

**PRACTICUM/INTERNSHIP
RESOURCE HANDBOOK**

**Mental Health Counseling
DEPARTMENT OF COUNSELING
COLLEGE OF EDUCATION
Bowie State University**

**PROCEDURES AND FORMS HANDBOOK
FOR MENTAL HEALTH COUNSELING
GRADUATE SCHOOL**

2020-2022

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Introduction

The Mental Health Counseling program provides this handbook to support success among students who are preparing to undertake the Mental Health Counseling Practicum/Internship experience. This handbook serves as a guide for both students and supervisors and contains a summary of expectations, tips for success and forms that need to be completed throughout the experience. Please note, it is still critical that students continue to consult their program advisors and supervisors as this document will not address all issues which may arise during the Practicum/Internship experience. However, its purpose is to serve as a comprehensive resource for orienting students to the Practicum and Internship experience.

General Orientation Guidelines (Prerequisites & Requirement)

Mental Health Counseling Practicum & Internship Handbook is separate and detailed with information on how to obtain a Practicum site, all required forms and site forms that the student and the site supervisor, and/or the university professor must complete. Clinical requirements for the program consist of three courses in sequence that total 1000 hours. Students can review from the Department of Counseling's list of approved Mental Health Counseling Practicum & Internship sites that meet CACREP standards where they can interview for an intern position. This list can be obtained after attending an orientation. Before enrolling in either the Practicum and/or Internship courses, students are required to select a Bowie State University (BSU) approved mental health counseling site. Sites are approved on a two-year basis. It is the students responsibility to ensure the approval is within two years. Subsequently, sites that are not listed on the BSU approved mental health counseling site list, will not be accepted. However, after the site's approval by BSU, it will become an acceptable mental health counseling site. It is also required (recommended) that students attend the Practicum & Internship Orientation one year prior to enrolling in either course.

The first required mental health counseling clinical course is MHCO 836: Practicum in Mental Health Counseling which consists of 200 hours at a placement site. While at the site, students must spend a minimum of 40% (80-hours) of their time in direct contact with clients/patients. The Practicum may begin after students have met the following requirements:

- (1) The successful completion of the first 27 credits of their Program of Study (Levels 1, 2, and 3) and
- (2) The students have been Advanced to Candidacy after completion of the first 12 to 18 credits of their Program of Study.

The first internship in mental health counseling is MHCO 858: Internship I in Mental Health Counseling. Students are required to complete 400-hours at their internship site. Of the required 400-hours, the internship students are

required to complete 160-hours in direct contact with clients a minimum of 40% of their time must be in direct contact with their clients/patients.

The last clinical course is MHCO 806: Internship II in Mental Health Counseling. Of the required 400-hours, the internship students are required to complete 160-hours in direct contact with clients.

Students will not be permitted to register for a mental health counseling internship course and the practicum in mental health counseling course at the same time.

Student Responsibilities

Attend Practicum/Internship Orientation

Practicum and Internship Orientation are held each semester. Students will receive an e-mail that will indicate the date and time of the orientation. The email will be sent to the students' Bowie State University email address. Students are responsible for regularly checking their BSU email to assure that they do not miss this important notification. The consequences for missing the Orientation can be significant. It will delay the students' initial planned internship/practicum start date and will ultimately impact the students' planned program of study.

Confirm Practicum/Internship Site the Semester Prior to Enrollment in Practicum or Internship

It is the students' responsibility to identify their practicum/internship site. The Department of Counseling encourages students to find a clinical counseling site one year prior to enrolling in either the Practicum or Internship in Mental Health Counseling. Student must find a site before enrolling in the practicum or internship course. To identify the individual's responsible for coordinating practicum and internships for the clinical mental health counseling site, the students are required to directly contact the clinical mental health counseling sites. The students should obtain/confirm that individual's contact information and send to that individual a formal cover letter along with their resume/CV. The cover letter should outline learning objectives, interest and number of clinical mental health counseling hours

that the students are requesting. The letter should also request an interview and opportunity to tour the potential practicum/internship site. It is important to note that many sites may offer multiple types of experiences (example; substance abuse counseling, case management, psychoeducational groups, opportunities to work with clients who are seeking behavioral healthcare services). Many of these sites, value students who are willing to commit more hours. Upon becoming more familiar with the clinical mental health counseling interns, many sites might offer employment. The mental health clinical counseling interns may find it in their best interest to choose a site that offers varied clinical mental health counseling experiences that might position them in completing their practicum and internship at that respective site.

In the scheduling of interviews with prospective clinical mental health counseling sites, students should seek to schedule interviews with at least three sites. To determine the types of clinical experiences, functioning, ethical standards, clinical expectations, professional dispositions, business practices, and the like of each site, it is highly recommended that students carefully vet/research any and all clinical mental health counseling sites of interest. Dress professionally for your interview, treat it like a job interview and bring your resume/CV.

Obtain Liability Insurance

Students are required to obtain liability insurance **before** working with any clients at a site. Liability mental health counseling insurance assists in protecting the practicum or internship students from bearing the full cost of being sued or defending themselves against a negligence claim made by a client, and possible damages awarded in a civil lawsuit. Many professional organizations provide information and often offer student discounts or free liability insurance policies to members for a limited time. These organizations may also require a membership fee at a cost. A few include:

American Counseling Association (ACA) <https://www.counseling.org/>

American Mental Health Counselors Association

<https://www.amhca.org/home>

National Board for Certified Counselors <http://www.nbcc.org/>

Students who choose not to become a member of a professional organization at this time may purchase policies from various insurance agencies. A few include:

1. The Trust <https://www.trustinsurance.com/>
2. Healthcare Providers Services Organization (HPSO) <https://www.hpsso.com/>
3. Lockton Affinity, LLC <https://locktonmedicalliabilityinsurance.com/nbcc/>

Step by Step Process of Entering Practicum

Steps to apply for practicum

Step 1. - Attend a MANDATORY Practicum Orientation

Step 2. - Complete the Bowie State University Practicum Interest Form for your program

a. [Counseling Mental Health Interest Form](#)

Step 3. - Receive and review the Approved Bowie State University Department of Counseling Approved Practicum and Internship List to identify possible sites

Step 4.- Identify a site and apply for placement at one of the possible sites

Student Responsibilities

Successful completion of the Practicum requires a great deal of responsibility on the part of the student as outlined in this section. Practicum students will:

1. If employed work with employer to secure appropriate permission and leave to complete practicum hours.
2. If employed in the at the same location requesting placement for practicum, schedule a meeting with the Associate Director of Clinical Counseling and Field Experience and the Department Chair to obtain permission.
3. Register for MCHO 836 and pay all applicable fees.
4. Plan, in conjunction with the site supervisor, a program of counseling activities that will extend for a minimum of 200 clock hours and cover the listed practicum experiences/outcomes.
5. Account for the assigned clock hours using copies of the Practicum Log Sheet. A minimum of 40% of the time (totaling 80 hours) in the practicum must be spent in the direct service to clients that contributes to the development of counseling skills: individual or group counseling, group guidance, consultation, and collaboration.

6. Maintain a file of all consultation activities using an appropriate form to document each activity.
7. Attend Practicum classes each week. These meetings serve to:
 - 1) give practicum students the opportunity to learn from sharing experiences with other students;
 - 2) enhance and enrich clinical skills;
 - 3) enable the Bowie State University supervisor to present and discuss matters of common interest and concern to group members; and
 - 4) review challenging cases of interest to the group.Attendance is mandatory.

Moving From Practicum, Internship I & II

Completing Hours

In order to complete Practicum students must complete 200 hours (80 direct, 120 indirect). If a student does not complete the minimum hours a student will receive an “F” in the course. Students that obtain at least 70% of total hours can, with discretion of the professor, receive an incomplete. If a student receives an incomplete they need to complete the incomplete contract with the professor to outline tasks needed to resolve the incomplete grade. Once the student has completed the tasks the student should submit documents to professor.

In order to complete Internship I and II students must complete 400 hours (160 direct, 240 indirect). If a student does not complete the minimum hours a student will receive an “F” in the course. Students that obtain at least 70% of total hours can, with discretion of the professor, receive an incomplete. If a student receives an incomplete they need to develop the incomplete contract with the professor to outline tasks needed to resolve the incomplete grade. Once the student has completed the tasks the student should submit documents to professor.

Collecting Hours Over Breaks

Students may collect hours if they are continuing to the next clinical course i.e. Practicum to Internship I and Internship I to Internship II. Students need to provide proof to their faculty instructor they will be receiving clinical supervision from their site during a break. This proof needs to be submitted at least three week’s prior to the end of the semester in which the student wants to continue receiving hours. For example, if a student wants to continue hours from Practicum to

Internship I, the student should provide proof to their professor three week's prior to the end of Practicum that they will be receiving clinical supervision.

Submit and Complete Formative and Summative Evaluations

In order to complete Practicum, Internship I, and II students must complete two Taskstream self evaluations (Formative and Summative evaluations). In addition, students must ensure their site supervisor completes the Formative and Summative evaluations. If any of the evaluations (Student and Site Supervisor) are not submitted a student will receive an incomplete. If a student receives an incomplete they need to develop the incomplete contract with the professor to outline tasks needed to resolve the incomplete grade. Once the student has completed the tasks the student should submit documents to professor.

Ethical Guidelines

Ethical Guidelines and Professional Expectations for Practicum, Internship, and Site Experience

Bowie State, Mental Health Counseling, Department of Counseling

All those taking part in practicum, internship, opportunities are expected to adhere to certain guidelines for ethical, responsible, and professional conduct. These ethical principles benefit and protect you, as well as your clients, sites, supervisors, and the university. We are emphasizing some basic guidelines on this form, but this is not an exhaustive list. You are expected to learn and adhere to the broader ethical guidelines dictated by ACA, as well as the guidelines specific to your site . If, at any time, you have questions about ethics or responsible conduct, you should immediately contact your university or site supervisor. At a minimum, you agree to adhere to the following ethical principles:

Ethical Guidelines

Please initial to indicate your understanding of, and agreement to adhere to, each ethical item.

_____ Confidentiality (Section B, ACA, 2014). The identity of clients, or information that would reveal the identity of clients, cannot be revealed without a release of information signed by the client and/or guardian. The only exceptions are in cases in which clients may be dangerous to themselves or others and in cases

of child or elder abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered by the courts to be released. You must familiarize yourself with, and adhere to, confidentiality procedures of your placement and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained. All discussions of client-related issues that occur during group supervision are confidential and are not to be shared outside the group setting. Notify your site and university supervisors before any action is taken in the event confidentiality must be broken in accordance with legal requirement, e.g., reporting child abuse.

_____ Recognition of qualifications and limitations. It is important to recognize the limitations to your training and abilities and not exceed these limitations in your work with clients. When clinical/field experience situations are beyond your knowledge or ability, seek assistance from faculty or site supervisors.

_____ Identification as counselors-in-training (F.5.c. Professional Disclosure). Explicitly identify yourself as a counselor-in-training to your clients, in reports, and in other professional activities. Do not misrepresent your training, qualifications, or status. Because you will be at a placement for a limited time, inform clients of that limitation at the outset of your interactions with them, and take it into consideration when making forward-facing decisions that will affect the clients.

_____ Record keeping (A.1.b. Records and Documentation). You will accurately and reliably maintain written and other records required by the site. You will submit logs to your university instructor on a timely basis.

_____ Dual relationships (A.5.d. Friends or Family Members; Section A.6. Managing and Maintaining Boundaries and Professional Relationships). Refrain from clinical experience work with persons with whom you have other types of relationships. Such dual relationships may inhibit the effectiveness of your work and may jeopardize both the client and yourself. For example, coworkers, friends, and fellow students should not be seen as clients.

_____ Prohibition regarding sexual conduct or harassment (A.5.a. Sexual and/or Romantic Relationships Prohibited). Under no circumstances should you become involved in a sexual or romantic relationship of any sort with clients at your site location. It is important also to refrain from sexual harassment and to respect the sensitivity of others regarding sexual matters.

_____ Self-awareness and monitoring (F.5.b. Impairment). Monitor your own emotional and physical status and be aware of any conditions that might adversely impact your ability to serve your clients or site locations. If such conditions arise, inform your faculty and site supervisor.

_____ Ethics discussion with site supervisor. Discuss the ethical standards for your site before performing any clinical work. Space is provided at the bottom of this form to indicate that such discussions have taken place and you have been informed of ethical expectations.

Professional Expectations

Please initial to indicate your understanding of, and agreement to adhere to, each item.

_____ When in doubt about procedures, I will ask the Associate Director of Clinical Counseling and Field Experiences before taking any action regarding clinical/field experience placement.

_____ I understand that I should consider a multitude of factors when considering a clinical/field placement site. Factors of primary importance include the quality of site supervision, my educational and career goals, and the quality of clinical/field experiences available at the site. Factors which may be of less importance include site location, site hours, and student familiarity with the site. I understand that my site and site supervisor must be approved by the Associate Director of Clinical Counseling and Field Experiences.

_____ During the site interview process, I must communicate the clinical placement site requirements to the site supervisor, including taping, space, caseload, site supervision, and developmental needs. I will refer to the Clinical Handbook, and the Site and Supervisor Agreement forms for these details.

_____ I understand it is my responsibility to review and submit all required clinical experience forms and review the Clinical Handbook and the Mental Health Handbook.

_____ I am expected to conduct myself professionally at all times during the clinical experience placement selection process, as well as during the practicum/internship placement experience itself. I am representative of Bowie

State University and the Department of Counseling. Policies and procedures of the University, the Department, and the site should be strictly adhered to throughout the placement experience.

_____ I understand professionalism includes appropriate dress for the workplace. It is my responsibility to inquire about and adhere to site policies regarding dress. “Business casual” is the most commonly defined dress code.

_____ I understand professionalism also includes becoming educated about and adhering to all site guidelines including (but not limited to) policies about scheduling, sick days, appropriate use of electronic devices (computers, cell phones, etc.), paperwork, client emergencies, personal emergencies, etc.

_____ I understand it is my responsibility to stay current with requirements outlined by my state’s regulatory agency to determine if additional requirements for site supervisors and clinical experiences are being met.

**Licensure requirements may change without notice. This information can be obtained from the sources listed:

- State Professional Counselor Licensure Boards

_____ I have read, understand, and agree to adhere to the policies and information outlined .

_____ I understand that the Department of Counseling Faculty and Associate Director of Clinical Counseling and Field Experiences, in conjunction with supervisors, possess the professional judgment necessary to determine whether a student is suitable for the field of counseling (e.g., making progress toward self-awareness and serving his or her future clients ethically and professionally). I understand my professional disposition (e.g., openness, flexibility, cooperativeness) will be evaluated by my instructors and supervisors during clinical experiences and at other points in the program. I understand the Bowie State, Department of Counseling may require that I cease participation in clinical experiences at any point should ethical or professional concerns arise regarding me or my clinical placement site.

By signing below, I agree to adhere to the guidelines listed above, as well as those of the professional discipline and specific placement agency, school, or field experience site.

Counselor-in-Training Printed name: _____

Counselor-in-Training Signature: _____

Date: _____

Ethical Guidelines adapted from: Baird, B.N. (1999). The internship, practicum, and field placement handbook: A guide for the helping professions(2nded.) (pp. 193 –194). Upper Saddle River, NJ: Princeton Hall.

Site Supervisors Responsibilities

Site supervisors must have the following qualifications:

- A minimum of a master's degree in counseling including appropriate certifications and/or licenses.
- A minimum of two years of pertinent experience
- Knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Relevant training in counseling supervision.

Site Supervisors' Responsibilities

- Assist counselor-trainee in learning the role and function of a counselor.
- Help counselor-trainee become familiar with the culture, management, and operation of a clinical counseling experience.
- Assist counselor-trainee in identifying a caseload to provide individual and or group counseling.
- Assist counselor-trainee in meeting practicum or internship requirements.
- Assist counselor-trainee in becoming familiar with counseling materials and resources.
- Provide weekly site supervision and general mentoring.
- Complete a mid-semester and final semester evaluation.
- **Review the mid semester and final semester evaluation with student. If student scores a "2" or lower on any parts of the evaluation attend a scheduled meeting with the faculty, site supervisor, and student to discuss how we can support the student.**

- Review and sign the end of semester log.

Orientation to the Site and Supervision

Each site must agree to provide you with regular access to a licensed behavioral healthcare provider who will provide your direct weekly supervision. It is important that the supervisor convey exactly what duties can be observed and/or performed by the Practicum/Internship student. Conversations about expectations should occur early and frequently.

The supervisor and or agency designee(s) should orient the student to the site. Most sites will require that an orientation occur before the student can begin to accrue any direct contact hours with clients. Therefore, students may choose to arrange to participate in the orientation ahead of their planned start date at the site. An orientation may involve a tour of the facility, meetings with various department leads for specific program services overviews, review of agency policies and procedures, obtaining log-on access to the agency's Outlook and electronic medical records (EMR) systems, documentation trainings, background checks and often obtaining agency photo ID cards. Some sites may provide a brief orientation while other sites require students to participate in the orientation alongside new employees as part of a multi-day or weeklong process.

The supervisor should also discuss a schedule for which supervision will occur. In addition to regular weekly supervisor meetings, supervisors may choose to additionally offer group supervision, particularly when there are multiple students placed at the same site. While it is understood that the supervisor may not be available to address immediate challenges, the supervisor and student should discuss a plan for support and define a designated senior clinician available to assist the student during these times. Supervisors should be licensed in the state they are providing supervision and be licensed as an independent mental health professional (LCPC, LPC, LCSW etc.)

The Department of Counseling encourages supervisors to involve Intern/Practicum students in staff meetings, case presentations, multidisciplinary team meetings and any continuing education opportunities that occur on the training site. The supervisors are also encouraged to utilize students to develop training for other staff on any topics of relevant to counseling

Evaluation of Student

Over the course of a semester site supervisors are responsible for completing two evaluations: Formative (Mid-way) and Summative (Final) evaluations to assess student counseling performance at the site. It is expected the evaluations will be discussed with the student as well before submission. If a student scores a “2” or lower on any parts of the evaluation a meeting will be scheduled with the faculty, site supervisor, and student to discuss how we can support the student.

Dealing with Challenges

While it is expected that Internship and Practicum students are being professional and will follow agency policies, procedures and ethic codes that guide agency clinical services and practices, site supervisors should feel welcomed to contact faculty if support is needed in broaching any unique circumstances or challenges that arise. Therefore, site supervisors should request the name and contact information for any faculty members who are concurrently instructing the students’ internship and/or practicum course. Supervisors may also receive the name and contact information of the students’ faculty advisor and the program coordinator for Mental Health Counseling Program.

The Department of Counseling hopes that the supervisors will choose to first broach any challenges and/or concerns directly with the students. We expect supervisors to clearly discuss the issue and discuss a plan of remediation with willingness to support the students in making the necessary improvements to become more effective in the site. However, in unusual circumstances when remediation and support plans are ineffective, the Department of Counseling wants supervisors to reach out to faculty sooner rather than later. By assuring the availability of faculty support, it is our goal to assure that supervisors are aware of the University’s commitment of supporting the growth and development of all students while nurturing our partnership with the Internship/Practicum site.

Practicum Site Agreement Letter

BOWIE STATE UNIVERSITY
College of Education
Department of Counseling

Dear: _____

We are grateful that you have agreed to work with the Bowie State University Mental Health Counseling Program as a Practicum Site Supervisor. The purpose of the Practicum experience is to provide candidates the opportunity to gain and demonstrate their knowledge of various counseling theories, concepts, techniques, and strategies in a community agency setting under the supervision of a professional licensed mental health professional. Candidates in our Mental Health Counseling field placements are required to complete a 200-hour Practicum. Those candidates also will be completing at least 80 of those hours in direct service to clients.

All Practicum candidates have professional liability insurance coverage unless the candidate is covered by liability insurance provided by your facility. This agreement in no way implies a liability of your organization with respect to future certification, professional success, or career development of the candidate.

We look forward to working closely with you and hope that the placement of our candidate in your facility will be mutually advantageous. We look forward to discussing with you our candidate's Practicum activities. If you have any additional questions, please do not hesitate to contact us at the following number (301) 860-4000 and/or our fax 301-860-3154. Please place this form in a sealed envelope and return it to the Practicum candidate.

Thank you again for your willingness to participate and cooperate with us in the professional development of our Practicum candidate.

Sincerely,

Bowie State University Professor

Internship Site Agreement Letter

BOWIE STATE UNIVERSITY
The College of Education
Department of Counseling

Dear: _____

The Department of Counseling is grateful that you have agreed to work with the Bowie State University (BSU) Counseling Program as an Internship Site Supervisor. The purpose of the Internship experience is to provide Candidates the opportunity to gain and demonstrate their knowledge of various counseling theories, concepts, techniques, and strategies in a mental health setting under the supervision of a professional counselor. Candidates in our Mental Health Counseling field placements are required to complete a 400-hour Internship. Those Candidates completing a 400-hour internship must have at least 160-hours in direct service to clients.

All Internship Candidates have professional liability insurance coverage unless they are covered by liability insurance provided by your facility. This agreement in no way implies a liability of your organization with respect to future certification, professional success, or career development of Candidates. We look forward to working closely with you and hope that the placement of BSU Candidates in your facility will be mutually advantageous. We look forward to meeting with you to discuss the BSU Candidate's internship activities. If you have any additional questions, please do not hesitate to contact us at the following number (301) 860-3239 or 3140. Enclosed you will find the Evaluation Form which is to be completed by you at the end of the internship experience. Thank you again for your willingness to participate and cooperate with BSU Department of Counseling in the professional development of its Internship Candidate.

Sincerely,

Enclosures: Evaluation Form Plan for Counseling Internship
cc: Candidate, Candidate File, Advisor

Application for Mental Health Counseling

Practicum/Internship Placement

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING

Please click here to complete online

Date: _____

Candidate's Name:

Candidate's Address:

Telephone: (H) _____ (W) _____

Student ID #: _____

Email

Address: _____

Semester of Placement:

Type of Placement:

___ MCHO 836 Practicum in Mental Health Counseling

___ MHCO 858 Internship in Mental Health Counseling

___ MHCO 806 Internship in Mental Health Counseling

Practicum/ Internship site

assignment _____

Practicum/Internship

Site Supervisor: _____

License#/Profession

Practicum/Internship Address:

Practicum/Internship Phone Number

Signature of Chair/Faculty Coordinator

CONFIRMATION

Approved _____

Agency/Institution Name:

Disapproved _____

Site Supervisor:

License#/Profession

Person at site to report:

Approved: _____

Date: _____

Site Practicum/ Intern Supervisor Signature

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING

Student Application for Internship in Mental Health

Counseling (M.A.)

NAME: _____

ADDRESS: _____

Student ID#: _____

DATE: _____

PHONE#: (H) _____ (W) _____ (C) _____

Indicate the year next to the semester that you will enroll in Internship in Counseling:

Fall Spring

Please place a check mark next to each course that you have completed in the Counseling program.

Level One

<input type="checkbox"/>	COUN 502 Principles and Philosophy of Counseling	3
	OR MHCO 671 Foundations to Mental Health	
<input type="checkbox"/>	EDUC 507 Human Growth & Development (Adv.)	3
<input type="checkbox"/>	COUN 633 Multicultural Counseling	

3

Level Two

<input type="checkbox"/>	COUN 610 Appraisal, Assessment & Evaluation	3
<input type="checkbox"/>	COUN 734 Counseling Theory and Practice	3
<input type="checkbox"/>	COUN 780 Legal & Ethical Issues	3

Level Three

___ COUN 731 Group Counseling	3
___ COUN 608 Career Counseling and Development	3
___ EDUC 706 Introduction to Research	3

Level Four

___ MHCO 775 Psychopharmacology	3
___ MHCO 744 Psychodynamics of Psychopathology I (DSM4)	3
___ MCHO 836 Practicum in Mental Health Counseling	3

Level Five

___ COUN 762 Drug & Alcohol Counseling	3
___ MHCO 833 Adv. Techniques in Psychotherapy	3
___ MHCO 858 Internship in Mental Health Counseling	3
___ Elective OR MHCO 700 Prevention & Intervention in Mental Health Counseling	3

Level Six

___ Elective	3
___ MHCO 861 Seminar in Counseling Psychology	3
___ MHCO 806 Internship in Mental Health Counseling	3

Total credit hours completed to date: _____

Please list any additional courses you have completed in the Graduate Counseling programs:

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING

Biographical Sketch and Expectation of Counseling

Experience

A. BIOGRAPHICAL SKETCH

Name: _____

Current
Address: _____

Telephone Number (Home): _____ (Work): _____

Program of Study: Counseling

Number of Hours Completed:

COUNSELING EXPERIENCE

I have _____ years of counseling experience in a government setting or _____ in a private setting in the following areas:

___ Individual Counseling

___ Group Counseling

___ Marital Counseling

___ Family Counseling

___ Art Therapy

___ Counseling Children

___ Working with the mentally retarded

___ Multicultural Counseling

___ Drug and Alcohol Counseling

___ Academic Counseling

___ Career Counseling

___ Other:

AWARDS, RECOGNITIONS AND HONORS INCLUDE:

PROFESSIONAL MEMBERSHIPS INCLUDE:

B. EXPECTATIONS OF COUNSELING PRACTICUM EXPERIENCE

As a Practicum Candidate, I wish to obtain experience in the following areas:

1. Group Counseling
 2. Mental Health Counseling Practice settings
 3. Individual Counseling
 4. Special programs for Clients (i.e. drug and alcohol counseling, male and female issues)
 5. Create and develop workshops and seminars
 6. Operation of Emergency Management System
 7. Developing and participating in crisis training activities
 8. Developing programs and participating in activities for Clients with special needs
 9. Multicultural Counseling
 10. List any additional areas:
-

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING

Plan and Expectations for Practicum/Internship

THIS FORM IS TO BE COMPLETED JOINTLY BY THE
SUPERVISOR AND CANDIDATE AFTER CONFIRMATION HAS
BEEN
RECEIVED OF ASSIGNMENT

Candidate's Name _____
Student ID# _____
Address _____

Telephone # (H) _____ (W) _____ Semester of
Placement _____

Internship Placement Site _____

Address

Telephone # _____

Field Supervisor _____

Field Supervisor Email
Address: _____

PLAN FOR COUNSELING INTERNSHIP

The Candidate should plan with the Field Supervisor the various activities he/she will be engaged in and the tentative schedule. It is expected that the Candidate will have an opportunity to counsel individually and perhaps in groups, to participate in, or possibly help conduct, workshops or other learning activities (if offered), and to gain some familiarity with the administration of your agency. As a bare minimum, the Candidate is

expected to complete 400-clinical hours (at least 160 hours must be in direct service to clients).

Please summarize the planned activities below:

1. Individual counseling or co-counseling (Type of clients, ages, frequency of sessions, and the like)
2. Group or family counseling
3. Participation in workshops, seminars, and the like.
4. Administrative Activities
5. Arrangements for supervision
6. Assessments/tests (i.e., personality testing, projective tests, mood/affective disorders, mental status exam and the like)
7. Consultation with staff members
8. Tentative schedule

Approved:

Date _____

1. Field Supervisor _____

2. BSU Professor _____

3. Candidate _____

Submit a copy of this completed form on the first day of class to your Professor.

Counseling Organizations

AMERICAN COUNSELING ASSOCIATION
(For membership application)

<http://www.counseling.org>

ACA INSURANCE TRUST

<http://www.acait.com/>

NATIONAL BOARD FOR CERTIFIED COUNSELORS

<http://www.nbcc.org/>

MARYLAND STATE LICENSING REQUIREMENTS

Please check the website regularly for all updates and changes!

<http://www.dhmv.state.md.us/bopc/>

Log of Practicum/Internship Accumulated Hours

<u>Dates</u>	Contact Indirect Hours	Contact Direct/Group Hours	All Counseling Activity Descriptions	Site Superv. Signature	Univ. Superv.
Total Contact Hours					

Formative (Midterm) Internship Evaluation: Mental

Health Counseling Program –

to be completed by the candidate AND SITE SUPERVISOR

COLLEGE OF EDUCATION, FALL 2020-FALL 2022

Candidate: _____ Phone: _____ Email: _____

Supervisor: _____ Phone: _____ Email: _____

Internship Site: _____ Semester /Year _____

Instructions: Rate yourself, the candidate's - on performance using the following scale. The items listed represent- expectations as articulated in professional (CACREP) and institutional (BSU) standards. Ratings on each of the items should represent candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors should take into considerations- expectations that are developmentally appropriate. Supervisors should also identify areas of strength and establish an action plan to address areas for growth. The results should be discussed with candidates to ensure that feedback supports learning and adherence to the competencies as expected of the profession.

1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Individual Counseling

- _____ A. Establishing empathy and rapport
- _____ B. Reflective listening
- _____ C. Psychosocial assessment
- _____ D. Listening skills
- _____ E. Communication skills
- _____ F. Application/use of therapeutic techniques
- _____ G. Encouragement
- _____ H. Creating/developing treatment plans

- _____ I. Helping clients to establish goals
- _____ J. Group Counseling
- _____ K. Relationships with supervisors and colleagues
- _____ L. Participation in supervisory and other meetings

Bowie State Standards	1	2	3	4	N/A
Professionalism- Student presents self as a professional to others, including clothing attire, punctuality and interaction with others.					
Ethical Practice- Adheres to the policies, procedures, and ethics of the American Counseling Association and Institution in all areas of professional functioning.					
Helping Relationships- Student employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals. -					
Awareness, Growth, and Development- Student recognizes own strengths and limitations and seeks growth and development in meeting expectations of professional functioning in multicultural contexts.					
Theory and Practice- Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through the development of an established theoretical orientation. Implements plans that are grounded in sound counseling principles, while being sensitive to client's worldviews,, -.					
Section 5: Entry-Level Specialty Areas Clinical Mental Health Counseling					
Foundations					
1-B Student understands and applies theories and models, counseling systems, techniques, and interventions for culturally diverse populations.					
1-C Student understands and applies principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.					
1-C Student understands and applies skills in conducting					

an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, a psychological assessment, and comprehensive assessment interventions to assist in diagnosis and treatment planning,					
2-D Student understands and applies neurobiological and medical foundation and etiology of addiction and co-occurring disorders					
1-E Student understands and applies psychological tests and assessments specific to clinical mental health counseling					
Contextual Dimensions					
2-A Student understands and effectively adapts to roles and settings of clinical mental health counselors					
2-B Student understands and applies etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders					
2-B Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.					
2-C Student understands and applies mental health service delivery - within the continuum of care networks, such as inpatient, outpatient, partial treatment and aftercare.-					
2-C Student understands and applies information regarding community resources to make appropriate referrals.					
2-D Student understands and applies diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)					
2-D Student understands and applies ability to conceptualize an accurate - diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.					
2-E Student demonstrates an understanding and knowledge about the potential for substance use					

disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders					
2-E Student understands and provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders					
2-F Student understands the impact of crisis and trauma on individuals with mental health diagnoses					
2-F Student differentiates between diagnosis and developmentally appropriate reactions during Crises, disasters, and other trauma-causing events.					
2-H Student understands classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation					
2-I Student understands legislation and government policy relevant to clinical mental health counseling					
2-J Student understands and applies cultural factors relevant to clinical mental health counseling(i.e. case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders).					
2-J Student demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.					
2-K Student understands professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling					
2-L Student understands and applies legal and ethical considerations specific to clinical mental health counseling					
2-M Student understands and applies record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling					
2-M Applies current record-keeping standards related to mental health counseling					
Practice					
3-A Student understands and applies the use of the intake interview, mental status evaluation, biopsychosocial					

history, mental health history, and psychological assessment for treatment planning and caseload management -.					
3-B Student understands and applies techniques and interventions for prevention and treatment of a broad range of mental health issues (i.e. screens for addiction, aggression, and danger to self and/or others, as well as co- occurring mental disorders).					
3-B Student demonstrates the ability to use procedures for assessing and managing suicide risk					
3-C Student understands and applies strategies for interfacing with the legal system regarding court-referred clients					
3-D Student understands and applies strategies for interfacing with integrated behavioral health care professionals					
3-E Student understands and applies strategies to advocate for persons with mental health issues					
3-F Student advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.					

Feedback and Recommendations

1. Overall Assessment on Areas of Strength

2. Overall Assessment on Areas for Growth and Action Plan

3. Additional Comments

Site Supervisor Signature

Date

Thank You!

Summative (Final) Internship Evaluation: Mental
Health Counseling Program –

TO BE COMPLETED BY THE CANDIDATE AND SITE SUPERVISOR

COLLEGE OF EDUCATION, FALL 2020-FALL 2022

Candidate: _____ Phone: _____ Email: _____

Supervisor: _____ Phone: _____ Email: _____

Internship Site: _____ Semester /Year _____

Instructions: Rate yourself or the students' performance using the following scale. The items listed represent- expectations as articulated in institutional (BSU) and professional (CACREP) standards. Ratings on each of the items should represent candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors should take into consideration- - expectations that are developmentally appropriate. Supervisors should also identify areas of strength and establish an action plan to address areas for growth. The results should be discussed with candidates to ensure that feedback supports learning and adherence to the - competencies as expected of the profession.

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Contextual Dimensions					
2-A Student understands and effectively adapts to roles and settings of clinical mental health counselors ??					
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2-B Promotes optimal human development, wellness, and mental health through prevention, education, and					

advocacy activities.					
2-C Student understands and applies mental health service delivery - within the continuum of care networks, such as inpatient, outpatient, partial treatment and aftercare.-					
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FEEDBACK AND RECOMMENDATIONS

4. Overall Assessment on Areas of Strength

5. Overall Assessment on Areas for Growth and Action Plan

6. Additional Comments

Site Supervisor Signature

Date

THANK YOU