Field Experience Manual

Alfred Adler (1870-1937)

From Classroom to Community
Individual Psychology Inspiring Change
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Part I

Field Experience Overview
Field Experience Introduction

Students begin the Adler Graduate School (AGS) field experience program shortly after completing their first term at the institution. The purpose of this Field Experience Manual is to present students with a comprehensive overview of Field Experience. There will be some students for which individualized field experience arrangements will be established with your Program Director or Internship Coordinator. For example, students who are completing coursework at AGS for licensure only will most often start their field experience at the Internship level due to their previous coursework.

For the majority of AGS students, you will begin working towards obtaining a field experience site after completion of courses 511 or 712 and 515. Beginning your field experience involves locating a field experience site or sites and fulfilling field placement work while completing your AGS program through to graduation. Please note: Students must be registered for and actively attend a clinical instruction class at AGS to get credit for on-site field experience hours. Students are required to complete and log a total of 200, 500, 700, or 880 hours at a practicum or internship site to meet graduation and licensing/certificate requirements. Some specialty areas and licensing tracks have different requirements. Your practicum or internship Clinical Faculty or Field Placement Coordinator will provide you with the specific additional information.

The Field Experience portion of your AGS program includes 4 phases; Introduction to Field Experience, Practicum, Internship, and Individual Clinical Instruction. You will receive 6 credits for the completion of all the requirements for field experience.

Introduction to Field Experience: 1 credit
During the introduction to Field Experience, student will be oriented to the process of the student field experience at Adler Graduate School. Students will be in a cohort group with a clinical instructor for 1 quarter 3 months= 5 (2.25 hour) sessions per term for a total of 1.0 credit. Grading is pass/ no credit. Students will be expected to be at an approved field placement site to register for Practicum.

Practicum: 1 credit
During the Practicum experience students are expected to be working at an approved Field Placement site. Students will be in a cohort group with a clinical instructor for 1 quarter 3 months= 5 (2.25 hour) sessions per term for a total of 5 class sessions per year. The students will receive 1.0 credit for their practicum. Grading is pass/no credit. The students will be receiving one pass at the end of their yearlong practicum, and once enrolled do not have to re-enroll each quarter. Additional details are provided in Part II of this manual.

Internship: 3 credits
During the internship experience, students will be in a cohort group with a clinical instructor for 9 months= 5 (3 hour) sessions per term for a total of 15 classes. The students will receive 3 credits for their internship. Similar to practicum, grading is pass/no credit and students will be receiving one pass at the end of the 3 term internship. Also similar to practicum, students do not have to re-enroll each quarter.

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once they are initially enrolled. Additional details are provided in Part II of this manual.

**Individual Clinical Instruction: 1 credit.**

During the Individual Clinical Instruction experience, students are required to receive direct clinical instruction from an AGS Field Experience Clinical Instructor. Individual Clinical Instruction can be taken concurrent to the student’s last quarter (3) of their internship class or consecutively, upon completion of internship. Students will be supervised under an approved Adler clinical instructor (CI) to further develop and practice their clinical skills. The student and CI instructor will meet for 6 hours of work total and will receive 1.0 credit. Grading is pass/no credit.

Total of Field Experience= 6 credits

700 Hours

300 Direct Clinical hours with clients face to face.
Field Placement Coordinator Contact Information and Availability:

**Clinical Mental Health Counseling (CMHC) Coordinator- LPC/ LPCC**
Erin Rafferty-Bugher ATR-BC, LPCC and MN BBHT Board Approved Supervisor

Office hours and appointment times will be held on Mondays and Wednesday and Fridays. Please call or email to schedule an appointment.
Email: erin.rafferty-bugher@alfredadler.edu
Phone: 612.767-7061

**Co-Occurring Disorder (COD) Coordinator- LADC**
Rashida Fisher, LADC
Rashida.fisher@alfredadler.edu

**Art Therapy Program (AT) Coordinator-**
Erin Rafferty Bugher ATR-BC, LPCC
Erin.rafferty-bugher@alfredadler.edu

**Marriage and Family Therapy (MFT) Coordinator-LMFT**
Megan Williams
Debra Kullberg

**If you do not see a Coordinator that directly applies to your program, please get direction from your Program Director**
Part II

Field Experience
Site Information
Field Experience Site Information

How to obtain a field placement site:

The Adler Graduate School field experience coordinators provide a list of field placement sites that have supervised field placement with AGS students in the past. Occasionally the Admissions and Student Services office or the field placement coordinators receive information from field placement sites regarding open positions. When this occurs, an email will be sent to the students providing details regarding the new field placement site availability for students. Be sure to research all sites carefully. Students are encouraged to research field placement before developing a new site. In the event that a student must develop a new site, the New Site Approval form can be found in the Forms section of this manual. Students must work directly with their Program specific field experience coordinator to get the site approved. Any hours logged on an unapproved site will not be accepted.

Things to consider when researching a Field Experience Placement site:

When looking for a field placement site, keep in mind your skill level and personal/professional needs. Thorough research will help ensure that the site suits your needs, and that you will be a good fit for the site. Things to consider are:

- Availability – Can you be on-site during the day, is the site able to accommodate your work schedule, evening/weekend school schedule, etc.
- Supervisory arrangements – is there a licensed mental health supervisor provided on-site or will you need to make arrangements for licensed supervision with AGS?
- Opportunities to work with clients – will you be shadowing another licensed therapist/counselor? Will you have opportunity to grow into co-therapy or individual counseling opportunities? Is there an opportunity for group hours? Relational hours?
- Location of the site – is the site close to home, work, or the school?
- Type of work being done at the site – are you interested in a particular clientele or services the site provides?
- Orientation and site expectations of interns – what kind of orientation does the site offer you as an intern. What ‘office’ requirements does the site expect in
return? Is there a healthy balance between office/intake work and direct client contact?

Keep in mind that you may need field placement in more than one site in order to attain the amount and type of clinical hours necessary to meet graduation and licensing requirements.

When interviewing and completing the Field Experience Learning Agreement (FELA) with the field placement on-site supervisor, be clear about what you are able to do as a practicum (beginning), internship (intermediate) or individual clinical instruction (advanced student). Read the Field Experience Manual regarding practicum, internship, and individual clinical instruction and become familiar with the type of experience and skill set needed for each level of field experience. In addition, it is essential to be clear about which activities constitute clinical field experience. Have a good understanding of what can be done at the beginning levels, and as one moves to intermediate, and advanced levels of counseling/therapy, what constitutes acceptable clinical activities.

If you experience difficulty finding a site, please arrange to meet with the Internship Coordinator assigned to your program track (MFT/CMHC/COD/Art Therapy).

Requirements for Approval of a Field Experience Site

To be an acceptable field placement site, a licensed mental health professional must supervise the student. The license must be in a mental health field such as Marriage and Family Therapy (MFT), Social Work (LICSW), Clinical Counseling (LPCC), Psychiatry (MD), or Psychology (LP). It is not required that the supervisor be trained in Adlerian counseling and psychotherapy.

The field placement on-site supervisor must be willing to give regularly scheduled individual or group (several students) supervision. It is suggested that there be a minimum of 1 hour of field experience supervision for every 20 hours of client contact. For art therapy students: 1 hour of supervision for every 10 hours of client contact. However, the number of supervision hours is determined by the field experience site supervisor and is predicated by the student’s past experience and the requirements of the position. If adequate supervision is not available or delivered, the problem should be reported immediately to their appropriate Internship Coordinator.

The field experience placement site must carry liability insurance. The student must also obtain a malpractice insurance certificate. Malpractice insurance is inexpensive. Please note: Malpractice Insurance is purchased for a term of one year. Students must track their expiration date and be sure to renew their malpractice insurance during the course of their field experience.

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Malpractice Insurance Websites:

- http://www.americanprofessional.com/

- Counseling students: Purchase ACA New Professional membership to receive the 50% discount, and www.hpso.com or call 1-866-269-4793 to obtain coverage.

- MFT students: http://www.aamft.org (Student membership includes free liability insurance) Please see MFT Coordinator for a reduced fee application.

As stated previously, students must complete a Field Experience Learning Agreement with their on-site supervisor so that all parties are in agreement about the site, student, and school expectations. The Field Experience Learning Agreement (FELA) form is found in the Forms section of the Field Experience Manual and can also be located on the AGS website. Once the form is complete, the student will submit the FELA to their Field Experience Clinical Instructor (Practicum/Internship Instructor).

Before leaving a site, students will complete a “Student Evaluation of Internship” (found in the Forms section of this manual) and turn it in to their program field experience coordinator’s mailbox.
**Practicum/ Internship Site Standards**

The Adler Graduate School (AGS) is dedicated to the highest standards of ethics and best practices in its Field Experience placement program. These standards are applied to both the school itself and to affiliated sites. While the spirit of this commitment cannot be fully defined as to either prescribed or proscribed criteria/conditions, basic requirements of field experience sites are identified below.

Requirements of affiliated field experience sites include:

- Provide students and clients with a respectful, hospitable service/learning environment
- Clarity concerning expectations of students
- Clarity concerning expectations of sites
- Appropriate learning opportunities/assignments for students
- Learning opportunities/assignments designed to continuously advance students’ learning
- Appropriate depth and breadth of Internship for students
- Appropriate levels of training (complementing Internship) offered for students
- Legally/ethically acceptable fees and billing practices – when fees and billing are germane

Affiliated field experience sites will not:

- Expose students to less than the highest standards of ethicality/best practices
- Work with students when a conflict of interest is evident
- Impose financial obligations on students (e.g., rent)
- Reduce any compensation/stipend that a student might otherwise earn by subtracting fees for things that are usual and customary components of field experience sites such as space and Internship
- Expect students to recruit clients
- Expose students to or involve students in the use of illegal/unethical client fees and/or billing practices

**Pre-MA Degree/Pre-Licensed Private Clinical Practice by AGS Students**

The Adler Graduate School (AGS) strongly discourages private practice by AGS students who have not yet earned a counseling-related Master’s Degree. In general, AGS will not allow students engaged in their own private practice site to use those experiences to satisfy AGS’ field experience requirements. In addition, AGS will not
allow field experience hours which are supervised by an affiliate or family member (i.e., partner, spouse, 1099 Independent Contributor or employee, etc.) of an agency in which the student is an owner/co-owner even if the affiliate or family member is a licensed mental health professional. If a student needs clarification of their situation, please meet with your respective program field placement Coordinator BEFORE providing, logging, or submitting field experience hours. Hours logged outside of these parameters will not be counted.

In addition, there are some field experience sites in which students can receive reimbursement (pay) for their pre-degree counseling hours. Such arrangements exist only between the student and the agency. AGS is not responsible for negotiation, follow-up, or conflict resolution in regard to standard employer/employee concerns such as (but not limited to) compensation/wages, agency policy and expectations of employees, or any issue regarding employment law.

**Termination Protocol for Internships**

When leaving an internship – whether at the end of a pre-determined period of time or before the end of a pre-determined period of time – AGS students are expected to conduct themselves in a professional manner. This includes, but is not limited to:

- Communicate clearly with internship representatives/supervisors in person and in writing
- In the case of terminations which occur according to plan, confirm plans with site representatives/supervisors and provide clients with appropriate notice
- Execute termination plans with clients according to professional standards and supervisor expectations
- In the case of terminations that might occur before the end of a pre-determined period of time, clearly/candidly discuss all appropriate issues/concerns with internship representatives/supervisors
- Seek amicable resolution regarding issues/concerns
- Include AGS representatives (e.g., Internship Coordinator from AGS) in finding resolution, if possible
- Inform AGS representatives of resolution achieved, in case of terminations before the end of a pre-determined period of time
- Regardless of termination circumstances, upon termination with internship site, submit all appropriate information (e.g., evaluations, hours) to AGS representatives
Field Experience Hours: Logging

Logging Hours for Licenses and Specialties:
Please use the excel version of the log sheet located on the website under current students and internship information.

Hand written forms will not be accepted. You will find the log sheet form located on the website under “current students.” It is titled CMHC log sheet. Please download that form onto your desktop.

Each Adler Graduate School program has field experience requirements that vary in hours from 200 to 880* hours to meet both graduation and state licensure/certification requirements. The requirements are as follows:

- Marriage and Family Therapy (MFT) students must complete 500 hours; 200 peer; 300 face to face therapy hours with a minimum of 150 of the 300 as relationship (i.e., family, couple, group home) hours.
- Clinical Mental Health Counseling (CMHC) students must complete 700 hours; 300 face to face direct counseling.
- Art therapy students must complete 700 hours with 350 as Art Therapy.
- Co-Occurring Disorders (COD) students have a more complex requirement for hours. The basics:
  - For certification only (non-LADC) 200 hours in a COD setting.
  - For LADC licensure with MFT or CMHC students must complete 880 total hours.

Logs must be kept of all hours worked on an internship site.

- MFT students must complete 500 hours; 200 peer; 300 face to face therapy hours with a minimum of 150 of the 300 as relationship (i.e., family, couple) hours.
- CMHC students must complete 700 hours; 300 direct face to face counseling.
- Art therapy students must complete 700 hours with 350 as Art therapy.
- COD students have a more complex requirement for hours. The basics:
  - For certification only (non-LADC) 200 hours in a COD setting.
  - For LADC licensure with MFT or LPCC students must complete 880 total hours.
Field Experience Hours: Logging

Logging Hours for Clinical Programs and Specialties:

Hand written forms will not be accepted. You must uses the excel format.

You will find the log-sheet form located on the website under “current students.” Students in the Clinical Mental Health Counseling Program (formerly referred to as LPC/LPCC program) should use the form labeled CMHC LOGSHEET. Please download that form onto your desktop.

Each Adler Graduate School program has field experience requirements that vary in hours from 200 to 880* hours to meet both graduation and state licensure/certification requirements.

The requirements are as follows:

- Marriage and Family Therapy (MFT) students must complete 500 hours; 200 peer; 300 face to face therapy hours with a minimum of 150 of the 300 as relationship (i.e., family, couple, group home) hours.
- Clinical Mental Health Counseling (CMHC) students must complete 700 hours; 300 direct clinical counseling - students who have taken course 936.
- Art therapy students must complete 700 hours with 350 as Art Therapy.
- Co-Occurring Disorders (COD) students have a more complex requirement for hours. The basics:
  - For certification only (non-LADC) 200 hours in a COD setting.
  - For LADC licensure with MFT or CMHC students must complete 880 total hours.

Logs must be kept of all hours worked on an internship site.

- MFT students must complete 500 hours; 200 peer; 300 face to face therapy hours with a minimum of 150 of the 300 as relationship (i.e., family, couple) hours.
- CMHC students must complete 700 hours; 300 direct clinical counseling.
- Art therapy students must complete 700 hours with 350 as Art therapy.
- COD students have a more complex requirement for hours. The basics:
  - For certification only (non-LADC) 200 hours in a COD setting.
  - For LADC licensure with MFT or LPCC students must complete 880 total hours.

*NOTE: The AGS required hours for direct face to face counseling are set to meet competency standards that are consistent throughout the clinical program requirements.
Description of the Field Experience Hours: CMHC Specific

**DIRECT CLIENT SERVICES**

**Individual Counseling** hours occur when the student is co-leading/ leading a face-to-face clinical session based on treatment plan goals and objectives for client. 

**Group Counseling** hours occur when the student is co-leading/ leading a clinical group based on treatment plan goals and objectives for the clients.

**Relational Counseling** hours occur when the student is co-leading/ leading a clinical session with two or more people involved in a relationship or living in a household type environment. These hours are based on treatment plan goals and objectives. The hours can include families, couples, siblings, people living together (ex: group homes).

**Intake/ Assessment** hours occur when the student is engaged in Intakes/ DA or other assessment based on clinical work.

**Other Direct Client Services** may be listed here if they do not fall into above categories. Please consult with FE coordinator or Site Supervisor for clarification. One example would be participation in a comprehensive Individual Services Planning meeting in which the client is present.

**INDIRECT CLIENT SERVICES**

**Case Management** hours include paperwork, telephone calls and other work related to managing the client case. These hours are not with clients present.

**Shadowing/ Observing** hours are spent shadowing/ observing licensed clinicians on site. The hours are considered indirect because the student is not co-facilitating or leading in this role.

**Staffing/ Consultation** hours occur when the student is attending a staffing meeting or consultation session with other professionals based on clinical information.

**Administrative/ Orientation to Placement** hours occur when the student is engaged in tasks related to orientation to the site and administrative tasks related to the site.
**Supervision** hours are hours spent with the on-site supervisor. On-site supervision may be in a group setting or done individually with the identified and AGS approved, licensed supervisor. These hours can include clinical case supervision groups based on clients’ clinical information.

*N*ote: *attending your AGS field experience class is NOT supervision and therefore is not documented on your log worksheet.*

**Professional Development/ Research** hours are spent researching, attending workshops or trainings and/or reading literature on the specific population related to field experience site. *(No more than 4 hours per term counted for reading literature related to site. There are no limits on other hours in this section)*.

*All clinical hours described above are based on the graduation requirements of AGS and Minnesota Licensing Board Standards. Clinical hour requirements vary by state and country. See your Field Placement Coordinator or Program Director with questions regarding licensure in another state or country.*
Policy on Student Use of Patient/Client Information

AGS students are expected to adhere to the applicable ethical guidelines put forth by the American Association for Marriage and Family Therapy (AAMFT) and the American Counseling Association (ACA).

Students are expected to present cases to instructors and/or fellow students during the course of their field experience courses. It is important that all client information adhere to Federal and State laws (i.e., HIPAA). In addition, students preparing cases must follow the guidelines of their ethical code (i.e., ACS, AAMFT, ATCB, BBHT).

AGS considers information to be “protected” or “disguised” within the meaning of these guidelines, if there is no reasonable basis to believe that the information could be used to identify any individual and if the following steps are taken:

1. Last and first names are removed or changed.
2. Geographic references (such as references to the city and street address) are removed or changed.
3. All dates directly related to the individual are changed or removed, including birth date, admission date, discharge date, and age.
4. Any numbers that could be used to identify the individual are removed, such as social security numbers, telephone numbers, fax numbers, patient numbers, account numbers, medical records numbers, or any other unique identifying number or code.
5. Computer information such as e-mail addresses, URLs, and Internet Protocol numbers are removed.
6. All photographic images are removed.
7. All other information, which could reasonably be used to identify the individual, is removed or changed.

If students have questions regarding whether they have adequately disguised a client/patient, student, research participant, or organizational client, they must contact an AGS Clinical Instructor, AGS Internship Coordinator, or their AGS Program Director to discuss the situation.

Written and/or recorded materials containing confidential client information obtained while learning at a field experience site or other clinical setting must be destroyed in a confidential manner (i.e. shredded and/or erased) once they have been used and are no longer necessary. In addition, confidential information about a client/patient should not be preserved in written documents (such as a Master’s Project or class paper) unless the information is properly disguised and the client or patient has given written authorization for the use of such information.
Part III

Field Experience:

Description of courses

(6 Credits Total)
Introduction to Field Experience Course

General Course Description:
This course is the first component of the student’s field experience. The students will explore concepts in developing a professional identity, learn how to create a professional resume and cover letter, orientation to the field experience process and expectations, begin to explore placement sites and opportunities available and ultimately secure a placement site by the time students register for their Practicum course. Students will need to find an approved field placement site by the end of this course in order to Pass and move to the Practicum course 937.

Course Requirements:

Introduction to Field Experience meets for 5 class sessions in a term. The students will receive 1 credit for Introduction to Field Experience.

- Students are able to count hours towards their field experience during the introduction to field experience if they have an approved field placement site signed by the appropriate program field placement coordinator. If you need more information please contact the appropriate programs field placement coordinator.
- Resume Cover Letter
- Approved Field Placement Site
**Practicum**

**General Course Description:**

The Practicum in Clinical Mental Health Counseling provides an opportunity for students to observe and begin performing a variety of counseling and related activities that are typical of a licensed mental health professional clinician. Students complete a minimum of 100 hours of supervised practicum field experience with 40 direct client contact hours. Class discussions include a review of the observations and experiences in the field experience setting(s), application of Adlerian perspectives and interventions, and a discussion(s) of current issues in the field.

**Course Requirements:**

Practicum meets 1 quarter/3 months. Each quarter consists of 5 class sessions, each meeting for 2.25 hours. Students are expected to attend each session. Students will receive 1.0 credits for their Practicum experience after completion of the course.

During the course of the yearlong practicum, the student will:
- Be on an approved practicum site
- Provide documentation of current Malpractice Liability Insurance (once per year)
- Complete and submit the Field experience Learning Agreement (one per site)
- Complete and submit Field experience Hour logs (online pdf. version accepted only, separate logs for each site, per quarter)
- Have site supervisor complete site supervisor form (manual)
- Present at least one case informally or provide a site overview in lieu of a case.

Unlike other coursework, Practicum and Internship classes represent 'hours' of class time to the board. As such, missing a class means you do not have the 'seat time' for practicum and internship. Therefore, if a class session is missed, students must attend and pay for a make-up class at the end of the term. One of the AGS Clinical Instructor's will facilitate the make-up session. As such, the Clinical Instructor will require all Make-Up session attendees to sign in, stay for the entire session, and receive a signed make-up form that will be returned to your primary clinical instructor. The fee for each make-up session is $50.

**Acceptable Clinical Activities in the beginning portion of field experience:**

The level of field experience called Practicum consists primarily of observation and interaction with an agency, their clients, and its particular human service functions or clinically related activities. The intern’s role is to become acquainted with the mission and purpose of the facility, establish a relationship with the on-site supervisor, and/or coordinator, and spend a minimum of 4 hours per week at the facility observing clinical sessions, becoming familiar with agency literature, program descriptions and outcomes. In addition, the intern can study how the clinic maintains its functionality, discern the clinical approach, and determine the type of clientele that seek treatment within the program. Students will log activities such as these as either Peer or Other hours on their
Field experience log forms.

Supervision and consultation of practicum hours will be established by the agency and maintained with a due diligence apropos to the sequence of treatment and care of the clients. This level of field experience includes sitting in on sessions with another therapist (i.e., shadowing). Any face to face, direct contact hours need to be logged and identified as such on the log sheets located within the Field Experience Manual.

During the course of completing the practicum hours, students will move toward more clinical independence. Once this shift occurs, the practicum hours typically consist of 6-10 hours per week in on site involvement at the agency. There can be involvement as a co-therapist with other qualified therapists for learning/training purposes, but eventually it is expected that the Adler Graduate Student evolve to seeing clients alone, when permitted by the supervisor. This would include individual, group, couple, and family modes of therapy.

Other Practicum Site Responsibilities:
On site responsibilities may include orientation to the site, answering crisis lines and making referrals, completion of intake assessments or other types of assessments, and facilitating or co-facilitating a parent group or other support groups. Students may also be requested or invited to attend staff meetings or in-service opportunities. Staff and office time plus peer hours make up the first 100 minimum and 200 max hours that are required. 40 of these hours need to be direct client hours.

On-site Supervision:
Students must have a supervisor on- site who meets with student interns on a regular basis, either one-to-one, as a group, or both. If the supervisor does not fulfill this obligation, the student should notify MFT/ CMHC/COD Internship Coordinator. It is preferable that the on-site supervisor be a Master’s level, Licensed Mental Health professional (i.e., LMFT, LPCC, LP, LICSW). If the site supervisor is not a Licensed Mental Health Professional, please speak with your Internship Coordinator immediately. Alternative supervision will be necessary.

The site supervisor must provide a signature on the student’s hours log, as well as complete a student evaluation each term. These forms are a requirement for the student to receive credit for the Field experience course. Please keep in mind that 40-80 hours of field experience time per term are generally necessary for the student is to complete the 500, 700, or 880 hours required for completion of the program in 2 years.

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Internship

General Course Description:

The Internship in Clinical Mental Health Counseling provides an opportunity for students to learn about typical problems brought to Counselors and to apply approaches that can be used in addressing those problems. Students will continue to build their counseling skills through coursework, field experience, and discussion of the field experience shared by classmates. Students will deepen their proficiency in ethics, evidence-based professional practice, family systems theory, cross-cultural applications, and include an Adlerian concepts, interventions, and techniques.

Course Requirements:

Internship meets for 9 months (3 quarters). Each quarter consists of 5 class sessions, each meeting for 3 hours. Students are expected to attend each session. The students will receive 3 credits total for the Internship course.

During the course of the Internship, the student will:

- Provide documentation of current Malpractice Liability Insurance (once per year)
- Complete and submit the Field experience Learning Agreement (one per site)
- Complete and submit Field experience Hour logs (online version, separate logs for each site, per quarter)
- Complete and submit Site Supervisor Evaluations (one per site, per quarter)
- Present at least one case formally
- Present one journal article and lead a class discussion

Unlike other coursework, Practicum and Internship classes represent ‘hours’ of class time to the board. As such, missing a class means you do not have the ‘seat time’ for practicum and internship. Therefore, if a class session is missed, students must attend and pay for a make-up class at the end of the term. One of the AGS Clinical Instructor’s will facilitate the make-up session. As such, the Clinical Instructor will require all Make-Up session attendees to sign in, stay for the entire session, and receive a signed make-up form that will be returned to your primary clinical instructor. The fee for each make-up session is $50.

Acceptable Clinical Activities in the intermediate portion of field experience:

The level of field experience called Internship consists primarily of co-therapy and movement toward more independent counseling/therapy experiences. As stated in the practicum description, during the course of completing field experience hours, students will move toward more clinical independence. Once this shift occurs, internship hours typically consist of 6-10+ hours per week in on site involvement at the agency. There can be involvement as a co-therapist with other qualified therapists for learning/training purposes, but eventually it is expected that the Adler Graduate Student evolve to seeing clients independently, when permitted by the supervisor. This would include individual, group, couple, and family modes of therapy. Each field placement site will have

June 2015
different requirements, but general duties include conducting intake sessions, completing paperwork, clinical notes, and charting.

As with Practicum, supervision and consultation of internship hours will be established by the agency and maintained with a due diligence apropos to the sequence of treatment and care of the clients. In addition, the on-site supervisor must provide a signature on the student’s hours log, as well as complete a student evaluation **each term**. These forms are a requirement for the student to receive credit for the Field experience course. Please keep in mind that 40-80 hours of field experience time per term are generally necessary for the student is to complete the 500, 700, or 880 hours required for completion of the program in 2 years.
**Individual Clinical Instruction**

**General Course Description:**

This course is the final component of the student’s Field Experience. The student will gain individual clinical instructional support while the student is still engaged in their field experience site and maintains an active case load. This course for students who are completing their final term of internship (3) or this course can be taken consecutively upon completion of the internship course. The student will practice and integrate the culmination of their learning at AGS including implementing the competencies and clinical skills gained. This course offers an opportunity for the student to receive individualized support and feedback on an individual client, couple, family or group through video/ audio tape or live on-site observation.

**Course Requirements:**

Individual Clinical Instruction meets with a Clinical Internship Instructor. During each individual clinical instruction meeting, the students will:

- Focus on One case (client, couple, family, or group use case history format)
- Either Video/ Audio Tape sessions/ or Clinical Internship Instructor will observe student on-site during a scheduled session if appropriate and agreed upon by the agency supervisor, Adlerian Clinical Instructor, and student.
- Student and CI will discuss the case and integrate the Adlerian competencies and skills gained thus far in their professional clinical development.

The Clinical Instructor is chosen by the student from the list of approved Clinical Instructors listed in your programs specific field experience manual. The student is responsible for setting up the clinical instruction. Students satisfactorily complete the hours of Individual Clinical Internship for 1.0 credits in which the application of Adlerian competencies are demonstrated.

**Individual Clinical Internship Checklist**

- Contact Clinical Instructor of choice for approval to proceed. When approved, the clinical instructor will notify the registrar that the student is approved and should be registered.
- Establish a meeting plan with the Adler clinical instructor.
- Complete and submit the Student Evaluation of Site to the Clinical Instructor in addition to other required coursework and materials.

***Students will receive a total of 6 credits for their Field Experience.***
PART IV

Forms
Consent for Live Observation and Recorded Sessions

I authorize ______________________, a MA degree student associated with the Adler Graduate School, MN to videotape, audio tape and/or to observe a live clinical session in which I or the person(s) with whom I am legally responsible. The use of the digital media will be limited to educational purposes (e.g., case presentations and/or papers written to satisfy graduation requirements. My (client) confidentiality will be protected. All the necessary steps will be taken to make sure that my (client) identity will remain anonymous. The purpose of this authorization is to support the student's education and training. This authorization will be kept in my records and in the student’s records.

The Adler Graduate School will consider information to be “protected” or “disguised” within the meaning of these guidelines if there is no reasonable basis to believe that the information could be used to identify any individual and if the following steps are taken:

1. Last names are removed. First names are removed or changed.
2. Geographic references (such as references to the city, address and name of facility) are removed or changed. All dates directly related to the individual are changed or removed - including birth date, admission date, discharge date and age.
3. Any numbers that could be used to identify the individual are removed - such as social security numbers, telephone numbers, fax numbers, patient numbers, account numbers, medical records numbers, or any other unique identifying number or code.
4. Computer information such as e-mail addresses, URLs and Internet Protocol numbers are removed.
5. All other information, which could reasonably be used to identify the individual, is removed or changed.
6. Before the recordings or printed reports are de-identified, per all the items above, they will not be transmitted electronically or via other means.

This authorization may be rescinded by written notice at any time. I can request to stop recordings at any time, in writing or verbally without any explanation. I understand that the services that I am receiving will not be impacted by signing or not signing this authorization, or by rescinding it at any time.

This permission will expire on__/__/____ or sooner if rescinded. If I am signing this form for someone who cannot consent and if that person will gain consenting rights while this permission is in effect, the permission will be no longer valid and a new permission will be sought.

X________________________
I have received sufficient explanation concerning the purpose and the process of this authorization, student’s responsibilities, and names of the persons who will have access to the recordings.

I have received ____ I have declined ____ a copy of this form.

Signature:_____________________________________________ Date:________________

Signature:_____________________________________________ Date:________________

Name Printed:________________________________________________________

Parent/guardian:________________________________________________________
Date:_______________________________________________________________
Field Experience Learning Agreement

Students: Please complete this form with on-site supervisor. Turn into the mailbox of the appropriate MFT/CMHC/COD/AT Field Placement Coordinator.

Every AGS student must establish a learning agreement in association with their graduate field experience. Field Experience Learning Agreements will be established at the beginning of the graduate practicum/internship experiences and are meant to guide the applied learning experience and must be approved by the individual student, the student’s field placement on site supervisor, the AGS field experience coordinator or Program director.

Student __________________________________________________________

Address __________________________________________________________

Telephone (h) _______________________________________________(w) __________________________________________

Internship Site ______________________________________________________

Site Address ______________________________________________________

Primary Supervisor ___________________________________________ degree _______ license # __________

Phone number________________________ e-mail __________________________

Secondary Supervisor ___________________________________________ degree _______ license # __________

Phone number________________________ e-mail __________________________

Start Date ___________________________ Estimated End Date ___________________________

Student Please Indicate Level of Field Experience you are currently at:

Introduction to Field Experience: 1st quarter [ ]
Practicum: 1st quarter [ ] 2nd quarter [ ] 3rd quarter [ ]
Internship: 1st quarter [ ] 2nd quarter [ ] 3rd quarter [ ]

Individual Clinical Internship: [ ]

Indicate the Professional Licensing track and program you are pursuing:

MFT [ ] CMHC [ ] AT [ ] COD [ ]

Days of the week (Day or Evenings) and hours to be on site: _____________________________

Estimated Number of Hours per Week:

Direct Client Counseling _______ Educational Activities _______
Supervision _______ Staff Responsibilities _______
Group Therapy/1:1 _______

Other (explain) ________________________________________________________________

June 2015
Indicate Population Student Will Work With (select all that apply):

- Children  - Adolescent  - Adult  - Families  - Couples  - Groups

Explain Training Experience Provided: (Treatment planning, record keeping, training for specific issues, training for doing groups, etc.)

________________________________________________________________________________________

Student Professional Liability Insurance: **

Company: ___________________________ Policy # ___________________________

** Attach a copy of your insurance

Students Responsibilities: (include personal/ professional goals, add additional sheet if necessary)

1. 
2. 
3. 
4. 

On Site Supervisors Responsibilities:
- LMFT/ LPC/ LPCC supervision hours required = 1 hour of supervision for every 20 client contact hours.
- ATR supervision hours required = 1 hour of supervision for every 10 client contact hours.

1. Regular face to face supervision (individual or group) will be: __________________________
2. Agency/site related education (e.g., history of agency, services offered, etc.)
3. Professional/direct counselor training (e.g., treatment planning, record keeping, managing a counseling session, etc.)
4. Personal (e.g., cultural competency, self-awareness, values clarification, etc.)
5. Evaluate cultural competency, self-awareness, values clarification, proficiency, effective use of Internship, participation in evaluation sessions, etc.)

AFFIDAVIT: I have read and approved the Field Experience Clinical Learning Agreement. I certify that the information is correct regarding the on-site supervisor status and licensure. For purposes of ongoing learning, if a student is employed at her/his internship site, she/he is encouraged to engage in and be supervised in client-related activities that are outside the scope of her/his regular employment. Client-related activities that resemble regular employment are acceptable.

Student Signature: ___________________________ Date ___________________________

Primary On-Site Supervisor Signature: ___________________________ Date ______________

________________________________________________________________________________________

Adler Graduate School Internship Coordinator signature: ___________________________

Internship Approved ☐  Denied ☐

Reason for Denial ______________________________________________________________________ Date: ________________ Rev. 7/14
New Site Approval Form
(Approval process is initiated by student)

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>Student Name:</td>
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<tr>
<td>Student Email:</td>
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<tr>
<td>Student phone #:</td>
<td></td>
</tr>
<tr>
<td>Student Program Track:</td>
<td>MFT ☐ CMCH ☐ AT ☐ COD ☐ Other ☐</td>
</tr>
<tr>
<td>Name of Site:</td>
<td></td>
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<tr>
<td>Site Address:</td>
<td>Street Address</td>
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<td></td>
<td>City, State, Zip Code</td>
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<tr>
<td>Site Telephone Number:</td>
<td>Site Fax number:</td>
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<tr>
<td>Site Contact Person:</td>
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<td>Contact Person Phone #:</td>
<td>Fax #:</td>
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<td>Contact Person E-mail Address:</td>
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<tr>
<td>Description of Site:</td>
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<tr>
<td>Description of Duties/Responsibilities:</td>
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<tr>
<td>Supervisor’s License and credentials:</td>
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<tr>
<td>Supervisor Email:</td>
<td>Supervisor Phone #:</td>
</tr>
<tr>
<td>Field Experience Level:</td>
<td>(Beginning) Practicum (doing only peer counseling)</td>
</tr>
<tr>
<td></td>
<td>(Intermediate) Practicum (co-therapy and/or gradually taking on therapy cases)</td>
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<tr>
<td></td>
<td>(Advanced) Internship (Seeing three to six therapy cases/groups)</td>
</tr>
<tr>
<td>AGS students are required to obtain insurance before beginning an internship.</td>
<td>Insurance Company ____________________________</td>
</tr>
<tr>
<td>Copy of Policy turned into Adler for files</td>
<td>Yes ☐ No ☐ Date ____________________________</td>
</tr>
<tr>
<td>This site is</td>
<td>☐ approved ☐ not approved.</td>
</tr>
<tr>
<td>Signature of Internship Coordinator:</td>
<td>Signature: ______________________ Date: __________</td>
</tr>
</tbody>
</table>

June 2015
# Field Experience Site Supervisor Evaluation

**Student's Name:** [Blank]

**Internship Site:** [Blank]

**Month/Year:** [Blank]

**Student's Program Track:**
- MFT
- CMHC
- Art Therapy
- COD
- Multidisciplinary

**Supervisor's Name:** [Blank]

**Phone:** [Blank]

**Field Experience Type:**
- Beginning Practicum
- Intermediate Practicum
- Internship
- Advanced Internship

---

<table>
<thead>
<tr>
<th>Please rate how well the student is meeting expectations:</th>
<th>N/A</th>
<th>Below</th>
<th>Meets</th>
<th>Above</th>
<th>Exceptional</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td><strong>Joining/Communication Skills</strong></td>
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<td>Listening Skills</td>
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<td>Empathic Ability</td>
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<td>Ability to create and maintain rapport</td>
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<tr>
<td>Sensitivity to individual differences</td>
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<tr>
<td>Sensitivity to contextual issues</td>
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<tr>
<td>Knowledge of client population</td>
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<tr>
<td><strong>Professional Skills</strong></td>
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<tr>
<td>Treatment planning</td>
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<tr>
<td>Record keeping/case notes</td>
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<tr>
<td>Adheres to internship contractual agreement</td>
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<tr>
<td>Professional administrative practices</td>
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<tr>
<td>Quality of presentation/discussion</td>
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</tbody>
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*June 2015*
### Adler Graduate School

**Field Experience Site Supervisor Evaluation**

<table>
<thead>
<tr>
<th>Please rate how well the student is meeting expectations:</th>
<th>N/A</th>
<th>Below</th>
<th>Meets</th>
<th>Above</th>
<th>Exceptional</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>Clinical Skills</strong></td>
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<tr>
<td>Ability to promote client growth/change</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Ability to identify ethical issues</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Handling of client dilemmas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Self-confidence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Appropriate integration of theory and interventions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Professional Demeanor</strong></td>
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<tr>
<td>Willingness to apply new ideas</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Ability to apply new ideas</td>
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<tr>
<td>Responsiveness to Internship</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>Recognition of personal limitations</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>Identifies focus for self-growth</td>
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</table>

**What is your overall impression of the student’s abilities, considering his/her current experience and training?**

**Other comments or concerns?**

This student has not satisfactorily completed this portion of their field experience requirement.

---

Field Experience Site Supervisor’s Signature

Date

June 2015
Adler Graduate School  
Clinical Instructor Evaluation  
For Internship and Individual Clinical Instruction

Name of Student: ________________________ Date: __________

Internship / Individual Clinical Instruction: (Please circle)

☐ Presentation  ☐ Live  ☐ Audio of client  ☐ Video of Client

Pseudonym(s)/Initials: ________________________

General Skills Use the following rating scale:

5 exceptional 4 above average 3 satisfactory 2 below average 1 unsatisfactory

_____ The student supplied a written social history following the guidelines.

_____ The student has supplied a treatment plan

_____ Joining and ability to establish rapport and maintain therapeutic relationship.

_____ Demonstrates an ability to assess and hypothesize based on Adlerian principles

_____ Demonstrates an understanding of intervention techniques by identifying and using techniques appropriate to the clinical issue and client goals

_____ Possesses personal skills such as openness to feedback, ability to exhibit warmth, authenticity, curiosity, etc.

_____ Demonstrates a sensitivity to contextual issues and knowledge of client population

_____ Demonstrates an ability to identify legal and ethical issues

_____ Demonstrates effective session management (focusing client, summarizing, homework, timely conclusion, etc.)

Required Adlerian Skills (Rate on scale of 1-5)

_____ Student has collected lifestyle data (minimally Ers and birth order; for children, the goals of misbehavior)

_____ Ability to discuss interpretation and beliefs in Early Recollections and how Lifestyle is playing out in the current problems

_____ Ability to discuss how to encourage change in Lifestyle and behavior
Ability to identify private logic and create plan to implement change

At least one insight or strategy used to encourage change

Specific interventions and skills used in the session as listed:

What does the student describe that he/she would have done differently in the session?

What skills and competencies will the student develop or work on?

How well did the student follow-through on recommendations between class meetings?

Is the student showing progress in clinical skills development? Describe.

Is the client is making satisfactory progress; if not for what reason(s)?

Attach Student Internship Site Evaluation

Instructor Signature

Program Date

June 2015
Formal Case History Form  
For use in Internship and Individual Clinical Instruction Case Presentation

This is a guide for the client case histories presented to the Internship and Individual Clinical Instruction portions of your field experience. This report should be typewritten with the exception of the genogram. Headings should be used and information should be given in as brief a manner as possible. Be sure to refer to your Internship manual regarding confidentiality requirements as you prepare this document.

The following sections are required for all cases. At the end of this form, you will find additional data that are required based on the specific treatment modality, i.e., children, couples, or families.

Client Pseudonym(s)/Initials: ___________________________ Age(s): __________
M or F: __________ Marital Status: __________ Years Together: ______

Occupation(s): ____________________________________________

Date of Initial Session: ___________ Number of sessions: _____

Genogram, Family Map or suitable alternative: Attach a genogram which includes at least three generations of the client family.

Referral and Presenting Problem: State briefly who referred the client for counseling (ex: self, physician, friend, relative) and the primary problem for which help is being sought (ex: discordant relationships, job problems, self-esteem issues, depression, anxiety).

History of the Problem: How long has the client had this problem? When did it begin and under what circumstances? Describe its severity. Why is help being sought now? Discuss previous attempts at counseling.

Current Situation: Summarize pertinent information about the client’s work, living arrangements, and social situation.

Family History: Describe circumstances in which client was raised (OR family background and family history). Include birth order, economic class, social status, parental and sibling characteristics and interactions, and significant changes or stressors (positive or negative). Also include any history of chemical use or mental illness in the family. Identify strengths and vulnerabilities of the family and its members.

Social Adjustment: Describe peer relationships. Discuss the role client played in peer group and how he/she felt with peers. Describe relationships with family members.
School Adjustment: Describe academic record and behavioral adjustment. Identify special needs or disabilities.

Work Adjustment: Comment on work history. Emphasize ability to find and hold jobs, relationships with fellow workers and supervisors. Determine average length of stay on job and longest period of time in single job.

Marital History: Describe relationship histories beginning with length of courtships, length of marriages, prior marriages or significant relationships. Describe the marriages/relationships in terms of the nature of the relationship and whatever is deemed important and relevant (ex: type of communication, roles, abuse).

Lifestyle Assessment: For adults and teen clients, a minimum of family constellation and ordinal position, and three early recollections.

Treatment Plan: The plan should include client goals and methodology for achievement of goals, along with a multi-axial diagnosis.

Help Needed: Identify specific ways in which you would like assistance with this case (ex: diagnosis and assessment, treatment planning, role playing interventions and techniques)

ADDITIONAL DATA:

Children: Identify the mistaken goal amongst the four goals of misbehavior. Describe in detail the child’s school adjustment, special needs or disabilities, whether there has been out-of-home placement or adoption of this child or siblings. Identify whether there has been sexual activity, what the child’s hobbies and interests are, including use of technology and media.

Couples: Detailed characterization of this marital/committed relationship history. Identify whether either person has a history of or current mental illness, substance abuse, or other addictions. Describe whether there has been or currently is financial stress or domestic violence. Identify any military history and its impact on the relationship. Identify each person’s current investment in the relationship. Identify ages of children if applicable and describe the couple’s parenting relationship. Determine whether there have been any deaths in the couple’s created family.

Families: Provide detailed information about the family relationships, history of mental illness, sexual or physical abuse, children placed outside of the home, adoptions, deaths, miscarriages. Describe parenting styles and methods of discipline. Describe any unique alignments or estrangements.
Student Evaluation of Field Placement Site

Student Name: ________________________________ Program/Track: ______

Practicum/Internship Quarter 1  □ 2 □ 3 □ 4 □ Period Covered: ________

Agency: ___________________________ Phone: ___________________________

Agency Address: _______________________________________________________

Internship Supervisor: _________________________________________________

Internship Supervisor’s Title: ______

Part I: Briefly describe the clients served and the kinds of services offered.

Part II: Were you able to meet your goals? If yes, why; if not, why not?

A. Personal Goals

B. Professional Goals

Part III: Student’s Learning:

1. Briefly list the professional and personal growth you have experienced during this internship experience.
2. What do you consider to be your greatest strengths, both personal and professional?

3. What do you consider to be the personal and professional areas in which you need further growth?

4. What important factors regarding professional work environments, your professional needs, and personal issues will you consider in searching for subsequent internship sites or employment?

---

Part IV: Agency Learning Environment

Please rate the following aspects of the agency setting and learning environment.

1. Quality of interaction with and acceptance from other staff:
   Low 1 2 3 4 5 High

2. Quality of inservices:
   Low 1 2 3 4 5 High

3. Quality of consultations:
   Low 1 2 3 4 5 High

4. Quality of other educational programs:
   Low 1 2 3 4 5 High
5. Agency’s responsiveness to student’s education and learning:
   Low 1 2 3 4 5 High
6. Quality of Orientation and training procedures:
   Low 1 2 3 4 5 High
7. Were staff in general helpful:
   Low 1 2 3 4 5 High
8. Adequacy of office space and physical setting/equipment (i.e. phone, desk, supplies):
   Low 1 2 3 4 5 High

Part V: Learning Opportunities and Responsibilities

1. Were client assignments, groups and projects relevant to your learning goals available to you?
   _____yes  _____no
2. Was there an opportunity to work with diverse populations?
   _____yes  _____no
3. Were the level of skills required for the assignments appropriate for your ability and growth needs?
   _____yes  _____too advanced  _____too elementary
4. a. What proportion of your time was spent in direct work with individuals, families or groups?
   b. Describe how you were involved in the above:
5. Describe other activities in which you were involved:
6. To what extent were you able to integrate and apply theoretical material with applications?
Part VI: Supervisor:

1. a. Did you and your supervisor have a scheduled time to meet for conferences each week?
   
   _____yes  _____no

   b. Was this commitment kept regularly by the supervisor?
   
   _____yes  _____most of the time  _____no

   c. How frequently did you meet?

   d. How long, on average, were your meetings?

   e. Was your supervisor usually present at the agency during the hours that you were there?
   
   _____yes  _____sometimes  _____no

2. Comment on the following. The supervisor:

   a. Was clear and consistent about the expectations of this placement.

      ________________________________

   b. Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis.

      ________________________________

   c. Provided clear, understandable, feedback on an ongoing basis.

      ________________________________

   d. Was accessible for support and consultation.

      ________________________________
e. Facilitated the process of integration into the agency system.

f. Encouraged critical assessment, implementation of techniques and evaluation of work with clients and groups.

g. Facilitated learning of specific practice skills and techniques.

h. Encouraged awareness of professional values & encouraged professional behavior consistent with those values.

i. Was able to help integrate theoretical material with practical application.

3 a. Describe the general ways in which your supervisor approached your learning (e.g. case discussion, theoretical discussion, self-awareness, etc.):

b. What techniques did your supervisor use to assess your performance? (e.g. process recordings, taped interviews)

4. Were there other staff at the agency who played a key role in your Internship and/or learning?
Part VII: Site

1. What are the major strengths of this site for interns:

2. Please comment on limitations of this setting in relation to your learning:

3. What suggestions do you have for improving the overall quality and effectiveness of this site?

4. Would you recommend that student interns be placed in this agency in the future?
   Yes, why? No, why

Signature: ____________________________
Student: ____________________________
Date: ____________________________

Adapted from guidelines associated with the College of St. Catherine and the University of St. Thomas School of Social Work.
Consent for Live Observation and Recorded Sessions

I authorize ______________________, a MA degree student associated with the Adler Graduate School, MN to videotape, audio tape and/or to observe a live clinical session in which I or the person(s) with whom I am legally responsible. The use of the digital media will be limited to educational purposes (e.g., case presentations and/or papers written to satisfy graduation requirements. My (client) confidentiality will be protected. All the necessary steps will be taken to make sure that my (client) identity will remain anonymous. The purpose of this authorization is to support the student’s education and training. This authorization will be kept in my records and in the student’s records.

The Adler Graduate School will consider information to be “protected” or “disguised” within the meaning of these guidelines if there is no reasonable basis to believe that the information could be used to identify any individual and if the following steps are taken:

1. Last names are removed. First names are removed or changed.
2. Geographic references (such as references to the city, address and name of facility) are removed or changed. All dates directly related to the individual are changed or removed - including birth date, admission date, discharge date and age.
3. Any numbers that could be used to identify the individual are removed - such as social security numbers, telephone numbers, fax numbers, patient numbers, account numbers, medical records numbers, or any other unique identifying number or code.
4. Computer information such as e-mail addresses, URLs and Internet Protocol numbers are removed.
5. All other information, which could reasonably be used to identify the individual, is removed or changed.
6. Before the recordings or printed reports are de-identified, per all the items above, they will not be transmitted electronically or via other means.

This authorization may be rescinded by written notice at any time. I can request to stop recordings at any time, in writing or verbally without any explanation. I understand that the services that I am receiving will not be impacted by signing or not signing this authorization, or by rescinding it at any time.

This permission will expire on __/__/____ or sooner if rescinded. If I am signing this form for someone who cannot consent and if that person will gain consenting rights while this permission is in effect, the permission will be no longer valid and a new permission will be sought.

X ________________________________

I have received sufficient explanation concerning the purpose and the process of this authorization, student’s responsibilities, and names of the persons who will have access to the recordings.

I have received ___ I have declined ___ a copy of this form.

Signature: ______________________________ Date: __/__/____

Signature: ______________________________ Date: __/__/____

Name Printed: ____________________________________________

Parent/guardian: __________________________________________

Date: __/__/____
AGS PRACTICUM AND INTERNSHIP MAKE-UP SESSION FORM

Student Name: _____________________________________________________________

☐ Practicum AGS 936/946/937/947/957/987/997
☐ Internship AGS 946/938/948/958/988/998

Term: ☐ Summer ☐ Fall ☐ Winter ☐ Spring

Primary Instructor: ________________________________________________________

Make Up Class Instructor: _________________________________________________

This student has successfully completed the make-up class session.

__________________________________________
Make Up Instructor Signature and Date

INSTRUCTORS: VERIFY STUDENT SIGNATURE ON THE REGISTRATION FORM, SIGN THIS FORM AND RETURN TO STUDENTS.

STUDENTS: ATTACH THIS FORM TO YOU LOGS AND EVALUATION(S) AND SUBMIT TO YOUR PRIMARY PRACTICUM/INTERNSHIP INSTRUCTOR.
PART V

Post-Degree Information
CONGRATULATIONS!  
(Now what?)

Each degree program at AGS has different post-degree requirements regarding hours with clients, Board approved supervision, policies and process. Suffice it to say, your Clinical Instructors, Internship Coordinators, and Program Directors are a great resource to assist you in answering your …now what?... questions. When you are close to completing the Internship portion of your field experience, begin to ask your clinical instructors or internship coordinators about the post-degree process.

Other sources of support in getting answer to your questions are the licensing boards themselves. Here are some of the licensing board websites for you to review.

Minnesota Board of Marriage and Family Therapy (BMFT)  
http://mn.gov/health-licensing-boards/marriage-and-family/

Minnesota Board of Behavioral Health and Therapy (BBHT)  
http://mn.gov/health-licensing-boards/behavioral-health/

On these sites you will find links to course work requirements, exam information, applications for the exam, finding board approved supervisors, and much more. Each licensing board has a representative available to answer questions. The website lists contact information such as phone numbers, email addresses, and the physical address. Do not hesitate to contact the board regarding your post-degree licensure questions.

On behalf of the Clinical Instructional Faculty, the Internship Coordinators, your Program Directors, and the AGS Administration and Staff, we wish you the best in your post-degree process.