Adler Graduate School
Field Experience Manual

From Classroom to Community, Committed To Improving Human Relationships

Practical 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 after the first term at the institution and will be working towards obtaining a site after completion of courses 712 or 511 for full degree seeking students. In most cases, students will be enrolled in their practicum course before they obtain a site and do not need to have a field placement site before they start the class. The students will be on site throughout the program until graduation. Check with your program director for special circumstances regarding field placement questions if the student is pursuing licensing only.

Students must be registered and attending a clinical instruction class at the school to get credit for on-site hours. Students are required to log a total of 500 or 700 hours (700 for Art Therapy) at internship sites to meet graduation requirements for full degree seeking students. Specialty areas and licensing tracks have different requirements as well as those students seeking licensing only. See “Logging Hours” for additional information. Those students who are planning to become licensed in different states must research the state specific requirements for internship hours and licensing requirements.

The field experience portion of the program consists of a year long practicum experience with 4 group clinical instruction courses. As well as an advanced internship experience which consists of 3 group clinical instruction courses. The students are required to complete an individual clinical instruction course with an Adler Clinical Instructor, as the final portion of their field site experience.

Students are required to meet with the MFT internship coordinator or the MHC internship coordinator, depending on the students chosen clinical track. It is imperative to do this within the first three months of their program to discuss field experience plans.

Beginning Practicum:
During the Practicum experience, students will be in a cohort group with a clinical instructor for 12 months= 4 (2.25 hour) courses per term for a total of 16 classes per year. The students will receive 2.5 credits for their practicum. The students will be receiving one Pass at the end of their yearlong practicum. Details in Part II of this manual.

Internship:
During the internship experience, students will be in a cohort group with a clinical instructor for 9 months= 5 (3 hour) courses per term. The students will receive 3 credits for their internship. The students will be receiving one Pass at the end of the 3 term practicum. Details in Part II of this manual.

Individual Clinical Instruction:
During the Individual Clinical Instruction experience, students are required to receive
direct clinical instruction from an AGS Clinical Instructor. This can be taken while the student is completing the last term (3) of their internship class or after completion of internship. Students will be supervised under an approved Adler clinical instructor to further develop and practice their clinical skills. The student and CI instructor will meet for 3 (1) hour long sessions and will receive 0.5 credits.

Questions & Concerns Regarding Field Experience:

Marriage and Family Therapy (MFT) internship coordinator- TBD
Ev Haas will facilitate needs for the MFT students until further notice.
ev@alfredadler.edu

Clinical Mental Health Counseling (MHC) internship 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 from 9:00am-2pm. Please call or email to schedule an appointment.
Email: erin.rafferty-bugher@alfredadler.edu
Phone: 612.861.7554 x106
Part II

Field Experience
Site Information
Field Experience Site Information

How to obtain a field placement site:

www.alfredadler.edu
Under Current Students

Internship Site Search-Adler Student Login
Login: raissa
Password: kurt

There is a list of approved sites on the AGS website. The Admissions and Student Services office often learns of new openings. There will be emails sent out to the students when there are openings for students. Please research the sites that are approved first before developing new sites. If the student is to develop a new site, the site must meet requirements stated under “requirements for approval of the site”. There is a new site approval form in the Manual forms section. The site must be approved before the student begins work at the site. We encourage you to

When looking for a site, keep in mind your needs and be sure that the site fits these as much as possible. Things to consider are: your availability of days, evenings and weekends; supervisory arrangements; opportunities to work with clients; location of the site in relation to home and work; the type of work being done at the site; and the requirements that the site has for interns. Keep in mind that students cannot always get everything they would like from an internship site. Setting too many requirements will limit the options available. It is important to be flexible.

When making arrangements with the site, be clear about what you are able to do as a beginning, intermediate or advanced student. Read the Field Experience Section (Beginning, Intermediate and Advanced) to have a good understanding of what can be done at the beginning levels, and as one moves to intermediate and advanced levels, what constitutes acceptable clinical activities. Exceptions are possible but must have approval, for those who have past experience in the counseling field.

If there is difficulty finding a site, talk to the MFT/ MHC internship coordinator.
Requirements for Approval of the Site

To be an acceptable field site, a Master’s level licensed mental health professional must supervise the student. The license must be in a mental health field such as Marriage and Family Therapy, Social Work, Clinical Counseling, Psychiatry, Psychology or Clinical Nurse Practitioner.

With Clinical Instructor and Internship Coordinator approval; Pastoral Counselors, Chaplains with special training or a licensed Alcohol and Drug Counselor (if the student’s internship experience is limited to chemical dependency issues) may be approved. It is not required that the supervisor be trained in Adlerian counseling and psychotherapy.

The 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 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 hours is left up to the supervisor based on the student’s past experience and the requirements of the position. If adequate supervision is not given, the problem should be reported to the appropriate internship coordinator.

The site should carry liability insurance. The student must also carry malpractice insurance. Forms are available from AGS student services or in the Library or from the AAMFT website. The insurance is inexpensive.

Students need to complete a contract with the site so that all parties are in agreement about what the volunteer position consists of and requires. This form is found in the forms sections of the Manual and should be turned in to the appropriate MFT/MHC internship coordinator.

Before leaving a site, students should complete a “Student Evaluation of Internship” (found in the forms section) and turn it in to the appropriate MHC/ MFT internship coordinator.
Practicum/ Internship Site Standards

The Adler Graduate School (AGS) is dedicated to the highest standards of ethicality and best practices in its practicum/internship 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 practicum/internship sites are identified below.

Requirements of affiliated practicum/internship 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 practicum/internship 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 practicum/internship 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 practices to use those experiences to satisfy AGS’ practicum/internship requirements.

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
- Communicate clearly with internship representatives/supervisors
- In the case of terminations which occur according to plan, confirm plans with 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 Hours for Licenses and Specialties

Over and above the AGS requirements of 500 or 700 hours to meet graduation requirements, there are requirements for licenses and specialties. For Marriage and Family Therapy licensing, students are required to accrue 300 pre-degree hours of counseling to apply toward the total hours needed for licensing. Of these 300 hours of face to face counseling time, a minimum of 150 hours must be counseling couples or families. For LPC licensing, students are required to accrue 700 hours (of which 150 hours must be face to face with the client) in a pre-degree field experience. The Art Therapy specialty requires 700 hours of counseling time (of which 150 hours must be family therapy). Of this, 350 hours of face-to-face counseling required.

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

- LMFT students must complete 500 hours; 200 peer; 300 therapy with a minimum of 150 of the 300 as relationship hours.
- LPC students must complete 700 hours; 550 peer and 150 therapy.
- Dual licenses require 700 hours with 300 therapy and a minimum of 150 as relationship hours.
- Art therapy students must complete 700 hours with 350 as Art therapy.

There are four important types of hours that are clocked on logs to obtain licenses in the state of Minnesota.

1. Peer hours are client contact hours where therapy is not taking place. These include running support groups and case management.
2. Individual therapy hours occur when the therapist sees one client, couple, family, or group practicing therapy resulting in change based on a treatment plan. Intake interviews and assessments are counted in this area as well. The meeting must be face-to-face. Phone and internet meetings are not counted as therapy except by the Board of Behavioral Health (LPC/LPCC licensure).
3. Relationship therapy follows the definition above of individual therapy but two or more people involved in a relationship must be present in the room such as families, couples, siblings or people living together. Group therapy can be counted in either area 2 or 3.
4. Supervision (internship) hours are hours spent with the on-site supervisor and are counted over and above client contact licensing requirement hours.
Additional Requirements and Policies

1. Students must complete the Learning Contract with the supervisor when entering a new site. The form must be turned in to the MFT/ MHC internship coordinator. The form is found in the forms section.

2. Malpractice insurance Requirement:

It is required that students purchase professional malpractice insurance upon entering the program and provide documented proof at each course registration. Forms are available at AGS from student services or in the Library or on line at AAMFT.org.

3. Confidential Case Materials Policy and Requirement:

AGS students follow ethical guidelines in course papers or where sharing client information in class when they use information obtained from clients or patients. All students are responsible for knowing, understanding, and following this policy. Students who violate this policy may be subject to review. The policy is inserted below.
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).

From time to time, students present to instructors and/or fellow students confidential client information, they have learned through their internships or other clinical settings. In presenting such information, students must follow AAMFT and ACA standards. For example, students should be familiar with AAMFT principle 2.3 which states:

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 or the AGS Academic Vice President to discuss the situation.

Written and/or recorded materials containing confidential client information learned at an internship or other clinical setting is 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).

Student will need IRB and AVP approval for obtaining MP client information.
Part III

Field Experience:

Description of courses
Practicum

Acceptable Clinical Activities in the beginning portion of field experience:

This level of internship consists of observation and interaction with an agency, their clients and its particular human service functions and clinically related activities. The intern becomes acquainted with the mission and purpose of the facility establishes a relationship with a supervisor, and/or coordinator and, then, spends a minimum of 4 hours per week at the facility observing clinical sessions, reading the agency's literature and program descriptions if there are any, and studying how the clinic maintains its functionality, approach and who are the clientele that are treated within the program. Consultation/practicum time 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 internship includes sitting in on sessions with another therapist. Any face to face, direct contact hours need to be logged and identified as such on the log sheets located within the internship manual.

Acceptable Clinical Activities in the intermediate portion of field experience:

This level of internship typically consists 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, couples and family modes of therapy.

Practicum Responsibilities:
On site responsibilities may include orientation to the site, answering crisis lines and making referrals, doing intakes or other types of assessments, and facilitating or co-facilitating a parent group or other support groups. Students may also attend staff meetings or in-services at the request of their site supervisor. Staff and office time plus peer hours make up the first 200 hours that are required. Students 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/ MHC internship coordinator. The site supervisor needs to complete an evaluation each term. This is a requirement for the student to receive credit for the Internship course. Forty to eighty hours of time per term are generally necessary if one is to log the 500-700 hours required for completion of the program in 2 years.

Course Description:
Beginning students are required to attend a 12 month practicum which consists of 4 clinical instruction courses per term. Students will learn how to address many types of issues using Adlerian approaches and other appropriate therapeutic techniques; discuss issues regarding field placement. These students may be asked to participate in role-playing situations in addition to other forms of experiential learning.
Course Requirements:

Students meet for the required hours of each course. If a class session is missed, students attend a make-up class at the end of the term and have the instructor sign the make-up form. Students sign up for this session and pay an additional fee. It is recommended for the students to acquire between 40 to 80 hours per term to complete the required 500 or 700 hours in approximately 2 years. It is required that hours are logged, a completed site evaluation should be turned in to the clinical instructor each term. A Practicum/Internship Learning Contract must be completed with the site supervisor and signed by the clinical instructor and given to the appropriate internship coordinator. Proof of malpractice insurance should be provided at the beginning of the course.
Internship

Advanced Internship is composed of three sequential, 1-credit courses for three terms. Each course is taken during one term and students receive a total of 3 credits. Students entering Internship must have active cases and be prepared to demonstrate that the techniques learned throughout their graduate studies are being applied in sessions with clients. Students are required to present one case per section.

Acceptable Clinical Activities:

This level of internship typically consists of 6-10 hours per week in on site involvement at the agency. There can still be activities designated from beginning and intermediate levels including involvement as a co-therapist with other qualified therapists for learning/training purposes. However the Adler Graduate Student may be seeing three to six clients alone. This includes individual, group, couples and family modes of therapy. Ideally, therapy will be conducted across a variety of modalities, including couples and family modalities. These clients typically are the subjects of the case histories that are brought to AGS’ Advanced Internship courses, where they are reviewed by clinical instructors and student peers.

Course Description:

Students come to the first class session with a minimum of one case history using the format in this manual. Each student presents the case to the class and describes what has been done so far to bring about client change. A release form must be signed by the client before the case is presented. Forms for this release and art therapy release forms are found in the forms section of this manual. The class discusses the case and offers helpful ideas on how to proceed. The student reports on progress with the cases in future class meetings. Role plays and other experiential learning may be used to help develop therapeutic skills.

Course Requirements:

Students meet for the required 5 (3) hour courses for a total of 15 hours of Internship. If a class is missed, the student attends a make-up class at the end of the term and obtains proof of attendance. Students sign up for the make-up session and pay an additional fee.

It is required that students come to the first class with a minimum of one case history, and be prepared to present the case and progress to date. The case history outline in this manual will be used as a format for presentation. A release of information form should be signed by the client prior to the presentation. See forms section.

Eighty or more hours of activity per term is recommended to complete the required 500 or 700 hours in approximately 2 years. It is required that logged hours assignment, and supervisors evaluation with a cover sheet stating the course and instructor be turned in Proof of malpractice insurance should be provided at the beginning of class.
Individual Clinical Instruction

Individual Clinical Instruction usually begins after attending the advanced Internship course. Students may sign up for Individual clinical at the same time as they are taking the final internship term (3). Students receive Individual Clinical Instruction from an AGS Clinical Instructor. A Clinical Instructor may do co-therapy with a student and the client or observe/listen to and critique videotapes or audio-taped sessions with the student. When participation by a supervisor or taping is not allowed by the site, there will be case consultation. One case (client, couple, family, or group) is seen over a period of weeks with Internship occurring after or between sessions. The purpose of this Internship is to verify the application of Adlerian and general therapeutic competencies, and to discuss the application of competencies with the Clinical Instructor. The Clinical Instructor discusses student goals regarding these competencies and offers help with the case.

The Clinical Instructor is chosen by the student from the list of approved Clinical Instructors listed in your program’s specific field experience manual. The student is responsible for setting up the clinical instruction. Students satisfactorily complete 3 hours of Internship for 0.5 credits in which the application of Adlerian competencies are demonstrated.

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

___ Turn in the Student Evaluation of Site to the Clinical Instructor and required coursework materials.
PART IV

LICENSURE
Explanation of Licensing Options

- AGS requires a 48 credit MA – 13 courses and 6 credits of internship and a 3-credit Master’s Project.

- The LMFT Board requires 11 courses in 5 areas of competency, with a minimum of three courses in each of the following areas: human development; marriage and family systems; and marriage and family therapy. One course must be completed in research and one course in ethics. AGS requires two additional courses in the area of marriage and family therapy, resulting in the 13 courses needed for an MA.

- The BBHT Board requires ten courses for an LPC, with one course in each of the following ten areas of competency: human development; principles of etiology; family counseling and therapy; social and cultural issues; helping relationships; assessment and appraisal; research; ethics; career development; and group dynamics. AGS requires 3 additional Adlerian courses, resulting in the 13 courses necessary for an MA.

- The LPCC upgrade requires 24 additional credits, or 8 courses in 6 areas of competency, including principles of etiology (2 courses); cultural diversity; clinical interventions (2 courses); professional ethics; treatment planning; and evaluation methodologies. Some of these credits may come from courses already taken in AGS’ Master’s program and other courses will need to be added to accomplish the upgrade. For example, a second course in advanced skills is required, as is a psychopathology course. Two brand new courses will also be required, including Treatment Planning and Evaluation Methodologies of Interventions. If a student is not trained at AGS, depending on the transferability of credits, one may need to complete the entire 24-credit upgrade in order to be eligible for the LPCC.

- In Summary 11 courses in AGS’ MA program fulfill requirements for the LPC, LMFT and LPCC. More specifically, these eleven courses meet the requirements for the LMFT, with two more courses necessary for graduation from AGS. Ten of these 11 courses meet requirements for the LPC, with an additional 3 courses in Adlerian content necessary to meet AGS graduation requirements. Preparation for the LMFT and LPC licenses will lead to a 48 credit MA degree. If a student has been trained at AGS, the LPCC requires all of the 11 courses referred to above, plus the addition of four more courses to fulfill the missing requirements in the 24-credit upgrade described above. This MA degree would then equal 60 credits.
Licensure for MN Marriage and Family Therapy

MN Licensure for Marriage and Family Therapy (LMFT) may be something students are interested in pursuing.

Contact the Board: The first step is to contact Bob Butler at (612) 617.2220 at the MN Board of Marriage and Family Therapy and ask for the Permanent Rules or go to www.bmft.mn.us. This explains all the procedures and requirements for obtaining the LMFT license.

Summary of MN LMFT Procedures: The following is not a complete list of all requirements and procedures of the LMFT, but rather a sampling to let students know what is involved. If students are interested in LMFT, they are encouraged to contact the board to receive the Permanent Rules.

Follow the LMFT Grid: The Office of Student Services provides the LMFT grid to students interested in the LMFT. Obtain one early in the program and be sure to follow it. This is a useful planning tool. The LMFT grid is designed to help students complete the educational requirements for the LMFT.

300 Pre-Degree Hours: “A clinical practicum in marriage and family therapy of at least 300 hours of clinical client contact with individuals, couples and families for the purpose of assessment and intervention. Of the 300 hours, no more than 150 may be with individuals.” (MN Board of Marriage and Family Therapy Permanent Rules, Pg. 6)

Written Examination: The examination may be taken online three times a year. Requirements must be completed three months before the exam. Call Student Services for more details and dates.

1000 Post-Degree Hours: “In calculating two years of supervised post-graduate experience in marriage ad family therapy, the Board shall accept a minimum of 1000 hours of clinical client contact and 200 hours of Internship over a period of not less than 24 months. The applicant must demonstrate a least 500 hours of the clinical client contact required in the following categories of cases: unmarried couples, married couples, separating and divorcing couples, and family groups including children.” (MN Board of Marriage and Family Therapy Permanent Rules, pg. 6-7)

MN LMFT Oral Examination: The LMFT oral examination is taken after all the post-degree hours are completed and this is the last step before licensure. There is an application process for the LMFT oral examination. The oral examination is scheduled privately on a monthly basis.
5300.0130 REQUIREMENTS FOR LICENSURE.

Subpart 1. Requirements. To be eligible for licensure, an applicant must meet the following requirements:

A. complete the education requirements in Minnesota Statutes, section 148B.33, subdivision 1, clauses (5)(i) and (ii);

B. have obtained the age of majority, the age of majority being 18 years according to Minnesota Statutes, section 645.451, subdivision 5;

C. complete the experience requirements in Minnesota Statutes, section 148B.33, subdivision 1, clause (4), and defined in part 5300.0150;

D. provide evidence of meeting the requirements of Minnesota Statutes, section 148B.33, subdivision 1, clause (2), through endorsements from at least two individuals with the qualifications in part 5300.0230;

E. agree to conduct all professional activities as a licensed marriage and family therapist in accordance with the code of ethics for marriage and family therapists in part 5300.0350; and

F. pass both parts of the examination listed in part 5300.0240.

Subp. 2. Denial of licensure to applicant. An applicant who fails to meet all requirements in this part shall be denied a license.

5300.0150 EXPERIENCE REQUIREMENTS.

Subpart 1. Supervised experience required. The two years supervised, postgraduate experience required by Minnesota Statutes, section 148B.33, subdivision 1, clause (4), must meet the requirements in subparts 2 to 6.

Subp. 2. Years of experience; computation. In calculating two years of supervised postgraduate experience in marriage and family therapy, the board shall accept a minimum of 1,000 hours of clinical client contact including the assessment, diagnosis, and treatment of mental illness as specified in subpart 3 with 200 hours of Internship by a Minnesota licensed marriage and family therapist over a period of not less than 24 months. All additional work used to complete this two-year experience may be supervised in a legal and ethical manner by a licensed mental health professional listed in Minnesota Statutes, section 245.462, subdivision 18, clauses (1) to (5), or 245.4871, subdivision 27, clauses (1) to (5), or both.

Subp. 3. Clinical client contact; requirements. The applicant must demonstrate at least 500 hours of the clinical client contact required in the following categories of cases:
A. unmarried couples;
B. married couples;
C. separating and divorcing couples; and
D. family groups including children.

This contact shall include experience in the assessment, diagnosis, and treatment of mental illness.

Subp. 4. Internship; setting. The Internship by a Minnesota licensed marriage and family therapist shall take place in individual and group settings, according to items A and B.

A. The Individual Clinical Instruction shall take place in a setting in which a supervisor and not more than two supervisees are present.

B. The group Internship shall take place in a setting in which a supervisor and not more than six supervisees are present.

Subp. 5. Internship requirements. Internship must involve:

A. at least 200 hours of face-to-face contact between the supervisor and supervisee of which at least 100 hours must be in individual settings;

B. 100 hours of Internship per year; and

C. a focus on the raw data from the supervisee’s clinical work that is made directly available to the supervisor through means of written clinical materials, direct observation, and audio or video recordings.

Subp. 6. Verifying supervised experience. A supervisee must verify the required supervised experience by completing a form supplied by the board. The form must be signed by the applicant’s supervisor and be notarized. The form must include the setting, nature, and extent of the supervised experience, the time period involved, the number of hours of clinical client contact, the number of hours of Internship, and the name and qualifications of each supervisor.
MN LPC Requirements

148B.53 REQUIREMENTS FOR LICENSURE.

Subdivision 1. General requirements. (a) To be licensed as a licensed professional counselor (LPC), an applicant must provide evidence satisfactory to the board that the applicant:

(1) is at least 18 years of age;
(2) is of good moral character;
(3) has completed a master's or doctoral degree program in counseling or a related field, as determined by the board based on the criteria in paragraph (b), that includes a minimum of 48 semester hours or 72 quarter hours and a supervised field experience of not fewer than 700 hours that is counseling in nature;
(4) has submitted to the board a plan for Internship during the first 2,000 hours of professional practice or has submitted proof of supervised professional practice that is acceptable to the board; and
(5) has demonstrated competence in professional counseling by passing the National Counseling Exam (NCE) administered by the National Board for Certified Counselors, Inc. (NBCC) or an equivalent national examination as determined by the board, and ethical, oral, and situational examinations if prescribed by the board.

(b) The degree described in paragraph (a), clause (3), must be from a counseling program recognized by the Council for Accreditation of Counseling and Related Education Programs (CACREP) or from an institution of higher education that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Specific academic course content and training must include course work in each of the following subject areas:

(1) the helping relationship, including counseling theory and practice;
(2) human growth and development;
(3) lifestyle and career development;
(4) group dynamics, processes, counseling, and consulting;
(5) assessment and appraisal;
(6) social and cultural foundations, including multicultural issues;
(7) principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior;
(8) family counseling and therapy;
(9) research and evaluation; and
(10) professional counseling orientation and ethics.

(c) To be licensed as a professional counselor, a psychological practitioner licensed under section 148.908 need only show evidence of licensure under that section and is not required to comply with paragraph (a), clauses (1) to (3) and (5), or paragraph (b).

(d) To be licensed as a professional counselor, a Minnesota licensed psychologist need only show evidence of licensure from the Minnesota Board of Psychology and is not required to comply with paragraph (a) or (b).

Subd. 2. MS 2004 [Expired, 2003 c 118 s 7]

Subd. 3. Fee. Nonrefundable fees are as follows:

(1) initial license application fee for licensed professional counseling (LPC) - $150;
(2) initial license fee for LPC - $250;
(3) annual active license renewal fee for LPC - $250 or equivalent;
(4) annual inactive license renewal fee for LPC - $125;
(5) initial license application fee for licensed professional clinical counseling (LPCC) - $150;
(6) initial license fee for LPCC - $250;
(7) annual active license renewal fee for LPCC - $250 or equivalent;
(8) annual inactive license renewal fee for LPCC - $125;
(9) license renewal late fee - $100 per month or portion thereof;
(10) copy of board order or stipulation - $10;
(11) certificate of good standing or license verification - $25;
(12) duplicate certificate fee - $25;
(13) professional firm renewal fee - $25;
(14) sponsor application for approval of a continuing education course - $60;
(15) initial registration fee - $50;
(16) annual registration renewal fee - $25; and
(17) approved supervisor application processing fee - $30.
148B.5301 LICENSED PROFESSIONAL CLINICAL COUNSELOR.

Subdivision 1. General requirements. (a) To be licensed as a licensed professional clinical counselor (LPCC), an applicant must provide satisfactory evidence to the board that the applicant:

(1) is at least 18 years of age;
(2) is of good moral character;
(3) has completed a master's or doctoral degree program in counseling or a related field, as determined by the board based on the criteria in items (i) to (x), that includes a minimum of 48 semester hours or 72 quarter hours and a supervised field experience in counseling that is not fewer than 700 hours. The degree must be from a counseling program recognized by the Council for Accreditation of Counseling and Related Education Programs (CACREP) or from an institution of higher education that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Specific academic course content and training must include coursework in each of the following subject areas:

(i) helping relationship, including counseling theory and practice;
(ii) human growth and development;
(iii) lifestyle and career development;
(iv) group dynamics, processes, counseling, and consulting;
(v) assessment and appraisal;
(vi) social and cultural foundations, including multicultural issues;

(vii) principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior;
(viii) family counseling and therapy;
(ix) research and evaluation; and
(x) professional counseling orientation and ethics;

(4) has demonstrated competence in professional counseling by passing the National Clinical Mental Health Counseling Examination (NCMHCE), administered by the National Board for Certified Counselors, Inc. (NBCC) and ethical, oral, and situational examinations as prescribed by the board. In lieu of the NCMHCE, applicants who have taken and passed the National Counselor Examination (NCE) administered by the NBCC, or another board-approved examination, need only take and pass the Examination of Clinical Counseling Practice (ECCP) administered by the NBCC;

(5) has earned graduate-level semester credits or quarter-credit equivalents in the following clinical content areas as follows:

(i) six credits in diagnostic assessment for child or adult mental disorders; normative development; and psychopathology, including developmental psychopathology;
(ii) three credits in clinical treatment planning, with measurable goals;
(iii) six credits in clinical intervention methods informed by research evidence and community standards of practice;
(iv) three credits in evaluation methodologies regarding the effectiveness of interventions;
(v) three credits in professional ethics applied to clinical practice; and
(vi) three credits in cultural diversity; and

(6) has demonstrated successful completion of 4,000 hours of supervised, post-master’s degree professional practice in the delivery of clinical services in the diagnosis and treatment of child and adult mental illnesses and disorders, conducted according to subdivision 2.

(b) If coursework in paragraph (a) was not completed as part of the degree program required by paragraph (a), clause (3), the coursework must be taken and passed for credit, and must be earned from a counseling program or institution that meets the requirements of paragraph (a), clause (3).

Subd. 2. Internship. (a) To qualify as a LPCC, an applicant must have completed 4,000 hours of post-master’s degree supervised professional practice in the delivery of clinical services in the diagnosis and treatment of mental illnesses and disorders in both children and adults. The supervised practice shall be conducted according to the requirements in paragraphs (b) to (e).

(b) The Internship must have been received under a contract that defines clinical practice and Internship from a mental health professional as defined in section 245.462, subdivision 18, clauses (1) to (6), or 245.4871, subdivision 27, clauses (1) to (6), or by a board-approved supervisor, who has at least two years of post licensure experience in the delivery of clinical services in the diagnosis and treatment of mental illnesses and disorders.

(c) The Internship must be obtained at the rate of two hours of Internship per 40 hours of professional practice. The Internship must be evenly distributed over the course of the supervised professional practice. At least 75 percent of the required Internship hours must be received in person. The remaining 25 percent of the required hours may be received by telephone or by audio or audiovisual electronic device. At least 50 percent of the required hours of Internship must be received on an individual basis. The remaining 50 percent may be received in a group setting.

(d) The supervised practice must include at least 1,800 hours of clinical client contact.

(e) The supervised practice must be clinical practice. Internship includes the observation by the supervisor of the successful application of professional counseling knowledge, skills, and values in the differential diagnosis and treatment of psychosocial function, disability, or impairment, including addictions and emotional, mental, and behavioral disorders.

Subd. 3. Conversion from licensed professional counselor to licensed professional clinical counselor. (a) Until August 1, 2011, an individual currently licensed in the state of Minnesota as a licensed professional counselor may convert to a LPCC by providing evidence satisfactory to the board that the applicant has met the following requirements:

(1) is at least 18 years of age;

(2) is of good moral character;

(3) has a license that is active and in good standing;

(4) has no complaints pending, uncompleted disciplinary orders, or corrective action agreements;

(5) has completed a master’s or doctoral degree program in counseling or a related field, as determined by the board, and whose degree was from a counseling program recognized by CACREP or from an institution of higher education that is accredited by a regional accrediting organization recognized by CHEA;
(6) has earned 24 graduate-level semester credits or quarter-credit equivalents in clinical coursework which includes content in the following clinical areas:

(i) diagnostic assessment for child and adult mental disorders; normative development; and psychopathology, including developmental psychopathology;
(ii) clinical treatment planning, with measurable goals;
(iii) clinical intervention methods informed by research evidence and community standards of practice;
(iv) evaluation methodologies regarding the effectiveness of interventions;
(v) professional ethics applied to clinical practice; and
(vi) cultural diversity;

(7) has demonstrated, to the satisfaction of the board, successful completion of 4,000 hours of supervised, post-master's degree professional practice in the delivery of clinical services in the diagnosis and treatment of child and adult mental illnesses and disorders; and

(8) has paid the LPCC application and licensure fees required in section 148B.53, subdivision 3.

(b) If the coursework in paragraph (a) was not completed as part of the degree program required by paragraph (a), clause (5), the coursework must be taken and passed for credit, and must be earned from a counseling program or institution that meets the requirements in paragraph (a), clause (5).

(c) This subdivision expires August 1, 2011.

Subd. 4. Conversion to licensed professional clinical counselor after August 1, 2011. An individual licensed in the state of Minnesota as a licensed professional counselor may convert to a LPCC by providing evidence satisfactory to the board that the applicant has met the requirements of subdivisions 1 and 2, subject to the following:

(1) the individual's license must be active and in good standing;
(2) the individual must not have any complaints pending, uncompleted disciplinary orders, or corrective action agreements; and
(3) the individual has paid the LPCC application and licensure fees required in section 148B.53, subdivision 3.

Subd. 5. Scope of practice. The scope of practice of a LPCC shall include all those services provided by mental health professionals as defined in sections 245.462, subdivision 18, and 245.4871, subdivision 27.

Subd. 6. Jurisdiction. LPCC’s are subject to the board’s statutes and rules to the same extent as licensed professional counselors.

History: 2007 c 123 s 40
Post Degree Requirements

148B.531, Minnesota Statutes 2007

Copyright © 2007 by the Office of Revisor of Statutes, State of Minnesota.
148B.531 POSTDEGREE COMPLETION OF DEGREE REQUIREMENTS FOR LICENSURE.
An individual whose degree upon which licensure is to be based included less than 48 semester hours or 72 quarter hours, who did not complete 700 hours of supervised professional practice as part of the degree program, or who did not complete course work in all of the content areas required by section 148B.53, subdivision 1, paragraph (b), may complete these requirements post-degree in order to obtain licensure, if:
(1) all course work and field experiences are completed through an institution of higher education that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or through a counseling program recognized by the Council for Accreditation of Counseling and Related Education Programs (CACREP);
(2) all course work and field experiences are taken and passed for credit; and
(3) no more than 20 semester credits or 30 quarter credits are completed postdegree for purposes of licensure unless the credits are earned as part of an organized sequence of study.
History: 2005 c 147 art 5 s 3
PART V

Forms
# Adler Graduate School

## Practicum/ Internship Learning Contract

**Students:** Please complete this form with on site supervisor, return to your Adler Faculty Clinical Internship Instructor for approval and signature. Finally, turn into the mailbox of the appropriate MFT/ MHC internship coordinator.

Every AGS student must establish a learning contract in association with their graduate internship experiences. Learning contracts 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 on site supervisor and an AGS representative.

**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 __________________**

Indicate your current Field Experience Level and what term you have completed:

**Practicum**

**Internship**

Indicate the Professional Licensing track and program you are pursuing:

**MFT_____ MHC_______AT_______ Co-Occuring________ other________**

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

**Estimated Number of Hours per Week:**

<table>
<thead>
<tr>
<th>Direct Client Counseling</th>
<th>Educational Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>Support Group</td>
</tr>
<tr>
<td>Group Therapy</td>
<td>Staff Responsibilities</td>
</tr>
<tr>
<td>Other (explain)</td>
<td></td>
</tr>
</tbody>
</table>

Indicate Population Student Will Work With:

( ) 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:

On Site Supervisors Responsibilities:

-LMFT/ LPC/ LPCC hours required 1 hour of supervision for every 20 client contact hours.
-ATR supervision 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.)
6. Set learning goals:
   A. Personal (work)
   B. Professional

Student Signature ___________________________ Date __________________________

Primary On-Site Supervisor Signature ___________________________ Date __________________________

(I have read the above Learning Contract)

Adler Clinical Instructor Signature ___________________________ Date __________________________

AFFIDAVIT: I have read and approved the Pre-Internship Clinical Training Contract. I certify that the information is correct regarding the 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.

Adler Graduate School Internship Coordinator signature: ____________________________

( ) Internship Approved ( ) Denied

Reason for Denial ___________________________ Date: ________________ Rev. 7/13
Adler Graduate School
New Site Approval Form
(Approval process is initiated by student)

Student Name: ________________________________
Student Email: ___________________________ Student phone #: __________
Student Program Track: MFT_____ MCH_____ AT_____ Co-Occuring_____ Other______
Name of Site: ________________________________
Site Address: _____________________________________________
Street Address
__________________________________________
City State Zip Code
Site Telephone Number: ___________________________ Site Fax number: __________
Site Contact Person: ________________________________
Contact Person Phone #: __________________ Fax #: __________________
Contact Person E-mail Address: ________________________________
Description of Site: _____________________________________________
Description of Duties/Responsibilities: _____________________________________________

Supervisor’s License and credentials: ________________________________
Supervisor Email: ___________________________ Supervisor Phone #: __________

Field Experience Level:
☐ (Beginning) Practicum (doing only peer counseling)
☐ (Intermediate) Practicum (co-therapy and/or gradually taking on therapy cases)
☐ (Advanced) Internship (Seeing three to six therapy cases/groups)

AGS students are required to obtain insurance before beginning an internship.
Insurance Company _____________________________________________
Copy of Policy turned into Adler for files Yes____ No_____ Date___________

This site is ☐ approved ☐ not approved.
Signature of Internship Coordinator: ___________________________ Date: __________
Adler Graduate School
Site Supervisor Evaluation

Student’s Name: _______________________________________________________
Internship Site: ___________________________________________________

Month/Year: __________
Supervisor’s Name: _________________________________________________ Phone: ______________________________

Internship Type: ____Peer/Support ____Therapy

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Below</th>
<th>Meets</th>
<th>Above</th>
<th>Exceptional</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joining/Communication Skills</strong></td>
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<tr>
<td>Listening Skills</td>
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<td>Empathic Ability</td>
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<tr>
<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>
<td></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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</table>
### Site Supervisor Evaluation

**Adler Graduate School**

**Please rate how well the student is meeting expectations:**

<table>
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<tr>
<th></th>
<th>N/A</th>
<th>Below</th>
<th>Meets</th>
<th>Above</th>
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<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>
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<td>☐</td>
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<tr>
<td>Ability to identify ethical issues</td>
<td>☐</td>
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<tr>
<td>Handling of client dilemmas</td>
<td>☐</td>
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<tr>
<td>Self-confidence</td>
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<tr>
<td>Appropriate integration of theory and interventions</td>
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<td><strong>Professional Demeanor</strong></td>
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<td>Willingness to apply new ideas</td>
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<td>Ability to apply new ideas</td>
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<td>Responsiveness to Internship</td>
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<tr>
<td>Recognition of personal limitations</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 ____has not satisfactorily completed this internship requirement.**

__________________________________________________________  _______________________________

Supervisor’s Signature  Date
### Field Experience Log: Internship #

<table>
<thead>
<tr>
<th>Level: (1)</th>
<th>(2)</th>
<th>(3)</th>
<th>Individual Clinical Instruction#</th>
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<table>
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<tr>
<th>Name</th>
<th>Internship Site</th>
<th>Quarter</th>
<th>Month</th>
<th>Year</th>
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</table>

<table>
<thead>
<tr>
<th>Day of Month</th>
<th>Monthly</th>
<th>Previous</th>
<th>New</th>
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</table>

**RECORD HOURS WORKED FOR EACH CLASSIFICATION FOR ADLER GRADUATION REQUIREMENT OF 500 HOURS:**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Total</th>
<th>Cum.</th>
<th>New</th>
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</thead>
<tbody>
<tr>
<td>Peer Counseling</td>
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<tr>
<td>All Other Staff Time</td>
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<tr>
<td>Art Therapy</td>
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<td></td>
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<tr>
<td>Individual Therapy</td>
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<tr>
<td>Relationship Therapy</td>
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<tr>
<td>Group Therapy</td>
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</table>

**RECORD HOURS WORKED FOR EACH CLASSIFICATION FOR LMFT LICENSING REQUIREMENTS OF 300 HOURS:**

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<th>Classification</th>
<th>Monthly</th>
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<th>New</th>
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<tbody>
<tr>
<td>Individual Psychotherapy (face to face)</td>
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<tr>
<td>Relationship Therapy (face to face-minimum 150 hours)</td>
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</table>

**RECORD HOURS SPENT WITH ON-SITE SUPERVISOR (MUST SHOW ONE HOUR OF INTERNSHIP FOR EVERY 20 TO 30 ON-SITE HOURS):**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Monthly</th>
<th>Previous</th>
<th>New</th>
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</thead>
<tbody>
<tr>
<td>Individual Clinical Instruction by</td>
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<tr>
<td>Group Internship by</td>
<td></td>
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<thead>
<tr>
<th>Signature</th>
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*Logs must be signed by supervisor(s) **At least one Licensed signature required*
### Field Experience Log: Practicum #

**Level:** Practicum (1)   Practicum (2)   Practicum (3)   Practicum (4)

<table>
<thead>
<tr>
<th>Name ________________________________</th>
<th>Internship Site ________________________</th>
<th>Quarter</th>
<th>Month</th>
<th>Year</th>
<th>Day of Month</th>
</tr>
</thead>
</table>

**RECORD HOURS WORKED FOR EACH CLASSIFICATION FOR ADLER GRADUATION REQUIREMENT OF 500 HOURS:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Peer Counseling</td>
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<tr>
<td>All Other Staff Time</td>
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<tr>
<td>Art Therapy</td>
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<tr>
<td>Individual Therapy</td>
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<td>Relational Therapy</td>
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<td>Group Therapy</td>
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<tbody>
<tr>
<td>Individual Psychotherapy (face to face)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Relational Therapy (face to face minimum 150 hours)</td>
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**RECORD HOURS SPENT WITH ON-SITE SUPERVISOR (MUST SHOW ONE HOUR OF INTERNSHIP FOR EVERY 20 TO 30 ON-SITE HOURS):**

- **Individual Clinical Instruction by:**
  - [ ] Psychologist, [ ] Psychiatrist, [ ] LICSW
  - [ ] LMFT, [ ] NP, [ ] Other

- **Group Internship by:**
  - [ ] Psychologist, [ ] Psychiatrist, [ ] LICSW
  - [ ] LMFT, [ ] NP, [ ] Other

**Site Supervisor Signature _______________________________**

**Licensed Supervisor Signature __________________________________**

*Logs must be signed by supervisor(s)  **At least one Licensed signature required*
Adler Graduate School Clinical Instructor Evaluation
Practicum #______ / Internship #______

Name of Student: __________________________________________ Date: __________

Internship Type:  □ Presentation  □ Live  □ Audio  □ Video

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 ER’s 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)?

Instructor Signature:
_________________________________________ Program __________________________

Date____________________________________
Adler Graduate School
Direct Clinical Instruction Evaluation #

Name of Student: _________________________________ Date: __________

☐ 3 Hours of Internship Completed

Internship Type:  ☐ Presentation  ☐ Live  ☐ Audio  ☐ Video

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___________
Adler Graduate School
Case History Form
(For use in Advanced Internship and Direct Clinical Instruction Internship)

This is a guide for the client case histories presented to the Advanced Internship and Direct Internship instructors. 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.

Revised 10/08
Adler Graduate School

Student Evaluation of Practicum/Internship

Student Name: _______________________________________________________

Practicum/Internship Level: ________________ 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.
Authorization Form
For Use of Patient/Client Information

I understand that I will be receiving counseling services from an Adler Graduate School clinical practicum/intern student while receiving services at ______________. I understand that as part of the intern's educational course work, he or she may present, orally and/or in written and/or recorded form, to instructors and/or other students, information about my counseling sessions, which may include personal information about me. I understand that this information will only be shared with others if the intern has "disguised" identifying information about me and other persons or organizations. I understand that information is considered "disguised" if there is no reasonable basis to believe that the information could be used to identify me and if the following steps are taken:

1) Last names are removed 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. I authorize the intern to present, orally and/or in written and/or recorded form, information about my counseling sessions, so long as such information is "disguised" as described above.

By: __________________________________________________________

Date: _________________________________________________________

Witness: _______________________________________________________

Date: _________________________________________________________
PRACTICUM/ INTERNSHIP CLASS MAKE-UP

Date:_________________________________________________________

Student's Name:________________________________________________

Practicum/Internship Course Number:________________________________

For _____ Fall Term   ____Winter Term   ____Spring Term   ____Summer Term

Primary Instructor:_______________________________________________

Make-up Class Instructor:__________________________________________

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

Instructor Signature

ATTACH THIS FORM TO THE ASSIGNMENT PACKET WITH THE LOGS,
EVALUATION AND PAPER AND SUBMIT TO YOUR INSTRUCTOR