



ST. JOHN'S UNIVERSITY

Department of Counselor Education
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Clinical Mental Health Counseling Practicum and Internship Handbook

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Introduction

The purpose of this handbook is to inform St. John’s University Clinical Mental Health Counseling (CMHC) students about the program policies and requirements regarding their required field experience courses. These field courses include

- EDU 6310, Practicum in Mental Health Counseling,
- EDU 6311, Internship I in Mental Health Counseling, and
- EDU 6312, Internship II in Mental Health Counseling.

All three courses must be successfully completed in order to obtain the M.S. Ed. in Clinical Mental Health Counseling (CMHC) from St. John’s University. These field courses are one of several program requirements including core courses, electives, and completion of an exit examination.

St. John’s University Clinical Mental Health Counseling (CMHC) students are responsible for reading and understanding all information in this handbook. Students must sign the “Practicum & Internship Handbook Agreement” at the end of this handbook, indicating that they have read and understand all information in the handbook. Questions or clarification about the content of this handbook must be addressed with your advisor or faculty member before signing the agreement, as your signature indicates your understanding and agreement. The Practicum & Internship Handbook Agreement is located on page 34.

Enrollment Eligibility

In order to be eligible to register for practicum and/or internship, you must have completed 42 of the required 45 credits from core courses. Specifically, these course include

6121 – Orientation to MH Counseling	6307 – Research in Counseling
6205 – Group Dynamics	6530 – Multicultural Counseling
6264 – Counseling Skills and Techniques	6301 – Career Development
6262 – Assessment in Counseling	6208 – Counseling & Personality Theory
6651 – Foundations of MH Counseling*	6424 – Case Studies & Community Resources*
6206 – Psychosocial Development	6270 – Case Concept, Trt Plan, Pharmacology*
726 or 621– Psychopathology	727 - Must be taken if 726 was taken

*In some circumstances, students may be permitted to take these courses simultaneously with Practicum. These exceptions must be approved by your advisor in writing.

Students who have not completed the courses indicated above are not eligible to enroll in a field placement course. All students must have proof of current malpractice insurance in order to register for a field placement course.

Practicum & Internship Policies

1. Hours: You are required to do one practicum and two internships in the program for a total of a minimum of 700 hours. Specifically, the breakdown of hours is:

Semester Requirements	Practicum	Internship I	Internship II
Total Hours	100	300	300
Direct Contact Hours	40	120	120
Indirect Hours (may include supervision)	60	180	180

Direct hours and services are guided by the American Counseling Association and the American Mental Health Counselors Association Codes of Ethics, as well as CACREP Standards. Definitions of direct hours are outlined on page 13. **Direct hours must include group and individual counseling. Supervision** must equal at least one hour per week that you are at your site. This may include individual, triadic, or group supervision.

2. Paperwork

- a. You must obtain formal written approval in the semester (Fall or Spring) prior to the term you intend to take the fieldwork courses.
- b. New internship forms must be completed every semester - even if you remain at the same site.

3. Registration

- a. You will not be able to register for the practicum or internship if the completed paperwork is not presented at the time of advisement for registration.
- b. You will not be able to register for any fieldwork course if (a) your GPA is below 3.0 or (b) if you have any “INC” grades.
- c. If you obtain a grade below “B” in any field course, you must repeat the course.

4. Required Meeting on the Placement Process

There is a required informational meeting on the field placement process during EDU 6424 (in the summer) for all students starting practicum in the spring and/or summer semester of the following year. There is no practicum in the fall.

5. On-Site Supervision

When exploring potential internship sites, students must ensure that the appropriate supervision is available on-site. Specifically, a site supervisor with the following credentials must be on-site each week to provide supervision, sign your weekly logs, and complete your evaluation. Site supervisors may hold one of the following licenses:

- Licensed Mental Health Counselor (LMHC), cannot be “limited permit” holder,
- Licensed **Clinical** Social Worker (LCSW), cannot be “LMSW”,
- Licensed Psychologist,
- Licensed Psychiatrist or M.D., **or**
- Licensed Psychiatric Nurse Practitioner (N.P.P.) or R.N. with Psych experience.

Your role as a student and representative of St. John's University

Students in practicum and internship must understand that they represent St. John's University, and specifically the Clinical Mental Health Counseling program, with each interaction that they have with potential internship sites, as well as the site where they are ultimately placed.

Finding an Internship Site

Students are encouraged to begin seeking a practicum or internship site **at least 6 months prior** to the date they would like to begin interning. The process of securing a placement can be long and difficult. Faculty will support the student in finding a placement, **however students must put significant effort toward securing their own site**. Most sites will require a resume and interview, as well as possibly, fingerprinting, background checks and/or drug testing. Fees may be required for testing and/or background checks. Some may require legal agreements with St. John's. These legal agreements can take several months to complete. Students should be prepared to provide relevant items while also being patient with the placement process. Here are some tips regarding your search:

- Be **ready**: have a resume, cover-letter, interview dress/attire, interview skills, etc.
- Be respectfully **persistent**: call, email, stop by in person (hand deliver resume).
- Be **patient**: the process takes time; drug testing, background clearance, finger-printing, legal
- Be **professional**: Remain professional at all times. Do NOT be rude or harass people. Smile. Have a positive outlook and use your manners. Write professionally; look professional.

Outlook and Attitude – both during the search and on-site

Students are reminded to maintain a positive outlook and attitude about their internship search and site placement. While they may encounter frustrations along the way, students must remain vigilant in presenting themselves as a professional, eager, and motivated intern.

Be sure that you are managing your expectations about your placement, and remaining positive and flexible. For example, did you secure your first choice, second choice, or last choice placement? Are you placed in your ideal setting or simply any placement you could get? Are you working with the population you have always wanted or the population you wanted to avoid? Is your commute easy and familiar or complex and draining? Regardless of the answers to these questions, you are still expected to maintain a positive outlook and attitude throughout the process.

Program Contact Information

If you have questions about your role as an intern, the field placement process at St. John's, or if a field placement site is seeking a University contact, please contact:

Heather Robertson, Ph.D.

Associate Professor and Coordinator
Clinical Mental Health Counseling Program
(718) 990-2108
robertsh@stjohns.edu

Robert Eschenauer, Ph.D.

Associate Professor and Chair
Counselor Education Programs
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Problems of Professional Competency (PPCs) and Professional Dispositions

(formerly referred to as Non-Academic Behavior)

Occasionally students may behave in a manner which is inconsistent with the professional behavior of a counseling student or a counselor-in-training, or display inappropriate professional disposition. These situations are called Problems of Professional Competency (PPC). PPCs are viewed quite seriously by the program faculty and warrant faculty involvement and intervention. Counseling faculty members are called upon to be 'gate-keepers' of the counseling profession. This means that faculty members have a responsibility not only to our Counseling students and their well-being, but to (1) the clients our students currently serve (as counselors-in-training), as well as to (2) the clients our graduates will serve in the future (as professional counselors). Unfortunately, PPCs most often occur during field placements. PPCs and professional dispositions were previously discussed in Student Orientation and are outlined in the Counselor Education Student Handbook.

PPCs can be classified in three ways:

- (a) inadequate academic or clinical skill levels
- (b) personality and/or psychological unsuitability, and
- (c) inappropriate moral character.

Examples of each PPC may include:

- (a) Inadequate academic or clinical skill levels: Inability to acquire professional counseling standards or inability to reach an acceptable level of competency
- (b) Personality and/or psychological unsuitability: Inability to manage one's stress, dysfunction, or emotional responses; inflated sense of self and/or skills
- (c) Inappropriate moral character: engagement in unethical behavior.

(Brown-Rice and Furr, 2013)

PPCs may interfere with a student's ability to perform as a professional counselor. Other examples of PPCs include: overestimating one's abilities, not putting the needs of the clients first, unmanaged pre-existing conditions, alcohol/drug use, lying, manipulation, disrespect towards authority, inability to take feedback, unprofessional demeanor, poor judgment, abusive behavior, breach of confidentiality, racism/bigotry, and forcing personal values.

Faculty evaluate students' professional disposition every semester. **If a student exhibits a PPC, they will meet with faculty members to determine the appropriate remediation. This may include removal from the site or program if warranted.**

Communication with Supervisor

You should have ample opportunities for supervision throughout your practicum and internship experience. This supervision will occur in multiple formats, including:

- **On-site Supervision:** You should plan on meeting with your on-site supervisor for an average of one hour per week. This may be broken down in to smaller time increments but it is important that you communicate this need for supervision to your on-site supervisor during the interview. On-site supervisors can be busy but you must advocate for yourself for the supervision you require. This supervision can be individual, triadic, or small group supervision.
- **Faculty Supervision:** You will meet with your faculty supervisor at least once per week for group supervision with other members of your class. This is your opportunity to discuss other areas of concern, and get feedback from your faculty member and classmates. All client information remains confidential during these sessions.
- **Journal/Log Feedback:** Your faculty supervisor will read your weekly journals and logs and will provide you with feedback, questions, and input regarding the cases and situations you discuss. Students are expected to read this feedback, implement feedback, and respond to any inquiries posed by the faculty member. You may also wish to share your journal with your onsite supervisor such that they understand what you are experiencing on site.

Collaborative Supervision: The internship professor (faculty supervisor) views the clinical training of the internship as a collaborative task with the site supervisor. Therefore, students should be aware that any written assignment or communication from a student may be shared with the student's site supervisor if it is deemed by the professor to be relevant to the student's clinical training.

Contact Information for Site

Every semester that you enroll in internship and/or practicum, you are required to enter your site information, including your site supervisor's contact information in to the Field Placement Tracking Survey. Even if you remain at the same site, you must complete the tracking survey with updated information each semester. The tracking survey link should be listed on your syllabus each semester, and can also be found at the following link:

<https://www.surveymonkey.com/r/SJUCounselingFieldPlacements>

Explanation of Forms

There are several forms that student are responsible for their internship and practicum experiences. Specifically, these forms include:

1. Application for Clinical Mental Health Counseling Practicum/ Internship I/II (This form must be completed by the Student and the On-Site Supervisor each semester. **This form is required prior to course registration/advising.**)
2. Student and Supervisor Responsibilities (This form must be initialed by the Student and On-Site Supervisor each semester. **This form is required prior to course registration/advising.**)
3. Letter of Understanding (This form must be signed by the Student, On-Site Supervisor, and Faculty Member each semester. **This form is required prior to course registration/advising.**)
4. Student Self-Evaluation Following Field Experiences (The student must complete this form at the end of their field experience course each semester.)
5. Student Evaluation of Field Experience/Site Placement (The student must complete this form at the end of their field experience course each semester.)
6. On-site Supervisor Evaluation – **Practicum** (The On-Site Supervisor must complete this form at the mid-point and end of their field experience course. **The student will not get a grade for the course without the supervisor evaluation.**)
7. On-site Supervisor Evaluation - **Internship I** (The On-Site Supervisor must complete this form at the mid-point and end of their field experience course. **The student will not get a grade for the course without the supervisor evaluation.**)
8. On-site Supervisor Evaluation - **Internship II** (The On-Site Supervisor must complete this form at the mid-point and end of their field experience course. **The student will not get a grade for the course without the supervisor evaluation.**)

The student is responsible for submitting all required forms by the deadlines indicated above, or by the deadline indicated on their course syllabus.

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School of Education; Department of Counselor Education
Clinical Mental Health Counseling Program

Application for Clinical Mental Health Counseling (CMHC) Practicum/Internship I/II

To be completed by the Student:

Semester/Year: _____ Campus: Queens Staten Island

Course: 6310/Practicum 6311/Internship I 6312/Internship II

Student Name: _____ ID: _____

Student Address: _____

Primary Phone (Home/Mobile): _____

I certify that I have met the requirements to complete the course indicated above: _____
(Student Initials)

=====

To be completed by the On-Site Supervisor:

Name of Clinical Setting: _____

Address of Setting: _____

Name/Title of Clinical Supervisor: _____

Contact Phone: _____ Email: _____

Clinical Supervisor's Credentials (highest degree/area of study): _____

Supervisor's NYS License: LMHC LCSW Psychologist Psychiatrist/M.D. RN/NPP
(Please note that supervision cannot be provided by LMSW or Limited Permit/LMHC)

Supervisor's training in supervision (please specify): _____

Types of clients treated in this clinical setting: _____

State agency/practicum providing funding/authorization to provide services:

OMH OASAS OMDD DOE Other: _____

Supervisor's Agreement:

Please indicate your approval of the above student to complete his/her fieldwork at your site and your agreement to provide the necessary supervision for the student during the length of the internship/practicum. **By signing this agreement, you agree to review the St. John's Practicum and Internship Supervisor Manual provided by the student (and posted on the program website).**

Supervisor's Name & Title Printed: _____

Supervisor's Signature: _____ Date: _____

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Student/Supervisor Responsibilities

Student Responsibilities	Initials
<ul style="list-style-type: none"> Keep a daily/weekly log of both direct and indirect service activities. These logs must be reviewed weekly by the on-site supervisor who will sign them, indicating their approval of the hours. A journal will accompany each log and will be provided to the faculty supervisor. 	
<ul style="list-style-type: none"> Receive weekly individual and/or triadic supervision from the on-site supervisor that averages at least one hour per week throughout the internship. Students are encouraged to seek supervision outside of their regularly scheduled sessions, as required. 	
<ul style="list-style-type: none"> Engage in counseling interactions with clients (group or individual), which will be supervised by your on-site supervisor (or audio/video taped, if allowed). Faculty supervisors will require verbatim accounts of counseling sessions. 	
<ul style="list-style-type: none"> Maintain current malpractice insurance. 	
<ul style="list-style-type: none"> Students will adhere to all agency policies and procedures as required of interns on-site. 	

Supervisor Responsibilities	Initials
<ul style="list-style-type: none"> Review the <i>Practicum and Internship Site Supervisor’s Manual</i> 	
<ul style="list-style-type: none"> Review and sign intern’s daily/weekly log of both direct and indirect hours weekly. Your signature indicates your approval of the hours indicated on the log. 	
<ul style="list-style-type: none"> Provide weekly individual and/or triadic supervision to the intern that averages one hour per week throughout the internship/practicum. 	
<ul style="list-style-type: none"> Provide intern with the opportunity to engage in counseling interactions with clients (<i>must include both group and individual counseling</i>), which includes at least 40 direct hours during practicum, and 120 direct hours during Internship I and II. When possible, provide live supervision and feedback to students (audio/video tapes may be used in place of live supervision, if 	
<ul style="list-style-type: none"> Provide a mid and final evaluation of the intern’s performance. 	
<ul style="list-style-type: none"> Communicate regularly with faculty supervisor regarding any concerns regarding student’s performance. The faculty member will contact site-supervisors regularly to request regular feedback on student’s performance, however site supervisors should contact the faculty member with problems and concerns should they arise. 	

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Internship Letter of Understanding

All internship students are required to read and sign this form. Please make a copy of this completed form for your records. The original must be filed in your official folder.

- I agree to adhere to the administrative policies, rules, standards, and practices of the internship site.
- I understand that my responsibilities include keeping my supervisor informed of my internship experiences.
- I understand that I am expected to demonstrate the highest level of professional conduct consistent with the ethical codes of both the American Counseling Association and the American Mental Health Counselor Association.
- I understand that if I cannot record my sessions, I will be required to have live supervision during my counseling sessions.
- I understand that I will not be issued a satisfactory grade in a field course, that is a grade of "B" or better, unless I demonstrate a specified level of counseling skills, knowledge and competence and complete specified course requirements.
- I understand that it is my responsibility to maintain malpractice insurance during all field courses and that I must produce evidence of this insurance at the first meeting of each seminar.
- I understand that I must complete a new Site Supervisor Agreement and new Letter of Understanding for each semester of field courses.

Student Signature

Date

Signature of Clinical Supervisor

Date

Signature of Faculty Supervisor

Date

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Instructions for Log Completion

- 1) Timeframes for completion: To be most accurate, logs are to be completed on a regular basis. Each week you will have your site supervisor sign off on the logs. Then they are to be submitted on a weekly basis to your faculty supervisor for final approval.
- 2) Before requesting your faculty supervisor's approval, you must be sure that **all totals** and **signatures** have been entered.
- 3) The top portion of each log requires you to fill in totals for direct, indirect, total contact hours. You are required to complete this every time you complete a page as it will help you track where you stand with respect to direct, indirect and total contact hours, allowing you to plan your schedule accordingly. Please note that due to the differing nature of each site and each student's recording style, the amount of information or days that fit on one page will vary. Therefore, it is better to fill this in when the sheet is complete, noting the first day and the last day on the sheet.
- 4) When recording time, students need both the time of day, and in parentheses next to that the number of hours that the activity took. This will 1) make it easier to calculate daily totals, and 2) also help you track your time throughout the day. For example, if you conducted an intake from 9:30am – 10:30am you would record this time and indicate that it is 1 hour (ex.. 9:30-10:30 – 1.0 hours).
- 5) The description of activities is best kept brief while at the same time includes enough detail to jog your memory. Again, if you were conducting an individual counseling session, you might note that you spent the hour discussing family issues by noting "individual session re: family issues". Detailed notes/reflections can be kept separately in your journal.
- 6) **Logs must be typed.** Leave spaces if needed to make it more legible.
- 7) Keep your descriptions brief. Remember they are logs not journals or case notes.
- 8) Protect client confidentiality. Use client initials only.

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Direct, Indirect, and Supervision Descriptions

Time logs are divided into three categories: 1) direct service, 2) indirect service, and 3) supervision. The following is a definition of each type of activity along with a sample activity description. The descriptions are not meant to be exhaustive descriptions of activities that fit into each category.

Direct Service. This category captures any and all direct service provided to clients. Observation of direct service provided by someone may be used if you co-delivered services. It is used only when care is provided directly to the client or family member. The CACREP requirement for practicum students is a minimum of 40 direct hours for the 100 practicum. Internship students must conduct a minimum of 120 direct hours for each 300 hour internship (totaling a minimum of 240 hours for both internship classes).

- **Intake/interview.** When a student has conducted a first session with a client or family member, it can be called an intake or interview. It may sometimes be used several times for one client, if the intake takes more than one session to complete. Students can inquire about how their individual sites records such occasions.
- **Individual counseling.** This activity includes all other individual sessions held with a client. Typically these are done in 30, 45 or 60 minute increments depending on the nature of the site and client population.
- **Group counseling.** When counseling services are provided in a group format, this category is used. Groups may be educational or social/emotional oriented in nature. On the logs the time is recorded and counted only once noting all the clients' initials in the appropriate column. So for a 90 minute session with four clients, you would record the 1.5 hours of direct service only once and mention in the description the number of session attendees.
- **Testing / Assessment.** This activity is recorded when a student conducts an assessment with a client or group of clients. These activities may include both standardized and non-standardized measures.
- **Family meeting / Conferences.** When students meet with several other professionals and with the client and his/her family members.
- **Other (specify).** This category includes any direct service that is being provided to a client that is not included above.

Indirect Service. This category captures activities that counselors usually perform in association with direct service activities. There are activities indirectly related to client care or case management functions. This category can also include activities that relate to educational or training activities that students may participate in as part of their fieldwork experiences.

- **Case consultation.** This involves activities in which the counselor is in contact with other service providers regarding a client's care.

- **Research.** This includes activities related to client care. This time may include researching a client's medical or mental condition. It could also include investigation into potential resources for a client. Such activity must be approved by the student's site supervisor prior to its execution.
- **Correspondence / Report writing.** This activity includes any and all correspondence or formal report writing related to the client's life.
- **Staffing / Meeting.** This category includes meetings where several professionals are present to discuss one or more clients. If this is a regularly scheduled event, just document the time frame as a whole block and note on the line which clients of yours were discussed. Note that you should not count the time for clients discussed unless you are specifically a part of the "treatment plan."
- **Case management.** This category may include activities related to overseeing a client's case. It may include phone calls, case note documentation, scheduling arrangements, etc.
- **Training / observation.** This includes any activity where formal training is provided (e.g., orientation) or when a student is in the learning or observing phase of a new activity. Training in this code is related specifically to the job duties to be performed.
- **In-service.** This category includes brief training experiences that are offered to all professionals at a site from time to time. It might relate to a new treatment, a resource, or professional development.
- **Conference / workshop.** This category includes training, usually ½ day to 1 day, that a site may allow the student to participate in. Again, it might relate to a new treatment, a resource, or professional development.
- **Other (Specify).** This category can include activities when an indirect service is being provided that is not being captured by the above descriptions.

Supervision. This area includes two types of supervision that students may receive. According to CACREP, students must receive an average of one hour per week of individual supervision and 1 ½ hours of group supervision.

- **Individual supervision (on site).** This includes any and all individual supervision received on site and may be provided in any format: live, videotaped, audio taped or other. Supervision can occur in blocks of time as well as on an informal basis. It can also include supervision provided by one or more supervisors either together or individually.
- **Group supervision (at the University).** This includes the group supervision received as part of the course seminar.

<p>Collaborative Supervision: The internship professor (faculty supervisor) views the clinical training of the internship as a collaborative task with the site supervisor. Therefore, students should be aware that any written assignment or communication from a student may be shared with the student's site supervisor if it is deemed by the professor to be relevant to the student's clinical training.</p>

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Graduate Student Log of Field Experiences

Name _____ Concentration _____

Course Title _____ Semester and Year _____

Field Site _____ Site Supervisor _____

Dates From _____ To _____ Total Contact Hours _____

Total Direct Service Hrs _____ Total Indirect Service Hrs _____ Total Supervision Hrs _____

Directions: Keep a copy of this form for your records. All field experiences must be approved by your advisor and supervised by an appropriately credentialed on-site supervisor for your field of study. Keep one copy of this form in your personal file and submit an original for you departmental file. Use additional pages as needed and number each page, each of which must be verified for accuracy and signed by your on-site supervisor.

Dates and Times	Description of Activities	Hours of Direct Individual Counseling	Hours of Direct Group Counseling	Hours of Indirect Service	Supervision Hours

Supervisor's Signature _____

Date _____

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INSTRUCTIONS FOR KEEPING A REFLECTIVE JOURNAL

All journal submissions must be typed according to the following guidelines.

- Information describing the particulars of a situation should be included
- Information describing your feelings and reflections on these particulars should be included.
- Information regarding how you related the above to course content – either in the text or assigned readings, e.g., journals, etc. – should be included.

Using this typing format will enable you to focus on these elements and allow you to see visually that these elements were included in your reflection. Obviously the amount typed in each section will vary but it enables you to make connections that might have been otherwise ignored.

Purpose for Keeping the Journal:

- It is a way to communicate with your instructor. Frequently questions or ideas will arise when you do not have the opportunity to discuss them. Note them in your journal and later they can be addressed.
- It is a place to document aspects of your development. Growth is a process; a journey that lasts a lifetime. Write about changes you see within yourself both from personal and professional perspectives.
- It should contain your on-going self-appraisal. Discuss your achievement and the problems you encounter as you work to develop your counseling skills and yourself as a person.
- Write about your goals, learning, client-related experiences, professional issues, etc.
- Report on your experiences during seminar. In each writing, focus on both the content and the process of this group experience.
- Record your thinking about your clients' progress, difficulties, possible counseling alternatives and reasons for selecting the paths you are taking with them.
- Report on supervision experiences with on site supervisor.

Make entries in your journal each day, and summarize your journal for each week. Try to get in touch with and write about issues that affect you both personally and professionally. Address your entries from the standpoint of feeling, cognitions, and behaviors.

Collaborative Supervision: The internship professor (faculty supervisor) views the clinical training of the internship as a collaborative task with the site supervisor. Therefore, students should be aware that any written assignment or communication from a student may be shared with the student's site supervisor if it is deemed by the professor to be relevant to the student's clinical training.

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Student Self-Evaluation Following Field Experiences

Name _____ Course _____ Date _____

Realizing that development of clinical skills is an ongoing process, please evaluate your current level of functioning in the following areas. This self-evaluation will be reviewed in conjunction with evaluations by site and faculty supervisors. ***Please be thoughtful and honest in your self-evaluation.*** Please indicate your performance in each of the following areas with a check in the appropriate column.

1	2	3	4	5
Unsatisfactory Poor	Below Average Needs Improvement	Average Satisfactory	Above Average	Outstanding Excellent

	1	2	3	4	5	N/A
1. Level of comfort on unit and with clients						
2. Organization and planning of work						
3. Ability to take initiative and attention to work assignments						
4. Motivation and follow through for work assigned						
5. Ability to work with professional staff						
6. Ability to take supervisory feedback						
7. Attitude toward clients served by the agency						
8. Level of professionalism demonstrated by intern						
9. Dependability, attendance, punctuality						
10. Evidence of professional/ethical standards of conduct						
11. Ability to write/speak concisely and professionally						
12. Ability to write appropriate case notes and records						
13. Ability to be objective without emotional involvement						
14. Ability to accept increasing responsibility						

15. Adaptability to new settings and situations						
16. Level of self confidence						
17. Ability to establish, maintain and terminate satisfactory therapeutic relationship with clients						
18. Use of counseling skills – empathy, active listening, reflection of feelings, paraphrasing, confrontation, etc.						
19. Use of principles and practices of diagnosis to conceptualize client’s problems and develop appropriate treatment plans						
20. Evidences knowledge of “best practices” and research relevant to the client population						
21. Demonstrates the ability to modify counseling theories and techniques and interventions to make them culturally appropriate						
22. Demonstrates a knowledge of screening and assessment techniques appropriate for the clients served						
23. Demonstrates the ability to conduct an intake interview, a mental status evaluation, a mental health history and psycho-social history						
24. Demonstrates a knowledge of current diagnostic tools including the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>						
25. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals						
26. Demonstrates a basic understanding of drug classifications, indications and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified.						
27. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or make referrals when appropriate						

My self-perceived strengths and weakness:

Comments and additional information:

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Student Evaluation of Field Experience

Student _____ Course _____ Semester _____

Field Site _____ Field Supervisor _____

Faculty Supervisor _____

I. Evaluation of the Site

How often was on-site supervision held and how beneficial was this supervision?

What were the best things about your on-site experience?

What would have made your on-site experience more beneficial to you?

II. Evaluation of the Seminar

What were the best things about your seminar experience?

How could your seminar be changed to provide a better experience?

III. Evaluation of the Overall Field Experience

Overall, what were the best things about your field experience?

Overall, what would have made your field experience more beneficial to you?

What suggestions would you make to the Program Coordinator to make the field experiences more beneficial to you and other students?

**St. John's University
School of Education
Department of Counselor Education**

ON-SITE SUPERVISOR EVALUATION FORM – MENTAL HEALTH COUNSELING

NAME OF INTERN _____ EVALUATED BY _____

FIELD SITE _____ DATE OF EVALUATION _____

SEMESTER: _____

PRACTICUM ONLY

PART ONE: Performance Evaluation

Please indicate the student's level of performance in each of the following areas with a check in the appropriate column. *Please note that at the practicum-level, counseling students are unlikely to exhibit 'above average' or 'outstanding' performance.* Please provide an honest and accurate representation of the counseling student's skills using the scale indicated below.

1	2	3	4	5
Unsatisfactory Poor	Below Average Needs Improvement	Average Satisfactory	Above Average	Outstanding Excellent

	1	2	3	4	5	N/A
1. Level of comfort on unit and with clients						
2. Organization and planning of work						
3. Ability to take initiative and attention to work assignments						
4. Motivation and follow through for work assigned						
5. Ability to work with professional staff						
6. Ability to take supervisory feedback						
7. Attitude toward clients served by the agency						
8. Level of professionalism demonstrated by intern						
9. Dependability, attendance, punctuality						
10. Evidence of professional/ethical standards of conduct						
11. Ability to write/speak concisely and professionally						
12. Ability to write appropriate case notes and records						

13. Ability to be objective without emotional involvement						
14. Ability to accept increasing responsibility						
15. Adaptability to new settings and situations						
16. Level of self confidence						
17. Ability to establish, maintain and terminate satisfactory therapeutic relationship with clients						
18. Use of counseling skills – empathy, active listening, reflection of feelings, paraphrasing, confrontation, etc.						
19. Use of principles and practices of diagnosis to conceptualize client’s problems and develop appropriate treatment plans						
20. Evidences knowledge of “best practices” and research relevant to the client population						
21. Demonstrates the ability to modify counseling theories and techniques and interventions to make them culturally appropriate						
22. Demonstrates a knowledge of screening and assessment techniques appropriate for the clients served						
23. Demonstrates the ability to conduct an intake interview, a mental status evaluation, a mental health history and psycho-social history						
24. Demonstrates a knowledge of current diagnostic tools including the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>						
25. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals						
26. Demonstrates a basic understanding of drug classifications, indications and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified.						
27. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or make referrals when appropriate						

PART TWO: Professional Dispositions

Please rate the student on the following professional dispositions. If you would like more information on how St. John's University Counseling program defines these dispositions, please email Dr. Heather Robertson for a full description (robertsh@stjohns.edu).

	Problematic 1	Acceptable 2	Exceptional 3
Disposition 1: Openness to new ideas (including Bias, Power and Privilege)			
Disposition 2: Flexibility			
Disposition 3: Cooperativeness with Others			
Disposition 4: Willingness to Accept and Use Feedback			
Disposition 5: Awareness of Impact on Others			
Disposition 6: Initiative and Motivation			
Disposition 7: Ability to Deal with Conflict			
Disposition 8: Ability to Accept Personal Responsibility			
Disposition 9: Ability to Express Feelings Effectively and Appropriately			
Disposition 10: Attention to Ethical and Legal considerations			
Disposition 11: Empathy & Compassion toward Others			

If you rated any professional disposition as a “1”, please describe below:

**St. John's University
School of Education
Department of Counselor Education**

ON-SITE SUPERVISOR EVALUATION FORM – MENTAL HEALTH COUNSELING

NAME OF INTERN _____ EVALUATED BY _____

FIELD SITE _____ DATE OF EVALUATION _____

SEMESTER: _____

INTERNSHIP I ONLY

PART ONE: Performance Evaluation

Please indicate the student's level of performance in each of the following areas with a check in the appropriate column. *Please note that at the Internship I-level, counseling students are unlikely to exhibit 'outstanding' performance.* Please provide an honest and accurate representation of the counseling student's skills using the scale indicated below.

1	2	3	4	5
Unsatisfactory Poor	Below Average Needs Improvement	Average Satisfactory	Above Average	Outstanding Excellent

	1	2	3	4	5	N/A
1. Level of comfort on unit and with clients						
2. Organization and planning of work						
3. Ability to take initiative and attention to work assignments						
4. Motivation and follow through for work assigned						
5. Ability to work with professional staff						
6. Ability to take supervisory feedback						
7. Attitude toward clients served by the agency						
8. Level of professionalism demonstrated by intern						
9. Dependability, attendance, punctuality						
10. Evidence of professional/ethical standards of conduct						
11. Ability to write/speak concisely and professionally						
12. Ability to write appropriate case notes and records						

13. Ability to be objective without emotional involvement						
14. Ability to accept increasing responsibility						
15. Adaptability to new settings and situations						
16. Level of self confidence						
17. Ability to establish, maintain and terminate satisfactory therapeutic relationship with clients						
18. Use of counseling skills – empathy, active listening, reflection of feelings, paraphrasing, confrontation, etc.						
19. Use of principles and practices of diagnosis to conceptualize client’s problems and develop appropriate treatment plans						
20. Evidences knowledge of “best practices” and research relevant to the client population						
21. Demonstrates the ability to modify counseling theories and techniques and interventions to make them culturally appropriate						
22. Demonstrates a knowledge of screening and assessment techniques appropriate for the clients served						
23. Demonstrates the ability to conduct an intake interview, a mental status evaluation, a mental health history and psycho-social history						
24. Demonstrates a knowledge of current diagnostic tools including the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>						
25. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals						
26. Demonstrates a basic understanding of drug classifications, indications and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified.						
27. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or make referrals when appropriate						

PART TWO: Professional Dispositions

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	Problematic 1	Acceptable 2	Exceptional 3
Disposition 1: Openness to new ideas (including Bias, Power and Privilege)			
Disposition 2: Flexibility			
Disposition 3: Cooperativeness with Others			
Disposition 4: Willingness to Accept and Use Feedback			
Disposition 5: Awareness of Impact on Others			
Disposition 6: Initiative and Motivation			
Disposition 7: Ability to Deal with Conflict			
Disposition 8: Ability to Accept Personal Responsibility			
Disposition 9: Ability to Express Feelings Effectively and Appropriately			
Disposition 10: Attention to Ethical and Legal considerations			
Disposition 11: Empathy & Compassion toward Others			

If you rated any professional disposition as a “1”, please describe below:

**St. John's University
School of Education
Department of Counselor Education**

ON-SITE SUPERVISOR EVALUATION FORM – MENTAL HEALTH COUNSELING

NAME OF INTERN _____ EVALUATED BY _____

FIELD SITE _____ DATE OF EVALUATION _____

SEMESTER: _____

INTERNSHIP II ONLY

PART ONE: Performance Evaluation

Please indicate the student's level of performance in each of the following areas with a check in the appropriate column. Please provide an honest and accurate representation of the counseling student's skills using the scale indicated below.

1	2	3	4	5
Unsatisfactory Poor	Below Average Needs Improvement	Average Satisfactory	Above Average	Outstanding Excellent

	1	2	3	4	5	N/A
1. Level of comfort on unit and with clients						
2. Organization and planning of work						
3. Ability to take initiative and attention to work assignments						
4. Motivation and follow through for work assigned						
5. Ability to work with professional staff						
6. Ability to take supervisory feedback						
7. Attitude toward clients served by the agency						
8. Level of professionalism demonstrated by intern						
9. Dependability, attendance, punctuality						
10. Evidence of professional/ethical standards of conduct						
11. Ability to write/speak concisely and professionally						
12. Ability to write appropriate case notes and records						
13. Ability to be objective without emotional involvement						

14. Ability to accept increasing responsibility						
15. Adaptability to new settings and situations						
16. Level of self confidence						
17. Ability to establish, maintain and terminate satisfactory therapeutic relationship with clients						
18. Use of counseling skills – empathy, active listening, reflection of feelings, paraphrasing, confrontation, etc.						
19. Use of principles and practices of diagnosis to conceptualize client’s problems and develop appropriate treatment plans						
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21. Demonstrates the ability to modify counseling theories and techniques and interventions to make them culturally appropriate						
22. Demonstrates a knowledge of screening and assessment techniques appropriate for the clients served						
23. Demonstrates the ability to conduct an intake interview, a mental status evaluation, a mental health history and psycho-social history						
24. Demonstrates a knowledge of current diagnostic tools including the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>						
25. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals						
26. Demonstrates a basic understanding of drug classifications, indications and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified.						
27. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or make referrals when appropriate						

PART TWO: Professional Dispositions

Please rate the student on the following professional dispositions. If you would like more information on how St. John's University Counseling program defines these dispositions, please email Dr. Heather Robertson for a full description (robertsh@stjohns.edu).

	Problematic 1	Acceptable 2	Exceptional 3
Disposition 1: Openness to new ideas (including Bias, Power and Privilege)			
Disposition 2: Flexibility			
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Disposition 4: Willingness to Accept and Use Feedback			
Disposition 5: Awareness of Impact on Others			
Disposition 6: Initiative and Motivation			
Disposition 7: Ability to Deal with Conflict			
Disposition 8: Ability to Accept Personal Responsibility			
Disposition 9: Ability to Express Feelings Effectively and Appropriately			
Disposition 10: Attention to Ethical and Legal considerations			
Disposition 11: Empathy & Compassion toward Others			

If you rated any professional disposition as a “1”, please describe below:

PART THREE: Comments

In the space provided please answer the questions. You can use the back of the form if you need additional space.

7. What is your overall impression of the intern?

8. Statement on the intern's potential to be a counselor in an agency such as yours.

9. Statement on the needs for additional training and supervision.

Signature of On-site Supervisor _____ **Date** _____

Signature of Intern _____ **Date** _____

Information on Licensure

After graduation from the program, including successful completion of all field courses, academic courses, and passing the CPCE (Counselor Preparation Comprehensive Exam), many students apply for licensure in New York State as a Mental Health Counselor. As you know, licensure involves three components: (1) education, which your Master's degree from St. John's University fulfills, (2) passing the National Clinical Mental Health Counseling Examination (NCMHCE), and (3) completing 3,000 hours of post-master's clinical experience. Please note that the NCMHCE examination is different from the CPCE and National Counseling Exam (NCE). Also note that your 3,000 of post-master's experience generally requires a limited permit (LP) to practice. The most up to date information on licensing can be located at the Office of Professions website:

<http://www.op.nysed.gov/prof/mhp/mhclhc.htm>

The program supports your application for licensure in several ways throughout the program and after graduation.

- 1. Initial Application.** During your Internship 1 course (EDU 6311), faculty will come in to your class to describe the process of applying for licensure in New York, as well as applying for a limited permit post-graduation. Students are encouraged to complete their licensure application during Internship 1 or Internship 2, such that they are eligible to apply for a limited permit immediately after graduation and once they are hired.
- 2. NCMHCE Information.** During your Internship 2 course (EDU 6312), faculty will come in to your class and discuss how to apply for and prepare for the NCMHCE exam, as well as how to apply for the CASAC-T. Students may not sign up for this exam on their own and may not take it before graduation. Students are encouraged to wait at least one year after graduation before taking the CMHCE, in order to adequately prepare for the exam.
- 3. Sending Your Transcript to Albany.** When you apply for license, you will need to have St. John's University complete "Form 2" of the license application and send a transcript to Albany. Form 2 is submitted by the student to the department chair or the program coordinator at any point once the student has applied for licensure. If you have submitted Form 2 to the department, St. John's will automatically send a copy of your transcript with Form 2 to the licensing office once your degree is indicated on your transcript.
- 4. Out of State Licensure.** If you are applying for licensure in another state and need education approval, please contact Dr. Robertson at robertsh@stjohns.edu.
- 5. CASAC-T Application.** Students applying for the Certified Alcoholism and Substance Abuse Counselor in Training Certificate receive education verification from Dr. Robertson after graduation, and once their degree is indicated on the transcript.

Beyond these areas, students are ultimately responsible for their own application for licensure, however faculty are available to assist students with the process and answer questions.



Practicum & Internship Handbook Agreement

I _____ (Print Counseling Student Name)

attest to the fact that **I have read the entire St. John's University Department of Counselor Education, Clinical Mental Health Counseling Practicum and Internship Handbook**, and that I understand all of the contents contained therein. While Counseling faculty have provided detailed information and examples when possible, I understand that it is not possible to conceptualize or document every possible situation requiring University/Faculty intervention that may arise during Practicum and/or Internship. As such, the University and faculty may intervene as new situations arise that are not currently documented. I understand that the manual will be updated to include new information and that I will be responsible for any updates that are released.

My signature below indicates my agreement to comply with the policies designated in this handbook.

Student Name (Print): _____

Student Name (Signature): _____

Date: _____