/Internship Start Date: _________ and Ending Date: ___________
Prospective Agency Name: ___________________________________________________________________
Number of Intended Hours to be Completed @ this Site: _________________
Address: ___________________________________________________________________
Director’s Name: ___________________________________________________________________
Responsible Site Supervisor: ___________________________________________________________________
Job Title: ___________________________________________________________________
Highest Degree: ___________ Field: ___________________________________________________________________
Phone: _______________ E-mail Address: ___________________________________________________________________
Site Address: ___________________________________________________________________
Licenses/Certifications: ____________________________________________________

Student Signature: ____________________________ Date: ___________
Site Supervisor Signature: ____________________________ Date: ___________

APPROVAL:
Practicum & Internship Coordinator Signature:
______________________________ Date: ___________

*Completed form to submitted to the Practicum & Internship Coordinator
Appendix E- VII

M.S. in Professional Counseling Program

Supervisor Experiences Form*
(Please complete this form and send via e-mail to scheidet@mtmary.edu)

Name:
Position:
Agency:

Highest Degree Obtained (double click the box to check one):
☐ MA, Counseling  ☐ MS, Counseling  ☐ MS Ed  ☐ PhD  ☐ EdD  ☐ Other (specify)

Licenses/Certifications (check all that apply):
☐ Licensed Professional Counselor (LPC), License number:
☐ Licensed Marriage and Family Therapist (LMFT), License number:
☐ Licensed Clinical Social Worker (LCSW), License number:
☐ Licensed Psychologist, License number:
☐ CSAC or ICS, License number:
☐ Other (specify), License number:

Number of Years of Clinical Experience:
Number of Years Supervising Master’s or Doctoral Students:

Documentation of Supervisor Training:
Identify a specific graduate level course and any workshops or continuing education. You may also provide an unofficial transcript from your graduate program or copies of certificates of attendance at workshops/conferences.

COURSE
Course number:
Course Title:
Credit Hours:
Semester/Year taken:
Institution:

WORKSHOP/CEUs
Title:
Date of Training:
CEU Provider #: 


C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   a) history and development of clinical mental health counseling
   b) theories and models related to clinical mental health counseling
   c) principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   d) neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   e) psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   a) roles and settings of clinical mental health counselors
   b) etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   c) 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
   d) diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
   e) potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   f) impact of crisis and trauma on individuals with mental health diagnoses
   g) impact of biological and neurological mechanisms on mental health
   h) classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   i) legislation and government policy relevant to clinical mental health counseling
   j) cultural factors relevant to clinical mental health counseling
   k) professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   l) legal and ethical considerations specific to clinical mental health counseling
   m) record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE
   a) intake interview, mental status evaluation, biopsychosocial history, mental health history,
   b) and psychological assessment for treatment planning and caseload management
   c) techniques and interventions for prevention and treatment of a broad range of mental health issues
   d) strategies for interfacing with the legal system regarding court-referred clients
   e) strategies for interfacing with integrated behavioral health care professionals
   f) strategies to advocate for persons with mental health issues
D. CLINICAL REHABILITATION COUNSELING

Students who are preparing to specialize as clinical rehabilitation counselors will demonstrate the professional knowledge and skills necessary to address a wide variety of circumstances within the clinical rehabilitation counseling context. Counselor education programs with a specialty area in clinical rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   a) history and development of rehabilitation counseling
   b) theories and models related to rehabilitation counseling
   c) social science theory that addresses psychosocial aspects of disability
   d) principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   e) neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   f) etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
   g) screening and assessment instruments that are reliable and valid for individuals with disabilities

2. CONTEXTUAL DIMENSIONS
   a) roles and settings of rehabilitation counselors
   b) relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
   c) rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
   d) rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
   e) operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
   f) diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
   g) potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   h) impact of crisis and trauma on individuals with disabilities
   i) impact of biological and neurological mechanisms on disability
   j) effects of co-occurring disabilities on the client and family
   k) effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development
   l) classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   m) effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
   n) transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
   o) role of family, social networks, and community in the provision of services for and treatment of people with disabilities
   p) environmental, attitudinal, and individual barriers for people with disabilities
   q) assistive technology to reduce or eliminate barriers and functional limitations
   r) legislation and government policy relevant to rehabilitation counseling
   s) cultural factors relevant to rehabilitation counseling
   t) professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
   u) record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
   v) professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
3. **PRACTICE**
   a) diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
   b) career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
   c) strategies to advocate for persons with disabilities
   d) strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
   e) strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations
Appendix E - IX
MS in Professional Counseling Program – Clinical Mental Health Counseling (CMHC) & Clinical Rehabilitation Counseling (CRC) Concentrations
POTENTIAL INTERNSHIP SITE - REQUIREMENTS

Agency Requirements
1. Participate in a brief phone conversation with Tammy Scheidegger, Ph.D., Practicum & Internship Coordinator, to discuss the general parameters of becoming a Community Partner.
2. Schedule a time for Dr. Scheidegger to make a trip to your agency to meet with a designated site representative and complete a site visit. This is an opportunity for both parties to be sure that all requirements can be met and that a Clinical Affiliation Agreement can be initiated by our program to begin the process. During the site visit, your representative will be given a packet of information from our program that includes the following documents that must be completed and returned in order to move forward:
   a. Clinical Affiliation Agreement
   b. Supervisor Experiences Form
   c. Agency Information Sheet
3. Once the MS in Professional Counseling Program has received the above documents, the designated site supervisor(s) must complete a one-time, supervisor orientation training. Supervisors are granted CEs for the training, free of charge. This training must be completed prior to the end of the 1st semester that any student is placed at your agency. Any and all supervisors working with a Mount Mary student must complete this training.
4. Our MS in Professional Counseling Program – Clinical Mental Health Counseling (CMHC) & Clinical Rehabilitation Counseling (CRC) concentrations, generally places students one time per year (the beginning of summer semester – mid May), for a year-long placement period. Our program asks that your agency make a representative available to interview potential students sometime during the months of February – May each year. As is customary, your agency holds exclusive rights to offer or refuse placement to anyone that is interviewed. In any given placement cycle, if you offer any student a placement, they will ask you to sign a document entitled “Prospective Site Agreement”, which they will provide to you. Once that document has been received in our office, a Site Contract, specific to that student, will be sent to your agency from our program.

Site Supervisor’s GENERAL Requirements
1. The Site Supervisor must hold a master’s degree or Ph.D. in Counseling or Counselor Education and hold licensure in the state of Wisconsin to practice as a psychotherapist. Those individuals with a master’s or Ph.D. degree in Psychology, Marriage and Family Therapy, or Social Work and licensed in the state of Wisconsin to practice as a psychotherapist and, when appropriate, those who hold CSACs and an ICS may also function as supervisors. All of the aforementioned individuals must complete a Supervisor Experiences Form, attend the supervisor’s orientation, and keep an updated CV on record with our program.
2. Students must be allowed to audio and/or video tape clients (with HIPPA approved devices), with the client’s signed permission, for the purpose of supervision. When this is not possible, and only when it has been pre-approved by the Practicum & Internship
Coordinator, the approved supervisor can provide a minimum of 1 hour of in-session, direct supervision with live evaluation and documentation.

3. The student must have one (1) hour of individual supervision per week, by their designated supervisor. A portion of this weekly supervision must be spent reviewing the taped (or live demonstrations) sessions and providing feedback to the student. Group supervision cannot be substituted for this requirement. Although administrative supervision (i.e. compliance with agency standards) is necessary, the weekly individual supervision is intended to be a component of the student’s training and therefore should focus on clinical growth and development.

**Contact Information**
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