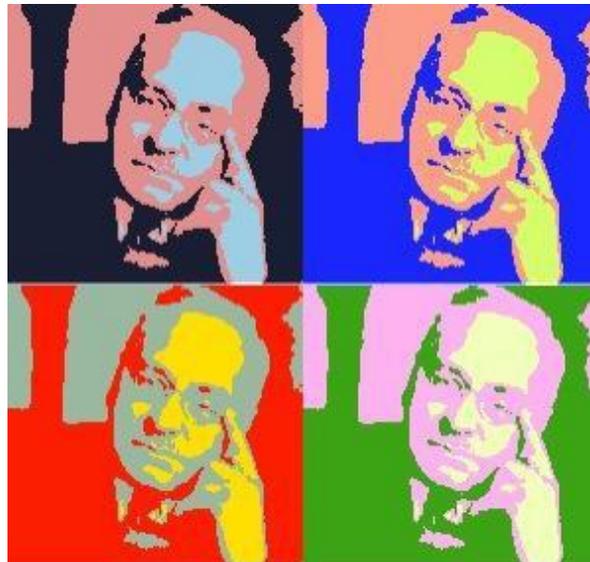


Adler Graduate School

Co-Occurring Disorders

Field Experience Manual



Alfred Adler (1870-1937)

From Classroom to
Community, Committed
To Improving Human
Relationships

Practical Psychology.
Inspiring Change

Dear Site Supervisor,

Greetings from the Adler Graduate School staff and Faculty and welcome to our network of colleagues from internship sites. We are excited and thankful that you have agreed to host one of our students at your agency. Our students' experiences in the field are invaluable educational opportunities. Mental health and Addiction counseling professionals who supervise the Adler Graduate School practicum and internship students during the field experience play a crucial role in the training of future counselors. Whether our counselors-in-training aspire to work primarily in areas involving clinical mental health, addictions, school, or marriage, couple, and family, they benefit greatly from the supervision and opportunities in the community that are possible because of you.

Licensure and certification standards require that counseling students have some experience in the real world and be supervised by qualified community helpers in addition to university instructors. The faculty of Adler Graduate School appreciates your willingness both to provide a field experience site and to share your knowledge and expertise with our students. We hope that, in return, they provide a valuable service to your agency.

The Adler Graduate School Staff and faculty are here to support you along the way. The Field Experience Coordinator is your primary resource. The Field Experience Coordinator's responsibilities include: admissions to field experience placements (checking prerequisites and academic/personal status); overseeing Field experience policies, ethical practices, coordinating and approving Field Experience site supervisors for students; and coordinating and providing supervision training to site supervisors. If any questions or concerns arise please feel free to contact us immediately. Your ideas and suggestions are welcome and will assist us to continually improve the quality of the field experience and the efficiency of our working relationship.

We look forward to a great working relationship with you.

Sincerely,

*Kristin Williams, MA, LPCC, LADC
Co-Occurring Program Director*

*Rashida Fisher, MS, LADC, LGSW
Co- Occurring Internship Placement Coordinator*

Dear Student,

One of the primary experiences in counselor education and training is the clinical coursework embodied in the practicum and internship. The field experience is an important process by which students begin to directly apply their counseling skills. The learning that occurs from such courses is excellent preparation for the integrative internship and later practice as a professional counselor.

This Field Experience Manual is designed to familiarize you with the content, required forms, procedures, and the expectations for successful completion of your field experience/ internship. The Field Experience course sequence is designed as an educational and supervisory experience to provide the foundation for becoming a competent professional in the co-occurring disorders treatment field. These courses require students to utilize the knowledge and skills gained in the classroom as they provide services to clients.

The primary objective of the courses is to provide experiences, consultation, and supervision to help students become effective counselors. The basic purpose of practicum is to help students learn foundational and advanced counseling skills under the clinical instruction of Adler Graduate School Faculty in cooperation with the site supervisor. The basic purpose of internship is to help students learn the full range of services and duties at a selected site under the primary supervision of a site based supervisor.

The Adler Graduate School Staff and faculty are here to support you along the way. As you begin preparing for you field Experience, the Field Experience Coordinator is your primary resource. The Field Experience Coordinator's responsibilities include: admissions to field experience placements (checking prerequisites and academic/personal status); overseeing Field experience policies, ethical practices, coordinating and approving Field Experience site supervisors for students; and coordinating and providing supervision training to site supervisors.

Your ideas and suggestions are welcome and will assist us to continually improve the quality of the field experience. If any questions or concerns arise, please contact us immediately.

We wish you well!

Sincerely,

*Kristin Williams, MA, LPCC, LADC
Co-Occurring Program Director*

*Rashida Fisher, MS, LADC, LGSW
Co- Occurring Internship Placement Coordinator*

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Part I

Field Experience Overview

Field Experience Introduction

INTRODUCTION

The purpose of this Field Experience Manual is to present students with a comprehensive overview of Field Experience. This manual has been prepared to facilitate the internship of the Master of Arts in Adlerian Counseling and Psychotherapy with an emphasis in Co-Occurring Substance Use and Mental Health Disorders at Adler Graduate School. The manual has been designed to provide the student, the faculty member and the agency site supervisor a more complete understanding of the role each individual has in this program. Furthermore, it serves to outline minimum requirements for student counselors in the program. There will be some students for which individualized field experience arrangements will be established with your Program Director or Field Experience Coordinator.

This manual is constantly under revision. Your ideas and suggestions are welcome and will assist us to continually improve the quality of the field experience and the efficiency of our working relationship. Please communicate your reactions to its content so that your internship experiences can be meaningful to the counseling students and beneficial to the community agencies. Forward your suggestions and comments to Rashida Fisher: Rashida.Fisher@alfredadler.edu

Defining the Supervised Internship Experience

A supervised internship experience builds a bridge from academia to the work world and is vital to the development of professional competence. It is a time when the counselor trainee sharpens, integrates and applies essential knowledge and skills and synthesizes theory and practice in an actual clinical setting. Having the opportunity to apply knowledge and skills under competent, supportive supervision allows counselor trainees to gain competence and confidence in their abilities to meet minimum qualifications for entry-level clinical positions in the field of co-occurring addiction and mental health treatment settings. Students will begin exploring field experience placement during the Introduction to Field Experience course (986).

For the majority of AGS students, you will begin working towards obtaining a field experience site **after completion of courses 581 and 986**. Beginning your field experience involves locating a field experience site or sites and fulfilling field placement work (880 hours in the 12 Core Functions) while completing your AGS program. 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 (986, 987, 988, or 989)**. Students are required to complete and log a total of 880 hours at a practicum or internship site to meet graduation and licensing/certificate requirements.

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 (986):

During the Introduction to Field Experience, students will be oriented to the process of
AGS Field Experience Manual v3 updated 1/2015

the student field experience at Adler Graduate School. Students will be in a cohort group with a clinical instructor for one term (five - 3 hours sessions) for a total of 1 credit. Grading is pass/retake.

Practicum (987):

During the Practicum experience students may be working at an approved Field Placement site or applying for placements. Students will be in a cohort group with a clinical instructor for one term (five - 3 hours sessions) for a total of 1 credit. Grading is pass/retake.

Internship (988):

The Co-Occurring Track and the Minnesota Board of Behavioral Health and Therapy require that licensure applicants complete 880 on-site hours of Internship. Similar to practicum, grading is pass/retake and students will be expected to attend class five times throughout the course of a term. Students should plan to take three terms of 988.

Individual Clinical Instruction (989):

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 term (3) of their internship class or consecutively, upon completion of internship. Students will work with an approved Adler Clinical Instructor (CI) to further develop and practice their clinical skills. The student will participate in six hours of clinical instruction and will receive 1 credit. Grading is pass/no credit.

Available Instructors for Individual Clinical Instruction (989) Include:

Rashida Fisher, MS, LADC, LGSW
 Karina Forrest-Perkins, MHR, LADC
 Tamarah Gehlen, LMFT, LADC, CCTP
 Jill Hubble, MEd, LADC, LPCC
 Kristin Williams, MA, LPCC, LADC

Goals of the Internship Experience

1. Integrate and apply skills and knowledge gained from previous coursework, including practicing and enhancing skills in each of the 12 Core Function areas.
2. Practice basic skills essential to counseling.
3. Conduct counseling sessions, keep records and fulfill all other duties required and expected by a licensed professional in the co-occurring disorders treatment field.
4. Develop a therapeutic relationship between counselor and client.
5. Formulate, implement and evaluate individualized treatment plans.
6. Broaden the range of constructive, outcome-based interventions with clients.

7. Evaluate the progress and outcome of therapeutic interventions and treatment strategies.
8. Improve case conceptualization skills within individual client sessions and across the therapeutic relationship.
9. Increase knowledge of referral sources including recognizing and referring clients as appropriate.
10. Establish and maintain counseling relationship within the Ethical Standards of Your state; namely NAACAC, IC&RC, the Association for Addiction Professionals, and American Counseling Association (ACA).
11. Develop professional relationships with other helping professionals.

Field Placement Coordinator Contact Information and Availability:

Co-Occurring Disorder (COD) Coordinator-
Rashida Fisher, MS, LADC, LGSW
Email: Rashida.Fisher@alfredadler.edu
Phone: 612-767-7062

***Please call or email to schedule

Part II

Field Experience Site Information

Field Experience Site Information

How to obtain a field placement site:

www.alfredadler.edu

Under Current Students (upper left hand side of Home page)

Internship Site Search-Adler Student Login

Login: raissa

Password: kurt

The Adler Graduate School will provide you with a list of approved sites. Currently the AGS field placement site list does not include designations for beginning, intermediate, or advanced skill levels required by the field placement site. Some approved sites are not suited for beginning skill level students. Be sure to research all sites carefully. Students are encouraged to research field placement sites that are included on the AGS website 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 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 an LADC **AND** a licensed mental health professional supervisor provided on-site?
- 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.

If you experience difficulty finding a site, please arrange to meet with the Field Experience Coordinator.

Requirements for Field Experience Site Approval

To be an acceptable field placement site, the student **must** be able to be supervised by a dually Licensed Clinician, or **both** a Licensed Alcohol and Drug Counselor (LADC) and a Master's level licensed mental health professional. The license must be in a mental health field such as Marriage and Family Therapy (MFT), Social Work (LICSW), Clinical Counseling (LPCC), or Psychology (LP). It is **not required** that the supervisor be trained in Adlerian counseling and psychotherapy. The site must have an opportunity for students to participate in co-occurring disorders counseling.

Practicum/ Internship Site Standards and Policies

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 orientation to site, policies, and procedures
- 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
- Appropriate and regular supervision provided to the student
- Legally/ethically acceptable practices

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 Experience 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.

**AGS encourages students to do field experience outside of their employment sites. This allows for the students to gain new experiences, create more professional connections, provides exposure to new therapeutic approaches and skills, and discourages any dual relationships (ie employment expectations vs student expectations, work supervisions vs student supervision, and client informed consent – knowing your role as a student versus an employee). If you are considering your place of employment as your internship site please work with the Field Experience Coordinator, who will communicate with your site to ensure any conflicts are addressed. Any hours accumulated prior to approval by the Field Experience Coordinator will not be counted.

Site Responsibilities

Professional Development: We believe that the supervisory relationship is a vital component of the practicum/ internship. Site supervisors are important role models and contribute greatly to the intern's professional development. When working with interns, we encourage supervisors to focus not only on the specifics of the client or group, but also on the social and cultural dimensions of the case, as well as on the intern's own developmental processes.

Appropriate Supervision: The field placement on-site supervisor(s) must be willing to give regularly scheduled individual and/or group (several students) supervision. Students need a **minimum of 1 hour of individual** field experience supervision for every **20 hours** of client contact. Group supervision is also acceptable for additional support and consultation. If adequate supervision is not available or delivered, the problem should be reported immediately to their appropriate Field Experience Coordinator.

Insurance: The field experience placement site must carry professional liability insurance. The student must also obtain a malpractice insurance certificate. Professional Liability insurance is inexpensive.

Communication: The field experience placement site will also be in communication with Adler Graduate School's Field Experience Coordinator throughout the course of the practicum/internship. Communication will be expected immediately when there is any issue or concern, will be done via site visit (at least once during the course of the internship), and feedback will be requested through the form of evaluations.

Evaluation: Evaluations of students should be reviewed with the student by the supervisor prior to sending them to AGS. Additionally, students are expected to provide informed consent to all clients with whom they will be interacting. It is the **site's responsibility** to ensure that students are notifying all clients of their student status and the possibility of case consultation in class with others outside the organization (for educational purposes only).

Student Responsibilities

Securing field experience placement: The student is responsible for contacting sites and securing a field experience placement site. The Field Experience coordinator and a list of potential sites are available to assist students in the process.

Professionalism: Students are expected to conduct themselves in a professional manner. This includes but is not limited to following the field site's dress code, setting and maintaining a consistent schedule, being on time, providing adequate notice if unable to be on site as scheduled, maintaining a professional demeanor, treating clients and peers as individuals deserving of respect, completing all site-required case notes and other paperwork, and following all relevant ethical codes, including that of NAACAC, IC&RC, the Association for Addiction Professionals, and American Counseling Association (ACA).

Students who are asked to leave a site for unprofessional or unethical behavior may be

dropped from the course. In addition, such an occurrence may trigger other departmental proceedings. *See: Termination Protocol for Internships.*

Confidentiality: Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation.

Students shall secure tapes and other client information that may be necessary for class in a way that is secure, legal, and ethical. Tapes, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all tapes. Any questions regarding confidentiality must be discussed with the AGS instructor as well as the site supervisor.

Informed Consent: Students **MUST** always inform the clients with whom they are working of their student status. This includes notifying the clients that they may be consulting with others outside the internship site regarding the client case, while maintaining confidentiality (for educational purposes only). This includes, but is not limited to case consultation, ethical concerns, treatment planning, and professional growth. The client has the right to request to work with a clinician that is not a student.

Counselor Self Awareness: The Adler Graduate School is strongly committed to the idea that the personhood of the counselor is a necessary component of the counseling process. Research continues to indicate that the relationship between the counselor and client is a primary contributor to effective outcomes in counseling. Thus, personal qualities, characteristics, experiences, and reactions of counselors are as important as knowledge and skills in working effectively with clients.

Personal development is a fundamental part of the counseling program. Much of the coursework in the department will require active engagement in self-reflection. This is particularly true in intro to field experience, practicum, internship, and individual clinical instruction. Students are expected to take the necessary emotional risks for personal growth and self-awareness as well as to be able to effectively utilize critiques from faculty, site supervisors, and peers. Emotional safety of students is important to faculty and every effort to ensure that safety will be made; however, safety differs from comfort. Students are expected to stretch themselves by identifying biases and assumptions, participating in activities that encourage personal reflection and self-knowledge, receiving feedback from faculty, site supervisors, and peers, and using feedback to address barriers to effective counseling practice.

Student Emotional Health: Students who demonstrate good emotional health during their work with others will

- Appropriately self-disclose personal concerns that may affect performance as a Co-Occurring counselor, professional counselor, or a marriage and family therapist

- Engage in professional interactions with persons from diverse cultures,
- Convey feedback to others in an appropriate manner,
- Give others time and space to articulate views different from one's own and demonstrate respect for such views
- Recognize the limits of power in the counseling relationship,
- Convey an interest in the welfare of others,
- Acknowledge feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing feedback of others,
- Show respect for individual differences,
- Address personal prejudices and biases,
- Express appropriate empathy for clients without over-identifying on a consistent basis,
- Address issues of conflict that arise in counseling sessions and in supervision,
- Recognize that conflict may be an area of growth,
- Maintain balance in his or her own life,
- Be alert to signs of stress and address that stress constructively,
- Recognize the link between his or her personal behaviors and their consequences, and
- Demonstrate an openness to taking interpersonal risks.

Students who are identified as experiencing persistent problems in these areas or who do not conform to codes of ethics may be required, upon agreement of the faculty, to participate in remediation plans until there is evidence that satisfactory adjustments have been made. Some ethical violations are grounds for dismissal from the program.

Professional Liability Coverage: Registration for practicum/internship requires the purchase of professional liability insurance to cover each student enrolled for the practicum/internship experience.

** Please note: Professional Liability 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.

With prior permission of AGS instructors involved, students may accumulate "between Quarters" hours provided certain conditions are met. In order for students to obtain hours between terms at sites, whether their continued work is a requirement of the site or a preference, students are responsible for obtaining their own liability insurance and providing documentation of such insurance to the practicum/internship coordinator prior to the break during which they intend to obtain hours. Students must also fulfill other requirements as outlined in this manual. Students are not allowed to begin accumulating any direct hours prior to the start of the practicum course without faculty approval. Training *required* by the site prior to beginning of practicum may count if completed within two weeks of the first class.

Professional Liability Insurance Websites:

- <http://www.americanprofessional.com/>

- Counseling students: Purchase ACA New Professional membership to receive the 50% discount, and www.hpsso.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.

Learning Contract: 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).

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., Field Experience 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

Evaluations: 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.

Adler Graduate School Responsibilities

Supervision: School supervision serves as a link between the program and the practicum site with the university supervisor serving as a liaison to the off-campus site supervisor; and in that role, monitors the student's progress in their clinical work with clients.

Supervision provided by the university supervisor supplements, but does not replace, on-site, individual supervision by clinical staff.

During the field experience, students participate in supervision that examines the wide range of professional issues often encountered when doing clinical work. These include, but are not limited to, questions of ethical standards, dealing with difficult clients, supervisory and/or organizational issues, and enhancing the personal and professional development of the intern as a counselor in training.

Communication: Adler Graduate School will maintain periodic contact with the site supervisor and the student to discuss the student's progress, including no less than one on-site visit by the Field Experience Coordinator for the purpose of meeting with the site supervisor, evaluation of student progress and development, and ensure learning objectives are being met.

Field Experience Hours: Logging

Logging Hours for Licenses and Specialties:

Please use the pdf. version of the log sheet located on the website under current students and internship information.

Hand written forms will not be accepted.

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. When considering a placement, please make sure to meet requirements for both. The requirements are as follows:

- Co-Occurring Disorders (COD) students must complete 880 hours.
 - During your hours on-site you must provide evidence of performance in each of the 12 core functions of addictions counseling:
 - 1. Screening,
 - 2. Intake,
 - 3. Orientation,
 - 4. Assessment,
 - 5. Treatment planning,
 - 6. Counseling,
 - 7. Case management,
 - 8. Crisis intervention,
 - 9. Client education,
 - 10. Referral,
 - 11. Reports and record keeping, &
 - 12. Consultation
- 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, and group home) hours.
- Clinical Mental Health Counseling (CMHC) students must complete 700 hours; 400 peer and 300 therapy.
- 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 in which therapy is not taking place. These include intake interviews, assessments, running support groups, and case management.
2. **Individual therapy** hours occur when the therapist sees one client or a group in which practicing therapy resulting in change based on a treatment plan. The meeting must be face-to-face.
3. **Relationship therapy** follows the definition above of individual therapy; however two or more people involved in a relationship or living in a household type environment must be present in the therapy room such as families, couples, siblings, or people living together (i.e., non-married couples, group homes).
4. **Supervision** hours are hours spent with the on-site supervisor. On-site supervision may be in a group setting or one on one with your supervisor. Note: attending your AGS field experience class is **NOT** supervision and therefore is not documented on your log worksheet.

*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 NAACAC, IC&RC, the Association for Addiction Professionals, 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, and discharge date.
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 Field Experience 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.

Field Experience Student Files

At the time of application for practicum/internship, the Internship/ Field Experience coordinator will begin a practicum/internship file on each student. This file will contain the application, transcript, and copy of the student's degree or certification completion plan. During each term of field experience, the AGS Internship/ Field Experience coordinator will maintain a file on each enrolled student which shall contain

- Site Approval Form
- The Field Experience Site Agreement/ Contract
- Copy of Professional Liability Insurance
- Monthly log,
- Site supervisor's evaluation of student,
- Student's evaluation of site supervision and field site,
- Record of AGS contacts with site supervisor,
- Other information deemed relevant by the Internship/ Field Experience coordinator

Students are responsible for ensuring that all documentation is completed correctly, signed by appropriate individuals, and provided to the AGS Internship/ Field Experience coordinator in a timely manner so that it may be included in their files. ***Students who do not provide documentation will not receive a grade.***

Part III

Field Experience:

Description of courses

(6 Credits Total)

Introduction to Field Experience (986)

Course Description:

Introduction to Field Experience - COD is the first of a sequence of experientially based courses that focus on skill, professional, and personal development. This course provides the foundation for preparing for practicum and internship experiences in the co-occurring disorders treatment field. Focuses on the professional behaviors expected of graduate students in a master's level program, and the characteristics needed to be successful in the field of co-occurring disorders treatment. Students will also begin the journey of developing a professional counseling identity. Class discussions will include a review of current issues in the co-occurring disorders field; including multicultural aspects of counseling, professional and ethical responsibilities, Requirements for practicum, Professional conduct during practicum, Receiving and using supervision, documentation, and counselor self-care.

Course Requirements:

Intro to Field Experience meets for over the course of one term (5 class sessions, each meeting for 3 hours). Students are expected to attend each session. Students will receive 1 credit for 986.

Unlike other coursework, Field Experience 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.

Practicum (987)

Course Description:

Practicum is designed to develop students' counseling skills beyond the basic level explored during course work and Intro to field experience. This course provides an opportunity for continued development and practice of skills learned. Students will learn and practice a variety of counseling strategies, develop conceptual and professional skills related to their practice of co-occurring disorders counseling. Class discussions will include a review of current issues in the co-occurring disorders field; including multicultural aspects of counseling, professional and ethical responsibilities, case conceptualization, Differential Diagnosis, ASAM placement and rating criteria, Trauma Informed Care, and Integrated dual disorders treatment. Class discussions may also include a review of the observations and experiences in the field experience setting(s).

Course Requirements:

Practicum meets for over the course of one term (5 class sessions, each meeting for 3 hours). Students are expected to attend each session. Students will receive 1 credit for practicum.

During the course of the practicum, if the student is at a site, the student will:

- Provide documentation of current Malpractice Liability Insurance
- Complete and submit the Field Experience Learning Agreement
- Complete and submit Field Experience Hour logs (signed by site supervisor)
- Complete and submit Site Supervisor Evaluations
- Present at least one case informally
- Complete Student Evaluation of Internship Site (if hours are completed at a particular site)

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 orientation and observation of the counseling process. As a beginning practitioner, it is important to observe, ask questions, process with others, and debrief prior to starting to use your counseling skills. There is a natural inclination for students to jump in and start trying to do therapy with clients or trying to "help out." The importance of the orientation and observation period cannot be emphasized enough.

Internship (988)

General Course Description:

The Internship in Co-Occurring Disorders Program provides an opportunity for students to learn about typical problems brought to co-occurring sites 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 (each term)
- Complete Student Evaluation of Internship Site (once hours are completed at a particular site)

Unlike other coursework, Field Experience 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. 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 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.

Individual Clinical Instruction (989)

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:

Six hours of individual clinical instruction will be provided on a one-to-one basis. During each individual clinical instruction meeting, the students will:

- Focus on One case (client, couple, family, or group use case history format)
- Review clinical skills demonstrated in 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 Clinical Instructor 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 below. The student is responsible for setting up the clinical instruction. Students satisfactorily complete 6 hours of Individual Clinical Internship for 1 credit in which the application of Adlerian competencies are demonstrated. Additionally, students will write a short 3-4 page paper reviewing a recent (within six months) peer reviewed article addressing the student's anticipated area of professional interest and practice.

List of Clinical Instructors for COD Program:

Rashida Fisher, MS, LADC, LGSW
 Karina Forrest-Perkins, MHR, LADC
 Tamarah Gehlen, LMFT, LADC, CCTP
 Jill Hubble, MEd, LADC, LPCC
 Kristin Williams, MA, LPCC, LADC

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.
- ___ Student prepares client case history and treatment plan
- ___ Clinical Instructor and student engage in six hours of individual clinical instruction of which content includes feedback related to observation, audio tape review, or video tape review.
- ___ Student writes and submits a 3-4 page paper
- ___ Complete and submit the Student Evaluation of Site to the Clinical Instructor in addition to other required coursework and materials.

Additional Paperwork Needed:

- Students will need to make sure they have a copy of active insurance.
- Students will need to ensure they have a learning contract in place for their site, which is approved by the Field Experience Coordinator as well as appropriate supervision.
- Students will need to turn in hours logs, which hours of client contact and any other hours of work performed by a student are properly logged and signed for by a site supervisor. **A 989 Clinical Instructor cannot be considered a supervisor.**
- Students will need to turn in a site evaluation at the end of the course as well as receive an evaluation form from the Clinical Instructor

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

PART IV

Forms



**Adler Graduate School
Practicum and Internship
Counselor-in-Training Disclosure/Informed Consent Statement**

This form provides information relative to students enrolled in Practicum or Internship courses in the Co-Occurring Disorders Program at Adler Graduate School. The counselor-in-training must notify the client either verbally of their student status or give the client written information that explains the student's training, offers information about the counseling relationship, provides information about client rights and responsibilities, and outlines the limits of confidentiality. This document must be signed by the client or by the client's parent/legal guardian before individual counseling may begin.

Student Training

Students in the program have completed core courses in counseling prior to beginning their clinical experience at the field experience site. The practicum and internship courses are a developmental sequence in which students apply their knowledge under intensive supervision.

Counseling Relationship

Your counseling services will be based on a relationship characterized by trust and respect. The counselor and client will work together to both identify goals for counseling and to move toward meeting those goals. The counseling sessions may include an exploration of thoughts, feelings, personal history, communication styles, attitudes and beliefs about self and others, and personal development needs. The counselor-in-training will receive supervision from a licensed professional at the counseling facility and will be receiving clinical instruction from an AGS faculty member who is trained in the area of co-occurring disorders and has training in supervision.

Client Rights and Responsibilities

Clients have the right to receive counseling in which the individual's dignity, worth, and uniqueness are respected. Your counselor-in-training will provide you with quality informed services that are offered under close supervision. Additionally, however, the success of the counseling relationship depends on your willingness to be open and involved in the process. Individuals who participate in counseling can experience changes in personal views, attitudes, and coping skills. Sometimes those close to you may need time to adjust to the new perspectives and positive behavioral changes that may evolve during your counseling.

Recorded Sessions

Your counselor-in-training may ask to record some of your counseling sessions or have live observation done by AGS faculty. The live observation by faculty or recording of sessions is something that will be further discussed with you and you have the right to allow or to refuse this process to take place. All recordings, if made, will be destroyed at the end of the term in which services are provided. If you agree to this process, which will both serve the student's training needs and enrich your personal counseling experience via the added perspective of supervisory review, your counselor-in-training will ask for your written permission.

Limits of Confidentiality

Clients have the right to receive services that are confidential. The counselor-in-training will be asked to discuss your case with the site supervisor. At times, the counselor-in-training may seek consultation with his/ her school instructor and peers. When this occurs, your identity or any identifying information that may lead to your identity will be removed from the information shared. Confidentiality will conform to state guidelines and the ethical guidelines NAACAC, IC&RC, the Association for Addiction Professionals, the American Association for Marriage and Family Therapy (AAMFT) and the American Counseling Association (ACA).

All counselors-in-training, their supervisors, and group supervision members will not disclose information except under the following conditions:

- The client or guardian gives written consent to release information to a designated individual or agency;
- The client makes specific violent threats to harm him-or herself or to harm an identifiable victim;
- The counselor-in-training and/or their supervisors are named as defendants in a civil, criminal, or disciplinary action arising from the counseling session;
- The counselor-in-training receives an authentic subpoena backed by judicial authority that requires the disclosure of information;
- The counselor-in-training has reasonable cause to believe that a child or adult with a disability has suffered abuse or neglect; and
- The counselor-in-training *will* discuss the content of counseling sessions in individual and group supervision under the direction of a qualified supervisor who is held to the same professional standards of confidentiality and its limits.

I _____ understand my counselor is a student/
counselor-in-training of the Adler Graduate School.

This counselor-in-training will provide services at
_____ under the clinical supervision
of _____
and clinical instruction by Adler Graduate School faculty member:
_____.

By signing below, the client or parent/legal guardian 1) acknowledges that he or she has read the information above and has had any questions regarding its contents explained and 2) agrees to allow counseling services to be provided.

Signature of client

Date

Signature of parent/guardian:
(for minor/dependent clients and/or students)

Date

AGS Counselor-in-training

Date



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, and discharge date.
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 of client	_____ Date
_____ Signature of parent/guardian: (for minor/dependent clients and/or students)	_____ Date
_____ AGS Counselor-in-training	_____ Date

Adler Graduate School

Field Experience Learning Agreement

Students: Please complete this form with on-site supervisor. Turn into the mailbox of the COD 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 along with secondary track if applicable:

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) _____

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:

-LADC/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

Adler Graduate School

New Site Approval Form

(Approval process is initiated by student)

Student Name: _____

Student Email: _____ Student phone #: _____

Student Program Track: MFT CMCH AT COD *Check all that apply

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

Field Experience Site Supervisor Evaluation

Student's Name: _____ **Internship Site:** _____

Month/Year: _____ **Student's Program Track:** MFT CMHC Art Therapy COD Multidisciplinary

Supervisor's Name: _____ **Phone:** _____

Field Experience Type: Beginning Practicum Intermediate Practicum Internship Advanced Internship

Please rate how well the student is meeting expectations:	N/A	Below	Meets	Above	Exceptional	Notes
Joining/Communication Skills						
Listening Skills	<input type="checkbox"/>					
Empathic Ability	<input type="checkbox"/>					
Ability to create and maintain rapport	<input type="checkbox"/>					
Sensitivity to individual differences	<input type="checkbox"/>					
Sensitivity to contextual issues	<input type="checkbox"/>					
Knowledge of client population	<input type="checkbox"/>					
Professional Skills						
Treatment planning	<input type="checkbox"/>					
Record keeping/case notes	<input type="checkbox"/>					
Adheres to internship contractual agreement	<input type="checkbox"/>					
Professional administrative practices	<input type="checkbox"/>					
Quality of presentation/discussion	<input type="checkbox"/>					

Adler Graduate School

Field Experience Site Supervisor Evaluation

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

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 portion of their field experience requirement.

Student's Signature **Date**

Field Experience Site Supervisor's Signature **Date**

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_____

Adler Graduate School Case History Form

(For use in Internship and Individual Clinical Instruction Internship)

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).

Dim I: Acute Intoxication and/or withdrawal: Include initial risk rating and current risk rating. When was the client's last use, what substance? Is the client currently intoxicated or experiencing any signs or symptoms of withdrawal? Does the client have any withdrawal potential?

Dim II: Bio-Medical Conditions and Complications: Include initial risk rating and current risk rating. Are there any current physical illnesses, other than withdrawal, that need to be addressed or are currently or could potentially complicate treatment? Are there any chronic conditions that impact treatment?

Dim III: Cognitive, Behavioral, and Emotional Conditions: Include initial risk rating and current risk rating. Does the client have any mental health diagnoses? How does the client's mental health impact his/her chemical use or vice versa? Is the client currently experiencing thoughts to harm self or others? What emotional, cognitive, or behavioral concerns does the client display? What level of impulse control does the client demonstrate? What coping skills does the client have to help address these concerns?

Dim IV: Readiness/Motivation for change: Include initial risk rating and current risk rating. What is the client's motivation for treatment? What is his or her level of commitment to and readiness for change? What is or has been his or her degree of cooperation with treatment? What is his or her awareness of the relationship of alcohol or other drug use to negative consequences?

Dim V: Relapse, Continued Use, Continued Problems: Include initial risk rating and current risk rating. Is the client in immediate danger of continued severe mental health distress and/or alcohol or drug use? What is the level of awareness of relapse triggers? What knowledge of coping skills does the client have to prevent relapse, continued, use, or continued problems? To what extent has the client been able to demonstrate utilizing his or her coping skills to avoid continued use or continued problems?

Dim VI: Recovery Environment: Include initial risk rating and current risk rating. Where is the client residing and how does it impact his or her use and/or mental health? What activities does (or will) the client participate in – how has he/she been spending their time and how will he/she be spending their time? Does the client have supportive relationships in place? Does the client have vocational or educational resources in place? What is the client's financial situation? Is the client involved in the legal system (CPS, PO, etc...)? What type of transportation concerns, childcare concerns, or additional concerns are there regarding client's ability to participate in treatment?

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.

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.

Adler Graduate School

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?

PRACTICUM AND INTERNSHIP MAKE-UP SESSION FORM

Student Name: _____

 Practicum AGS 986/987 Internship AGS 988Term: 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/>

Walk in hours: Tuesday and Thursday from 1-4pm

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 Fieldwork Coordinators, your Program Directors, and the AGS Administration and Staff, we wish you the best in your post-degree process.