



WILLIAM JAMES
COLLEGE

Counseling

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COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT
Master of Arts in Clinical Mental Health Counseling (CMHC)
FIELD EDUCATION HANDBOOK

2023-2024

About this Handbook

This Field Education Handbook supplements and elaborates upon the material in the William James College [Graduate Student Handbook](#), and the [MA in CMHC Program Handbook](#), providing information specific to the CMHC Program's Field Education experience.

In order to retain necessary flexibility in the administration of program-specific policies and procedures, William James College reserves the right to change, revise, or eliminate any of the policies or procedures described in this Handbook. Revisions to the policies or procedures contained in this Handbook will only become effective when approved by the Department Chair. When such changes are made, the CMHC program's community will be informed via appropriate and means.

Information, policies, and/or procedures described in this Handbook will be overridden by the *Graduate Student Handbook*, but supersede those described in any manual, brochure, publication, or oral presentation provided by or through any component of the Counseling and Behavioral Health Department of William James College.

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INTRODUCTION

Dear Clinical Mental Health Counseling M.A. Program Graduate Students, Field Supervisors and Faculty Supervisors,

The clinical component (practicum and internship) of our graduate program in counseling provides each student with a sequential, supervised experience as a counselor trainee. This experience, which conforms to all Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards, gives the counseling student the opportunity to gain proficiency with therapeutic skills and interventions.

This manual outlines the clinical requirements for clinical mental health counseling students at William James College. As such, this document represents an invaluable resource that can be used to guide your clinical experience within the program.

Sincerely,

Melissa Koen, M.S., LMHC
Director of Field Education
Counseling and Behavioral Health Department

WHAT IS CLINICAL INSTRUCTION?

Clinical instruction includes those training and educational experiences related directly to the practice of counseling, including the mastery of specific skills. At William James College, we have designed our clinical training sequence in accordance with the CACREP standards. As such, counseling students will receive clinical training via a sequence of coursework designed to gradually expose them to increasingly independent experiences in the application of clinical skills.

Because the mastery of clinical expertise is considered essential to the development of any professional counselor, high standards of performance and professional behavior are expected and adhered to. Students are required to complete each of the clinical training courses with a grade of CR (equivalent to a B-) or better in order to advance to the next clinical course. There are no exceptions to this requirement.

The clinical course sequence includes:

CN501: Clinical Skills and Practicum I

CN502: Practicum II

CN601: Mental Health Counseling Internship I

CN602: Mental Health Counseling Internship II

The primary focus of CN501 Clinical Skills and Practicum I involves the teaching and practice of specific counseling skills and interventions. Students will learn these skills within the context of a small class, and will practice them with each other. Students will be placed in the field and will have the opportunity to observe clinical interventions. Upon successful completion of this course and all prerequisites, students will be allowed to enroll in CN502: Practicum II.

Students are required to complete a supervised practicum that totals a minimum of 360 hours. The practicum lasts for the duration of the first academic year. Of the total 360 hours, 90 hours must qualify as direct service hours, which must involve direct intervention with clients. The remainder (indirect hours) may include participation in professional activities such as record keeping, supervision, information gathering, making referrals, in-service trainings, and staff meetings, among others. In addition, students need to receive one hour of weekly individual supervision on site by an approved Field Supervisor, and an average of 2 hours of weekly group supervision at WJC by a Faculty Supervisor. In addition, students may receive group supervision at their site. Upon successful completion of CN501 and CN502, students will be allowed to enroll in CN601.

Students are required to complete a supervised internship that totals a minimum of 600 hours. The internship lasts for the duration of the second academic year. Two hundred and forty (240) of these 600 hours must be direct service hours. The remainder (indirect hours), may include participation in professional activities such as record keeping, supervision, information gathering, making referrals, in-service trainings, and staff meetings, among others. Students should have the opportunity to audio/video record counseling sessions for use in supervision, or participate in live supervision. In addition, students need to receive one hour of weekly individual supervision on site by an approved Field Supervisor, and an average of 2 hours of weekly group supervision at WJC by a Faculty Supervisor. In addition, students may receive group supervision at their site. Students are required to lead or co-

lead a group in their field site, either in their practicum or internship experience. This is documented in Time2Track and in the Field Supervisor evaluation.

EVALUATION OF CLINICAL TRAINING

Regardless of previous experience and/or coursework, the Counseling and Behavioral Health Department requires that all students complete all of the clinical training courses at William James College. Therefore, waivers and transfer credits are not available for any of the courses within the clinical training sequence.

In addition, students will be required to receive a grade of CR (Credit which is the equivalent of a B-) or better in order to move into subsequent levels of clinical training. Personal and professional competencies are evaluated at each transition point in the clinical training.

Finally, within each of the clinical courses, requirements will be described and evaluation procedures will be explained. Students are required to meet expectations and evaluation will be ongoing in order to maintain clear communication.

Field Supervisors and Faculty Supervisors complete interim and final evaluations based upon the student’s counseling performance at both the field site and in the practicum/internship seminar.

Our Department’s Core Competency Areas map out to CACREP’s Core Areas as follows:

DEPARTMENT CORE COMPETENCY AREA	CORRESPONDING CACREP CORE AREA
Ethics and Professional Development	Professional counseling orientation and ethical practice
Development of Leadership Skills	Professional counseling orientation and ethical practice
Research and Evaluation	Research and program evaluation
Assessment and Diagnosis	Assessment and testing Human growth and development
Counseling, Prevention and Intervention	Career development Group counseling and group work Professional counseling orientation and ethical practice
Cultural Competence	Social and cultural diversity
Consultation, Collaboration and Advocacy	Counseling and helping relationships Professional counseling orientation and ethical practice

THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM COMPETENCY AREAS

Students are evaluated in the following dimensions and criteria, each considered to be a fundamental aspect of a professional counselor's development and clinical competence.

Each one of these competencies is described in detail:

Ethics and Professional Behavior

A solid anchoring in professional ethics is essential to competent and socially responsible clinical practice. During their fieldwork, practicum and internship students will build on coursework in professional behavior and ethical practice and will develop and demonstrate practical knowledge of ethical standards, practice guidelines, and ethical decision-making.

Practicum and internship students will be expected to:

- a. Know the ethical and professional codes and standards of the American Counseling Association and American Mental Health Counselors Association. In addition, students pursuing areas of emphasis, will know the ethical and professional codes of the American Association of Marriage and Family Therapists, National Association of Forensic Counselors Standards and Code of Ethics and the Association of Family and Conciliation Courts Guidelines for Court Involved Therapy.
- b. Know the laws, statutes, and regulations relevant to the practice of mental health counseling at the federal, state, and local level as they impact their practice.
- c. Recognize and analyze ethical and legal issues as they arise across the range of their activities in the field.
- d. Recognize and understand the ethical dimensions and features of their own attitudes and practice in their field settings.
- e. Seek appropriate information and consultation when faced with ethical issues.
- f. Practice appropriate professional assertiveness related to ethical issues (e.g., by raising these when they become apparent).
- g. Demonstrate a clear commitment to ethical practice.

Field training is an important formative experience in the professional development of the beginning counselor. Certain central features that characterize professionalism in later life are a focus during field training as well as during the student's experience in classes and will serve as a foundation for continuing professional development. Among these are:

1. Timeliness: Completing professional tasks (e.g., assignments, evaluations, case notes, reports, treatment plans, and correspondence, among others) within allotted and appropriate time frames.
2. Developing an organized, disciplined approach to writing and maintaining clinical notes and records.
3. Appropriately negotiating / managing fees and payments.
4. Being able to recognize personal distress, particularly as it relates to clinical work.
5. Seeking and using available resources that support healthy functioning.
6. Organizing one's day effectively to maximize productivity.

7. Responsibility and accountability: Being accountable for the quality of one's work; being able to acknowledge and correct errors and seek consultation when needed.
8. Self-awareness.
9. Self-care.
10. Ability to create and maintain a professional presentation and demeanor. This includes dressing appropriately and consistent with agency and professional norms.

Development of Leadership Skills

Students will have the opportunity to develop skills that will enhance their capacity and confidence to assume leadership roles as a professional, such as public speaking, formal and informal presentations, staff training and team facilitation.

These opportunities will be provided in any one or more of the following contexts: classroom experience, field training, school-wide opportunities, and/or professional organizations.

Students will also be able to access opportunities to contribute to governance, public policy, and systemic improvements at William James College and in service-providing agencies (training sites, non-profit organizations) and professional communities.

Students are encouraged to join professional organizations at the state, regional, national and international levels as student members, in order to develop a professional identity and begin to demonstrate commitment to the profession and its development. All students will be members of either the American Counseling Association and/or the Massachusetts Mental Health Counselors Association in order to obtain their individual student liability insurance while they are registered in practicum and internship.

Research and Evaluation

Students will demonstrate the ability to understand how research and evaluation questions are formulated; concepts of validity and reliability; research designs; and common statistical tests. Students will be discriminating consumers of research. In addition, students will write a brief literature review and will learn to design a program evaluation.

Students will also demonstrate an appreciation of cultural considerations and ethical issues in research studies. They will identify strengths and weaknesses in the design of research studies and identify means to address the limitations.

Assessment and Diagnosis

An appreciation of the value, scope, and functions of psychological assessment is a fundamental competency for mental health counselors. This includes an understanding of the purposes, uses, and limitations of a variety of well-known psychological instruments currently in use.

Students will be expected to:

- a. Recognize the psychometric properties, issues, and bases of a variety of psychological assessment methods.

- b. Recognize the uses and limitation of psychological tests and their data.
- c. Use a systematic approach to gathering and evaluating information based on psychological assessment instruments.
- d. Be able to evaluate critically a report based on psychological test data.
- e. Use only those instruments for which the student has received training and supervision in its administration and/or interpretation.
- f. Diagnose conditions using the nomenclature systems in use by the profession (e.g., DSM, ICD), taking into consideration the client's cultural background.

Counseling, Prevention and Intervention

The ability to form and maintain productive relationships with others is a cornerstone of professional helping. Productive helping relationships are respectful, supportive, professional, and ethical. Helping students develop and refine these skills is a key aim of all clinical field experiences.

1. With their patients/clients, all practicum and internship students will be expected to demonstrate the ability to:
 - a. Take a respectful and professional approach to individuals, couples, families, and groups
 - b. Establish rapport and therapeutic alliance inclusive of individual and cultural differences
 - c. Deal effectively with conflict
 - d. Understand and maintain an appropriate professional role

2. With their peers/colleagues, they will be expected to demonstrate the ability to:
 - a. Work collegially and professionally
 - b. Support others in their work
 - c. Enlist support from others in one's own work
 - d. Provide helpful feedback to colleagues and receive the same in a non-defensive manner

3. With their supervisors, they will be expected to demonstrate the ability to make effective use of supervision, as evidenced by the ability to:
 - a. Work collaboratively: collaboration means understanding, sharing, and working by a set of common goals for supervision
 - b. Prepare effectively for supervision
 - c. Accept supervisory input, including direction.
 - d. Follow through on recommendations and directives from supervisors
 - e. Negotiate needs for autonomy from and dependence on supervisors
 - f. Self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary

4. In their dealings with clinic and departmental support staff and clinical teams, they will be expected to:
 - a. Respect support staff persons and their roles

- b. Understand and respect the team’s operating procedures
 - c. Participate effectively as a team member
5. In their contacts with community professionals, they will be expected to:
- a. Demonstrate the ability to communicate effectively and work collaboratively
6. At each field site, students will be expected to:
- a. Understand and adhere to the agency’s operating procedures
 - b. Participate in furthering the mission of the agency
 - c. Contribute to the agency in such a manner as to enrich the site as a training site future students

“Intervention” includes preventive, developmental, and remedial techniques and procedures. Together with relationship skills, intervention skills are a fundamental competency for professional mental health counselors.

The following intervention skills are expected of practicum and internship students:

- a. Ability to formulate and conceptualize clinical case material from a framework that is informed developmentally, bio-psychosocially, and socio-culturally.
- b. Ability to formulate and implement an appropriately focused treatment plan in a manner that demonstrates and applies knowledge of fundamental psychotherapy theory, research, and evidence-based practice.
- c. Ability to implement a range of fundamental intervention techniques, including but not limited to educational and supportive interventions, counseling, psychotherapy, and crisis intervention, depending on the nature of the site and population served.
- d. Ability to deliver interventions in a developmentally and culturally sensitive manner.
- e. Ability to negotiate and uphold a therapeutic contract.
- f. Ability to establish and maintain a safe therapeutic atmosphere.
- g. Ability to evaluate treatment process and outcome and modify a treatment plan as indicated.
- h. Ability to use supervision effectively to implement and enhance relationship and intervention skills.
- i. Awareness of the role and impact of the self in the therapeutic relationship.

Cultural Competence

Because all persons exist in social, political, historical, and economic contexts, mental health care providers must be sensitive to the impact of these contexts on the development and behavior of their clients. Students need to be aware of these contexts and of how individual and cultural differences influence their clients’ (and their own) perceptions of problems and their appropriate solutions.

Counseling students will be expected to demonstrate:

- a. Awareness of self in the context of diversity (e.g., one's own beliefs, attitudes, interpersonal valence, and related strengths and limitations) as they operate in the classroom and in a clinical setting interacting with others.
- b. Knowledge of the nature and impact of diversity in different settings and situations, and recognition of the multi-dimensional and dynamic nature of diversity both within and outside of the clinical setting.
- c. Skills to work effectively with diverse clients in all their field duties and responsibilities.

Knowledge of special populations is essential to mental health counseling practice in a pluralistic society. In this regard, practicum and internship students will be expected to:

- a. Possess knowledge of diverse populations and specific treatment interventions for addressing their needs.
- b. Recognize the coexistence of major psychiatric and psychological disorders and the major issues involved in their diagnosis and treatment.
- c. Recognize the importance of variables such as gender, culture, abilities, personal values and socio-economic status (SES) in the manifestation, expression, and personal meaning of psychiatric illness.

Consultation, Collaboration and Advocacy

Professional mental health counselors must possess the ability to work collaboratively with other professionals and serve as competent and engaged consultants to individuals, groups, organizations, and systems. Consultation and collaboration skills are particularly essential to the service of populations that are traditionally underserved and / or disenfranchised.

Students will be expected to:

- a. Understand, respect, and appreciate the unique patient care roles of other professionals and their contributions to multidisciplinary systems of care.
- b. Relate effectively to other professionals in accordance with their unique service roles.
- c. Understand and accept the role and limitations of the consultant as an information-provider to another professional who ultimately will be the primary decision-maker in the case.
- d. Be able to dialogue with other professionals in a manner that avoids excessive use of psychological jargon.
- e. Recognize the usefulness of psychoeducational and other types of programming and community outreach efforts.
- f. Be able to advocate for clients, and teach the clients to advocate for themselves.

Faculty Supervisor/Advisor

A student's Faculty Supervisor or their Advisor (if not enrolled in practicum or internship) is required to complete a Professional Counseling Performance Evaluation (PCPE) at the end of the fall and the spring semesters. A copy of the General Statement on Interpersonal Competence can be found in the Clinical Mental Health Counseling (CMHC) M.A. Program Handbook. Additionally, incoming CMHC students are

sent a copy of the general statement, evaluative instrument (PCPE), and the ethical codes upon admission to the program. This form is used to evaluate students and to provide feedback on skill levels in communication, counseling skills, ethical practice, and personality or behavior traits that interfere with providing professional counseling at an acceptable skill level. A poor evaluation on the PCPE will result in the filing of a Corrective Action Notice (CAN) with a referral to the faculty review committee and remediation plan, and/or failing the class.

Field Supervisor

The Field Supervisor is required to complete an interim and a final evaluation on a student's field experience and performance related to the seven competency areas as well as to the learning goals specified in the Field Education Training Contract developed at the beginning of the field experience and signed by the student, the Field Supervisor, the Faculty Supervisor and the Director of Field Education in Counseling. **A copy of this document is provided to the Field Supervisor by the student at the beginning of the field experience.**

PRACTICUM

SECURING A PRACTICUM SITE

Prior to enrolling in **CN501: Clinical Skills and Practicum I**, students are required to work with the Counseling and Behavioral Health Department's Director of Field Education to secure a practicum site that will fit their professional goals and circumstances. This may happen after admission to the program, or for part-time students, during their first year in the program. After meeting with students, the Director of Field Education will provide them with contact information for several sites to apply. Students must keep ongoing communication with the Director of Field Education until they are placed at a site.

Please refer to the Appendix for the appropriate forms regarding this process.

PRACTICUM ROLES/RESPONSIBILITIES

The practicum involves the collaboration of a number of professionals in order to ensure a meaningful educational experience for the counseling students. The student, Faculty Supervisor, and Field Supervisor must each play a role in creating this experience. Listed below are the role/responsibilities of each of these individuals, as described by CACREP and endorsed by the William James CMHC program faculty.

The Student:

The role of practicum students is to engage in an on-site clinical experience that results in the development and enhancement of their skills as a professional counselor. It is expected that students will behave in a professional manner and will abide by both the American Counseling Association and the American Mental Health Counseling Association's *Code of Ethics* at all times.

Student's Responsibilities:

1. To commit at least 360 clock hours to a site, including **90 hours spent in direct service**. Direct service hours are those in which the student is working directly with individuals, families, or groups, and in the milieu offering counseling. The remaining 270 hours can be devoted to indirect service which include all other relevant professional activities on-site, including listening to recordings and record-keeping. Examples of appropriate activities are in-service training, participation in staff meetings, educational activities on site, preventive interventions, consultation, observation, supervision (individual and group), and readings, among others.
2. To arrange a weekly, one-hour individual supervision schedule with the Field Supervisor that meets the needs of both the student and the site.
3. To attend the weekly practicum class that provides group supervision on campus by the Faculty Supervisor.
4. To write case notes on all clients and complete all other paperwork connected to practicum.
5. To meet all other course requirements.
6. To meet any additional requirements as determined by the Field Supervisor (e.g., onsite group supervision).

Director of Field Education:

The role of the Director of Field Education is to facilitate field placements and assist in communication among students, Faculty Supervisors, and Field Supervisors.

Director of Field Education's Responsibilities:

1. To meet with practicum students upon admission and prior to the practicum course to provide orientation to the practicum search process and field experience.
2. To provide guidance and support during the preparation of materials and throughout the field site search.
3. To investigate all potential sites to determine their appropriateness for practicum, especially as it pertains to compliance with accreditation, licensing and other regulations.
4. To make site visits prior to the establishment of a new training site, and as necessary and/or feasible thereafter.
5. To follow up with any special circumstances regarding practicum sites and/or students. To communicate with Faculty Supervisors regarding such circumstances.

Clinical Skills and Practicum I and Practicum II Faculty Supervisor:

In both semesters, the role of the Faculty Supervisor is to help students learn and begin to master skills essential to helping relationships and the competent practice of counseling and psychotherapy while having the opportunity to observe and practice under supervision in a field setting. An additional goal is to facilitate the group supervision component of the practicum experience, which involves providing a forum for discussing professional practice and development issues as they arise over the course of the training year. Students must be enrolled in the practicum class, which will be led by the Faculty Supervisor, and who will have ultimate responsibility for assigning the practicum grade (after reviewing the evaluations by the Field Supervisor).

Practicum Faculty Supervisor's Responsibilities:

1. To conduct weekly group supervision during practicum class on campus.
2. To offer the student supervision of recorded counseling sessions.
3. To communicate several times per semester with the Field Supervisor regarding the clinical ability of the student as determined through supervision.
4. To read all case notes turned in by the student.
5. To maintain a record of communications with the Field Supervisor.
6. To review all records of all practicum activity engaged in by the student.
7. To review the student evaluations from the Site Supervisor.
8. To assign a grade at the end of the semester based on the student's performance.
9. To provide on-call emergency supervision.

Field Supervisor:

The role of the Field Supervisor is to provide on-site supervision and coordination for the practicum

student and to coordinate the field experience with the Faculty Supervisor.

Field Supervisor's Responsibilities:

1. To organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients.
2. To help orient the student to the site.
3. To provide appropriate space for the student to meet with clients.
4. To monitor the practicum generally in order to determine that the student's needs and the client's needs are met.
5. To provide weekly one-hour individual supervision.
6. To communicate on a regular basis with the Faculty Supervisor about the student's progress, and immediately if there are any problems.
7. To provide the Faculty Supervisor with evaluation of the student's overall performance and professionalism during the practicum.
8. To be available to the student in case of emergency.

CN501 CLINICAL SKILLS AND PRACTICUM I

Course Pre-requisites: Work with Director of Field Education to secure a practicum site.

Course Description:

CN501: Clinical Skills and Practicum I provides students with a forum for integrating their classroom learning with their field experiences. The course introduces students to basic counseling skills as well as the intake interview and mental status exam; the class is largely devoted to learning and practicing these skills. Course content will also address, as needed, ethics, psychopathology, psychological theory, and the role of the self in counseling. In addition, students will be in the field for the first part of a practicum that requires a minimum total of 360 hours, with 90 hours of direct client services. During the first semester, students will be observing and having limited direct interaction with clients under supervision.

Course Goal:

The overarching goal of this course is to help students learn and begin to master skills essential to helping relationships and the competent practice of counseling and psychotherapy while having the opportunity to observe in a field setting. An additional goal is to provide a forum for discussing professional practice and development issues as they arise over the course of their training year.

Course Objectives:

1. Discuss and apply to their own experience and knowledge about the scope, limits, and ethical parameters of counseling and psychotherapeutic practice and the role of the professional mental health counselor.
2. Demonstrate comprehension of Clara Hill's three-stage helping skills model of effective helping and apply the skills in class and to their fieldwork experiences.
3. Give constructive and appropriate feedback to peers about clinical skills.
4. Demonstrate ability to critically evaluate their own performance in using helping skills

5. Demonstrate basic knowledge of essential clinical evaluative procedures, including an intake evaluation with a detailed social history and mental status exam.
6. Examine counseling practice from a bio-psychosocially informed perspective that takes into account issues of culture and diversity.
7. Demonstrate self-knowledge and insight regarding impact of self in personal, clinical, and professional contexts.

Course length: 15 weeks

Course Policy:

1. You will be covered by two liability policies:
 - a. The liability policy from William James College will cover you for the dates specified in your field placement contract. A copy of this policy will be available to you and to your field supervisor.
 - b. The individual liability policy that you are **required** to have and that is provided through your membership in the American Counseling Association or with an additional fee through the Massachusetts Mental Health Counselors Association. This individual liability insurance is a requirement from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. The Field Supervisor at your site provides the clinical and administrative supervision for your clinical work, as you are working under the license of that supervisor and the policies of that placement site. Client emergencies require you to seek immediate supervision from your Field Supervisor or covering on-site staff member from the facility.
3. Cases and clinical work discussed in class are confidential within an educational format to facilitate learning at William James College.

CACREP Standards

CACREP Standards as applied to CN501

Code	Standard	Assessment
	Counseling and Helping Relationships	
Sec2.F.5.a.	Theories and models of counseling	Class discussion/group supervision
Sec2.F.5.d.	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<i>Hill</i> <i>ch. 1: Introduction to Helping</i> <i>ch. 4: Cultural Awareness</i> Mock Session Reflection Papers Journals Field Supervisor Interim Evaluation of Practicum Student

Code	Standard	Assessment
Sec2.F.5.f.	<p>Counselor characteristics and behaviors that influence the counseling process</p> <p>KEY PERFORMANCE INDICATOR - K</p>	<p><i>Hill</i> <i>ch. 3: Self-Awareness</i></p> <p>KEY PERFORMANCE INDICATOR ASSESSMENTS: Mock Session Reflection Papers Journals PCPE</p>
Sec2.F.5.g.	<p>Essential interviewing, counseling, and case conceptualization skills</p> <p>KEY PERFORMANCE INDICATOR - S</p>	<p><i>Hill</i> <i>ch. 5: Overview of the Exploration Stage</i> <i>ch. 6: Skills for Providing Support</i> <i>ch. 7: Skills for Exploring Nonaffective Content, Thoughts, Narratives, and Stories</i> <i>ch. 8: Skills for Exploring Feelings</i> <i>ch. 9: Integrating the Skills of the Exploration Stage</i> <i>ch. 10: Overview of the Insight Stage</i> <i>ch. 11: Skills for Fostering Awareness</i> <i>ch. 12: Interpretive Skills</i> <i>ch. 13: Skills for Processing the Therapeutic Relationship</i> <i>ch. 14: Integrating the Skills of the Insight Stage</i> <i>ch. 18: Putting It All Together: Working With Clients in the Three-Stage Model</i></p> <p><i>Fontes, L. A. (2009). Considering culture in the clinical intake interview & report. In M. Leach & J. Aten (Eds.), Culture and the Therapeutic Process: A Guide for Mental Health Clinicians (pp. 37 – 64). New York: Taylor & Francis.</i></p> <p><i>Gehart, D.R. (2016). Process notes. In Case Documentation in Counseling & Psychotherapy: A Theory Informed, Competency Based Approach. Boston, MA: Cengage.</i></p> <p><i>Kurlowicz, L. & Wallace, M. (1999, January). The mini mental state examination. The Hartford Institute for Geriatric Nursing.</i></p> <p><i>Mears, G. (2009). Conducting an intake interview. In I. Marini & M.A. Stebnicki (Eds.). The Professional Counselor’s Desk</i></p>

Code	Standard	Assessment
		<p><i>Reference (pp. 127-134). New York, NY: Springer Publishing Co.</i></p> <p><i>Polanski, P.J. & Hinkle, S. (2000). The mental status examination: Its use by professional counselors. Journal of Counseling and Development, 78, 357-364.</i></p> <p>KEY PERFORMANCE INDICATOR ASSESSMENTS: Quizzes Mock Session Reflection Papers Journals Field Supervisor Interim Evaluation of Practicum Student PCPE</p>
Sec2.F.5.j.	Evidence based counseling strategies and techniques for prevention and intervention	<p><i>Hill</i> <i>ch. 1: Introduction to Helping</i> <i>ch. 15: Overview of the Action Stage</i> <i>ch. 16: Steps for Working with Four Action Tasks</i> <i>ch. 17: Integrating the Skills of the Action Stage</i></p> <p>Mock Session Reflection Papers Journals Field Supervisor Interim Evaluation of Practicum Student</p>
PROFESSIONAL PRACTICE		
Section 3.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Student will provide proof of coverage by the first day of classes.
Section 3.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Faculty Supervisor will review audio and video recordings of sessions, or summary of sessions as available. Field Supervisor will provide live supervision of activities such as intakes, individual and family therapy, and group counseling as applicable.
Section 3.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship. KEY PERFORMANCE INDICATOR – K and S	An Interim Evaluation will be completed by the Field Supervisor and reviewed by the Faculty Supervisor, that along with the performance in the weekly seminar will account for the course grade. KEY PERFORMANCE ASSESSMENT

Section 3.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.	This will be noted in the Field Supervisor Interim Evaluation of Practicum Student.
Section 3.E.	In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	If the student has the opportunity to co-lead or lead a group, this will be noted in the Interim Evaluation.
Section 3.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	The sum of this semester (CN501) and the second semester (CN502) of practicum will total 360 hours with a minimum of 30 weeks. This will be documented in the Time2Track log.
Section 3.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	Students will accrue a minimum of 90 hours of direct clinical contact with clients in the field. This will be documented in the Time2Track log.
Section 3.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum, provided by a counselor education program faculty member, or a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	Students receive an average of 1 hour of individual supervision per week with their Field Supervisor or a Contract Supervisor, who is in regular contact with the Faculty Supervisor. A Field Education Training Contract has been signed describing the responsibilities of the Field Supervisor, Faculty Supervisor and the student.
Section 3.M.	Practicum students participate in an average of 2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member.	Students meet with their Faculty Supervisor for 2 hours per week throughout the practicum. Additional group supervision may be provided at the field site by an approved site supervisor.
Section 3.R.	Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When individual supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.	Please see the Field Education Training Contract.

	Clinical Mental Health Counseling	
Sec5.C.2.a	Roles and settings of clinical mental health counselors	Journals
Sec5.C.2.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	Class discussion/group supervision
Sec5.C.2.j	Cultural factors relevant to clinical mental health counseling	Mock Session Reflection Papers Journals Field Supervisor Interim Evaluation of Practicum Student
Sec5.C.3.a	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<i>Mears, Kurlowicz, L. & Wallace, M. Polanski, P.J. & Hinkle, S. Gehart</i> Class discussion/group supervision Field Supervisor Interim Evaluation of Practicum Student
Sec5.C.3.b	techniques and interventions for prevention and treatment of a broad range of mental health issues	Class discussion/group supervision Journals Field Supervisor Interim Evaluation of Practicum Student
Sec5.C.3.e	Strategies to advocate for persons with mental health issues	Class discussion/group supervision Field Supervisor Interim Evaluation of Practicum Student

CN502 PRACTICUM II

Course Pre-requisites: CN501 Clinical Skills and Practicum I

Course Description:

The practicum experience intends to provide students with exposure to clients in mental health settings where more specific skills working with treatment populations can be practiced. Instruction occurs through substantive hands-on experience, and didactic and experiential training. This is the second of two courses that will total a minimum of 360 field hours at a mental health site. Students must attend a weekly 2-hour clinical seminar that will include a didactic component and group supervision. This group supervision is in addition to the group supervision provided by an approved supervisor on site. Students must have an approved site placement by the Director of Field Education prior to the add/drop date in order to be registered for the course. The didactic content will also address, as needed: ethics, psychopathology, counseling theory, and the role of self in counseling. The group supervision will help students deepen their clinical work with a particular focus on the therapeutic relationship, integrating

theory with intervention, considering an array of therapeutic tools while appreciating multicultural and individual differences, evidence-based practice, ethical standards and professionalism.

Course Goal:

The overarching goal of this course is to continue to help students learn and begin to master skills essential to helping relationships and the competent practice of counseling and psychotherapy while having the opportunity to observe and practice under supervision in a field setting. An additional goal is to provide a forum for discussing professional practice and development issues as they arise over the course of their training year.

Students will:

1. enhance basic skills essential for interviewing and helping as clinicians.
2. enhance skills in applying Hill’s three stage model of effective helping to their fieldwork experience.
3. learn more advanced skills by which to foster engagement, alliance and the therapeutic process.
4. learn, discuss, and apply knowledge regarding the scope, limits, and ethical parameters of counseling and psychotherapeutic practice, as well as the roles(s) of the professional mental health counselor.
5. examine counseling practice from a bio-psychosocially and spiritually informed perspective that takes into account issues of diversity and difference.
6. develop increased capacities for open and accurate self-evaluation and peer evaluation of their clinical interventions.
7. acquire information related to evidence-based practice in counseling, and explore integration of EBP into their work with practice “clients”.

Performance Criteria:

Students will:

1. structure a therapeutic session, including opening the session, engaging in fostering self-disclosure, managing transitions and interruptions, and closing the session.
2. demonstrate basic skills such as attending and listening, communicating empathy, clarification, reflection of feelings, summarizing, and appropriate questioning.
3. demonstrate the ability to assist client in clarification of feelings, thoughts, experiences, and communication.
4. demonstrate the ability to effectively respond to clients’ strong emotional expressions (e.g., anger, crying, suicidality, personal attraction, etc.)
5. demonstrate appropriate sensitivity to and respect for client diversity including racial, religious, ethnic, gender, disability, social class, age, and sexual orientation issues.
6. demonstrate therapeutic responses to silence and resistance.
7. demonstrate an understanding of professional therapeutic relationship and boundaries.
8. be able to identify basic legal, ethical, and professional issues involved in clinical interviewing.
9. become more objective in their self-evaluations and evaluation of peers.
10. demonstrate the ability to be self-reflective or self-monitoring during therapeutic interactions; to be aware of their own emotions, thoughts, experiences, and bodily reactions; and to be aware of personal biases and issues that may foster and/or inhibit therapeutic progress in the interview.

Course length: 15 weeks

Course Policy:

1. You will be covered by two liability policies:
 - a. The liability policy from William James College will cover you for the dates specified in your field placement contract. A copy of this policy will be available to you and to your field supervisor.
 - b. The individual liability policy that you are **required** to have and that is provided through your membership in the American Counseling Association. This is a requirement from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

2. The Field Supervisor at your site provides the clinical and administrative supervision for your clinical work, as you are working under the license of that supervisor and the policies of that placement site. Client emergencies require you to seek immediate supervision from your Field Supervisor or covering on-site staff member from the facility.

3. Cases and clinical work discussed in class are confidential within an educational format to facilitate learning at William James College.

CACREP Standards as applied to CN502

Code	Standard	Assessment
	Counseling and Helping Relationships	
Sec2.F.5.a.	Theories and models of counseling	Class discussion/group supervision
Sec2.F.5.d.	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<i>Yalom 6, 7, 10 (see attached Table of Contents)</i> Mock Session Case Presentation Journals Field Supervisor Final Evaluation of Practicum Student
Sec2.F.5.f.	Counselor characteristics and behaviors that influence the counseling process KEY PERFORMANCE INDICATOR - K	<i>Yalom 3, 8, 9, 11-13, 20, 25-32 (see attached Table of Contents)</i> KEY PERFORMANCE INDICATOR ASSESSMENTS: Mock Session Reflection Paper Journals Journals Reflection Paper PCPE
Sec2.F.5.g.	Essential interviewing, counseling, and case conceptualization skills KEY PERFORMANCE INDICATOR - S	<i>Yalom 1-85 (see attached Table of Contents)</i> <i>Morrison 16: Meeting Resistance</i>

Code	Standard	Assessment
		<p><i>Morrison 17: Special or Challenging Patient Behaviors and Issues</i> <i>Morrison 21: Troubleshooting Your Interview</i></p> <p>KEY PERFORMANCE INDICATOR ASSESSMENTS: Mock Session Case Presentation Journals Field Supervisor Final Evaluation of Practicum Student PCPE</p>
Sec2.F.5.j.	Evidence based counseling strategies and techniques for prevention and intervention	<p><i>Yalom 2 (see attached Table of Contents)</i></p> <p>Mock Session Case Presentation Journals Field Supervisor Final Evaluation of Practicum Student</p>
Sec2.F.5.l.	Suicide prevention models and strategies	<p><i>Fowler (2012)</i> <i>Morrison 9: Sensitive Subjects</i></p>
Sec2.F.5.m.	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<p><i>Myer et al. (2013)</i></p>
Section	PROFESSIONAL PRACTICE	
3.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Student will provide proof of coverage by the first day of classes.
Section 3.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Faculty Supervisor will review audio and video recordings of sessions, or summary of sessions as available. Field Supervisor will provide live supervision of activities such as intakes, individual and family therapy, and group counseling as applicable.
Section 3.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship. KEY PERFORMANCE INDICATOR – K and S	A Final Evaluation will be completed by the Field Supervisor and reviewed by the Faculty Supervisor, which along with the performance in the weekly seminar will account for the course grade. KEY PERFORMANCE ASSESSMENT

Section 3.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.	This will be noted in the Final Evaluation.
Section 3.E.	In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	If the student has the opportunity to co-lead or lead a group, this will be noted in the Final Evaluation.
Section 3.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	The sum of this semester (CN501) and the second semester (CN502) of practicum will total 360 hours with a minimum of 30 weeks. This will be documented in the Time2Track log.
Section 3.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	Students will accrue a minimum of 90 hours of direct clinical contact with clients in the field. This will be documented in the Time2Track log.
Section 3.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum, provided by a counselor education program faculty member, or a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	Students receive an average of 1 hour of individual supervision per week with their Field Supervisor or a Contract Supervisor, who is in regular contact with the Faculty Supervisor. A Field Education Training Contract has been signed describing the responsibilities of the Field Supervisor, Faculty Supervisor and the student.
Section 3.M.	Practicum students participate in an average of 2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member.	Students meet with their Faculty Supervisor for 2 hours per week throughout the practicum. Additional group supervision may be provided at the field site by an approved site supervisor.
Section 3.R.	Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When	Please see the Field Education Training Contract.

	individual supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.	
	Clinical Mental Health Counseling	
Sec5.C.2.a	Roles and settings of clinical mental health counselors	Journals Journals Reflection Paper
Sec5.C.2.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	Discussed during group supervision Case presentation
Sec5.C.2.h	Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Module in Canvas Quiz
Sec5.C.2.j	Cultural factors relevant to clinical mental health counseling	Mock Session Case Presentation Journals Field Supervisor Final Evaluation of Practicum Student
Sec5.C.3.a	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<i>Morrison 9, 16, 17, 21</i> Mock Session Case Presentation Field Supervisor Final Evaluation of Practicum Student
Sec5.C.3.b	Techniques and interventions for prevention and treatment of a broad range of mental health issues	<i>Yalom 1-85 (see attached Table of Contents)</i> Journals Field Supervisor Final Evaluation of Practicum Student
Sec5.C.3.e	Strategies to advocate for persons with mental health issues	Group discussion Individual supervision Field Supervisor Final Evaluation of Practicum Student

DURING PRACTICUM CLASS

Practicum requires a great deal of organization. There are numerous requirements in the form of paperwork throughout the semester. Some of these requirements are as follows:

Before Starting Practicum:

1. Submit proof of student liability insurance (may be obtained through ACA or MaMHCA) to the Faculty Supervisor on the first day of your weekly CN501 course if it has not been submitted already to the Field Education office. This is completed through the CN501 CANVAS page.

From the ACA website: In an effort to provide you with proof of your **“Evidence of Insurance,”** you must update your membership student program level status by logging on to the members-only section of the ACA website at counseling.org. Enter your username and password. Once logged in, select “Manage Membership,” then “Student Information (change),” and proceed to updating your student educational information; school name, graduation date and current program level (master’s, doctoral or other (unspecified)). If you do not know your username and password, or if you wish to update your profile by phone, please contact ACA Member Services at 800-347-6647, ext. 222/703-823-9800, ext. 222 (M-F, 8 am – 7 pm, ET).

Distribution of the “Evidence of Insurance” will be mailed to you once your current program level has been updated. You may also go to “My ACA” and click on the Proof of Liability Insurance tab and get the evidence of insurance there.

2. Complete the Field Education Training Contract with the Field Supervisor, including the training goals for the training year, through the SONIA Field Education software program. **Once the form is fully actioned (electronically signed by all parties), the student will provide a copy of the full document to all parties for their records (student and field supervisor will need to reference the learning goals to complete the interim and final evaluations).**

Weekly:

1. Document practicum hours and supervision in Time2Track online.
2. Attend weekly group supervision with the Faculty Supervisor.
3. Attend weekly individual supervision with the Field Supervisor.
4. Attend other required supervision and meetings at the field site.
5. Complete journal as required for your practicum course.

Additional Forms: For Recording Consent and Consent for Counseling Minors

1. Permission for Audio/Video Recording: distributed and signed by each client prior to the beginning of counseling at the field site (if permitted). This WJC form is in addition to the field site form.
2. Permission to counsel from parents: to be signed by the guardians of clients under the age of 16 at the field site (if applicable). This WJC form is in addition to the field site form.

End of Semester:

1. Student will receive feedback from the Field Supervisor through the review of the Field Supervisor Interim and Final Evaluation of Practicum Student, which the Field Supervisor submits electronically to WJC.
2. Student will complete the Student Evaluation of Field Site and Supervision at the end of the Spring semester.
3. Student will complete the Course Evaluation for CN501 (Fall semester) and CN502 (Spring semester).
4. Student will complete the Time2Track Activity Summary Form and provide it to their Field Supervisor for signature. Additionally, a Time2Track Activity Summary Form will be completed for the practicum group supervision to be signed by the Faculty Supervisor, and student. Both Time2Track summaries will be authorized and signed by the Director of Field Education. The student will keep the original documents and copies will be kept on file.

OTHER INFORMATION REGARDING PRACTICUM

1. **Site Visits/Communication with Site:** Within the first week of classes, an email/ telephone contact is initiated by the Faculty Supervisor. At this time, requirements for the course and the Field Supervisor's role are reviewed. Site visits are conducted within the department on an ongoing basis and/or when circumstances warrant such a visit.
2. **Field Education Training Contract: The Field Education Training Contract needs to be submitted before the student is permitted to begin working independently with clients in any capacity.** Students are responsible for collecting signatures and ensuring that the contract is submitted by 9/22/2023. The student will complete the Field Education Training Contract with the Field Supervisor, including the training goals for the training year, through the SONIA Field education software program. **Once the form is fully signed the student will provide copies to field site and faculty supervisors for their records (student and field site supervisor will need to reference the learning goals throughout the training year and to complete the interim and final evaluations).**

After submission, changes to your contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available in Sharepoint) and receiving approval from Mrs. Koen, the Director for Field Education.

3. **Audio Recording:** Audio recording of sessions with clients is encouraged in practicum, where the site allows for it. You must be able to play your recordings in supervision. Digital recorders with speakers provide the best clarity. It is the student's responsibility to ensure that recordings can be easily heard by supervisors.
4. **Practicum is not offered during the summer session.** This is due to the fact that acquiring the specified hours, as well as ensuring a beneficial learning experience is difficult within such a shortened time span. However, students who are matriculated in practicum in the spring

semester who need to continue hours after the semester will be enrolled in CN503 Extended Field Placement until they complete the required hours.

5. General Criteria for Appropriate Practicum Sites

- i. Sites must have a credentialed supervisor with an advanced degree in counseling or a related field who will assume responsibility as a Field Supervisor, has at least 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience, and who is also:
 - a. A Massachusetts Licensed Mental Health Counselor (LMHC);
 - b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
 - c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
 - d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
 - e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
 - f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)
- ii. Practicum training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
- iii. The site must provide ongoing weekly supervision.
- iv. Site must have a steady supply of clients who will be referred to the practicum student.
- v. Site must provide counseling space most of the time for the student to use for purposes of confidentiality.
- vi. Practicum students must be able to accumulate 90 hours of direct client contact over the span of two academic semesters.
- vii. Practicum students may be able to record sessions for clinical supervision purposes where permitted by the site and with appropriate client or guardian consent.

INTERNSHIP

CN601: Mental Health Counseling Internship I and CN602: Mental Health Counseling Internship II represent the culminating field experiences for students within the Counseling Department. According to the CACREP standards, students are required to complete at least 600 hours of supervised clinical experience. Of these 600 hours, 240 must be direct service. Direct service hours refer to those hours spent in direct contact with clients, either individually or in a group setting. Six hundred (600) hours translates to approximately 20-24 hours per week on site throughout the course of two semesters (30 weeks).

SECURING AN INTERNSHIP SITE

Securing a site for the internship experience should also be a collaborative effort. In November of each academic year, the Director of Field Education introduces the site search process to students seeking an internship placement for the next academic year. Students are granted access to an institutional database of internship sites (SONIA: MA CMHC Internship), asked to submit a list of five (5) sites to which they would like to apply, and given instructions for when and how to apply, as well as interview upon invitation. During this time, the Assistant Director of Field Education will make every effort to assist you in mapping a plan for securing a site that will fit your professional goals and circumstances. You must notify the Assistant Director of Field Education via email when you have secured a site, as well as the other sites where you interviewed, thanking them for the opportunity to interview there.

DURING INTERNSHIP CLASS

Internship requires a great deal of organization. There are numerous requirements in the form of paperwork throughout the semester. Some of these requirements are as follows:

Before Starting Internship:

1. Submit proof of student liability insurance (may be obtained through ACA or MaMHCA) to the Faculty Supervisor on the first day of your weekly CN601 course if it has not been submitted to the Field Education office.

From the ACA website: In an effort to provide you with proof of your **“Evidence of Insurance,”** you must update your membership student program level status by logging on to the members-only section of the ACA website at [counseling.org](https://www.counseling.org). Enter your username and password. Once logged in, select “Manage Membership,” then “Student Information (change),” and proceed to updating your student educational information; school name, graduation date and current program level (master’s, doctoral or other (unspecified)). If you do not know your username and password, or if you wish to update your profile by phone, please contact ACA Member Services at 800-347-6647, ext. 222/703-823-9800, ext. 222 (M-F, 8 am – 7 pm, ET).

Distribution of the “Evidence of Insurance” will be mailed to you once your current program level has been updated. You may also go to “My ACA” and click on the Proof of Liability Insurance tab and get the evidence of insurance there.

2. Complete the Field Education Training Contract with the Field Supervisor, including the training goals for the training year, and bring the original (signed by the Field Supervisor and by the student) to the Faculty Supervisor for their signature. The student will turn in the original contract to Ms. Thomas for her signature and review. **Once the form is fully signed, a final copy will be provided to the student who will then provide copies to field site and faculty supervisors for their records (student and field site supervisor will need to reference the learning goals throughout the training year and to complete the interim and final evaluations).**

Weekly:

1. Document internship hours and supervision in Time2Track online.
2. Attend weekly group supervision with the Faculty Supervisor.
3. Attend weekly individual supervision with the Field Supervisor.
4. Attend other required supervision and meetings at the field site.
5. Complete journal as required for your internship course.

Additional Forms: For Recording

1. Permission for Audio/Video Recording: distributed and signed by each client prior to the beginning of counseling at the field site. This WJC form is in addition to the field site form.
2. Permission to counsel from parents: to be signed by the guardians of clients under the age of 16 at the field site (if applicable). This WJC form is in addition to the field site form.

End of Each Semester:

1. Student will receive feedback from the Field Supervisor through the review of the Field Supervisor's Interim and Final Evaluation of Internship Student, which the Field Supervisor submits electronically to WJC.
2. Student will complete the Student Evaluation of Field Site and Supervision.
3. Student will complete the Course Evaluation for CN601 (Fall semester) and CN602 (Spring semester).
4. At the end of the Spring semester, the student will complete the Time2Track Activity Summary Form and provide it to their Field Supervisor for signature. The student will also complete the Time2Track Activity Summary for the group supervision hours in class to be signed by the Faculty Supervisor. Both of these summaries will be authorized and signed off on by the Assistant Director of Field Education.

INTERNSHIP ROLES/RESPONSIBILITIES

Internship involves the collaboration of a number of professionals in order to ensure a meaningful educational experience for the counseling students. The student, Faculty Supervisor, and Field Supervisor must each play a role in creating this experience. Listed below are the role/responsibilities of each of these individuals, as described by CACREP and endorsed by the William James College faculty.

The Student:

The role of internship students is to engage in an on-site clinical experience that results in the development and enhancement of professional counseling skills. It is expected that students will behave in a professional manner and will abide by the American Counseling Association and the American Mental Health Counselors Association's *Code of Ethics* at all times. Students must be considerate of the demands on the Field Supervisor and accommodate the needs of the site, as well as their learning needs.

Student's Responsibilities:

1. To commit at least 600 clock hours to a site, including **240 hours spent in direct service**. Direct service hours are those in which the student is working directly with individuals, families, or groups, and in the milieu offering counseling. The remaining 360 hours can be devoted to indirect service include all other relevant professional activities on-site, including listening to recordings and record-keeping. Examples of appropriate activities are in-service training, participation in staff meetings, educational activities on site, preventive interventions, consultation, observation, supervision (individual and group), and readings, among others.
2. To arrange a weekly, one-hour individual supervision schedule with the Field Supervisor that meets the needs of both the student and the site.
3. To attend the weekly internship class that provides group supervision on campus by the Faculty Supervisor.
4. To write case notes on all clients and complete all other paperwork connected to internship.
5. To meet all other course requirements.
6. To meet any additional requirements as determined by the Field Supervisor (e.g., onsite group supervision).

Assistant Director of Field Education:

The role of the Assistant Director of Field Education is to facilitate field placements and assist in communication among students, Faculty Supervisors, and Field Supervisors.

Assistant Director of Field Education Responsibilities:

1. To meet with students in November prior to their enrollment in the internship course for the following academic year to provide orientation about the internship search and application process.
2. To provide guidance and support during the preparation of materials and throughout the field site search.
3. To investigate all potential sites to determine their appropriateness for internship.
4. To make site visits prior to the establishment of a new training site, and as necessary and/or feasible thereafter.
5. To follow up with any special circumstances regarding internship sites and/or students.
6. To make necessary communications to the Field Supervisors and Faculty Supervisors regarding

such circumstances.

Mental Health Counseling Internship I and II Instructor/Faculty Supervisor:

The role of the Faculty Supervisor during internship is to coordinate the internship class (the group supervision portion of the internship experience). In addition, the Faculty Supervisor maintains communication with the Field Supervisors.

Mental Health Counseling Internship I and II Instructor/Faculty Supervisor's Responsibilities:

1. To conduct weekly group supervision during internship class on campus.
2. To offer the student supervision of recorded counseling sessions.
3. To communicate several times per semester with the Field Supervisor regarding the clinical ability of the student as determined through supervision.
4. To read all case notes turned in by the student.
5. To maintain a record of communications with the Field Supervisor.
6. To review all records of all internship activity engaged in by the student.
7. To review the student evaluations from the Site Supervisor.
8. To assign a grade at the end of the semester based on the student's performance.
9. To provide on-call emergency supervision.

The Field Supervisor:

The role of the Field Supervisor is to provide on-site supervision and coordination for the internship student and to coordinate the field experience with the Faculty Supervisor.

Field Supervisor's Responsibilities:

1. To organize the internship experience and assure that the student will have an opportunity to work with appropriate clients.
2. To help orient the student to the site.
3. To provide appropriate space for the student to meet with clients.
4. To monitor the internship generally in order to determine that the student's needs and the client's needs are met.
5. To provide weekly one-hour individual supervision.
6. To communicate on a regular basis with the Faculty Supervisor about the student's progress, and immediately if there are any problems.
7. To provide the Faculty Supervisor with evaluation of the student's overall performance and professionalism during the internship.
8. To be available to the student in case of emergency.

OTHER INFORMATION REGARDING INTERNSHIP

1. **Site Visits/Communication with Site:** Within the first week of classes, an email/ telephone contact is initiated by the Faculty Supervisor. At this time, requirements for the course and the

Field Supervisor's role are reviewed. Site visits are conducted within the department on an ongoing basis and/or when circumstances warrant such a visit.

2. **Field Education Training Contract: The Field Education Training Contract needs to be submitted before the student is permitted to begin working independently with clients in any capacity.** Students are responsible for collecting signatures and ensuring that the contract is submitted by 9/22/2023. The student will complete the Field Education Training Contract with the Field Supervisor, including the training goals for the training year, and bring the original (signed by the Field Supervisor and by the student) to the Faculty Supervisor for their signature. The student will then submit the contract to Ms. Thomas for her review and signature. **Once the form is signed, a final copy will be provided to the student who will then provide copies to field site and faculty supervisors for their records (student and field site supervisor will need to reference the learning goals throughout the training year and to complete the interim and final evaluations).** After submission, changes to your contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available in Sharepoint) and receiving approval from Mrs. Koen, the Director for Field Education.
3. **Audio Recording:** Audio recording of sessions with clients is encouraged in internship, where the site allows for it. You must be able to play your recordings in supervision. Digital recorders with speakers provide the best clarity. It is the student's responsibility to ensure that recordings can be easily heard by supervisors.
4. **Internship is not offered during the summer.** This is due to the fact that acquiring the specified hours, as well as ensuring a beneficial learning experience is difficult within such a shortened time span. Graduating students who have not finished their internship hours by the end of May, will be allowed to walk in the commencement ceremony, but will have to be enrolled in CN603 Extended Field Placement for the summer session and will receive their degree and diploma at the end of August.
5. **General Criteria for Appropriate Internship Sites**
 - i. The site must have a credentialed supervisor with an advanced degree in counseling or a related field who will assume responsibility as a Field Supervisor, has at least 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience, and who is also:
 - a. A Massachusetts Licensed Mental Health Counselor (LMHC);
 - b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
 - c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
 - d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
 - e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
 - f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry;

- g. or where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)
- ii. Internship training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
- iii. The site must provide ongoing weekly supervision.
- iv. The site must have a steady supply of clients who will be referred to the internship student.
- v. The site must provide counseling space most of the time for the student to use for purposes of confidentiality.
- vi. Internship students must be able to accumulate 240 hours of direct client contact over the span of two academic semesters.
- vii. Internship students may be able to record sessions for clinical supervision purposes where permitted by the site and with appropriate client or guardian consent.

CN601 Mental Health Counseling Internship I

Course Pre-requisites: CN501 Clinical Skills and Practicum I and CN502 Practicum II

Course Description:

The internship experience intends to provide students with exposure to clients in mental health settings where more specific skills working with treatment populations can be practiced. Instruction occurs through substantive hands-on experience, and didactic and experiential training. This is the first of two courses that will total a minimum of 600 field hours at a mental health site. Students must attend a weekly 2-hour clinical seminar that will include a didactic component and group supervision. This group supervision is in addition to the group supervision provided by an approved supervisor on site. Students must have an approved site placement by the Director of Field Education prior to the add/drop date in order to be registered for the course. The seminar component will help students deepen their clinical work with a particular focus on the therapeutic relationship, integrating theory with intervention, considering an array of therapeutic tools while appreciating multicultural and individual differences, evidence-based practice, ethical standards and professionalism.

Course length: 15 weeks **Contact Hours:** 30 Hours in class **Credit Value:** 4.0

Course Policy:

1. You will be covered by two liability policies:
 - a. The liability policy from William James College will cover you for the dates specified in your field placement contract. A copy of this policy will be available to you and to your field supervisor.
 - b. The individual liability policy that you are **required** to have and that is provided through your membership in the American Counseling Association. This is a requirement from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

2. The Field Supervisor at your site provides the clinical and administrative supervision for your clinical work, as you are working under the license of that supervisor and the policies of that placement site. Client emergencies require you to seek immediate supervision from your Field Supervisor or covering on-site staff member from the facility.
3. Cases and clinical work discussed in class are confidential within an educational format to facilitate learning at William James College

CACREP Standards as applied to CN601

Code	Standard	Assessment
	Counseling and Helping Relationships	
Sec2.F.5.a.	Theories and models of counseling	Discussed during case presentations Case presentation
Sec2.F.5.b.	A systems approach to conceptualizing clients	Discussed during case presentations Case presentation
Sec2.F.5.d.	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Discussed during case presentations Case presentation Journals Field Supervisor Interim Evaluation of Internship Student
Sec2.F.5.f.	Counselor characteristics and behaviors that influence the counseling process KEY PERFORMANCE INDICATOR - K	Discussed during group supervision KEY PERFORMANCE INDICATOR ASSESSMENTS: Journals Case presentation PCPE
Sec2.F.5.g.	Essential interviewing, counseling, and case conceptualization skills KEY PERFORMANCE INDICATOR - S	Discussed during group supervision KEY PERFORMANCE INDICATOR ASSESSMENTS: Case Presentation Journals Field Supervisor Interim Evaluation of Internship Student PCPE
Sec2.F.5.h.	Developmentally relevant counseling treatment or intervention plans	Discussed during group supervision Case presentation Field Supervisor Interim Evaluation of Internship Student
Sec2.F.5.i.	Development of measurable outcomes for clients	Discussed during group supervision

Code	Standard	Assessment
		Case Presentation
Sec2.F.5.j.	Evidence based counseling strategies and techniques for prevention and intervention	Discussed during group supervision Case Presentation Journals Field Supervisor Interim Evaluation of Internship Student
Sec2.F.5.l.	Suicide prevention models and strategies	Discussed during group supervision Field Supervisor Interim Evaluation of Internship Student
Sec2.F.5.m.	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Discussed during group supervision Field Supervisor Interim Evaluation of Internship Student
Sec2.F.5.n.	Processes for aiding students in developing a personal model of counseling	Discussed during group supervision Case presentation
	PROFESSIONAL PRACTICE	
Section 3.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Student will provide proof of coverage by the first day of classes.
Section 3.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Faculty Supervisor will review audio and video recordings of sessions, or summary of sessions as available. Field Supervisor will provide live supervision of activities such as intakes, individual and family therapy, and group counseling as applicable.
Section 3.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship. KEY PERFORMANCE INDICATOR – K and S	An Interim Evaluation will be completed by the Field Supervisor and reviewed by the Faculty Supervisor, which along with the performance in the weekly seminar will account for the course grade. KEY PERFORMANCE ASSESSMENT
Section 3.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.	This will be noted in the Field Supervisor Interim Evaluation of Internship Student.

Code	Standard	Assessment
Section 3.E.	In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	If the student has the opportunity to co-lead or lead a group, this will be noted in the Interim Evaluation.
Section 3.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	The sum of this semester (CN601) and the second semester (CN602) of internship will total 600 hours with a minimum of 30 weeks. This will be documented in the Time2Track log.
Section 3.K.	Internship students complete at least 240 clock hours of direct service.	Students will accrue a minimum of 240 hours of direct clinical contact with clients in the field. This will be documented in the Time2Track log.
Section 3.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by a site supervisor, a counselor education program faculty, or a student supervisor who is under supervision of a counselor education program faculty member.	Students receive an average of 1 hour of individual supervision per week with their Field Supervisor or a Contract Supervisor, who is in regular contact with the Faculty Supervisor. A Field Education Training Contract has been signed describing the responsibilities of the Field Supervisor, Faculty Supervisor and the student.
Section 3.M.	Internship students participate in an average of 2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member.	Students meet with their Faculty Supervisor for 2 hours per week throughout the internship. Additional group supervision may be provided at the field site by an approved site supervisor.
Section 3.R.	Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When individual supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.	Please see the Field Education Training Contract.
	Clinical Mental Health Counseling	

Code	Standard	Assessment
Sec5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Discussed during group supervision Case presentation
Sec5.C.2.a	Roles and settings of clinical mental health counselors	Discussed during group supervision Journals
Sec5.C.2.c	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling networks	Discussed during group supervision Case presentation
Sec5.C.2.d	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	Discussed during group supervision Case presentation
Sec5.C.2.f	Impact of crisis and trauma on individuals with mental health diagnoses	Discussed during group supervision Case presentation
Sec5.C.2.i	Legislation and government policy relevant to clinical mental health counseling	Discussed during group supervision Case Presentation
Sec5.C.2.j	Cultural factors relevant to clinical mental health counseling	Discussed during group supervision Case Presentation Journals Field Supervisor Interim Evaluation of Internship Student
Sec5.C.2.m	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Discussed during group supervision Case Presentation Field Supervisor Interim Evaluation of Internship Student
Sec5.C.3.a	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for	Discussed during group supervision Case Presentation

Code	Standard	Assessment
	treatment planning and caseload management	Field Supervisor Interim Evaluation of Internship Student
Sec5.C.3.b	Techniques and interventions for prevention and treatment of a broad range of mental health issues	Discussed during group supervision Journals Field Supervisor Interim Evaluation of Internship Student
Sec5.C.3.e	Strategies to advocate for persons with mental health issues	Group discussion Individual supervision Field Supervisor Interim Evaluation of Internship Student

CN602 Mental Health Counseling Internship II

Course Pre-requisites: CN601 Mental Health Counseling Internship I

Course Description:

The internship experience intends to provide students with exposure to clients in mental health settings where more specific skills working with treatment populations can be practiced. Instruction occurs through substantive hands-on experience, and didactic and experiential training. This is the second of two courses that will total a minimum of 600 field hours at a mental health site. Students must attend a weekly 2-hour clinical seminar that will include a didactic component and group supervision. This group supervision is in addition to the group supervision provided by an approved supervisor on site. Students must have an approved site placement by the Director of Field Education prior to the add/drop date in order to be registered for the course. The seminar component will help students deepen their clinical work with a particular focus on the therapeutic relationship, integrating theory with intervention, considering an array of therapeutic tools while appreciating multicultural and individual differences, evidence-based practice, ethical standards and professionalism.

Course length: 15 weeks **Contact Hours:** 30 Hours in class **Credit Value:** 4.0

Course Policy:

1. You will be covered by two liability policies:
 - a. The liability policy from William James College will cover you for the dates specified in your field placement contract. A copy of this policy will be available to you and to your field supervisor.
 - b. The individual liability policy that you are **required** to have and that is provided through your membership in the American Counseling Association. This is a requirement from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. The Field Supervisor at your site provides the clinical and administrative supervision for your clinical work, as you are working under the license of that supervisor and the policies of that

placement site. Client emergencies require you to seek immediate supervision from your Field Supervisor or covering on-site staff member from the facility

3. Cases and clinical work discussed in class are confidential within an educational format to facilitate learning at William James College.

CACREP Standards as applied to CN602

Code	Standard	Assessment
	Counseling and Helping Relationships	
Sec2.F.5.a.	Theories and models of counseling	Discussed during case presentations Case presentation
Sec2.F.5.b.	A systems approach to conceptualizing clients	Discussed during case presentations Case presentation
Sec2.F.5.d.	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Discussed during case presentations Case presentation Journals Field Supervisor Final Evaluation of Internship Student
Sec2.F.5.f.	Counselor characteristics and behaviors that influence the counseling process KEY PERFORMANCE INDICATOR	Discussed during group supervision KEY PERFORMANCE INDICATOR ASSESSMENTS: Journals Journals Reflection Paper Case presentation PCPE
Sec2.F.5.g.	Essential interviewing, counseling, and case conceptualization skills KEY PERFORMANCE INDICATOR	Discussed during group supervision KEY PERFORMANCE INDICATOR ASSESSMENTS: Case Presentation Journals Field Supervisor Final Evaluation of Internship Student PCPE
Sec2.F.5.h.	Developmentally relevant counseling treatment or intervention plans	Discussed during group supervision Case presentation Field Supervisor Final Evaluation of Internship Student
Sec2.F.5.i.	Development of measurable outcomes for clients	Discussed during group supervision

Code	Standard	Assessment
		Case Presentation
Sec2.F.5.j.	Evidence based counseling strategies and techniques for prevention and intervention	Discussed during group supervision Case Presentation Journals Field Supervisor Final Evaluation of Internship Student
Sec2.F.5.l.	Suicide prevention models and strategies	Discussed during group supervision Field Supervisor Final Evaluation of Internship Student
Sec2.F.5.m.	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Discussed during group supervision Field Supervisor Final Evaluation of Internship Student
Sec2.F.5.n.	Processes for aiding students in developing a personal model of counseling	Discussed during group supervision Case presentation Journals Reflection Paper
	PROFESSIONAL PRACTICE	
Section 3.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Student will provide proof of coverage by the first day of classes.
Section 3.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Faculty Supervisor will review audio and video recordings of sessions, or summary of sessions as available. Field Supervisor will provide live supervision of activities such as intakes, individual and family therapy, and group counseling as applicable.
Section 3.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship. KEY PERFORMANCE INDICATOR – K and S	A Field Supervisor Final Evaluation of Internship Student will be completed by the Field Supervisor and reviewed by the Faculty Supervisor, which along with the performance in the weekly seminar will account for the course grade. KEY PERFORMANCE ASSESSMENT
Section 3.D.	Students have the opportunity to become familiar with a variety of professional activities and resources,	This will be noted in the Field Supervisor Final Evaluation of Internship Student.

Code	Standard	Assessment
	including technological resources, during their internship.	
Section 3.E.	In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	If the student has the opportunity to co-lead or lead a group, this will be noted in the Final Evaluation.
Section 3.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	The sum of this semester (CN601) and the second semester (CN602) of internship will total 600 hours with a minimum of 30 weeks. This will be documented in the Time2Track log.
Section 3.K.	Internship students complete at least 240 clock hours of direct service.	Students will accrue a minimum of 240 hours of direct clinical contact with clients in the field. This will be documented in the Time2Track log.
Section 3.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by a site supervisor, a counselor education program faculty, or a student supervisor who is under supervision of a counselor education program faculty member.	Students receive an average of 1 hour of individual supervision per week with their Field Supervisor or a Contract Supervisor, who is in regular contact with the Faculty Supervisor. A Field Education Training Contract has been signed describing the responsibilities of the Field Supervisor, Faculty Supervisor and the student.
Section 3.M.	Internship students participate in an average of 2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member.	Students meet with their Faculty Supervisor for 2 hours per week throughout the internship. Additional group supervision may be provided at the field site by an approved site supervisor.
Section 3.R.	Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When individual supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.	Please see the Field Education Training Contract.

Code	Standard	Assessment
	Clinical Mental Health Counseling	
Sec5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Discussed during group supervision Case presentation
Sec5.C.2.a	Roles and settings of clinical mental health counselors	Discussed during group supervision Journals Journals Reflection Paper
Sec5.C.2.d	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	Discussed during group supervision Case presentation
Sec5.C.2.f	Impact of crisis and trauma on individuals with mental health diagnoses	Discussed during group supervision Case presentation
Sec5.C.2.i	Legislation and government policy relevant to clinical mental health counseling	Discussed during group supervision Case Presentation
Sec5.C.2.j	Cultural factors relevant to clinical mental health counseling	Discussed during group supervision Case Presentation Journals Field Supervisor Final Evaluation of Internship Student
Sec5.C.2.m	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Discussed during group supervision Case Presentation Field Supervisor Final Evaluation of Internship Student
Sec5.C.3.a	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Discussed during group supervision Case Presentation Field Supervisor Final Evaluation of Internship Student
Sec5.C.3.b	Techniques and interventions for prevention and treatment of a broad range of mental health issues	Discussed during group supervision Journals

Code	Standard	Assessment
		Field Supervisor Final Evaluation of Internship Student
Sec5.C.3.e	Strategies to advocate for persons with mental health issues	Group discussion Individual supervision Field Supervisor Final Evaluation of Internship Student

GUIDELINES FOR COMPLETING PAPERWORK

- 1) **2023-2024 Field Education Training Contract** – This form formalizes a training relationship between you and your practicum or internship site. **The form is due by Friday, 09/22/23.** When completing this form, please be mindful of the following:
 - a) Complete this key document in collaboration with your field site supervisor during the first two weeks at your field site placement.
 - b) Pay particular attention to start and end dates on the contract to ensure a minimum of 30 weeks of training in addition to 2 weeks of vacation (i.e., a minimum of 32 weeks between the start and end dates). **The earliest recommended start date you may specify is Monday, 8/28/2023, and the earliest end date you may specify is Friday, 05/3/2024.** Typically, students complete practicum placements sometime in May or June. Internship placements have to end in May in order to graduate in June. **The latest date for internship in order to graduate in June will be 5/24/2024.**
 - c) It is critical that your supervisor’s name, degree, and email address are recorded accurately on the form. **Primary Supervisor’s MUST be 3 years post license.**
 - d) **You are required to have this contract completed with and signed by your primary supervisor (i.e., licensed mental health professional at your training site), and submitted to William James College BEFORE you are permitted to begin seeing clients independently.**
 - e) By completing and signing the contract, you are stating that you have registered with Time2Track and that you will be using this tool throughout the training year.
 - f) After submission, changes to your contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available in Sharepoint) and receiving approval from Mrs. Koen, the Director for Field Education.
 - g) Please consult with your site supervisor when developing the learning goals for your contract. Each goal should begin with an action verb, and should be concrete and measurable. Please refer to the document, “Examples – Field Education Contract Learning Goals (2023-2024),” which is available on SHAREPOINT, on your Canvas page for your seminar course and also in the Appendix of this handbook, for examples of appropriately-written goals.
 - h) **Once the form is completed and signed by the student and Field Supervisor and Faculty Supervisor, the student must submit the contract to Ms. Thomas for her review and signature. Once the form is signed, a final copy will be provided to the student who will then provide copies to field site and faculty supervisors for their records (student and field site supervisor will need to reference the learning goals throughout the training year and to complete the interim and final evaluations).**

- i) If the form is incomplete when it is submitted, it will be returned to you. If, for some reason, you are not able to submit the form by the deadline, please notify your Faculty Supervisor, and Mrs. Koen, (Melissa.Koen@williamjames.edu), in advance. In the subject line of the email, please put “2023-2024 Field Education Training Contract – [LAST NAME].”
- 2) You have to provide a copy of the **individual liability policy** that you are **required** to have and that is provided through your membership in the American Counseling Association or with an additional fee, through the Massachusetts Mental Health Counselors Association. Please provide a copy of this document to your faculty supervisor in your seminar, who will pass it along to the Field Education Office. **This is due on the first day of your seminar class.**

From the ACA website: In an effort to provide you with proof of your “Evidence of Insurance,” you must update your membership student program level status by logging on to the members-only section of the ACA website at counseling.org. Enter your username and password. Once logged in, select “Manage Membership,” then “Student Information (change),” and proceed to updating your student educational information; school name, graduation date and current program level (master’s, doctoral or other (unspecified)). If you do not know your username and password, or if you wish to update your profile by phone, please contact ACA Member Services at 800-347-6647, ext. 222/703-823-9800, ext. 222 (M-F, 8 am – 7 pm, ET). Distribution of the “Evidence of Insurance” will be mailed to you once your current program level has been updated. You may also go to “My ACA” and click on the Proof of Liability Insurance tab and get the evidence of insurance there.

- 3) **Interim and Final Evaluations** – These forms provide your supervisor with an opportunity to evaluate your field experience and performance during the fall and spring semesters. The fall semester is from 08/28/2023 to 12/15/2023 and the spring semester is from 01/08/2024 until you finish your field experience. You will be evaluated in each of the seven counseling competency areas and on your progress toward the learning goals specified on your 2023-2024 Field Education Training Contract. The evaluation will be shared with the student’s Faculty Supervisor. **This form is due on Thursday, 12/08/2023 for the Interim Evaluation and on 05/3/2024 for the Final Evaluation.** **IMPORTANT:** Please review this document, which is available through your course Canvas page, and share it with your site supervisor at your first supervision meeting, so you and he/she understand the evaluation criteria at the outset. It is your responsibility to provide your supervisor with this information. Please note that the actual evaluation will be sent electronically to site supervisors.
- 4) **Time2Track Activity Summary** – **You are required to track your hours on a weekly basis throughout the training year.** We monitor compliance with this requirement several times during the training year and your Faculty Supervisor will be notified if you are not keeping track of your hours. This may have a negative impact on your grade. At the end of the first semester, the Time2Track documentation should reflect the hours accrued through Monday, 12/18/2023.
- 5) **Documentation Instructions:** Please be aware of the following guideline for correcting errors in official documents (i.e., 2023-2024 Field Education Training Contract, Interim Evaluation).
 - a) When you submit any official documents with text that is obscured or text that is whited-out, we cannot tell whether the document was altered after it was signed by you and the supervisor(s). As such, documents with these deficiencies will be returned to you to be corrected.
 - b) Please note that the following are unacceptable:
 - i. Information that is crossed off by either a line or attempting to obscure the information in its entirety;

- ii. Information that is covered with “white-out” and then other information is written on top.
- c) Draw a single line over the mistaken information, and then put your initials (and everyone signing the document needs to initial it) next to it and date it. Then write the correct information.

GUIDELINES FOR DOCUMENTING CLINICAL HOURS

Practicum and Internship students must complete Time2Track on a weekly basis and have it signed by their Field Supervisor at the end of the Spring semester. Here are the guidelines for documenting clinical hours:

1. Direct, face-to-face clinical contact with individuals, families, or groups counts toward the 90-hour clinical requirement for Practicum and 240-hour clinical requirement for Internship. The following are the LMHC Board (MA) definitions that apply (please refer to <http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-200.html#2.02>)
 - Direct Client Contact Experience. Direct, face-to-face, clinical Mental Health Counseling experience with a range of individuals, groups, couples, or families at Clinical Field Experience Sites that conforms to the Mental Health Counseling scope of practice as defined in 262 CMR 2.02: Mental Health Counseling. Such experience does not include vocational guidance services, academic school guidance counseling, industrial or organizational consulting services, teaching or conducting research.
 - Mental Health Counseling. The rendering of professional services to individuals, families or groups for compensation, monetary or otherwise. These professional services include: applying the principles, methods, and theories of counseling, human development, learning theory, group and family dynamics, the etiology of mental illness and dysfunctional behavior and psychotherapeutic techniques to define goals and develop a treatment plan of action aimed toward the prevention, treatment and resolution of mental and emotional dysfunction and intra or interpersonal disorders to all persons irrespective of diagnosis. The practice of Mental Health Counseling includes, but is not limited to, assessment, diagnosis and treatment, counseling and psychotherapy, of a nonmedical nature of mental and emotional disorders, psychoeducational techniques aimed at prevention of such disorders, and consultation to individuals, couples, families, groups, organizations and communities.
2. An hour of client contact equals 45-50 minutes.
3. Contact with clients other than counseling includes any activity that involves working with a client but is not counseling per se. Examples of such contact would include attending court with a client, or attending an Individualized Educational Planning (IEP) meeting.
4. Staff meetings that you attend at your agency or school can be included in indirect service hours. Report writing, listening to recordings, and other administrative duties are also considered indirect.

5. Professional development includes attending workshops or other learning activities that enhance one's ability to provide service. Include a description of any workshop attended.
6. Your practicum and internship classes count as group supervision, for a maximum of 30 hours each semester. You can only count those classes you attended.

APPENDICES

SECURING A PRACTICUM SITE

It is now time to begin the site search process for your first field placement, which will lead to your eventual acceptance at a practicum site. Your practicum placement will begin during or shortly after the first week of classes in late-August/early-September.

Please begin your placement work with us by viewing a PowerPoint presentation, which can be found on the college website at the following link: [CMHC Incoming Student PowerPoint](#)

Please concentrate on the first **eight** brief presentations that provide an overview of field training, the site search process, and recommendations related to preparing your application packet. Specific information is provided relative to your resume, cover letter, and letters of recommendation. Please also refer to the attached guidelines and samples for completing your resume and cover letter.

After viewing the presentation, at your earliest convenience, please submit the following information through SONIA):

- **Field Education Survey** (click link below to access your survey)
- **Resume (in Microsoft Word)**; upload to the document section in Sonia
- **Cover letter (in Microsoft Word)**; upload to the document section in Sonia

Please pay special attention to presentation #8 concerning your letters of recommendation.

After we have received, reviewed, and provided feedback on your resume and cover letter, we will send you instructions for scheduling your individual phone appointment.

In preparation for the individual phone appointment, review presentation #9. During this individual phone appointment, we will identify potential practicum-level training opportunities.

During the week following your phone appointment, you will learn more about the sites to which you intend to apply, create individual cover letters for each application, and then submit your applications.

Please begin by:

1. Listening to the initial set (1-8) of PowerPoint presentations
2. Uploading your field education survey, resume, and sample cover letter in Microsoft Word to the Sonia portal.

We look forward to hearing from you and to discussing the clinical component of your education. In closing, I would like to welcome you again to the William James College community.

Warmly,

Melissa Koen, M.S., LMHC
Director of Field Education

COVER LETTER AND RESUME EDITS

Edits and Track Changes Function

- Edits will be made to your documents using the Track Changes function in Microsoft Word.
- When the Track Changes feature is turned on, changes made to the document are highlighted in red and balloons may appear on the right hand side of the document.
- Track Changes provides the option to accept or reject changes. If changes have been made, please accept them. To do this:
 - Go to Review tab
 - Select “Accept” to incorporate the change
 - Selecting “Reviewing Pane” will open a panel that lists all changes, for easier viewing/access. Or, you can use the “Previous” and “Next” buttons to scroll through changes
- Sometimes feedback will also be provided through comment balloons, which will show up in the right hand margin of the document. Please incorporate this feedback and delete the balloons by right clicking on them and selecting “Delete Comment.”
- Edits and comments will not show up if the document is being viewed on a tablet or smartphone. Please make sure to open the edited documents on your computer in order to see the edits.

**WILLINGNESS TO PARTICIPATE AS A WILLIAM JAMES COLLEGE FIELD SITE
FOR THE 2023-2024 ACADEMIC YEAR**

Site Information		
Site Name:		
Address:		
City:	State:	Zip:
Main Phone # of site:	Main Fax # of site:	
Site URL:		
Director of Training:		
Phone:	E-Mail:	Fax #:
Contact Person:		
Phone:	E-Mail:	Fax #:

Please indicate at what year level (s) you would consider training Interns:	
Year 1 – Practicum - A minimum of 360 hours (12 hours per week) from September through May. First-year students require 90 hours of direct client contact and 30 hours of supervision (individual/group combined)	
How many Year 1 students would you consider?	#
Year 2 – Internship - A minimum of 600 hours (20 hours per week) from September through May. Second-year students require 240 hours of direct client contact and 45 hours of supervision (individual/group combined)	
How many Year 2 interns would you consider?	#
Please indicate the time commitment you require of trainees:	
Year 1 – Practicum	
12 Hours/week, beginning (date)	(MM/DD/YR) & ending (date) (MM/DD/YR)
Year 2 – Internship	
20 Hours/week, beginning (date)	(MM/DD/YR) & ending (date) (MM/DD/YR)
Please indicate the amount of stipend/salary . \$ Per placement year.	

Application Criteria		
1. Is there an application deadline?	Yes <input type="checkbox"/> (MM/DD/YR)	No <input type="checkbox"/>
2. Please describe the application procedure & include a copy of any application forms or specific instructions you require of applicants.		
3. Are there specific skills or requirements that the students should have before considering this field placement (such as individual therapy, DBT, etc.)?		
4. Other considerations, comments or questions?		

FIELD SITE CHARACTERISTICS				
1. Orientation of Site:				
Psychodynamic	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Behavioral	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Systems	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Eclectic	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If Other, Please Describe	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
2. Type of Site: Please place a check mark <i>to the right</i> of all of the characteristics that describe your site.				
Hospital <input type="checkbox"/>	Clinic <input type="checkbox"/>	School <input type="checkbox"/>	HMO <input type="checkbox"/>	Business <input type="checkbox"/>
Urban <input type="checkbox"/>	Rural <input type="checkbox"/>	Residential <input type="checkbox"/>	College <input type="checkbox"/>	Rehabilitation <input type="checkbox"/>
Partial Hospitalization <input type="checkbox"/>	Supervisors of racial/ethnic diversity available <input type="checkbox"/>	Day Tx Program <input type="checkbox"/>		
Home Based <input type="checkbox"/>	Community Mental Health Center <input type="checkbox"/>	Other <input type="checkbox"/>	If other, please describe:	
3. Training Opportunities: Please place a checkmark to the right of all categories that describe your site.				
Age Range		Modality		
Children <input type="checkbox"/>	Adolescents <input type="checkbox"/>	Individuals <input type="checkbox"/>		
Adults <input type="checkbox"/>	Geriatrics <input type="checkbox"/>	Couples <input type="checkbox"/>		
		Families <input type="checkbox"/>		
		Groups <input type="checkbox"/>		

4. Services Provided – Please place a checkmark to the right of all of the services you provide.		
A.D.H.D. <input type="checkbox"/>	Divorce/Custody <input type="checkbox"/>	Infant/pre-school <input type="checkbox"/>
Adoption/Infertility <input type="checkbox"/>	Expressive Arts <input type="checkbox"/>	Rehabilitation <input type="checkbox"/>

Affective Disorders	<input type="checkbox"/>	Forensic	<input type="checkbox"/>	Substance Abuse	<input type="checkbox"/>
Anxiety Disorders	<input type="checkbox"/>	GLBTQ	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
ABA	<input type="checkbox"/>	Health Psychology	<input type="checkbox"/>	Trauma/PTSD	<input type="checkbox"/>
Family Counseling	<input type="checkbox"/>	Major Mental Illness	<input type="checkbox"/>	Women's Issues	<input type="checkbox"/>
Crisis Intervention	<input type="checkbox"/>	Milieu Therapy/School	<input type="checkbox"/>	Veterans	<input type="checkbox"/>
Couples Therapy	<input type="checkbox"/>	Multicultural Issues	<input type="checkbox"/>	Other	<input type="checkbox"/>
Developmental Disorders/LD	<input type="checkbox"/>	Primary Care	<input type="checkbox"/>	(Describe)	<input type="checkbox"/>

5. Please describe the agency's services, programs, professional orientation, and staffing; attach pages as needed:

6. Please describe your site's procedure for trainee orientation:

Training Program

1. What are the goals of your training program?

2. Please read and check off the following competencies that are addressed during this training opportunity (e.g. specific seminars, supervision, etc.) Please mark N/A for competencies not generally addressed.

A. Ethics and Professional Development: Conducting oneself in accordance with American Counseling Association (ACA) and the American Mental Health Counselors Association (AMHCA) ethical guidelines; relating ethical principles and guidelines to problematic situations addressed in the field; appropriately protecting the privacy of confidential information; preparing for supervision and utilizing feedback from supervisors; professional appearance; punctuality and reliability; professional demeanor/attitude.

B. Development of Leadership Skills: When appropriate and under supervision, student is able to assume a leadership role, such as presenting at a staff meeting, taking initiative to raise systemic issues that would result in patient care improvements, etc.

C. Research and Evaluation: Although not typically expected or required at the field placement, this involves participation in research or evaluation activities on-site.

D. Assessment and Diagnosis: Gathering information to formulate clinical impressions of clients with attention to safety, mental status, mandated reporting, problematic behaviors, and strengths; conceptualizing clients' presenting issues within a theoretical framework; evaluating clients using specialized diagnostic or evaluative procedures specific to the agency and populations served.

E. Counseling, Prevention, and Intervention: Establishing strong therapeutic relationships with clients; establishing collaborative relationships with site personnel; collaborating effectively with collateral contacts; maintaining professional boundaries with clients; intervening in developmentally-appropriate ways to help stabilize clients in times of crisis and/or distress; selecting and implementing appropriate therapeutic techniques.

F. Cultural Competence: Possessing the knowledge, skills, and awareness to provide culturally-competent psychological services; consistent awareness and practice according to the American Counseling Association *Multicultural and Social Justice Counseling Competencies*, promoting multicultural skills and competencies in practice, and providing a forum for discussion about how demographics may impact treatment <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

G. Consultation, Collaboration, and Advocacy: Collaborating effectively with other professionals, and serving as a competent and engaged consultant to individuals, groups, organizations, and systems.

3. What specific duties would be expected of students? Please specify the students' average direct, face-to-face client contact hours each week.

4. Please list training seminars and structured learning activities* available to students and indicate the frequency with which they meet (also day(s) and times(s) if available).

ACTIVITY	TOPIC/FORMAT	TIME & FREQUENCY OF MEETINGS	INSTRUCTOR

5. What days and times are mandatory for students to be at the site for training, supervision, meetings or specific structured learning activities?

6. Please indicate other training opportunities available to students, including a second year training track/opportunity, if available.

7. Please name possible supervisors* for William James College students, and indicate their discipline and licensure.

NAME/DEGREE	DISCIPLINE	LICENSE #	EMAIL ADDRESS

Please attach a CV for each of the supervisors and training staff named above, a copy of the agency’s mission statement, and any other materials you wish for us to keep on file, when you mail us this signed form. Remember to also send an electronic version in advance to Melissa_Koen@williamjames.edu. Please make additional copies of this page as needed.

It is the responsibility of the site Director of Training to inform the College’s Director of Field Education of any subsequent administrative, supervisory, or training modifications that occur during a trainee’s placement.

Signatures:

Director of Training—Field Site

Date signed (MM/DD/YY)

Director of Field Education—William James College

Date signed (MM/DD/YY)

Please return this SIGNED FORM AND COPIES OF CURRENT CV’S OF ALL POTENTIAL SUPERVISORS OF WILLIAM JAMES COLLEGE STUDENTS to Mrs. Koen at the following address. These documents may also be faxed to her at 617-477-2070.

**Melissa Koen, M.S., LMHC
 William James College #215F
 1 Wells Avenue
 Newton, MA 02459**

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT TIMETABLE - INTERNSHIP PLACEMENT SEARCH, ALL AREAS OF EMPHASIS

November through January

PREPARATION

During this time, students will assess their learning and field placement needs by engaging in the following steps:

1. Contact the individuals you would like to write letters of recommendation for you. Most sites require 2 letters of recommendation. However, some sites, particularly university counseling centers, require 3 letters of recommendation. The process of writing letters of recommendation is very time-consuming. As such, it is strongly recommended that you request letters of recommendation as soon as possible via email. When asking for a letter of recommendation, in the subject line of your email write: "Request for LOR – your name," so that your recommender can easily keep track of it. Your letters should come from the following individuals:
 - a. Faculty Supervisor (CN501)
 - b. Field Supervisor (If you have concerns about asking your Field Supervisor, please discuss these with your Faculty Supervisor, Academic Advisor, or Mrs. Koen)
 - c. A faculty member or clinician who knows you well, academically or clinically.
2. Students should contact their Faculty Supervisor or Academic Advisor and schedule a meeting to discuss their internship search.
3. Update your resume by adding your current field site information, as well as any additional, related activities that are not included on the current version.
4. Review the field placement site database on SONIA for information regarding placements appropriate for your level of training, areas of interest (i.e., population served, type of program), and location. (Be sure to search in your assigned Placement Group: MA CMHC Internship)
5. Read site evaluations written by students who were at these sites during the previous academic year. This information is available in SONIA through your homepage by clicking on the PowerBi link.
6. Speak with current WJC students who are at the sites in which you are interested. A list of current students and their corresponding internship placements is on SharePoint.

7. Develop a list of potential sites. You will select up to five sites to which you will apply. Ms. Thomas is available to assist you in this process. **Note: You may only contact and apply to sites within your assigned Placement Group. If you are interested in exploring other opportunities, you must consult with Ms. Thomas before contacting any site.**
8. Meet with your Faculty Supervisor or Academic Advisor. For this meeting, please engage in the following steps:
 - a. Bring a list of sites you are considering, discuss these with your Faculty Supervisor or Academic Advisor, and finalize your list of five sites.
 - b. Bring a copy of your updated resume for comments and feedback.
9. Submit your Internship Site List Form to Ms. Thomas in person, or via email or fax. **In the subject line of the email or fax, please put “Internship Site List – your name,”** so she can easily keep track of these. **Additionally, please cc your Faculty Supervisor or Academic Advisor on this email.** The deadline for students to finalize their lists and submit them to Ms. Thomas is **Friday, 12/08/2023.**

Mid-December through April

APPLICATION

During this time, students will apply for internship placements by engaging in the following steps:

1. Prepare a separate cover letter for each of your five sites. It is critical that each letter focuses on the clinical and training opportunities at the site that appeal to you, as well as the specific skills and experience you will bring to the site. If you need assistance with your cover letters, please consult with your Faculty Supervisor or Academic Advisor.
2. Complete revisions to your resume.
3. Follow up on requests for letters of recommendation. Please note the following:
 - a. Letters written by WJC faculty members should be formatted on WJC electronic stationery as a PDF and emailed to you for inclusion with your electronic applications.
 - b. It is the student’s responsibility to send the letters to individual sites.
 - c. If you must apply to a site before the letter is ready, please be sure to note this in your application email. State that a letter will be arriving from _____ (note specific name of recommender) in the near future.
4. Some sites specify deadlines for receipt of application materials, whereas others do not. In general, college counseling centers and selected other sites have earlier deadlines in December and January. **It is strongly recommended that all students submit their materials to sites before Monday, 1/1/2024, unless an earlier deadline is noted.**
5. Schedule and attend interviews. Sites will contact students and schedule interviews at different times from early January through April. This is attributable to the fact that sites review

application materials on a rolling basis and have different timelines. (Note: Please do not tell a site, either verbally or in writing, that they are your first choice unless you intend to accept an offer the moment it is made regardless of whether you have additional interviews or hope to hear from other sites).

6. Following interviews, you should send a thank-you note, either electronically or by mail.
7. Continue to consult with staff in the Counseling and Behavioral Health Department and Field Education Office as needed.

ACCEPTING OFFERS

Students who receive offers from sites they would like to accept should follow these steps:

1. Inform the site that you would like to accept the offer. You may do so in person or by phone, but you should also follow up via email, thanking the person making the offer, and copying Ms. Thomas in order to formalize acceptance of your field placement training offer. It is critical that you contact Ms. Thomas to let her know that you have accepted an offer.
2. Immediately, let all other sites to which you have applied know that you are no longer seeking a placement. Withdraw your application immediately and formally from all other potential site placements by communicating this in writing after accepting an offer. You may call them on the telephone to decline the offer, but you **must follow this up by email to keep a written record of your communications.**

RULES FOR THE APPLICATION PROCESS AND ACCEPTING OFFERS

1. Again, it is critically important that you only contact and apply to sites in the assigned Placement Group in SONIA. If you are interested in exploring other opportunities, you must consult with Ms. Thomas before contacting any site.
2. If you receive an offer, you may hold the offer for a maximum of one week. However, sites typically prefer a response in less time than that. If a given site requests a response in less time than one week, it is important to be respectful of the site's wishes.
3. You may never hold more than one offer at a time. You must turn down one of the two offers within 24 hours unless you and Ms. Thomas agree to a different timeframe. In order to decide which offer to hold and which offer to decline, the student is encouraged to contact Mrs. Koen, as well as his/her Faculty Supervisor or Academic Advisor, to discuss the situation.
4. Please notify Ms. Thomas in the event that you need to apply to additional sites. She can recommend additional ones as needed. It is important to keep your Faculty Supervisor or Academic Advisor abreast of your progress as well.

SUMMARY

1. Historically, students who have actively engaged in the site search process and submitted their application materials by the recommended deadlines have successfully secured internship placements.

2. Please keep in mind that Ms. Thomas will work closely with each student in this process and recommend additional sites as needed.
3. Although receiving an offer in February or March reduces anxiety, it is not necessary, nor does it predict one's eventual satisfaction with the site.
4. The deadline for securing an internship placement for the 2024-2025 academic year is **Friday, 5/24/2024**. Students without an internship placement at that time will need to schedule a meeting with Ms. Thomas to determine the best course of action.

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT INTERNSHIP SITE LIST FORM

Instructions:

- 1) This form should be completed in consultation with your Faculty Supervisor prior to its submission to Ms. Thomas and prior to submission of your applications to individual field sites.
- 2) The completed form should be submitted to Ms. Thomas in person, via email (katherine_thomas@williamjames.edu). In the subject line of the email or fax, please put "Internship Site List – your name." Additionally, please cc your clinical seminar instructor and advisor on this email.
- 3) The deadline for submission of the Internship Site List Form is **Friday, 12/08/2023**.

Date:

Student Name:

Emphasis Area (if any):

College-wide Concentration (if any):

Clinical Seminar (CN 501) Instructor:

Advisor:

Sites of Interest (Please write the names exactly as they appear in the database):

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

Signatures:

- 1) Student: _____
- 2) CN501 Faculty Supervisor or Academic Advisor: _____

William James College Consent For Audio And/Or Video Recording of Therapy Sessions

PURPOSE

I would like your permission to make audio and/or video recordings of you during a therapy session. As a master's degree student in clinical mental health counseling, it is necessary that my work be reviewed by supervisors and/or instructors. The purpose of this review is to provide me with feedback on my work with you. If you agree to be audio and/or video-taped, recordings will only be made with your complete knowledge. At no time will recordings be made without your knowledge.

- If you agree to be audio and/or video-taped by signing this consent, you have the right to withdraw this consent at any time.
- Any recordings made will be securely stored at all times when not in use.
- Recordings will be available only to immediate clinical supervisors, clinical faculty instructors, and other masters-level clinical mental health counseling trainees. They will be used only during supervision and/or clinical training seminars. Every effort will be made to avoid revealing the identity of the client. There will be no names or dates affixed to the recordings. All professionals are legally and ethically bound to keep information confidential.
- It is our policy to erase and/or destroy tapes after use.

BENEFITS

If you decide to allow your sessions to be recorded, additional professionals will have an opportunity to comment on the therapy and provide suggestions that may help in our work together.

RISKS AND DISCOMFORTS

The content of the recorded sessions may include personal information. If, at any time, you decide that having this information recorded makes you uncomfortable, you may request that the recording be stopped. If such a request is made, the recording will be immediately stopped. You may also ask, at any time, that your responses be edited from a completed recording.

CONTACTS

If you have any questions or concerns regarding the recording of these sessions, you may contact my Faculty Supervisor, _____ at _____, or the Director of Field Education for the Counseling and Behavioral Health Department at William James College, Melissa Koen, M.S., LMHC, by calling 617-564-9417.

SIGNATURES

I confirm that the reasons for the audio and/or video recordings, and the possible risks and discomforts, the policy on confidentiality, as well as potential benefits that I may experience have been explained to me and that I have had the opportunity to ask and have all of my questions answered. I have read this consent form. My signature below indicates my willingness to allow my therapy sessions to be audio and/or videotaped. If I choose not to sign this form, it will not affect my opportunity to receive services.

Date: _____

Patient's signature

Date: _____

Witness/Advocate/Minor-Legal Guardian (if required)

Date: _____

Additional signature (if required) and relationship to patient

**APPLICATION FOR APPROVAL OF JOB OR PRESENT POSITION AS PLACEMENT - PRACTICUM
COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT
ACADEMIC YEAR: 2023-2024**

Student Name:

Site Name:

Site Address:

Site Telephone #:

Present Position at Site:

Date Present Position Started:

Proposed Clinical Field Supervisor* (attach resume):

Name:

Degree:

Phone:

Email:

License Type:

License Number:

Administrative (Current) Field Supervisor: Same as above

Name:

Degree:

Phone:

Email:

*In order to pursue job-as-placement, a supervisor who meets the LMHC board's definition of an "Approved Supervisor" must be available to provide weekly supervision. The requirements are outlined below:

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or
- g. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)

1. Duties:

- a. Explain the ways in which the functions carried out with clients, other professionals, and agencies are consistent with the LMHC board's definition of mental health counseling, which can be found at <http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-200.html>.

- b. How much of your time will be allocated to direct client contact, meetings, supervision, paperwork, and other tasks?

2. Supervision:

- a. Weekly individual supervision is required. Individual supervision is defined as a meeting of one supervisee with an Approved Supervisor or Contract Supervisor for at least one Supervisory Contact Hour (i.e., 45 consecutive minutes). **Note:** When an Approved Supervisor is not available to provide weekly supervision, then someone with one of the aforementioned licenses may supervise as well. However, a minimum of one hour weekly of individual supervision with an Approved Supervisor are required at the practicum level and at the internship level. Please describe how you will meet the individual supervision requirement.

- b. Group supervision is also required. Group supervision is defined as a meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisor Contact Hour (i.e., 45 minutes). **Note:** This requirement is met through the clinical seminar at the college. If you provide group supervision on site, please describe how you will meet the group supervision requirement.

Signature of Student:

Date:

Signature of Clinical Field Supervisor:

Date:

Completion of this Application and the Willingness to Participate form does not constitute approval of the site for the purpose of training in general or job-as-placement. Any approval is granted for one “placement year” only (typically ten months).

Below this line is for administrative use only:

Field Education Office Decision: Approved Denied

Signature of Director of Field Education:

Date:

Return this form to Mrs. Melissa Koen via email (Melissa.Koen@williamjames.edu).

**APPLICATION FOR APPROVAL OF JOB OR PRESENT POSITION AS PLACEMENT - INTERNSHIP
COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT
ACADEMIC YEAR: 2023-2024**

Student Name:

Site Name:

Site Address:

Site Telephone #:

Present Position at Site:

Date Present Position Started:

Proposed Clinical Field Supervisor* (attach resume):

Name:

Degree:

Phone:

Email:

License Type:

License Number:

Administrative (Current) Field Supervisor: Same as above

Name:

Degree:

Phone:

Email:

*In order to pursue job-as-placement, a supervisor who meets the LMHC board’s definition of an “Approved Supervisor” must be available to provide weekly supervision. The requirements are outlined below:

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or
- g. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)

3. **Duties:**

- c. Explain the ways in which the functions carried out with clients, other professionals, and agencies are consistent with the LMHC board’s definition of mental health counseling, which can be found at <http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-200.html>.

- d. How much of your time will be allocated to direct client contact, meetings, supervision, paperwork, and other tasks?

4. **Supervision:**

- a. Weekly individual supervision is required. Individual supervision is defined as a meeting of one supervisee with an Approved Supervisor or Contract Supervisor for at least one Supervisory Contact Hour (i.e., 45 consecutive minutes). **Note:** When an Approved Supervisor is not available to provide weekly supervision, then someone with one of the aforementioned licenses may supervise as well. When an Approved Supervisor is not available to provide weekly supervision, then someone with one of the aforementioned licenses may supervise as well. However, a minimum of one hour weekly of individual supervision with an Approved Supervisor are required at the practicum level and at the internship level. Please describe how you will meet the individual supervision requirement.

- c. Group supervision is also required. Group supervision is defined as a meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisor Contact Hour (i.e., 45 minutes). **Note:** This requirement is met through the clinical seminar at the college. If you provide group supervision on site, please describe how you will meet the group supervision requirement.

- d. Will the individual and group supervision pertaining to the internship be clearly delineated from supervision for the student’s usual work activities (this is required)?

Yes No

5. **Potential for professional growth:** Explain the ways in which this placement represents for you, the student, an exposure to new and relevant professional skills, including activities and supervision separate and distinct from those associated with work activities. **Note:** According to 262 CMR 2.00: Requirements for Licensure as a Mental Health Counselor, for internship-level students, “Where the Internship is conducted in the intern's place of employment, the Internship site must provide additional activities and supervision clearly delineated from the intern's usual work activities.”

Signature of Student:

Date:

Signature of Clinical Field Supervisor:

Date:

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Completion of this Application and the Willingness to Participate form does not constitute approval of the site for the purpose of training in general or job-as-placement. Any approval is granted for one “placement year” only (typically ten months).

Below this line is for administrative use only:

Field Education Office Decision: Approved Denied

Signature of Director of Field Education:

Date:

Return this form to Mrs. Melissa Koen via email (Melissa.Koen@williamjames.edu).

MEMORANDUM ABOUT PROFESSIONAL LIABILITY INSURANCE FROM WJC

To: Clinical Mental Health Counseling Practicum and Internship Students

From: Melissa Koen, M.S., LMHC, Director of Field Education, Counseling

Re: Professional Liability Insurance

Date: August 2023

I would like to clarify the professional liability coverage limits on the insurance that William James College carries for you while you are training in the field.

Our policy covers your professional activities **only** while you are in a **contracted** field training site (i.e., during your practicum and internship experiences). This coverage is in effect only during the time that you are registered for the specific field experience (i.e., between the start and end dates specified on your contract).

In addition to being covered under WJC's policy, we require students to have their own professional liability insurance. This can be accomplished by joining and becoming a member of the American Counseling Association (ACA). As part of the membership, which costs \$99.00, you will receive professional liability ("malpractice") insurance through ACA. This provides coverage for those "enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution. Coverage is available to ACA student members solely while performing counseling services (e.g., practicum and internship) related to such curriculum." Please visit the ACA's website (www.counseling.org, or specifically <https://www.counseling.org/membership/aca-and-you/students>) for additional information. Another option to obtain student liability insurance is through the Massachusetts Mental Health Counselors Association (MaMHCA). The liability insurance cost is not included in the membership fee. Please visit MaMHCA's website for more information (www.mamhca.org). Student liability policies, similar to the WJC policy, **only** cover students while they are in their registered field training experience.

After the academic training year and requirement for field placement has been met, some students may wish to continue at a site where they did their fieldwork (for example, as a summer employment opportunity). In that situation, students need to make sure that they are covered by insurance either through the agency's malpractice policy, or under a policy that you, the student, hold. **Once your practicum or internship is over, you are no longer covered on the WJC policy, EVEN if you remain at the same site.**

Please contact me if you have any questions. The American Counseling Association may be reached by phone at 1-800-347-6647, ext. 222 or by email at membership@counseling.org. The Massachusetts Mental Health Counselors Association may be reached by phone at 508-698-0010.

Driving and Motor Vehicle Policy

For Student Interns

Purpose

To ensure the safety of students at William James College. This policy is applicable to all students who are responsible for transporting clients in their own personal cars during Field Placements.

Policy

It is the policy of the College that students who transport or may have the potential to transport clients during their Field Placement, to submit to a Motor Vehicle background check. All Motor Vehicle background checks must be completed prior to the student beginning any internship or placement. Students must maintain a clean driving record in accordance with the criteria established below.

Procedure

Massachusetts Residents

1. Field Placement students must complete a Motor Vehicle form authorizing the College to conduct a Motor Vehicle check.
2. The following information must be attached to the form:
 - a. Copy of unexpired Insurance Coverage (Declaration Page)* with the student specifically identified on the policy as a covered driver; and
 - b. Copy of unexpired Driver's License.
 - c. These forms will need to be renewed annually or upon expiration of the car insurance or Driver's License, whichever one is sooner.
3. Once received, the College will conduct the background check.

Out-of -state Residents

1. Field Placement students must complete a Motor Vehicle form authorizing the College to conduct a Motor Vehicle check.
2. Depending upon the state in which the student resides, the College may require the student to obtain his or her own Motor Vehicle check. The College will reimburse the student for any out-of-pocket expenses incurred in procuring the Motor Vehicle check.
3. The following information must be attached to the form:
 - a. Copy of unexpired Insurance Coverage (Declaration Page)* with the student specifically identified on the policy as a covered driver; and
 - b. Copy of unexpired Driver's License.
 - c. These forms will need to be renewed annually or upon expiration of the car insurance or Driver's License, whichever one is sooner.
4. If the College is able to obtain an out-of-state Motor Vehicle check, one will be conducted upon receipt of the information.

Criteria

- (1) The Motor Vehicle Report (MVR) criterion for vehicle operation is set as follows:

- (1) No more than three (3) moving violations and/or accidents in the most recent three (3) years;
- (2) No more than two (2) moving violations and/or accidents in the most recent year.

(2) Any driver with any of the following “major convictions” in the last three (3) years is unacceptable:

- (1) Suspension or revocation for other than failure to pay fines;
- (2) Driving under the influence of drugs or alcohol;
- (3) Careless driving;
- (4) Leaving the scene of an accident;
- (5) Negligent homicide arising out of the use of a motor vehicle;
- (6) Operating during a period of revocation or suspension;
- (7) Using a motor vehicle for the commission of a felony;
- (8) Aggravated assault with a motor vehicle;
- (9) Operation of a motor vehicle without owners’ authority;
- (10) Operating a motor vehicle while unlicensed;
- (11) Speeding contests;
- (12) Any other criminal use of a motor vehicle; or
- (13) Loss for any other reason.

Please note this list is not inclusive.

(3) Students between the ages of 21 and 25 will be allowed to transport clients under the following criteria:

- (1) Possession of a “clean” MVR;
- (2) Possession of a valid Driver’s License for at least three (3) years; and
- (3) Possession of current personal motor vehicle insurance coverage.

If a current student is not able to meet the MVR criteria as documented above, the Director of Field Education will determine alternatives for the student within 30 days of t’s receipt of the MVR.

Upon passing the guidelines set forth in this policy, the student will be allowed to transport or potentially transport or clients in their personal vehicle. However, any student cannot transport more than three individuals at one time, and the student is not permitted to drive 15-passenger vans.

If a student who has been cleared to drive clients loses either his or her license or motor vehicle insurance coverage, the student may be terminated from their Field Placement.

If a student who has been cleared to drive clients is found to have driven a 15-passenger van to transport clients or has transported clients with more than three individuals as passengers, the student may be terminated from their Field Education.

If a current student has been cleared to drive clients incurs a “major conviction” and fails to inform the school and/or the Director of Field Education, the student will be immediately removed from the Field Placement pending further investigation.

If a current student incurs a “major conviction” and informs the school and/or Director of Field Placement, the student will be immediately removed until the investigation is complete.

All decisions regarding a student’s ability to transport Field Placement clients are made at the discretion of the Director of Field Education and Human Resources. Any exceptions to this policy will be made in writing and must have the approval of the Director of Human Resources and the Vice President of Finance and Operations.

**We ask that students contact their individual insurance company/agent prior to any transport of clients to review policy and/or coverage.*

Motor Vehicle Authorization Form
Student Information

Please note:

The following information must be attached when submitting the MV form for processing. If this information is not included, it will not be processed, delaying your field placement.

- a. Copy of unexpired Insurance Coverage (Declaration Page)* with the student specifically identified on the policy as a covered driver; and
- b. Copy of unexpired Driver's License.

Last Name First Name Middle Name Suffix

Maiden Name (or other names(s) by which you have been known

Date of Birth Place of Birth

Mother's Full Name Father's Full Name

_____ Mother's Maiden Name

Social Security Number _____

Sex _____ Height _____ Eye Color _____ Race _____

Driver's License Number or ID Number _____

Current & Former Addresses:

Street Name & Number City /Town State Zip

Street Name & Number City /Town State Zip

Name of Field Site: _____

Name of Automobile Insurance Company: _____

How frequently will you be transporting Clients/Patients: _____

How far will you be transporting Clients/Patients: _____

*Please provide the College with a copy of your driver's license and a copy of your insurance policy.
Please return completed form with attachments to Laura Bourgeois
(Laura_Bourgeois@williamjames.edu).

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

M.A. in CLINICAL MENTAL HEALTH COUNSELING

PRACTICUM TRAINING REQUIREMENTS AT-A-GLANCE

Time Commitment: The training year spans September through mid-May. Two required vacation weeks do not count toward the total number of required weeks of training.

Hours Per Week: 12 minimum

Weeks: 30 minimum

Total Hours: 360 minimum

Direct Service Requirements

Total hours of face-to-face client contact: 90 for the entire practicum year

Supervision Requirements

In order to meet the Massachusetts LMHC board regulations, practicum students are required to accrue a minimum of 30 hours of supervision (10 hours minimum of individual, 5 hours minimum of group, and 15 additional hours of individual or group). In order to meet accreditation (CACREP) requirements, weekly individual supervision is required. **A Supervisory Contact Hour is defined as a minimum of 45 consecutive minutes.** The supervision must be distributed as follows:

1. Individual Supervision: weekly for the duration of the practicum
2. Group Supervision (no more than ten mental health supervisees in the group): 5 hours minimum

Approved Supervisors

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or
- g. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)

Other

1. Practicum training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
2. If the practicum occurs at the student's place of employment, the site must provide additional activities and supervision that are clearly delineated as separate from the trainee's usual work activities.

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

M.A. in CLINICAL MENTAL HEALTH COUNSELING

INTERNSHIP TRAINING REQUIREMENTS AT-A-GLANCE - EMPHASIS: COUPLES & FAMILY THERAPY

Time Commitment: The training year spans September through mid-May. Two required vacation weeks do not count toward the total number of required weeks of training.

Hours per Week: 20 minimum

Weeks: 30 minimum

Total Hours: 600 minimum

Direct Service Requirements

Total hours of face-to-face client contact: 240 for the entire internship year

Supervision Requirements

In order to meet the Massachusetts LMHC and LMFT board regulations, internship students are required to accrue a minimum of 70 hours of supervision (40 hours minimum of individual, 30 hours minimum of group). In order to meet accreditation (CACREP) requirements, weekly individual supervision is required. **A Supervisory Contact Hour is defined as a minimum of 45 consecutive minutes.** The supervision must be distributed as follows:

- 1) Individual Supervision: weekly for the duration of the internship. Note: Individual supervision is a meeting of one supervisee with an Approved Supervisor or Contract Supervisor for at least one Supervisory Contact Hour.
- 2) Group Supervision:
 - a) LMHC: 15 hours minimum (regularly scheduled meeting of not more than 10 mental health supervisees under the direction of an Approved Supervisor or Contract Supervisor for a period of at least one Supervisor Contact Hour).
 - b) LMFT: 15 hours minimum (regularly scheduled meeting of marriage and family supervision of not more than 6 practitioners, plus an approved supervisor, for a period of at least 1.5 hours). Note: Clinical seminar at the College can meet this requirement, assuming the instructor is an Approved Supervisor as defined below
- 3) Direct observation or audio or video recording supervision requirement: 25 hours of either individual or group (or a combination of both)

Approved Supervisors

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (e)

Important Note: If the supervisor is not a marriage and family therapist designated as an “approved supervisor” by the AAMFT to supervise practice of marriage and family therapists, then he/she must

- 1) have had primary supervisory responsibility for two practitioners providing marriage and family therapy for a period of two years or the equivalent, OR
- 2) hold either a teaching or supervisory position in a recognized educational institution, institute or agency which trains marriage and family therapists, provides clinical services to individuals, couples and families on a regular basis, or offers graduate degrees in marriage and family therapy or a related field.

Other

1. Internship training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
2. If the internship occurs at the student’s place of employment, the site must provide additional activities and supervision that are clearly delineated as separate from the intern’s usual work activities.

Relevant definitions from 262 CMR 2.00: Requirements for Licensure as a Mental Health Counselor
(<http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-200.html>)

- 1) **Group Supervision:** A regularly scheduled meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor or Contract Supervisor for a period of at least one Supervisory Contact Hour. "Peer" supervision groups do not constitute Group Supervision.
- 2) **Individual Supervision:** A meeting of one supervisee with an Approved Supervisor or Contract Supervisor for at least one Supervisory Contact Hour.

Relevant definitions from 262 CMR 3.00: Requirements for Licensure as a Marriage and Family Therapist
(<http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-300.html>)

- 1) **Group Supervision:** A regularly scheduled meeting of marriage and family therapy supervision of not more than six practitioners, plus an approved supervisor, for a period of at least 1½ hours "Peer" supervision will not be considered to be qualifying supervision for these purposes.
- 2) **Marriage and Family Therapy:** The rendering of professional mental health services to individuals, family groups, couples, groups or organizations (public or private) for compensation, monetary or otherwise. Said professional services shall include applying principles, methods and therapeutic techniques to individuals, family groups, couples, groups or organizations (public or private) for the purpose of resolving emotional conflict, modifying perceptions and behavior, enhancing communication and understanding among family members and the prevention of family and individual crises. Marriage and family therapists may also engage in psychotherapy of a non-medical nature with appropriate referrals to psychiatric resources and other mental health professionals and organizations.

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

M.A. in CLINICAL MENTAL HEALTH COUNSELING

INTERNSHIP TRAINING REQUIREMENTS AT-A-GLANCE - EMPHASIS: FORENSIC & CORRECTIONAL COUNSELING

Time Commitment: The training year spans September through mid-May. Two required vacation weeks do not count toward the total number of required weeks of training.

Hours per Week: 20 minimum

Weeks: 30 minimum

Total Hours: 600 minimum

Direct Service Requirements

Total hours of face-to-face client contact: 240 for the entire internship year

Supervision Requirements

In order to meet the Massachusetts LMHC board regulations, internship students are required to accrue a minimum of 45 hours of supervision (15 hours minimum of individual, 15 hours minimum of group, and 15 additional hours of individual or group). In order to meet accreditation (CACREP) requirements, weekly individual supervision is required. **A Supervisory Contact Hour is defined as a minimum of 45 consecutive minutes.** The supervision must be distributed as follows:

- 1) Individual Supervision: weekly for the duration of the internship
- 2) Group Supervision (no more than ten mental health professionals in the group): 15 hours minimum

Approved Supervisors

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or
- g. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)

Other

1. Internship training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
2. If the internship occurs at the student's place of employment, the site must provide additional activities and supervision that are clearly delineated as separate from the intern's usual work activities.

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT
M.A. in CLINICAL MENTAL HEALTH COUNSELING
INTERNSHIP TRAINING REQUIREMENTS AT-A-GLANCE - GENERAL TRACK

Time Commitment: The training year spans September through mid-May. Two required vacation weeks do not count toward the total number of required weeks of training.

Hours per Week: 20 minimum

Weeks: 30 minimum

Total Hours: 600 minimum

Direct Service Requirements

Total hours of face-to-face client contact: 240 for the entire internship year

Supervision Requirements

In order to meet the Massachusetts LMHC board regulations, internship students are required to accrue a minimum of 45 hours of supervision (15 hours minimum of individual, 15 hours minimum of group, and 15 additional hours of individual or group). In order to meet accreditation (CACREP) requirements, weekly individual supervision is required. **A Supervisory Contact Hour is defined as a minimum of 45 consecutive minutes.** The supervision must be distributed as follows:

- 1) Individual Supervision: weekly for the duration of the internship
- 2) Group Supervision (no more than ten mental health professionals in the group): 15 hours minimum

Approved Supervisors

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or
- g. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)

Other

1. Internship training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
2. If the internship occurs at the student's place of employment, the site must provide additional activities and supervision that are clearly delineated as separate from the intern's usual work activities.

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

M.A. in CLINICAL MENTAL HEALTH COUNSELING

INTERNSHIP TRAINING REQUIREMENTS AT-A-GLANCE - EMPHASIS: HEALTH & BEHAVIORAL MEDICINE

Time Commitment: The training year spans September through mid-May. Two required vacation weeks do not count toward the total number of required weeks of training.

Hours per Week: 20 minimum

Weeks: 30 minimum

Total Hours: 600 minimum

Direct Service Requirements

Total hours of face-to-face client contact: 240 for the entire internship year

Supervision Requirements

In order to meet the Massachusetts LMHC board regulations, internship students are required to accrue a minimum of 45 hours of supervision (15 hours minimum of individual, 15 hours minimum of group, and 15 additional hours of individual or group). In order to meet accreditation (CACREP) requirements, weekly individual supervision is required. **A Supervisory Contact Hour is defined as a minimum of 45 consecutive minutes.** The supervision must be distributed as follows:

- 1) Individual Supervision: weekly for the duration of the internship
- 2) Group Supervision (no more than ten mental health professionals in the group): 15 hours minimum

Approved Supervisors

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or
- g. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)

Other

1. Internship training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
2. If the internship occurs at the student's place of employment, the site must provide additional activities and supervision that are clearly delineated as separate from the intern's usual work activities.

**COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT
M.A. in CLINICAL MENTAL HEALTH COUNSELING**

**INTERNSHIP TRAINING REQUIREMENTS AT-A-GLANCE - EMPHASIS: SUBSTANCE USE AND
ADDICTIONS COUNSELING**

Time Commitment: The training year spans September through mid-May. Two required vacation weeks do not count toward the total number of required weeks of training.

Hours per Week: 20 minimum

Weeks: 30 minimum

Total Hours: 600 minimum

Direct Service Requirements

Total hours of face-to-face client contact: 240 for the entire internship year

Supervision Requirements

In order to meet the Massachusetts LMHC board regulations, internship students are required to accrue a minimum of 45 hours of supervision (15 hours minimum of individual, 15 hours minimum of group, and 15 additional hours of individual or group). In order to meet accreditation (CACREP) requirements, weekly individual supervision is required. **A Supervisory Contact Hour is defined as a minimum of 45 consecutive minutes.** The supervision must be distributed as follows:

- 1) Individual Supervision: weekly for the duration of the internship
- 2) Group Supervision (no more than ten mental health professionals in the group): 15 hours minimum

Approved Supervisors

The mental health professional must have three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also:

- a. A Massachusetts Licensed Mental Health Counselor (LMHC);
- b. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
- c. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
- d. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
- e. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
- f. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or
- g. where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)

Other

1. Internship training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
2. If the internship occurs at the student's place of employment, the site must provide additional activities and supervision that are clearly delineated as separate from the intern's usual work activities.

Instructions: 2021-2023 Field Education Training Contract – Practicum Level

Each year, the Field Education Training Contract is completed to formalize a training relationship between the student and the practicum site.

This contract is for all practicum-level students in the Clinical Mental Health Counseling (on campus and online) programs.

The contract is due by Friday, 9/22/2023. It must be completed and submitted before the student can begin working independently with clients.

This information allows us to document the student’s training site and proposed duration/hours of training; the name, degree, license, and contact information for the supervisor(s); and to learn about the student’s individual training goals. All this information is required for WJC’s liability insurance policy, which covers the student for their contracted training experience. It also spells out the responsibilities for the Field Supervisor, the Faculty Supervisor, and the student.

When completing this form, please be mindful of the following:

- a) Pay particular attention to start and end dates on the contract to ensure a minimum of 30 weeks of training in addition to 2 weeks of vacation (i.e., a minimum of 32 weeks between the start and end dates). The earliest start date a student may specify is Monday, 8/28/2023, and the earliest end date is Friday, 5/3/2024. The latest end date practicum level students may specify is 6/30/2024.
- b) It is critical that the supervisor’s name, degree, and email address are recorded accurately on the form. The Primary supervisor **MUST** be 3 years post license to be an approved supervisor.
- c) **The contract should be completed with and signed by the primary supervisor (i.e., licensed mental health professional at your training site) and submitted to William James College BEFORE the student is permitted to begin independently, seeing clients.**
- d) By completing and signing the contract, the student is confirming that he/she has registered with Time2Track and that he/she will be using this tool on a weekly basis throughout the training year.
- e) After submission, changes to the contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available on SHAREPOINT) and receiving approval from Mrs. Koen.
- f) Once the form is completed and signed by the student, Field Supervisor, and Faculty Supervisor, the form will be sent to Mrs. Koen for her signature and review. **Once the form is fully signed, the student will provide a photocopy of the form to all parties for their records (student and field supervisor will need to reference the learning goals to complete the interim and final evaluations).**
- g) If the form is incomplete when it is submitted, it will be returned to the student. If, for some reason, the student is not able to submit the form by the deadline, please notify the Faculty Supervisor and Mrs. Koen (Melissa.Koen@williamjames.edu) in advance. In the subject line of the email, please put “2023-2024 Field Education Training Contract – [LAST NAME].”

**Counseling and Behavioral Health Department
Field Education Training Contract 2023-2024
PRACTICUM LEVEL**

Program: M.A. in Clinical Mental Health Counseling

Area(s) of Emphasis:

- Forensic & Correctional Counseling General Track LGBTQIA+ Studies
 Couples & Family Therapy Military & Veterans Psychology
 Health & Behavioral Medicine Substance Use and Addictions Counseling On Line program

The following student:

Name:

is placed as a trainee at:

Site Name:		
Address:		
City:	State:	Zip:
Please check one:	<input type="checkbox"/> Paid Field Placement	Please indicate amount of stipend: \$ _____ per year
	<input type="checkbox"/> Unpaid Field Placement	<input type="checkbox"/> Job as Placement

TERM OF CONTRACT:	
The field placement will begin	____/____/2023 and will end on ____/____/2024
NOTE: Two required vacation weeks do <u>not</u> count toward the total number of required weeks of training.	
<input type="checkbox"/> Practicum	12-16 hours/week (minimum of 360 hours per year required for practicum)
Please indicate what days/hours you will be at site: _____	

The student will have experience in the following areas/activities: (check all that apply)

SERVICES/TRAINING:	SETTING:	MODALITY:	
<input type="checkbox"/> Assessment/Intake	<input type="checkbox"/> Clinic/Community Mental Health Center	<input type="checkbox"/> Individual	
<input type="checkbox"/> Community Outreach	<input type="checkbox"/> Corrections	<input type="checkbox"/> Group	
<input type="checkbox"/> Consultation	<input type="checkbox"/> Day Treatment or Partial Program	<input type="checkbox"/> Couples	
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Hospital: <input type="checkbox"/> Inpatient <input type="checkbox"/> Outpatient	<input type="checkbox"/> Family	
<input type="checkbox"/> Developmental Disorders and LD	<input type="checkbox"/> Nursing Home/Assisted Living Facility	Note: The student's clinical or applied materials may be used in the academic setting for the purpose of training. Issues of confidentiality and protection of case anonymity will be respected in all presentations at William James College.	
<input type="checkbox"/> Evaluation	<input type="checkbox"/> School		
<input type="checkbox"/> Forensic	<input type="checkbox"/> University Counseling Center		
<input type="checkbox"/> Health Psychology	<input type="checkbox"/> Other:		
<input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender	POPULATION:		
<input type="checkbox"/> Major Mental Illness	<input type="checkbox"/> Child		
<input type="checkbox"/> Milieu Therapy	<input type="checkbox"/> Adolescent		
<input type="checkbox"/> Multicultural Affairs	<input type="checkbox"/> Adult		
<input type="checkbox"/> Rehabilitation	<input type="checkbox"/> Geriatric		
<input type="checkbox"/> Stress Management			
<input type="checkbox"/> Substance Abuse			
<input type="checkbox"/> Therapy			

SUPERVISION (Please print)			
Primary On-Site Supervisor*:		Secondary Supervisor:	
License Type:	Number:	License Type:	Number:
Email:		Email:	

*Primary on-site supervisor must be an 1) LMHC, LICSW, LMFT, Licensed Psychologist, Physician with a sub-specialization in psychiatry, or Nurse Practitioner with a sub-specialization in psychiatry; 2) have 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience; and 3) agrees to:

<p>1. Ensure that the student has the required minimum level of direct client contact hours during the training year:</p> <p style="text-align: center;">Year 1 Practicum= 90 hours</p>				
<p>2. Ensure that the student receives the required minimum number of direct supervision hours, supervision occurs on a weekly basis, each supervision hour is a minimum of 45 consecutive minutes, and the supervision counts as part of the student's total contracted hours:</p> <p style="text-align: center;">Year 1 Practicum = 35 hours</p>				
<p>3. Ensure that the student has the required distribution of supervision hours during the training year:</p> <p>Year 1 Practicum = 30 hours individual and 5 hours group</p>				
<p>4. Provide supervision that takes into consideration:</p> <ul style="list-style-type: none"> a) The student's developmental level as a counselor-in-training and academic experience at the College (the student will provide the supervisor with relevant course outlines) b) The College's curricular goals and competencies for students c) The student's individual applied learning goals, which include: <ul style="list-style-type: none"> I. _____ II. _____ III. _____ IV. _____ V. _____ 				
<p>4. Provide site access to the College's Directors of Field Education, their designee, and College faculty.</p>				
<p>5. Complete timely written evaluations at the end of each semester using William James College forms.</p>				
<p>ANY CHANGES TO THIS CONTRACT ARE SUBJECT TO THE APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.</p>				
<p>Signatures:</p>				
<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 75%;">Primary On-Site Supervisor:</td> <td style="border: none; width: 25%;">Date: / /2023</td> </tr> <tr> <td style="border: none;">Faculty Supervisor: _____</td> <td style="border: none;">Date: / /2023</td> </tr> </table>	Primary On-Site Supervisor:	Date: / /2023	Faculty Supervisor: _____	Date: / /2023
Primary On-Site Supervisor:	Date: / /2023			
Faculty Supervisor: _____	Date: / /2023			

Director of Field Education:	Date: / /2023
Student:	Date: / /2023
I have registered for Time2Track: _____ (Student must initial here)	
I understand that I must complete and return this contract to William James College before seeing clients: _____ (Student must initial here)	

PRACTICUM ROLES/RESPONSIBILITIES

Practicum involves the collaboration of a number of professionals in order to ensure a meaningful educational experience for the counseling students. The student, instructor, and on-field supervisor must each play a role in creating this experience. Listed below are the role/responsibilities of each of these individuals as described by CACREP and endorsed by the William James Counseling Department faculty.

The Student:

The role of practicum students is to engage in an on-site clinical experience that results in the development and enhancement of their skills as a professional counselor. It is expected that students will behave in a professional manner and will abide by both the American Counseling Association and the American Mental Health Counseling Association’s *Code of Ethics* at all times. Student’s must be considerate of the demands on the field supervisor and accommodate the needs of the site, as well as their learning needs.

Student’s Responsibilities:

1. To commit 360 clock hours to a site, including **90 hours spent in direct service**. Direct service hours are those in which the student is working directly with individuals, families, or groups, and in the milieu offering counseling. The 270 hours that can be devoted to indirect service include all other relevant professional activities on-site, including listening to recordings and record-keeping. Examples of appropriate activities are in-service training, participation in staff meetings, educational activities on site, preventive interventions, consultation, observation, supervision, and readings, among others.
2. To arrange a weekly, one-hour supervision schedule with the field supervisor that meets the needs of both the student and the site.
3. To attend the weekly practicum class that provides group supervision on campus by the Faculty Supervisor.
4. To write case notes on all clients and complete all other paperwork connected to practicum.
5. To meet all other course requirements.
6. To meet any additional requirements as determined by the Field Supervisor.

Director of Field Education:

The role of the Director of Field Education is to facilitate field placements and assist in communication among students, Faculty Supervisors, and Field Supervisors.

Director of Field Education’s Responsibilities:

1. To meet with practicum students upon admission and prior to the practicum course.
2. To investigate all potential sites to determine their appropriateness for practicum, especially as

it pertains to compliance with accreditation, licensing and other regulations.

3. To make site visits prior to the establishment of a new training site, and as necessary and/or feasible thereafter.
4. To follow up with any special circumstances regarding practicum sites and/or students. To communicate with Faculty Supervisors regarding such circumstances.

Clinical Skills and Practicum I (CN501) and Practicum II (CN502) Faculty Supervisor:

In both semesters, the role of the Faculty Supervisor is to help students learn and begin to master skills essential to helping relationships and the competent practice of counseling and psychotherapy while having the opportunity to observe and practice under supervision in a field setting. An additional goal is to facilitate the group supervision component of the practicum experience, which involves providing a forum for discussing professional practice and development issues as they arise over the course of the training year. Students must be enrolled in the practicum class, which will be led by the instructor. The instructor will have ultimate responsibility for assigning the practicum grade (after reviewing the evaluations by the Field Supervisor).

Practicum Faculty Supervisor's Responsibilities:

1. To conduct weekly group supervision during practicum class on campus.
2. To offer the student supervision of recorded counseling sessions.
3. To communicate several times per semester with the Field Supervisor regarding the clinical ability of the student as determined through supervision.
4. To read all case notes turned in by the student.
5. To maintain a record of communications with the Field Supervisor.
6. To review all records of all practicum activity engaged in by the student.
7. To review the student evaluations from the Site Supervisor.
8. To assign a grade at the end of the semester based on the student's performance.
9. To provide on-call emergency supervision.

Field Supervisor:

The role of the Field Supervisor is to provide on-site supervision and coordination for the practicum student and to coordinate the field experience with the Faculty Supervisor.

Field Supervisor's Responsibilities:

1. To organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients.
2. To help orient the student to the site.
3. To provide appropriate space for the student to meet with clients.
4. To monitor the practicum generally in order to determine that the student's needs and the client's needs are met.
5. To provide weekly one-hour individual supervision.
6. To communicate on a regular basis with the Faculty Supervisor about the student's progress, and immediately if there are any problems.
7. To provide the Faculty Supervisor with evaluation of the student's overall performance and professionalism during the practicum.
8. To be available to the student in case of emergency.

OTHER INFORMATION REGARDING PRACTICUM

1. **Site Visits/Communication with Site:** Within the first week of classes, an email/ telephone contact is initiated by the Faculty Supervisor. At this time, requirements for the course and the field supervisor's role are reviewed. Site visits are conducted within the department on an ongoing basis and/or when circumstances warrant such a visit.
2. **Field Education Training Contract:** **The Field Education Training Contract needs to be submitted before the student is permitted to begin working with clients, independently, in any capacity.** Students are responsible for ensuring that the contract is submitted by **9/22/2023**. The student will complete the Field Education Training Contract with the Field Supervisor, including the training goals for the training year, through the SONIA software program. **Once the form is fully actioned and electronically signed, the student will provide a copy of the document to all parties for their records (student and supervisor will need to reference the learning goals to complete the interim and final evaluations).**

After submission, changes to your contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available on Sharepoint) and receiving approval from the Director for Field Education, Counseling.

3. **Audio Recording:** Audio recording of sessions with clients is encouraged in practicum, where the site allows for it. You must be able to play your recordings in supervision. Digital recorders with speakers provide the best clarity. It is the student's responsibility to ensure that recordings can be easily heard by supervisors. **Students should complete any necessary consent forms at the agency and at WJC for recordings of sessions with clients.**
4. **Practicum is not offered during the summer.** This is due to the fact that acquiring the specified hours, as well as ensuring a beneficial learning experience is difficult within such a shortened time span.
5. **General Criteria for Appropriate Practicum Sites**
 - i. Site must have a credentialed supervisor with an advanced degree in counseling or a related field who will assume responsibility as a Field Supervisor, has at least 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience, and who is also:
 - i. A Massachusetts Licensed Mental Health Counselor (LMHC);
 - ii. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
 - iii. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
 - iv. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
 - v. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
 - vi. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)
 - ii. Practicum training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.

- iii. The site must provide ongoing weekly supervision.
- iv. Site must have a steady supply of clients who will be referred to the practicum student.
- v. Site must provide counseling space most of the time for the student to use for purposes of confidentiality.
- vi. Practicum students must be able to accumulate 90 hours of direct client contact over the span of two academic semesters.
- vii. Practicum students may be able to record sessions for clinical supervision purposes where permitted by the site and with appropriate client or guardian consent.

2023-2024 Field Education Training Contract Instructions – Internship Level

Each year, the Field Education Training Contract is completed to formalize a training relationship between the student and his/her practicum site.

This contract is for internship-level students in the general Clinical Mental Health Counseling program, as well as those in all college-wide concentrations and departmental emphasis areas, EXCEPT the Couples & Family Therapy emphasis area.

Note: There is a different contract for internship-level students in the Couples & Family Therapy emphasis area.

The contract is due by Friday, 9/22/2023. It must be completed and submitted before the student can begin working with clients.

This information allows us to document the student's training site and proposed duration/hours of training; the name, degree, license, and contact information for the supervisor(s); and to learn about the student's individual training goals. All of this information is required for WJC's liability insurance policy, which covers the student for his/her contracted training experience. It also spells out the responsibilities for the Field Supervisor, the Faculty Supervisor, and the student.

When completing this form, please be mindful of the following:

- a) Pay particular attention to start and end dates on the contract to ensure a minimum of 30 weeks of training in addition to 2 weeks of vacation (i.e., a minimum of 32 weeks between the start and end dates). The earliest start date you may specify is Monday, 8/28/2023, and the earliest end date you may specify is Friday, 5/3/2024. The latest end date internship level students may specify is Friday, 5/24/2024.
- b) It is critical that the supervisor's name, degree, and email address are recorded accurately and legibly on the form. **The Primary supervisor MUST be 3 years post license to be an approved supervisor.**
- c) **The contract should be completed with and signed by the primary supervisor (i.e., licensed mental health professional at your training site) and submitted to William James College BEFORE the student is permitted to begin, independently, seeing clients.**
- d) By completing and signing the contract, the student is confirming that he/she/they has registered with Time2Track and that he/she/they will be using this tool on a weekly basis throughout the training year.
- e) After submission, changes to the contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available on Sharepoint) and receiving approval from Mrs. Koen/Ms. Thomas.
- f) Once the form is completed and signed by the student, Field Supervisor, and Faculty Supervisor, the student will turn in the original contract to Ms. Thomas for her signature and review. **Once the form is fully signed, the student will provide a photocopy of all the pages to all parties for their records (student and field supervisor will need to reference the learning goals to complete the interim and final evaluations).**
- g) If the form is incomplete when it is submitted, it will be returned to the student. If, for some reason, the student is not able to submit the form by the deadline, please notify the Faculty Supervisor and Mrs. Koen (Melissa_koen@williamjames.edu) in advance. In the subject line of the email, please put "2023-2024 Field Education Training Contract – [LAST NAME]."

**Counseling and Behavioral Department
Field Education Training Contract 2023-2024
INTERNSHIP LEVEL**

Program: M.A. in Clinical Mental Health Counseling

Area(s) of Concentration and Emphasis:

- | | | |
|---|---|--|
| <input type="checkbox"/> African & Caribbean Mental Health | <input type="checkbox"/> Global Mental Health | <input type="checkbox"/> Military & Veterans Psychology |
| <input type="checkbox"/> Health & Behavioral Medicine | <input type="checkbox"/> LGBTQIA+ Studies | <input type="checkbox"/> Substance Use and Addictions Counseling |
| <input type="checkbox"/> Forensic & Correctional Counseling | <input type="checkbox"/> Latino Mental Health | <input type="checkbox"/> Asian Mental Health |
| | <input type="checkbox"/> Online Program | |

The following student:

Name:

is placed as a trainee at:

Site Name:		
Address:		
City:	State:	Zip:

Please check one:	<input type="checkbox"/> Paid Field Placement	Please indicate amount of stipend: \$ _____ per year
	<input type="checkbox"/> Unpaid Field Placement	<input type="checkbox"/> Job as Placement

TERM OF CONTRACT:	
<p>The field placement will begin ____/____/2023 and will end on ____/____/2024</p> <p>NOTE: Two required vacation weeks do <u>not</u> count toward the total number of required weeks of training.</p> <p><input type="checkbox"/> Internship 20-24 hours/week (minimum of 600 hours per year required for internship)</p> <p>Please indicate what days/hours you will be at site: _____</p>	

The student will have experience in the following areas/activities: (check all that apply)

SERVICES/TRAINING:	SETTING:	MODALITY:
<input type="checkbox"/> Assessment/Intake	<input type="checkbox"/> Clinic/Community Mental Health Center	<input type="checkbox"/> Individual
<input type="checkbox"/> Community Outreach	<input type="checkbox"/> Corrections	<input type="checkbox"/> Group
<input type="checkbox"/> Consultation	<input type="checkbox"/> Day Treatment or Partial Program	<input type="checkbox"/> Couples
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Hospital: <input type="checkbox"/> Inpatient <input type="checkbox"/> Outpatient	<input type="checkbox"/> Family
<input type="checkbox"/> Developmental Disorders and LD	<input type="checkbox"/> Nursing Home/Assisted Living Facility	
<input type="checkbox"/> Evaluation	<input type="checkbox"/> School	
<input type="checkbox"/> Forensic	<input type="checkbox"/> University Counseling Center	
<input type="checkbox"/> Health Psychology	<input type="checkbox"/> Other:	
<input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender		
<input type="checkbox"/> Major Mental Illness		
<input type="checkbox"/> Milieu Therapy		
<input type="checkbox"/> Multicultural Affairs	<input type="checkbox"/> Child	
<input type="checkbox"/> Rehabilitation	<input type="checkbox"/> Adolescent	
<input type="checkbox"/> Stress Management	<input type="checkbox"/> Adult	

Note: The student's clinical or applied materials may be used in the academic setting for the purpose of training. Issues of confidentiality and protection of case anonymity will be respected in all presentations at William James College.

<input type="checkbox"/> Substance Abuse	<input type="checkbox"/> Geriatric
<input type="checkbox"/> Therapy	
<input type="checkbox"/> Trauma/PTSD	

SUPERVISION (Please print)			
Primary On-Site Supervisor*:		Secondary Supervisor:	
License Type:	Number:	License Type:	Number:
Email:		Email:	

*Primary on-site supervisor must be an 1) LMHC, LICSW, LMFT, Licensed Psychologist, Physician with a sub-specialization in psychiatry, or Nurse Practitioner with a sub-specialization in psychiatry; 2) have 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience; and 3) agrees to:

- Ensure that the student has the required minimum level of **direct client contact** hours during the training year:
Year 2 Internship= 240 hours
- Ensure that the student receives the required minimum number of **direct supervision** hours, supervision occurs on a weekly basis, each supervision hour is a minimum of 45 consecutive minutes, and the supervision counts as part of the student's total contracted hours:
Year 2 Internship = 45 hours
- Ensure that the student has the required **distribution of supervision** hours during the training year:
Year 2 Internship = 30 hours individual and 15 hours group
- Provide supervision that takes into consideration:
 - The student's developmental level as a counselor-in-training and academic experience at the College (the student will provide the supervisor with relevant course outlines)
 - The College's curricular goals and competencies for students
 - The student's individual applied learning goals, which include:
 - _____
 - _____
 - _____
 - _____
 - _____
- Provide site access to the College's Directors of Field Education, their designee, and College faculty.
- Complete timely written evaluations at the end of each semester using William James College forms.

ANY CHANGES TO THIS CONTRACT ARE SUBJECT TO THE APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.

Signatures:	
Primary On-Site Supervisor:	Date: / /2023
Faculty Supervisor: _____	Date: / /2023
Assistant Director of Field Education:	Date: / /2023
Student:	Date: / /2023

I have registered for Time2Track: _____ (Student must initial here)	
I understand that I must complete and return this contract to William James College before seeing clients: _____ (Student must initial here)	

ADDENDUM TO FIELD EDUCATION CONTRACT - INTERNSHIP ROLES/RESPONSIBILITIES

Internship involves the collaboration of a number of professionals in order to ensure a meaningful educational experience for the counseling students. The student, instructor, and on-field supervisor must each play a role in creating this experience. Listed below are the role/responsibilities of each of these individuals as described by CACREP and endorsed by the William James College faculty.

The Student:

The role of internship students is to engage in an on-site clinical experience that results in the development and enhancement of professional counseling skills. It is expected that students will behave in a professional manner and will abide by the American Counseling Association and the American Mental Health Counselors Association's *Code of Ethics* at all times. Students must be considerate of the demands on the field supervisor and accommodate the needs of the site, as well as their learning needs.

Student's Responsibilities:

1. To commit at least 600 clock hours to a site, including **240 hours spent in direct service**. Direct service hours are those in which the student is working directly with individuals, families, or groups, and in the milieu offering counseling. The 360 hours that can be devoted to indirect service include all other relevant professional activities on-site, including listening to recordings and record-keeping. Examples of appropriate activities are in-service training, participation in staff meetings, educational activities on site, preventive interventions, consultation, observation, supervision, and readings, among others.
2. To arrange a weekly, one-hour individual supervision schedule with the Field Supervisor that meets the needs of both the student and the site.
3. To attend the weekly internship class that provides group supervision by the Faculty Supervisor.
4. To write case notes on all clients and complete all other paperwork connected to internship.
5. To meet all other course requirements.
6. To meet any additional requirements as determined by the Field Supervisor (e.g., onsite group supervision).

Field Education administration:

The role of the Field Education administration is to facilitate field placements and assist in communication among students, Faculty Supervisors, and Field Supervisors.

Field Education Responsibilities:

1. To meet with students in November prior to their enrollment in the internship course for the following academic year to provide orientation about the internship search and application process
2. To provide guidance and support during the preparation of materials and throughout the field site search.
3. To investigate all potential sites to determine their appropriateness for internship.
4. To make site visits prior to the establishment of a new training site, and as necessary and/or feasible thereafter.
5. To follow up with any special circumstances regarding internship sites and/or students. To make

necessary communications to the internship instructor regarding such circumstances.

Mental Health Counseling Internship I and II Instructor/Faculty Supervisor:

The role of the faculty supervisor during internship is to coordinate the internship class (the group supervision portion of the internship experience). In addition, the faculty supervisor maintains communication with the Field Supervisors.

Mental Health Counseling Internship I and II Instructor/Faculty Supervisor's Responsibilities:

1. To conduct weekly group supervision during internship seminar.
2. To offer the student supervision of recorded counseling sessions.
3. To communicate several times per semester with the Field Supervisor regarding the clinical ability of the student as determined through supervision.
4. To read all case notes turned in by the student.
5. To maintain a record of communications with the Field Supervisor.
6. To review all records of all internship activity engaged in by the student.
7. To review the student evaluations from the Field Supervisor.
8. To assign a grade at the end of the semester based on the student's performance.
9. To provide on-call emergency supervision.

The Field Supervisor:

The role of the field supervisor is to provide the on-site portion of the supervision to the student during the internship experience. This is a voluntary position. Students must be considerate of the time and effort provided by supervisors.

Field Supervisor's Responsibilities:

1. To organize the internship experience and assure that the student will have an opportunity to work with appropriate clients.
2. To help orient the student to the site.
3. To provide appropriate space for the student to meet with clients.
4. To monitor the internship generally in order to determine that the student's needs and the client's needs are met.
5. To provide weekly one-hour individual supervision.
6. To communicate on a regular basis with the Faculty Supervisor about the student's progress, and immediately if there are any problems.
7. To provide the Faculty Supervisor with evaluation of the student's overall performance and professionalism during the practicum.
8. To be available to the student in case of emergency.

OTHER INFORMATION REGARDING INTERNSHIP

1. **Site Visits/Communication with Site:** Within the first week of classes, an email/ telephone contact is initiated by the Faculty Supervisor. At this time, requirements for the course and the field supervisor's role are reviewed. Site visits are conducted within the department on an ongoing basis and/or when circumstances warrant such a visit.
2. **Field Education Training Contract:** The Field Education Training Contract needs to be submitted before

the student is permitted to begin independently working with clients in any capacity. Students are responsible for collecting signatures and ensuring that the contract is submitted by **9/22/2023**. The student will complete the Field Education Training Contract with the Field Supervisor, including the training goals for the training year, and bring the original (signed by the Field Supervisor, Faculty Supervisor and the student) to the Assistant Director for Field Education (Katie Thomas M.S., LMHC) for her signature. **Once the form is signed, the student will provide a photocopy of the form to all parties for their records (student and supervisor will need to reference the learning goals to complete the interim and final evaluations).** After submission, changes to your contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available on Sharepoint) and receiving approval from the Director for Field Education.

3. **Audio Recording:** Audio recording of sessions with clients is encouraged in internship, where the site allows for it. You must be able to play your recordings in supervision. It is the student's responsibility to ensure that recordings can be easily heard by supervisors.
4. **Internship is not offered during the summer.** This is due to the fact that acquiring the specified hours, as well as ensuring a beneficial learning experience is difficult within such a shortened time span.
5. **General Criteria for Appropriate Internship Sites**
 - a) The site must have a credentialed supervisor with an advanced degree in counseling or a related field who will assume responsibility as a Field Supervisor, has at least 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience, and who is also:
 - vii. A Massachusetts Licensed Mental Health Counselor (LMHC);
 - i. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
 - ii. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
 - iii. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
 - iv. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
 - v. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)
 - b) Internship training sites must provide an emergency contact on-site that is available to the student for consultation in the event that the primary supervisor is unavailable.
 - c) The site must provide ongoing weekly supervision.
 - d) The site must have a steady supply of clients who will be referred to the internship student.
 - e) The site must provide counseling space most of the time for the student to use for purposes of confidentiality.
 - f) Internship students must be able to accumulate 240 hours of direct client contact over the span of two academic semesters.
 - g) Internship students may be able to record sessions for clinical supervision purposes where permitted by the site and with appropriate client or guardian consent.

2023-2024 Field Education Training Contract Instructions – Internship Level
Couples and Family Therapy

Each year, the Field Education Training Contract is completed to formalize a training relationship between the student and his/her internship site.

This contract is for internship-level students in the Couples and Family Therapy departmental emphasis area within the M.A. in Clinical Mental Health Counseling program.

The contract is due by Friday, 9/22/2023. It must be completed and submitted before the student can begin independently working with clients.

This information allows us to document the student's training site and proposed duration/hours of training; the name, degree, license, and contact information for the supervisor(s); and to learn about the student's individual training goals. All of this information is required for WJC's liability insurance policy, which covers the student for his/her contracted training experience. It also spells out the responsibilities for the Field Supervisor, the Faculty Supervisor, and the student.

When completing this form, please be mindful of the following:

- j) Pay particular attention to start and end dates on the contract to ensure a minimum of 30 weeks of training in addition to 2 weeks of vacation (i.e., a minimum of 32 weeks between the start and end dates). The earliest start date a student may specify is Monday, 8/28/2023, and the earliest end date is Friday, 5/3/2024. The latest end date internship level students may specify is Friday, May, 24th, 2024.
- a) It is critical that the supervisor's name, degree, and email address are recorded accurately on the form. **The Primary supervisor MUST be 3 years post license to be an approved supervisor.**
- b) **The contract should be completed with and signed by the primary supervisor (i.e., licensed mental health professional at your training site) and submitted to William James College **BEFORE the student is permitted to begin independently, seeing clients.****
- c) By completing and signing the contract, the student is confirming that he/she has registered with Time2Track and that he/she will be using this tool on a weekly basis throughout the training year.
- d) After submission, changes to the contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available on SONIA) and receiving approval from Mrs. Koen/Ms. Thomas.
- e) Once the form is completed and signed by the student, Field Supervisor, and Faculty Supervisor, the student will turn in the original contract to Ms. Thomas for her signature and review. **Once the form is fully signed, the student will provide a photocopy of the full document to all parties for their records (student and field supervisor will need to reference the learning goals to complete the interim and final evaluations).**
- f) If the form is incomplete when it is submitted, it will be returned to the student. If, for some reason, the student is not able to submit the form by the deadline, please notify the Faculty Supervisor and Mrs. Koen (Melissa_koen@williamjames.edu) in advance. In the subject line of the email, please put "2023-2024 Field Education Training Contract – [LAST NAME]."

**Counseling and Behavioral Health Department
Field Education Training Contract 2023-2024
INTERNSHIP LEVEL**

**Program: M.A. in Clinical Mental Health Counseling
Area of Emphasis: Couples and Family Therapy**

College-wide Concentration (if Applicable):

- Asian Mental Health LGBTQIA+ Studies
 African & Caribbean Mental Health Latino Mental Health
 Global Mental Health Military & Veterans Psychology

The following student:

Name:

is placed as a trainee at:

Site Name:		
Address:		
City:	State:	Zip:

Please check one:	<input type="checkbox"/> Paid Field Placement	Please indicate amount of stipend:	\$ _____ per year
	<input type="checkbox"/> Unpaid Field Placement	<input type="checkbox"/> Job as Placement	

TERM OF CONTRACT:	
The field placement will begin _____/_____/2023	and will end on _____/_____/2024
NOTE: Two required vacation weeks do <u>not</u> count toward the total number of required weeks of training.	
<input type="checkbox"/> Internship 20-24 hours/week (minimum of 600 hours per year required for internship)	
Please indicate what days/hours you will be at site: _____	

The student will have experience in the following areas/activities: (check all that apply)

SERVICES/TRAINING:	SETTING:	MODALITY:	
<input type="checkbox"/> Assessment/Intake	<input type="checkbox"/> Clinic/Community Mental Health Center	<input type="checkbox"/> Individual	
<input type="checkbox"/> Community Outreach	<input type="checkbox"/> Corrections	<input type="checkbox"/> Group	
<input type="checkbox"/> Consultation	<input type="checkbox"/> Day Treatment or Partial Program	<input type="checkbox"/> Couples	
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Hospital: <input type="checkbox"/> Inpatient <input type="checkbox"/> Outpatient	<input type="checkbox"/> Family	
<input type="checkbox"/> Developmental Disorders and LD	<input type="checkbox"/> Nursing Home/Assisted Living Facility		
<input type="checkbox"/> Evaluation	<input type="checkbox"/> School	Note: The student's clinical or applied materials may be used in the academic setting for the purpose of training. Issues of confidentiality and protection of case anonymity will be respected in all presentations at William James College.	
<input type="checkbox"/> Forensic	<input type="checkbox"/> University Counseling Center		
<input type="checkbox"/> Health Psychology	<input type="checkbox"/> Other:		
<input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender	POPULATION:		
<input type="checkbox"/> Major Mental Illness			
<input type="checkbox"/> Milieu Therapy			
<input type="checkbox"/> Multicultural Affairs			<input type="checkbox"/> Child
<input type="checkbox"/> Rehabilitation			<input type="checkbox"/> Adolescent
<input type="checkbox"/> Stress Management			<input type="checkbox"/> Adult

<input type="checkbox"/> Substance Abuse	<input type="checkbox"/> Geriatric
<input type="checkbox"/> Therapy	
<input type="checkbox"/> Trauma/PTSD	

SUPERVISION (Please print)			
Primary On-Site Supervisor*:		Secondary Supervisor:	
License Type:	Number:	License Type:	Number:
Email:		Email:	

*Primary on-site supervisor must be an 1) LMHC, LICSW, LMFT, Licensed Psychologist, Physician with a sub-specialization in psychiatry, or Nurse Practitioner with a sub-specialization in psychiatry and 2) have 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience. If the supervisor is not a marriage and family therapist designated as an “approved supervisor” by the AAMFT to supervise practice of marriage and family therapists, then he/she must have had primary supervisory responsibility for two practitioners providing marriage and family therapy for a period of two years or the equivalent. Additionally, the supervisor agrees to:

1. Ensure that the student has the required minimum level of direct client contact hours during the training year:
Year 2 Internship= 240 hour

2. Ensure that the student receives the required minimum number of direct supervision hours, supervision occurs on a weekly basis, each supervision hour is a minimum of 45 consecutive minutes, and the supervision counts as part of the student’s total contracted hours: (LMFT requires:100 hours supervision (practicum or internship): 50 individual; 50 group)
Year 2 Internship = at least 30 hours individual, 30 hours group (group supervision is covered at WJC)

Important Note: 25 of the total supervision hours (group and individual) must be in direct observation or audio or videotape supervision.

3. Provide supervision that takes into consideration:

- g) The student’s developmental level as a counselor-in-training and academic experience at the College (the student will provide the supervisor with relevant course outlines)
- h) The College’s curricular goals and competencies for students
- i) The student’s individual applied learning goals, which include:
 - I. _____
 - II. _____
 - III. _____
 - IV. _____
 - V. _____

4. Provide site access to the College’s Directors of Field Education, their designee, and Faculty Supervisors.

5. Complete timely written evaluations at the end of each semester using William James College forms.

ANY CHANGES TO THIS CONTRACT ARE SUBJECT TO THE APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.

Signatures:

Primary On-Site Supervisor:	Date: / /2023
-----------------------------	-----------------------

Faculty Supervisor: _____	Date: / /2023
Assistant Director of Field Education:	Date: / /2023
Student:	Date: / /2023
I have registered for Time2Track: _____ (Student must initial here)	
I understand that I must complete and return this contract to William James College before seeing clients: _____ (Student must initial here)	

ADDENDUM TO FIELD EDUCATION CONTRACT - INTERNSHIP ROLES/RESPONSIBILITIES

Internship involves the collaboration of a number of professionals in order to ensure a meaningful educational experience for the counseling students. The student, instructor, and on-field supervisor must each play a role in creating this experience. Listed below are the role/responsibilities of each of these individuals as described by CACREP and endorsed by the William James College faculty.

The Student:

The role of internship students is to engage in an on-site clinical experience that results in the development and enhancement of professional counseling skills. It is expected that students will behave in a professional manner and will abide by the American Counseling Association and the American Mental Health Counselors Association’s *Code of Ethics* at all times. Students must be considerate of the demands on the field supervisor and accommodate the needs of the site, as well as their learning needs.

Student’s Responsibilities:

1. To commit at least 600 clock hours to a site, including **240 hours spent in direct service**. Direct service hours are those in which the student is working directly with individuals, families, or groups, and in the milieu offering counseling. The 360 hours that can be devoted to indirect service include all other relevant professional activities on-site, including listening to recordings and record-keeping. Examples of appropriate activities are in-service training, participation in staff meetings, educational activities on site, preventive interventions, consultation, observation, supervision, and readings, among others.
2. To arrange a weekly, one-hour individual supervision schedule with the Field Supervisor that meets the needs of both the student and the site.
3. To attend the weekly internship class that provides group supervision on campus by the Faculty Supervisor.
4. To write case notes on all clients and complete all other paperwork connected to internship.
5. To meet all other course requirements.
6. To meet any additional requirements as determined by the Field Supervisor (e.g., onsite group supervision).

Director of Field Education:

The role of the Director of Field Education is to facilitate field placements and assist in communication among students, Faculty Supervisors, and Field Supervisors.

Director of Field Education Responsibilities:

1. To meet with internship students in November prior to their enrollment in the internship course for the following academic year to provide orientation about the internship search and application process
2. To provide guidance and support during the preparation of materials and throughout the field site search.
3. To investigate all potential sites to determine their appropriateness for internship.
4. To make site visits prior to the establishment of a new training site, and as necessary and/or feasible thereafter.
5. To follow up with any special circumstances regarding internship sites and/or students. To make necessary communications to the internship instructor regarding such circumstances.

Mental Health Counseling Internship I and II Instructor/Faculty Supervisor:

The role of the faculty supervisor during internship is to coordinate the internship class (the group supervision portion of the internship experience). In addition, the faculty supervisor maintains communication with the Field Supervisors.

Mental Health Counseling Internship I and II Instructor/Faculty Supervisor's Responsibilities:

1. To conduct weekly group supervision during internship class on campus.
2. To offer the student supervision of recorded counseling sessions.
3. To communicate several times per semester with the Field Supervisor regarding the clinical ability of the student as determined through supervision.
4. To read all case notes turned in by the student.
5. To maintain a record of communications with the Field Supervisor.
6. To review all records of all internship activity engaged in by the student.
7. To review the student evaluations from the Site Supervisor.
8. To assign a grade at the end of the semester based on the student's performance.
9. To provide on-call emergency supervision.

The Field Supervisor:

The role of the field supervisor is to provide the on-site portion of the supervision to the student during the internship experience. This is a voluntary position. Students must be considerate of the time and effort provided by supervisors.

Field Supervisor's Responsibilities:

1. To organize the internship experience and assure that the student will have an opportunity to work with appropriate clients.
2. To help orient the student to the site.
3. To provide appropriate space for the student to meet with clients.
4. To monitor the internship generally in order to determine that the student's needs and the client's needs are met.
5. To provide weekly one-hour individual supervision.

6. To communicate on a regular basis with the Faculty Supervisor about the student's progress, and immediately if there are any problems.
7. To provide the Faculty Supervisor with evaluation of the student's overall performance and professionalism during the practicum.
8. To be available to the student in case of emergency.

OTHER INFORMATION REGARDING INTERNSHIP

1. **Site Visits/Communication with Site:** Within the first week of classes, an email/ telephone contact is initiated by the Faculty Supervisor. At this time, requirements for the course and the field supervisor's role are reviewed. Site visits are conducted within the department on an ongoing basis and/or when circumstances warrant such a visit.
2. **Field Education Training Contract: The Field Education Training Contract needs to be submitted before the student is permitted to begin independently working with clients in any capacity.** Students are responsible for collecting signatures and ensuring that the contract is submitted by **9/22/2023**. The student will complete the Field Education Training Contract with the Field Supervisor, including the training goals for the training year, and bring the original (signed by the Field Supervisor, Faculty Supervisor and the student) to the Assistant Director for Field Education (Katie Thomas, M.S., LMHC) for her signature. **Once the form is signed, the student will provide a photocopy of the full document to all parties for their records (student and supervisor will need to reference the learning goals to complete the interim and final evaluations).** After submission, changes to your contract (e.g., supervisor, end date, etc.) must be formalized by completing an addendum (available on Sharepoint) and receiving approval from the Director for Field Education.
3. **Audio Recording:** Audio recording of sessions with clients is encouraged in internship, where the site allows for it. You must be able to play your recordings in supervision. Digital recorders with speakers provide the best clarity. It is the student's responsibility to ensure that recordings can be easily heard by supervisors.
4. **Internship is not offered during the summer.** This is due to the fact that acquiring the specified hours, as well as ensuring a beneficial learning experience is difficult within such a shortened time span.
5. **General Criteria for Appropriate Internship Sites**
 - a) The site must have a credentialed supervisor with an advanced degree in counseling or a related field who will assume responsibility as a Field Supervisor, has at least 3 years of full-time or equivalent part-time post-licensure clinical mental health counseling experience, and who is also:
 - i. A Massachusetts Licensed Mental Health Counselor (LMHC);
 - ii. A Massachusetts Licensed Independent Clinical Social Worker (LICSW);
 - iii. A Massachusetts Licensed Marriage and Family Therapist (LMFT);
 - iv. A Massachusetts Licensed Psychologist with Health Services Provider Certification;
 - v. A Massachusetts Licensed Physician with a sub-specialization in psychiatry;
 - vi. A Massachusetts Licensed Nurse Practitioner with a sub-specialization in psychiatry; or where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed in (a) through (f)
 - b) Internship training sites must provide an emergency contact on-site that is available to the

- student for consultation in the event that the primary supervisor is unavailable.
- c) The site must provide ongoing weekly supervision.
 - d) The site must have a steady supply of clients who will be referred to the internship student.
 - e) The site must provide counseling space most of the time for the student to use for purposes of confidentiality.
 - f) Internship students must be able to accumulate 240 hours of direct client contact over the span of two academic semesters.
 - g) Internship students may be able to record sessions for clinical supervision purposes where permitted by the site and with appropriate client or guardian consent.

Examples – Practicum/Internship Field Education Contract Learning Goals

Ethics and Professional Development

- 1) Understand ethical issues and considerations pertaining to the treatment setting in which I am working
- 2) Learn about and maintain electronic medical records/charts

Assessment and Diagnosis

- 1) Learn to conduct initial intakes, mental status exams, and assess for safety, dangerousness and domestic violence risks
- 2) Become more fully conscious of specialized assessment needs by population (for example, juveniles in the court system)
- 3) Learn to conduct biopsychosocial assessments
- 4) Practice writing skills as related to the evaluative process
- 5) Learn to write treatment goals in a lucid and succinct manner
- 6) Learn to conduct crisis management work

Counseling, Prevention, and Intervention

- 1) Learn how to build rapport and trust, communicate empathy, and establish a therapeutic relationship with clients
- 2) Increase my understanding of the therapeutic alliance
- 3) Maintain effective therapeutic relationships with individual clients and/or with clients in a group treatment setting
- 4) Learn to work with the elder mental health population within the community
- 5) Learn to conduct short-term and long-term individual psychotherapy
- 6) Learn to co-lead psychotherapy groups with adolescents and adults
- 7) Integrate and apply theories and research learned in courses to case conceptualization, treatment planning, and intervention strategies
- 8) Engage in psychotherapeutic activities with family members of identified patient
- 9) Utilize supervision effectively to understand the therapeutic relationship and to more easily identify and work with transference and countertransference
- 10) Learn to tailor mental health interventions to individuals with differing mental health concerns
- 11) Learn the most prominent and evidence-based models of intervention
- 12) Learn to provide psychotherapeutic services outside of the standard treatment setting (for example, within the community)
- 13) Develop knowledge of inpatient hospital setting
- 14) Learn about the relationship of substance abuse and trauma
- 15) Learn about the role of medication with clients and my role in the coordination of treatments

Cultural Competence

- 1) Enhance clinical competence with patients from diverse social and cultural backgrounds
- 2) Build multicultural competence both as it pertains to the clinical dyad and to self as a developing clinician
- 3) Acquire experience with persons from backgrounds different from my own
- 4) Explore culture within each individual's context

Consultation, Collaboration, and Advocacy

- 1) Learn about school as a system
- 2) Learn wraparound services model of care
- 3) Learn to become a contributing member of a multidisciplinary team
- 4) Learn about resources available to clients/community resources/referrals

**Counseling and Behavioral Health Department
Addendum - Field Education Training Contract 2023-20224
Supervisor Change**

Name:

Date: ____/____/____

Site Name:

Address:

City: _____ State: _____ Zip: _____

As of the above date, the following change in supervisor(s) occurred:

SUPERVISION:	
Primary Supervisor:	Secondary Supervisor:
Degree & License:	Degree & License:
Email:	Email:

Signatures:	
Primary Supervisor:	Date: / /
Faculty Supervisor:	Date: / /
Director of Field Education:	Date: / /
Student:	Date: / /

Once complete, please submit this form to Melissa Koen via email (melissa_koen@williamjames.edu).

**Counseling and Behavioral Health Department
Addendum - Field Education Training Contract 2023-2024
Contract Dates Change**

Name: _____

Date: ____/____/____

Site Name: _____

Address:

City: _____ State: _____ Zip: _____

As of the above date, the following change in contract dates occurred:

ORIGINAL CONTRACT DATES:	
START:	END:

NEW CONTRACT DATES:	
START:	END:

Signatures:	
Primary Supervisor:	Date: / /
Faculty Supervisor:	Date: / /
Director of Field Education:	Date: / /
Student:	Date: / /

Once complete, please submit this form to Melissa Koen in person or via email (melissa_koen@williamjames.edu) .

STUDENT EVALUATION OF FIELD EDUCATION PLACEMENT AND SUPERVISOR

Name of Site

Address

Type:

Estimated # actual hours per week.....

Avg. travel time:

.....

Paid?

Avg. # contracted hours per week

Rating Scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree

Supervision Rating:

Primary Supervisor:

Primary supervision at the site was...

...conducted on a punctual and regular weekly basis
.....

...thorough

...provided direction

...conceptually rich.....

...conducted in a respectful manner

...culturally competent.....

I felt my primary supervisor...

...understood my experience at the site

...was able to provide constructive feedback
regarding client issues.....

...effectively helped me manage my case load

...helped me understand my personal
reactions to clients

Comments for primary supervision:

Secondary Supervisor:

Secondary supervision at the site was...

...conducted on a punctual and regular weekly basis
.....

...thorough

...provided direction

...conceptually rich.....

...conducted in a respectful manner

...culturally competent.....

I felt my secondary supervisor...

...understood my experience at the site

...was able to provide constructive feedback
regarding client issues.....

...effectively helped me manage my case load

...helped me understand my personal
reactions to clients

Comments for secondary supervision:

Staff Rating (in general):

Administration at the site (in general):

Site was administratively organized and well run.

Case assignments were made fairly and
in an organized fashion.....

There were organized opportunities for clinical
staff communication.....

Support staff at site (in general):

Staff communicated well with each other

Staff morale seemed high.

Staff treated trainees with respect.....

Clinical staff at site (in general):

Staff communicated well with each other.....

Staff treated students with respect.....
Staff morale seemed high
Minority staff were available for consultation /
supervision

Comments for administrative, support and clinical staff:

Training, Setting and Personal Safety Ratings:

Training at site:

Included training on proper documentation
Was conducted on a punctual and weekly basis ..
Guest speakers were included.....
Seminars were interesting / stimulating.....
Multicultural training was available.....

Physical setting at site:

Trainees had adequate office space for paperwork
.....
Trainees had adequate space for clinical work.....
Trainees generally had a phone available
for their use.....
Trainees generally had a computer available
for their use.....

Personal safety issues:

I was oriented about safety procedures at the site
I received training regarding handling emergencies
I received training about dealing with
aggressive clients.....

I received training and supervision on
mandated reporting

Comments for training, setting, and personal safety issues:

Additional Questions for Trainees:

Trainees received an appropriate orientation
to the site.....
Site was open to feedback regarding a trainee’s
clinical training.....
Supervision covered the full range of student
training activities.....
If applicable, there was respect and planning
for trainees who require accommodations.....

Trainees received regular feedback about
their performance
The site was physically safe in terms of the
building, parking and work expectations.....
Any concerns were adequately addressed
Cultural factors were adequately addressed

Additional Comments:
« <i>Comment</i> »

Procedures and Policies Regarding Comprehensive Assessments of Student Competencies while enrolled in the M.A. in Clinical Mental Health Counseling program at William James College

The procedures and policies document was adapted from Columbia University Teachers College Counseling Programs, and the specific instrument, the Professional Counseling Performance Evaluation (PCPE), which was developed by Southwest Texas State University is intact in its content, with the exception of a few clarifications that were noted with footnotes.

The following policy was adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) on December 4, 2003 and follows the American Counseling Association's (ACA, 1995) *Code of Ethics and Standards of Practice* –this statement is policy that governs our training program (both masters and doctoral) in terms of the evaluation of student academic and professional competencies:

Students in training programs that lead to license eligibility in psychology and mental health counseling (at the masters, doctoral, internship and post-degree level) should know –before their training begins– that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional graduate programs in mental health have an ethical obligation to screen out students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Therefore, within a developmental framework and with appropriate regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff and supervisors will evaluate their competence in areas beyond the acquisition of general didactic knowledge in the form of theory and specific content. These professional competencies which will be observed and evaluated in didactic and experiential course work with a systematic academic evaluation of counseling competencies include, but are not limited to, demonstration of sufficient:

- a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);
- b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public); openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional

- development or functioning); and
- c) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Students will be evaluated on the above items as a part of their academic and field education training performance. Issues in meeting these expectations can lead to program intervention, including change of program status, course failures or program dismissal. However, faculty aims to work with students on these issues when they arise to aid them in meeting these expectations.

WILLIAM JAMES COLLEGE

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

Interpersonal competence evaluation agreement - Professional Counseling Performance Evaluation (PCPE):

There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and AOA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed using the Professional Counseling Performance Evaluation Form. This form will be used to evaluate students and to provide feedback on skill levels in communication, counseling skills, ethical practice, and personality or behavior traits that interfere with providing professional counseling at an acceptable skill level. A poor evaluation on the PCPE will result in either being referred to the faculty review committee for review and remediation plan and/or failing the class. Failing the course would only occur if you were to receive a rating of 0 on one or more of the evaluation areas.

I _____, *have read the above statement regarding the evaluation process*
(Print Name)

using the PCPE and I understand that I will be evaluated using this instrument in all CCPJ coursework.

Signature

Date

PROFESSIONAL COUNSELING PERFORMANCE EVALUATION (PCPE):

There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and APA (2002) ethical guidelines require counselor educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions. As a result, you will be assessed at the end of the Fall semester and the Spring semester using the Professional Counseling Performance Evaluation Form, a copy to be found in the Department's page on SharePoint. Your Faculty Supervisor will fill it out; if you are not in a seminar course, your advisor will fill it out. You may also be evaluated with this form in case of deficiencies noted by any faculty member, which will be attached to a Corrective Action Notice. Although this class is didactic in nature with letter grades assigned to written and oral work, a poor evaluation on the PCPE will result in either being referred to the Department Chair or designee for review and remediation plan and/or failing the class. Failing the course would only occur if you were to receive a rating of 0 on one or more of the evaluation areas.



Professional Counseling Performance Evaluation (PCPE)

Student _____ Semester _____
 Person Initiating the Form _____
 Area of concern (i.e., Course Number) _____
 Date _____

Rating Scale

- N No opportunity to observe
- 0 Does not meet criteria for program level
- 1 Meets criteria minimally or inconsistently for program level
- 2 Meets criteria consistently at this program level

A. Counseling Skills and Abilities

1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic alliance can be created.	N	0	1	2
2. The student demonstrates therapeutic communication skills including:				
a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.	N	0	1	2
b. Understanding content – understanding the primary elements of the client’s story.	N	0	1	2
c. Understanding context – understanding the uniqueness of the client’s story elements and their underlying meanings.	N	0	1	2

d. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner.	N	0	1	2
e. Congruence – genuineness; external behavior consistent with internal affect.	N	0	1	2
f. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client.	N	0	1	2
g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. ¹	N	0	1	2
h. Immediacy – staying in the here and now	N	0	1	2
i. Timing – responding at the optimal moment	N	0	1	2
j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention	N	0	1	2
k. Self-disclosure – skillful and carefully considered for a specific therapeutic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	0	1	2
4. The student collaborates with the client to establish clear therapeutic goals.	N	0	1	2
5. The student facilitates movement toward client goals.	N	0	1	2

¹ Rate this item as appropriate with consideration of student’s individual physical and cultural differences.

6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	N	0	1	2
7. The student creates a safe clinical environment.	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2

B. Professional Responsibility

1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards. ²	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2
4. The student demonstrates application of legal requirements relevant to counseling training and practice. ³	N	0	1	2

C. Competence

1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
---	---	---	---	---

² Rate this item such that it includes professional attire.

³ Rate this item as it refers to student's ability to meet required standards such as maintaining confidentiality, providing informed consent, following HIPAA rules, mandated reporting.

2. The student takes responsibility for compensating for her/his deficiencies. ⁴	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients. ⁵	N	0	1	2
5. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2

D. Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work. ⁶	N	0	1	2
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.	N	0	1	2

⁴ Rate this item such that it addresses the student’s ability to respond appropriately to constructive feedback.

⁵ Rate this item as appropriate with consideration of student’s individual physical and cultural differences.

⁶ Rate this item inclusive of the “awareness” component of cultural competence.

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2

E. Integrity

1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

Counseling and Behavioral Health Department

Field Supervisor Evaluation of Practicum and Internship Students

If you have any questions along the way or need additional assistance completing this online form, please contact Laura Bourgeois (laura_bourgeois@williamjames.edu; 617-564-9381).

The supervisor is required to review the evaluation with the student before signing and submitted it.

Please Complete by: **December 08, 2023 (Interim)**

Before you complete this form, please make sure you have the following items available for your reference (dating from start to end of training):

- **Individual supervision hours**
- **Group supervision hours**
- **Number of hours onsite**
- **Number of direct, face-to-face client contact hours**
- **Trainee's goals for the year (from the Training Contract)**
- **List of trainings the student has completed**

Type of Evaluation:

- Interim
- Final

Training Level:

- Practicum (year 1)
- Internship (year 2)

WJC Student:

First name: _____

Last name: _____

Primary Supervisor:

First name: _____

Last name: _____

Degree: _____

License (e.g., LMHC, LICSW, LMFT, Psychologist or Psychiatrist): _____

Does this trainee have an optional secondary supervisor?

Yes

No

Secondary Supervisor:

First name: _____

Last name: _____

Degree: _____

License (e.g., LMHC, LICSW, LMFT, Psychologist or Psychiatrist): _____

Placement Site: _____

Supervision Evaluation Check List

Please indicate the training areas in which the student has been supervised at your site. **Please indicate if this had been a primary or secondary area of supervision.**

Areas of Supervision

	Child 0-6		Child 7-12		Adolescent 13-18		Adult 19-64		Older Adult 65-Up	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Clinical Intake and Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Formulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychoeducation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Couples Therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Consultation/Outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify i.e. Forensic Psychology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Field Supervisor Evaluation of Student

Rating Scale

Please evaluate student based upon performance in competencies as described below.

1 – Unsatisfactory/Problematic: The student fails to meet the expected standard. An Interim Assessment & Planning (A & P) meeting will be held if a student receives a rating of 1 on any item.

2 – Novice: Trainee has a limited level of knowledge and understanding. Engages in developmentally-appropriate level of analysis of situations and requires substantial support. At the end of the **first semester of practicum**, the trainee must achieve a level of “Novice” (i.e., rating of 2 or higher) on each item. If this criterion is not met, an interim A & P meeting will be held and the student may not be permitted to progress to the subsequent field placement experience (i.e., second semester of practicum).

3 – Developing Proficiency: Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations and trainee requires support to guide performance. At the end of the **second semester of practicum**, the trainee must achieve a level of “Developing Proficiency” (i.e., rating of 3 or higher) on each item. If this criterion is not met, an interim Assessment & Planning meeting will be held and the student may not be permitted to progress to internship.

4 – Intermediate Proficiency: Trainee has begun to generalize skills and effectively apply them with supervision. At the end of the **first semester of internship**, the trainee must achieve a level of “Intermediate Proficiency” (i.e., ratings of 3 and 4) on each item. If this criterion is not met, an interim Assessment & Planning meeting will be held and the student may not be permitted to progress to the subsequent field placement experience (i.e., second semester of internship).

5 – Advanced Intermediate Proficiency: Trainee has gained deeper, more integrated knowledge and, with appropriate supervision, can fulfill expectations independently. At the end of the **second semester of internship**, the trainee must achieve a level of “Advanced Intermediate Proficiency” (i.e., ratings of 4 and 5) on each item. If this criterion is not met, this may impact the student’s academic standing.

If your rating on any item falls below the expected rating for the student’s level of training, please explain whether this is appropriate to your site and meets your training expectations. **If not, please explain and include specific examples.**

Domain 1- Ethics and Professional Development

Conducts oneself and assesses problematic situations in accordance with the most current American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA) ethical guidelines

- 1 – Lacks or demonstrates minimal awareness of basic ethical principles and guidelines, and/or fails to conduct oneself ethically in terms of upholding values of the profession and following ethical principles stipulated by ACA and AMHCA ethical guidelines. Please provide specific examples.
- 2 – With supervisory support, demonstrates basic awareness of and ability to uphold ethical principles and values of profession, and accepts guidance from supervisor. Fundamental ethical principles include, but are not limited to, values of the profession, standard of care, informed consent, confidentiality and limits,

appropriate use of boundaries, mandated reporting and duty to protect, dealing with high-risk clients, record keeping, and awareness of diversity issues.

- 3 – Is independently able to identify and uphold ethical principles, apply these to clinical work, and seeks out supervisory clarification when needed.
- 4 – In addition to #3 above, is able to generalize to a variety of contexts and situations. With supervisory support, has the ability to identify the nuanced complexities of managing ethical dilemmas.
- 5 – Conducts oneself with a high level of professionalism and ethical integrity; demonstrates a solid grasp of ethical principles/values/guidelines, and is able to apply these to clinical, supervision, programmatic and other situations requiring professional behavior.

Appropriately protects privacy of confidential information

- 1 – Lacks or demonstrates minimal awareness of privacy of confidential information (e.g., leaves materials or talks about clients in public areas, without regard for the privacy of confidential information). Please provide specific examples.
- 2 – Occasionally has to be reminded about maintaining privacy of confidential information (e.g., not to talk about clients in public areas, to log off the computer after using it, or to file clients' records after using them). Please provide specific examples in the comment area.
- 3 – Consistently takes appropriate precautions to protect the privacy of confidential information of all clients. (Select this option for a student at the practicum level).
- 4 – Consistently takes appropriate precautions to protect the privacy of confidential information of all clients. (Select this option for a student at the end of the first semester of internship.)
- 5 – Consistently takes appropriate precautions to protect the privacy of confidential information of all clients. (Select this option for a student at the end of the second semester of internship.)

Prepared for supervision and possesses the ability to accept and utilize feedback from supervisors

- 1 – Does not regularly prepare for and/or attend supervision, is frequently defensive or resistant to feedback, and/or seriously misjudges strengths and/or important limitations. Please provide specific examples.
- 2 – Accepts supervision in many areas, and is learning how to prepare for supervision and accept feedback in a non-defensive manner; needs supervisory input for determination of readiness to try new skills.
- 3 – Actively participates in supervision, initiates topics for discussion, and is open to feedback when offered; tries new ideas and skills with varying degrees of comfort and success.
- 4 – Uses supervision well for clarification of areas of uncertainty; consistently applies feedback from supervision and initiates discussions about application of the feedback; shows awareness of own strengths and weaknesses;
- 5 – Integrates feedback from supervision and applies it in most clinical interactions; uses supervision to process complex clinical cases and implements the feedback; makes generally accurate self-appraisal, recognizes tendencies to misjudge abilities, and demonstrates particular care in those areas.

Presents appropriate appearance

- 1 – Dresses inappropriately for the setting. Please provide specific examples.
- 2 – Has to be reminded to dress appropriately for the setting.

- 3 – Appearance is professional at all times. (Select this option for a student at the practicum level.)
- 4 – Appearance is professional at all times. (Select this option for a student at the end of the first semester of internship.)
- 5 – Appearance is professional at all times. (Select this option for a student at the end of the second semester of internship.)

Punctuality and reliability

- 1 – Frequently arrives late or does not attend as required, consistently evidences problems following instructions, and/or consistently turns in assignments/tasks after the due date. Please provide specific examples.
- 2 – Is punctual and is learning how to follow agency-specific instructions related to paperwork and other tasks.
- 3 – Consistently follows instructions, and completes tasks/assignments in a timely manner.
- 4 – Consistently completes assignments ahead of time. (Select this option for a student at the end of the first semester of internship.)
- 5 – Consistently completes assignments ahead of time. (Select this option for a student at the end of the second semester of internship.)

Professional Demeanor/Attitude: participation in team setting (e.g., meetings, milieu, shared office space); understanding of and compliance with agency procedures

- 1 – Frequently engages in unprofessional behavior; demonstrates problems seeking assistance to cope with interpersonal concerns with colleagues and/or a lack of awareness of these difficulties; does not comply with agency procedures. Please provide specific examples.
- 2 – Attends and actively listens in a team setting, and is learning how to engage and participate appropriately;; generally complies with agency procedures.
- 3 – Participates in team setting; understands and complies with agency procedures.
- 4 – Actively participates in team setting and provides useful input; consistently well regarded by colleagues; abides by all agency procedures.
- 5 – Has developed and maintained harmonious working relationships; effectively relates to team members in accordance with their unique roles; handles differences openly; takes initiative and volunteers for positions of leadership within the agency, if applicable.

Are there ongoing training opportunities available at the site for the trainee?

Yes No

[If yes] Participates in available training opportunities at the site

- 1 – Rarely engages in trainings.
- 2 – Demonstrates interest and sometimes attends available trainings; occasionally participates; and uses supervision to discuss application of training information to clinical work.
- 3 – Often attends trainings provided by the site; regularly participates; and with supervisory support applies training information to clinical work.

- 4 – Always attends trainings provided by the site, actively participates; and proactively attempts to apply training information to clinical work, but still needs supervisory support to do this effectively.
- 5 – In addition to #4, independently applies training information to clinical work effectively.

Please provide a list of training sessions attended and/or certificates earned.

Domain 2- Development of Leadership Skills

When appropriate and under supervision, student is able to take a leadership role (e.g., leading clinical activities, developing psycho-educational curricula, presenting at a staff meeting, taking initiative to raise systemic issues that would result in patient care improvements, etc.)

- 1 – Refuses to take the lead when asked to do so by supervisor. Please provide specific examples.
- 2 – Demonstrates willingness and interest in learning how and when to take the lead in clinical activities.
- 3 – Able to occasionally assume leadership role with encouragement and prompting by supervisor.
- 4 – Consistently assumes leadership role with supervisory support and feedback.
- 5 – Consistently assumes leadership role independently and effectively.

Domain 3- Research and Evaluation

Please note here if student has had an opportunity to participate on any research or evaluation activity at your site

Domain 4- Assessment and Diagnosis

Gathers information to inform diagnosis and treatment planning on an ongoing basis (e.g., attends to safety, mental status, mandated reporting, problematic behaviors, and individual strengths).

- 1 – Neglects to respond to critical background information and immediate client concerns in a developmentally-appropriate manner (i.e., practicum trainee lacks awareness, whereas internship trainee fails to take appropriate action). Please provide specific examples.
- 2 – Through observation and supervision, demonstrates basic awareness of how to respond to critical background information and immediate client concerns; actively participates in opportunities to apply developmentally-appropriate clinical skills.
- 3 – With supervision, demonstrates the ability to gather and apply information for diagnosis and treatment planning.
- 4 – Effectively utilizes systematic approaches to gathering data; demonstrates ability to characterize all relevant aspects of a client’s experience and presenting concerns; seeks supervision for more challenging or complex cases.

- 5 – In addition to #4, demonstrates nuanced understanding of the different contributing factors, including individual, familial, social, and cultural concerns.

Is able to use diagnostic criteria to frame the client’s presenting problem.

- 1 – Neglects to consider obvious signs of major diagnostic categories when bringing the case to supervision (e.g., a person crying in the session, someone appearing to respond to hallucinations). Please provide specific examples.
- 2 – Is able to consider obvious signs of major diagnostic categories when bringing the case to supervision.
- 3 – Demonstrates basic awareness of diagnosis and is able to diagnose more obvious pathology.
- 4 – Is able to diagnose more obvious pathology; sometimes requires supervision to recognize co-occurring disorders or subtle aspects of dysfunction.
- 5 – Demonstrates independent working knowledge of DSM-5 including differential diagnosis and correct use of codes.

Conceptualizes clients’ problems in a theoretical framework, maintains awareness of different theoretical models, and demonstrates an understanding of the rationale for utilizing different approaches.

- 1 – Lacks or demonstrates minimal awareness of the utility of a theoretical framework to guide clinical work. Please provide specific examples.
- 2 – With supervisory support, exhibits basic knowledge of theory and its relevance to clinical work (e.g., understands how a CBT perspective would focus on current thoughts and behaviors while a psychodynamic perspective would focus on the role of early life experiences in explaining the origin of the client’s distress).
- 3 – With supervisory support, is able to apply the basic tenets of a theoretical approach in explaining the origin of the client’s problem(s) and guiding clinical interventions.
- 4 – Independently demonstrates case conceptualization skills within their preferred theoretical orientation; can integrate other theoretical perspectives with supervisory support.
- 5 – Independently able to apply two or more theoretical models to clinical work. Appreciates the importance of incorporating a full array of data into the conceptualization, including dynamics, systems at work, physiological considerations, relevant behavior, cognition, social context, and diversity.

Are there any specialized assessment procedures specific to the agency and populations served? YES NO

[If yes] Evaluates clients using any specialized assessment procedures specific to the agency and populations served.

- 1 – Lacks or demonstrates minimal awareness of assessment procedures specific to the agency or to the population served as required. Please provide specific examples.
- 2 – Occasionally has to be reminded to use assessment procedures specific to the agency or to the population served.
- 3 – With supervisory support, consistently evaluates clients using agency-specific assessment procedures or ones that are appropriate to the populations served.
- 4 – Independently evaluates clients using agency-specific assessment procedures or ones that are appropriate to the populations served; with supervisory support, integrates information obtained from assessment procedures into treatment.

- 5 – Independently evaluates clients using agency-specific assessment procedures or ones that are appropriate to the populations served and integrates information obtained from assessment procedures into treatment.

Domain 5 - Counseling, Prevention and Intervention

Interacts with clients in ways that communicate empathy, engages them in the helping process, establishes rapport and respect, and reflects a therapeutic alliance.

- 1 – Lacks or demonstrates minimal awareness of the skills necessary to build relationships with clients (i.e., difficulty being empathic; difficulty communicating in a therapeutic manner). Please provide specific examples.
- 2 – Shows basic capacity to consider clients’ perspectives and communicate with clients in a manner that leaves them feeling understood.
- 3 – Consistently paraphrases clients’ thoughts and reflects their feelings accurately in a manner that leaves them feeling understood.
- 4 – Demonstrates an ability to develop solid therapeutic rapport via empathic listening and validation.
- 5 – Establishes strong therapeutic alliances where clients feel understood, accepted, validated, and empowered by the therapeutic relationship.

Establishes collaborative relationships with training site personnel.

- 1 – Engages in difficult and/or obstructive interactions with internship site personnel. Please provide specific examples.
- 2 – Interacts with site personnel and responds to supervision in an appropriate manner.
- 3 – Consistently collaborates with site personnel and functions well as a team player.
- 4 – In addition to #3 above, the student looks for ways to improve collaboration with others at the site.
- 5 – Consistently fosters an environment of good relationships among trainees and staff, and serves as a role model in this regard to other trainees.

Does agency expect trainee to communicate with clients’ collateral contacts? YES NO

[If yes] Communicates effectively with clients’ collateral contacts (after obtaining appropriate consent).

- 1 – Lacks skills or demonstrates minimal awareness of the importance of and how to obtain collateral information for clients (when indicated). Please provide specific examples.
- 2 – Occasionally has to be reminded to obtain collateral information for clients.
- 3 – Consistently obtains appropriate and necessary collateral information for clients, does so independently, and follows the agency’s guidelines.
- 4 – In addition to #3, consistently reaches out to collateral contacts to better the treatment of each client.
- 5 – In addition to #4, establishes positive professional relationships within the professional community.

Maintains professional boundaries with clients that allow for the establishment of a therapeutic relationship/alliance.

- 1 – Has poor boundaries with clients and no awareness of the impact of his/her behavior on the client and agency. Please provide specific examples.

- 2 – Occasionally has to be reminded to observe appropriate boundaries with clients, but is receptive to supervision in this area.
- 3 – Maintains professional boundaries with clients at all times; treats clients with dignity and respect.
- 4 – In addition to #3, manages boundaries with clients effectively on an ongoing basis (e.g., responds appropriately if/when clients challenge them).
- 5 – In addition to #4, shows awareness of the power differential inherent in the therapeutic relationship; distinguishes between boundary crossings and boundary violations, and the impact these issues can have on a client.

Intervenes in developmentally-appropriate ways to help stabilize clients in times of crisis and/or distress.

- 1 – Unable to identify obvious clinical indicators when clients are in crisis or acute distress, and/or exacerbates clients’ difficulties. Please provide specific examples.
- 2 – Occasionally able to identify obvious clinical indicators when clients are in crisis or acute distress; may not seek supervision consistently, but is receptive to it.
- 3 – Consistently identifies obvious clinical indicators that clients are in crisis or acute distress, and seeks supervisory support to deal with immediate threats to safety of self or others.
- 4 – In addition to #3, helps clients identify stressful situations when clients raise them in therapy; includes relevant and helpful interventions in the client’s treatment plan.
- 5 – In addition to #3 and #4, consistently assesses all clients for potential stressors via mental status exam, and includes preventive measures in treatment plans.

Selects and implements appropriate therapeutic techniques.

- 1 – Demonstrates lack of familiarity with treatment techniques. Please provide specific examples.
- 2 – Demonstrates a basic awareness of possible interventions, but tends to rely on a small number of techniques; needs supervisory support to identify and implement a wider range of interventions.
- 3 – Demonstrates knowledge of and comfort with a range of possible interventions, and is able to independently deliver simple interventions. Needs supervisory assistance with the timing and delivery of more sophisticated interventions.
- 4 – Demonstrates ability to intentionally select and implement a variety of therapeutic techniques, which match the client’s therapeutic goals. Able to deliver some more sophisticated interventions independently, with supervisory support.
- 5 – In addition to #4, the trainee is able to tailor interventions to each client.

Domain 6 - Cultural Competence

Possesses the knowledge, skills, and attitudes to provide culturally competent counseling services.

- 1 – Has difficulty recognizing or working with prejudices, holds beliefs which limit effectiveness with certain patients, and is unable or unwilling to surmount these problems in supervision. Please provide specific examples.
- 2 – Demonstrates beginning development of self-awareness and an appreciation of the influence of culture, diversity, and individual differences on health and mental health concerns, and exhibits basic knowledge in these areas.

- 3 – Demonstrates knowledge of culture, diversity, and individual differences and how they inform diagnosis and treatment; initiates supervisory discussion regarding areas of inexperience in personal differences, as needed; shows sensitivity, concern, and respect for others regardless of culture, ethnicity, language, gender, disability, social class, and/or sexual orientation.
- 4 – In addition to #3, demonstrates ability to be culturally self-aware and to self-monitor own responses to differences; routinely integrates knowledge of diversity and individual difference to inform diagnosis and treatment. With supervisory support, is able to initiate conversations with clients about individual differences.
- 5 – In addition to #4, demonstrates ability to independently raise issues relating to individual differences with patients, as appropriate; conveys comfort in working with clients from a wide range of backgrounds, maintaining awareness of and sensitivity to individual differences.

Domain 7- Consultation, Collaboration and Advocacy

Does trainee have an opportunity to participate in agency consultation related to staff and program development and program evaluation (e.g., giving a presentation to agency staff about a topic of the student’s and supervisor’s mutual choosing)? YES NO

[If yes] Participates in agency consultation related to staff and program development and program evaluation (e.g., giving a presentation to agency staff about a topic of the student’s and supervisor’s mutual choosing)?

- 1 – Has difficulty establishing rapport with consultees and is unable to provide useful and objective input. Please provide specific examples.
- 2 – Demonstrates basic ability to collaborate with consultees and to provide basic input.
- 3 – Generally collaborates well with consultees and demonstrates emerging ability to formulate recommendations independently.
- 4 – With supervisory support, consistently provides useful and relevant recommendations in a collaborative manner.
- 5 – In addition to #4, identifies areas of improvement and makes appropriate suggestions on how improvements can be addressed.

Does trainee engage in psycho-educational service delivery? YES NO

[If yes] Trainee demonstrates knowledge, skills, and attitudes for effective psycho-educational service delivery.

- 1 – Provides inadequate content and poorly organized presentation of information, which is not tailored to audience’s level of expertise. Please provide specific examples.
- 2 – Demonstrates basic knowledge of content area, but supervision is needed to organize and present information effectively.
- 3 – Exhibits solid foundation of content, but supervision is needed to organize and present information effectively.
- 4 – Demonstrates comprehensive knowledge of content; independently organizes and presents materials well.
- 5 – In addition to #4, presentation of material is consistently well-organized and tailored to the audience.

For internship students ONLY: Trainee is familiar with common methods of program development and evaluation, and how those are applied at the training site.

- 1 – Lacks awareness of common methods of program development, and is unaware of the need for programs to evaluate their outcomes. Please provide specific examples.
- 2 – Exhibits limited awareness of the site’s program development and evaluation activities, as well as their relevance.
- 3 – Demonstrates basic knowledge of the site's methods of program development and evaluation, as well as a developing appreciation the importance of these activities.
- 4 – Conveys an understanding of needs assessment methodologies and relevant best practices applicable to the site; appreciates the use of outcome data to guide program development.
- 5 – In addition to #4, actively participates in the program development and evaluation process at the site.

Additional Feedback

For any items with a score of 1 or 2 in domains 1 through 7, please provide additional specific information that supports the score, including descriptive behavioral examples.

Other Areas of Supervision

We are interested in other areas that you may have supervised. Please comment on the student's level of functioning in any of these areas:

Learning Goals from Field Education Training Contract

Considering the learning goals established in the **Field Education Training Contract**, please comment on the student's progress toward each individual learning goal. Comment on the student's initiative, ability to maintain a focus, ability to continue to make progress toward achieving the goal. Please be specific about any aspect of the student's performance that impedes progress toward a goal.

Goal I: _____

Comment on Goal I:

Goal II: _____

Comment on Goal II:

Goal III: _____

Comment on Goal III:

Goal IV: _____

Comment on Goal IV:

Goal V: _____

Comment on Goal V:

Has the contracting between the student and the agency been realistic (e.g., scheduling, supervisor assignment, start/end dates)?

- Yes
- No

If no, please specify: _____

In your experience with the student, has anything necessitated modification of the learning goals?

- Yes
- No

If yes, please specify: _____

Have there been any changes in the agency that necessitated modification of the learning goals?

- Yes
- No

If yes, please specify: _____

By electronically signing this document, I am confirming that I have reviewed and discussed this evaluation with the trainee on _____ (date). I also verify that all information contained in this evaluation is true and accurate.

Primary Supervisor's Signature: _____

Secondary Supervisor Signature (Optional): _____

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

PROTOCOL FOR RESOLVING ISSUES OCCURRING ON SITE FOR PRACTICUM AND INTERNSHIP STUDENTS

Policy: This document represents a process for the Counseling and Behavioral Health Department designed to resolve issues that occur at students' practicum and/or internship sites. This protocol is a guide for ethical practice and is flexible to address the individual issues that may occur. As we know, "issues" occur on sites on a weekly basis. It is expected that Faculty Supervisors, Field Supervisors, and the Director of Field Education, Counseling will use their professional judgment, and educational and professional backgrounds and experiences in determining which issues might warrant the use of this protocol, as it would be untenable to deal with every clinical issue in this manner. This protocol should be reserved for use in situations that are serious in nature and/or if prior attempts to resolve an issue have failed. Faculty Supervisors, Field Supervisors or the Director of Field Education, Counseling should seek consultation at any time if an issue arises that may not be considered serious, but is troubling to any of the supervising professionals.

Supervising Professionals:

Director of Field Education: Coordinator of field training placements

Faculty Supervisor: Practicum or Internship faculty member responsible for CN501, CN502, CN601 or CN602

Field Supervisor: The Field Supervisor for Practicum and Internship students

Department Chair: Faculty with administrative responsibility for the department

Student: Student enrolled in Practicum or Internship

If at any time a Field Supervisor has a concern about a student's clinical performance, professional behavior, or a serious event occurs including the student that is beyond the bounds of a particular site's regular practice and/or brings the Field Supervisor to seek consultation, they should contact the Director of Field Education, Counseling.

Faculty should follow the process below: First contact the Director of Field Education, Counseling. If unavailable, then contact the Department Chair. They should be reached directly.

For serious incidents occurring on clinical site:

1. The Field Supervisor should first utilize consultation on site to assure safety of the student, client(s), and anyone else directly involved, especially following a serious event. In cases in which the situation may involve removing the student from the placement either temporarily or permanently, the Department Chair needs to be involved in this process.
2. The Field Supervisor, with the knowledge of the student (if possible), contacts first the Director of Field Education (if unavailable, then the Department Chair) within 24 hours of the incident. The Director of Field Education will inform the Faculty Supervisor.

3. The Director of Field Education consults with the Field Supervisor and the student to assess the situation before other action is taken. If the student's performance in the field site or their professional behavior is the focus, a preliminary meeting with the Faculty Supervisor and Director of Field Education may precede meeting with the student to develop a mutual approach for remediation and commitment from the field site toward this end.
4. The Director of Field Education keeps the Faculty Supervisor and Field Supervisor apprised of what is occurring at all times as the resolution process proceeds, with any direction in terms of if/how the situation may be addressed in class (as a learning opportunity) before the next class time occurs. The Faculty Supervisor in turn relates any relevant discussion during class to the Director of Field Education and to the Field Supervisor. This communication is critical as the Field Supervisor bears primary responsibility for the student in the field site, and the Faculty Supervisor is ultimately responsible for the evaluation of the student's clinical training.

For concerns related during class time:

1. If the Faculty Supervisor has a concern about the student's performance at the field site or their professional behavior, or the student has shared concerns about site supervision that are serious in nature, the Faculty Supervisor should seek consultation with the Director of Field Education. The student's Academic Advisor should be notified of these difficulties.
2. In the event that the incident is reported after hours, the Faculty Supervisor should first contact the Director of Field Education or the Department Chair.
3. If, as a result of this consultation, the Faculty Supervisor decides that contact should be made with the Field Supervisor, this information should be given to the Associate Director of Field Education (if she has not been included within the process up to this point). In the event that the Director of Field Education is not available, the Department Chair should be notified and informed and will identify the person who will act on behalf of the counseling program. Whoever is contacted will share the incident/concern with the Field Supervisor.
4. Any contact with Field Supervisors and/or with other administrators on campus should be made **only** after these consultations have occurred. The Department Chair is the liaison between the department and the administration. An exception may be an immediate threat to self or others, which will follow the established protocol (available in the Graduate Student Handbook).

Consultation can result in changes or removal of the student from the site. The focus of the resolution process should be first on safety and well-being of those involved, protection of the public, and then on learning and growth for the student. Removal of a student implies either or both of the above are not possible or an ethical issue dictates a stronger response.

For student concerns related to Field Site, including experiences related to Diversity, Equity and Inclusion

If a student has a concern about an experience that occurred at their field training site, they should bring that concern to their Field Site Supervisor and their Faculty Supervisor. If the student does not feel comfortable having an initial discussion with the Field Site Supervisor, they should request a meeting with the faculty supervisor to process the incident and receive guidance on next steps. If necessary, and with permission from the student, the

faculty supervisor will include the Director of Field Education in the meeting to assist with the facilitation of the discussion and plan of action. The plan of action includes, consulting with the student on how to address the situation themselves, serve as a mediator with the student to address the situation, or act on behalf of the student. If there are any safety concerns for students, action will be swift and plans will be set up quickly. Safety concerns may include (but not limited to): client issues, health and safety protocols not being met, trauma on site, racial discrimination/harassment and sexual harassment. Also, if needed, the Department Chair and Director of the Counseling and Behavioral Health Department will be included in the communication of the situation and be present in meetings as needed.

If the Faculty Supervisor and/or Director of Field Education determine that the incident is a Diversity, Equity, and Inclusion (DEI) or Title IX concern, they will inform the student about the protocols and procedures in place at William James College to assist in managing these situations. The Director of Field Education, in consultation with others as needed, will determine if a Bias Incident Report needs to be filed on behalf of the student with the Office of Diversity, Equity and Inclusion (ODEI). This incident report can be filed either by staff or student. In these situations, administrators will explain these procedures to the student and be available to them throughout the process until the issue is resolved to the satisfaction of the student. More information regarding WJC's commitment to the principles of excellence, fairness and respect for all people as well as the Bias Incident Protocol can be found accessing the Inclusive Excellence at William James College webpage [Click here](#).

Throughout the plan of action formulated by the Faculty Supervisor, student and Director of Field Education, support, follow up and revisions to the plan will be in place until the issue is resolved to the satisfaction of the student. This may include ongoing communication via email, scheduled in person or remote meetings with the student and designated staff, and faculty, including the Director of Education.

TIME TO TRACK MANUAL

Please click to open the document:

[Time2Track Manual - Counseling and Behavioral Health Department \(2023-2024\).pdf](#)

[Time2Track Manual-Counseling and Behavioral Health Department \(2023-2024\) online](#)

ACKNOWLEDGEMENT FORM – FIELD EDUCATION HANDBOOK

**Counseling and Behavioral Health Department
Master of Arts in Clinical Mental Health Counseling (CMHC)
Field Education Handbook Form**

The **Counseling and Behavioral Health Department Master of Arts in Clinical Mental Health Counseling (CMHC) Field Education Handbook** provides important program policies and procedures.

I acknowledge that I have been provided with the document listed above in electronic form on the WJC website and that I have familiarized myself with its contents.

I recognize that the information, policies, and procedures described in the Handbook are subject to change, and that revisions to these Policies may supersede, modify, or eliminate existing policies. I acknowledge that the Counseling and Behavioral Health Department and/or Field Education Department will communicate any such changes through official notices, but the effectiveness of such changes is not contingent on the department giving such notice or my receiving it.

Furthermore, I acknowledge that I have received in electronic form and read this. By signing this form, I accept that I am responsible for the information in the Counseling and Behavioral Health Department Master of Arts in Clinical Mental Health Counseling (CMHC) Field Education Handbook.

I, _____ (student's name) have received and read the Counseling and Behavioral Health Department Master of Arts in Clinical Mental Health Counseling (CMHC) Field Education Handbook.

STUDENT'S SIGNATURE: _____

DATE: _____