



MACO Practicum / Internship Manual 2025-2026

GORDON  CONWELL
THEOLOGICAL SEMINARY

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SECTION I: MISSION STATEMENT, OBJECTIVES, AND PROFESSIONAL STANDARDS

MASTER OF ARTS IN COUNSELING MISSION STATEMENT

Our mission is to equip effective, competent, ethical, and reflective counselors who integrate counseling theory with Christian faith so that their knowledge and skills will be actualized in professional practice.

OBJECTIVES

This manual is designed to provide information that will guide a student to fulfill the Practicum (CO863), Internship I (CO 865A) and Internship II (CO 865B) requirements and accompanying Professional Seminars, Practicum (CO871), and Internship (CO873), within the MACO program.

The purpose of the counseling practicum and internship is to place students in a setting where they can become familiar with roles, missions, operations, and activities associated with being a professional counselor within the mental health field. Students will have the opportunity to bridge the gap between the academic theories presented in the classroom and the actual practice of counseling in the field. It is also an opportunity for students to gain insight regarding individual strengths and challenges and to explore future professional goals and employment.

This experience is the culmination of your theoretical and practical skills training, allowing the faculty to assess your ability. We hope that, in doing so, students will grow both personally and professionally.

Please read this Manual in its entirety and sign the Practicum/Internship Manual Acknowledgment form. If you have any questions concerning any of the Practicum/Internship requirements, please contact the Clinical Practicum/Internship Coordinator.

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Professional Standards: Ethics, Confidentiality and Technology Requirements

Code of Ethics

Students are expected to have read and abide by the ACA code of ethics.

American Counseling Association (ACA)-The ACA Code of Ethics and ACA Standards of Practice are found at: www.counseling.org/resources/ethics.

American Association of Christian Counselors-The code of ethics is found at: www.aacc.net/about-us/code-of-ethics/

Confidentiality and HIPPA Security Requirements

This is the primary focus of our professional ethics codes, federal and state laws, and HIPAA including Protected Health Information (PHI). It is the professional ethical and legal duty as a counselor to ensure client welfare and confidentiality and to protect personal client information. These principles include interacting with clients and discussing their information including Protected Health Information (PHI). Students must consider legal limits of confidentiality and adhere to laws and ethical codes, especially in paying attention to issues of confidentiality.

Given the frequent daily use of technological devices in our world, along with the rapid advancement of technology and subsequent security attacks and breaches associated with technology, security has become an important consideration in our field. Students must enhance security while utilizing technological devices so that client information and confidentiality is not compromised or breached.

Professional Seminars classes require a written and oral case presentation. All written case presentations (as well as oral presentations) must be de-identified to protect confidentiality of clients. This includes utilization of pseudonyms (not initials) and changing identifying demographic information, such as age, race, and location. Additionally, this course requires a video/audio recording of a session.

Students must follow the guidelines of HIPAA and utilize securely encrypted devices and programs for recording and transmission of the information. Record all audio/video to a hard

drive and NOT to the cloud. Transport all devices containing client protected health information in a locked bag. Delete or shred all confidential information after a case presentation. In case of a HIPAA breach and immediately notify the site supervisor and the professional seminar faculty supervisor.

Technology and Live Participation Requirements

All Professional Seminar courses meet entirely on zoom. These class meetings require live time virtual attendance as participation and substantial interaction are required.

Students who enroll in the MACO program must have a laptop or desktop computer with audio and video capability that has reliable, high speed internet access and is able to download files and stream multimedia presentations. Additionally, students must be able to access the internet from a secure and private location. Except for rare situations, it is not acceptable to attend classes virtually from a public space. The seminary utilizes Canvas (a digital Learning Management System) to communicate with students, provide course information and lessons, and upload and grade assignments. Minimal hardware and software requirements for the program include:

- Windows or Mac desktop or laptop (preferably less than 5 years old).
- Webcam, microphone, and speakers (if not already built into your computer)
- Access to reliable, high-speed internet
- Web browser: Google Chrome or Firefox to access Canvas, our online classroom learning management system. Browsers should be updated to the most current version.
- Software: The Seminary provides the Microsoft suite to students at no charge (OneDrive, Teams, PowerPoint, Outlook, Word, and Excel. Contact tech@gordonconwell.edu to access this free benefit.) At a minimum, students must have Word, Apple Pages, or another word processor that can save documents to .docx or .pdf format. Microsoft PowerPoint, Apple KeyNote, or other presentation software that can save in .pptx or .pdf format. Those using Apple Pages must export documents to .docx format. Those using Apple KeyNote must export their documents to .pptx or .pdf format. Adobe Reader for reading PDF files.
- Online Collaborative Tools required: Microsoft OneDrive; free Zoom videoconferencing

account (sign up instructions are in Canvas); Panopto video (provided within Canvas). Tutorials are provided on Canvas for these online resources.

- During clinical training practicum and internship courses, students utilize Time2Track, an online platform for logging and reporting clinical training hours, provided by GCTS.

LICENSURE INFORMATION

The MACO program provides an opportunity to earn a degree and equips students to pursue licensure as a mental health counselor; however, licensure or certification is not a guarantee of the degree program, as most states require at least two years of supervised practice following the acquisition of the degree to obtain independent licensure. Although the program degree requirements, course work, practicum, and internships are based upon typical requirements for state licensure, national and state statutes and requirements for licensure change periodically. We remain current on licensure requirements in Massachusetts. We provide most of the courses that other states require as well but the program may not meet the licensure requirements in all states.

In accordance with federal law, the MACO program provides information regarding licensure in any state where a student resides at the outset of their study. Please review the information for the state(s) where you intend to pursue licensure. Students must sign a Licensure Disclosure Statement attesting that they have been provided with professional licensure information for the state where pursuing licensure as a mental health counselor.

The Clinical Practicum/Internship Coordinator provides licensure advice including information regarding licensure requirements, laws, application process, etc. Students may also speak with the Academic Advisor at any time regarding licensure questions. Students may access the document on the GCTS website [https://www.gordonconwell.edu/wp-content/uploads/2025/09/MACO-Hamilton- Educational-Requirements-for-Licensure-by-State-Updated-August-2025.pdf](https://www.gordonconwell.edu/wp-content/uploads/2025/09/MACO-Hamilton-Educational-Requirements-for-Licensure-by-State-Updated-August-2025.pdf) and on the MACO HUB and P/I HUB on Canvas.

MASSACHUSETTS BOARD OF ALLIED MENTAL HEALTH AND HUMAN SERVICES
PROFESSIONS

<https://www.mass.gov/how-to/apply-for-a-license-allied-mental-health-and-human-services-professions>

NATIONAL BOARD FOR CERTIFIED COUNSELORS, INC. (NBCC)

<https://nbcc.org/licensure#examination-processes-and-procedures>

SECTION II: OVERVIEW AND PREREQUISITES

Definition of Terms

Practicum

Practicum is a distinct, supervised clinical experience that serves as an introduction to counseling practice. It allows students to develop and practice foundational counseling skills through direct interaction with clients. The experience requires 100 total hours, with a portion dedicated to direct service (40), along with participation in individual (10) and group supervision.

Practicum emphasizes skill development, professional orientation, and the application of counseling theories in a closely supervised environment, preparing students for more advanced clinical work during internship.

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Internship

Internship is a distinct, post-practicum, supervised clinical experience in which students apply and refine counseling knowledge and skills in a professional setting. It requires 600 total hours, including a minimum of 240 direct service hours with clients. Students participate in both individual (30) and group supervision and receive ongoing evaluation of their performance.

The internship is intended to provide comprehensive experience that supports the development of professional identity and prepares students for entry-level counseling practice.

Clinical Site

A professional setting is one in which actual counseling occurs, i.e., counseling services are offered to an identified clientele on a regular basis.

Professional settings shall include, but not be limited to, such public and private settings as: mental health centers, hospitals, elementary and secondary schools, university and community college counseling centers, and supervised independent practices.

Such experience does NOT include vocational guidance services, academic school guidance counseling, industrial or organizational consulting services, teaching or conducting research.

Clinical Site Supervisor

The licensed clinician who provides one hour of weekly individual supervision at the clinical site.

Contract Supervisor

The person providing clinical supervision at a location other than the clinical site. This supervisor must have all the credentials required to be an approved supervisor and have written documentation that the site approves of this supervisor.

Supervision Training

Training in supervising interns. All clinical supervisors must complete supervisor training to be considered approved supervisors. If a supervisor does not have that training the school provides free one-hour online training which also provides supervisors with a free CEU.

Individual Supervision

Consists of one hour of weekly face-to-face contact between the student (supervisee) and the clinical supervisor. Areas discussed and critiqued during supervision include counseling experience, raw data such as live observation, co-counseling, and clinical case review.

Group/Professional Seminar Supervision

Consists of 1 ½ hours of group supervision provided by professional seminar faculty. See syllabi requirements for Professional Seminars available on P/I HUB on Canvas.

Additional group supervision hours may be provided through the clinical site

Prerequisites for Practicum (CO 863)

The student is required to complete the following prior to registering for a Practicum: Prerequisites:

- CO500: Introduction to Counseling
- CO507: Clinical Counseling Skills
- CO710: Psychopathology
- CO790: Professional Standards and Ethics
- CO712: Multi-cultural Diversity in Counseling

AND

- Attend the Practicum Internship orientation. Internship Resume Workshop optional.
- Fill out the Application for Practicum form.

Practicum/Internship Requirements

The MACO degree program requires 700 clock hours of clinical counseling experience under a qualified licensed clinical supervisor.

There are six (6) Clinical Counseling courses. CO863 Practicum, CO865A Internship I and CO865B Internship II are clinical experience courses. While enrolling in clinical counseling experience courses students must simultaneously enroll in Professional seminars. Practicum Pro-Sem CO871 or Internship Pro-Sem CO873 taught by counseling faculty.

CO866 Internship III is available for those who are unable to complete all their hours in Internship I and II or for those whose licenses require more hours than MACO requires.

Professional Seminars

Professional seminars (Pro-Sem's) consist of a small group experience with a counseling faculty to clarify issues and develop an advanced understanding of the role of the Mental Health Counselor. These classes provide the group supervision hours required for clinical experience and are counted towards the total hours required for clinical experience. All professional seminars are offered via zoom as a 1.5-hour class. There can be no more than 6 students per section. The syllabus requirements are different depending on which Pro-Sem you are attending whether you are in Practicum, Internship I, Internship II, or Internship III.

Professional seminars are offered in Fall, Spring and Summer semesters. Please note: Summer professional seminars run for 8 weeks for 2 hours per week, with 16 total hours of group supervision.

Several sections are offered every semester so that students can register for a time and day that works best for them.

Practicum students must register for CO871 Professional Seminar Practicum sections only.
Internship students must register for CO873 Professional Seminar Internship sections only.

Each of the clinical practicum and internship courses are three credit hours. Professional seminars are 3 credits for Practicum and 1.5 credits for Internship courses for a total of 15 credit hours.

Course Number	Practicum and Internship Classification	Clock Hours Required	Direct Hours Required	Credit Hours Awarded
CO863	Clinical Counseling Practicum	100	40	3
CO865A	Clinical Counseling Internship I	300	120	3
CO865B	Clinical Counseling Internship II	300	120	3
		Total clock hours	Total direct hours	Credit hours total
CO871	Professional Seminar for Practicum	5 hours per semester	1.5 hours weekly per semester	3
CO873	Professional Seminar for Internship I	5 hours per semester	1.5 hours weekly per semester	1.5
CO873	Professional Seminar for Internship II	5 hours per semester	1.5 hours weekly per semester	1.5
		Total: 49.5 hours Professional Seminar Hours		Total: 6 credit hours total

CO866 Internship III is a 0-credit course but a student will need to complete the attached CO873 Professional seminar which is a 1.5 credit course.

***Please note:** Summer professional seminars run for 8 weeks for 2 hours per week, for 16 total hours of group supervision. This means that students that do the summer semester end up with 49 group hours which is more than sufficient for state requirements.

Practicum and Internship Hour Requirements (Massachusetts LMHC)

Students must complete supervised clinical field experiences in accordance with program requirements and Massachusetts licensure standards. The Clinical Coordinator provides guidance and resources regarding licensure requirements in the student's state of residence, as well as any other state in which the student intends to seek licensure. If there are differences in required hours or criteria across states, these will be reviewed and considered to support students in meeting applicable licensure requirements.

- **Practicum:**
Students complete a minimum of 100 total hours over the course of the semester, including at least 40 hours of direct client contact. Weekly supervision is required and includes both individual and group formats.
- **Internship:**
Students complete a minimum of 600 total hours across the internship experience, including at least 240 hours of direct client contact. Internship typically spans two semesters and includes ongoing individual and group supervision.
- **Supervision Requirements:**
Students receive regular supervision from a qualified site supervisor, including at least one hour of individual supervision per week, along with faculty-led group supervision.

The counseling experience hours consist of three main categories: direct hours (client contact), Supervision (individual and group supervision), and indirect hours.

Direct Hours

Direct Client Contact Service is defined as face-to-face interaction (either in person or in live time) with individuals, couples, families, and groups, with the intent purpose of fostering social, cognitive, behavioral, systemic, and/or affective change and conforms to the Mental Health Counseling scope of practice. A direct client contact hour is considered at least 45 minutes, which may be composed of segments of at least 15 consecutive minutes.

Includes:

- Face to face counseling or consultation (in person or virtually) with individuals, couples, and families
- Co-counseling with a clinical supervisor or a licensed clinician (*student must be an active participant in the session for this to count*)
- Co-facilitating/facilitating group therapy*
- Client Assessment and/or Intake
- Psycho-educational activities with client or group

*Note: All students are required to run a group at least once during their practicum/internship. If the clinical site cannot provide a group a student can apply to run a group off site with faculty supervision. See group application in Appendix.

Supervision

All students must receive one hour of individual supervision weekly throughout the duration of the practicum/internship (semester) from an approved clinical site supervisor. Please note that group supervision/ case staffing at the site is not a substitute for individual supervision.

Supervision must be face-to-face (either in person or virtually) in live time. Group Supervision is provided by attending Professional Seminars. Additional group supervision can be provided at the

site.

Indirect Hours (Administration/ Preparation/Training)

Includes:

- Orientation and training required by the site or clinical supervisor.
- Mandated site and/or supervisor obligations or requirements
- Clinical documentation
- Diagnosis and treatment planning
- Preparation for session or group work
- Site group/ staffing supervision and required staff meetings.
- Counseling seminars/workshops, research, psychoeducation presentation, etc.

Documentation of Hours/Time2Track

Students must keep a log of all clinical hours accumulated utilizing the Time2Track online platform provided by the school. At the end of every month, students will submit their log for approval to their clinical site supervisor. The student's clinical supervisor can approve each log electronically. Professional Seminar Faculty and Clinical Coordinator review the logs. At the end of the semester, students must have all semester hours logged and approved by the clinical supervisor by the last day of written work for the semester. Refer to the course syllabus for due date and submission information.

Students who are unable to finish the required hours by the end of the semester must request an official extension through registration and notify their semester Pro-Sem Faculty supervisor of the extension. Students will submit their final log upon completion of their hours and before the start of the following semester. Students who do not complete the extension will not be allowed to register for the next semester.

Students can count Between-Semester Hours and those will be counted towards the final calculation hours if they continue to have weekly supervision with their site supervisor and be in communication with the clinical coordinator.

Time Span for Completing Practicum/Internship

Students must complete a minimum of a full year of Practicum/Internship since they will register for Practicum for one semester, Internship I for one semester and Internship II for one semester. Students must start their Practicum a year before graduation. If there is a need for Internship III a student will need to add a semester to complete it.

When arranging the clinical schedule, the student should keep in mind that the site does not guarantee consistent hours week to week. Clinical hours can and often do vary for a variety of reasons, such as no shows, cancellations, reschedules, holidays, illness, etc. It is therefore important that the students arrange their schedule to accommodate for this.

The student contracts to train at a site for at least one semester. The student, the clinical supervisor and the site will work out a consistent schedule (days and hours) in which the student agrees to be at the site for clinical training. The student should be prepared to begin no later than the first day (week) of the semester and continue until the very last day of the semester. This is a contract, and the expectation is for the student to continue at the site until their last scheduled day of the semester.

Students in Practicum (CO 863) should be prepared to be at the clinical site at least 10 hours per week to ensure attainment of hours required. Students in Internship I (CO 865A) and Internship II (CO 865B), should be prepared to be at the clinical site 22-25 hours a week to ensure attainment of hours required. If they are unable to do so they will need to register for CO866 Internship III to complete hours.

Student Membership in Counseling Association and Liability Insurance Requirements

Practicum/Internship students are required to be members of a counseling association AND have student liability insurance. Counseling Association membership and liability insurance must be current for the duration of clinical experience in Practicum and Internship.

(ACA) American Counseling Association www.counseling.org/membership/membership-benefits
Membership \$105 annually – offers complimentary liability insurance.

(AMHCA) America Mental Health Counselors Association

www.amhca.org/?page=studentbenefits

Membership \$84 annually –offers complimentary liability insurance.

(MaMHCA) Massachusetts Mental Health Counselors Association

<https://www.mamhca.org/member-benefits/> Membership \$60 annually (liability insurance available). They will direct you to CPH Insurance which is an additional \$24 insurance

<https://cphins.com/>

Membership with insurance \$84

(AACC) American Association of Christian Counselors <https://aacc.net/become-a-member-today/>

Membership \$74 annually (with complimentary liability insurance) Membership \$54 annually (without complimentary liability insurance)

Counseling Honor Society: Chi Sigma Iota <https://www.csi.net.org/page/membership>

Membership \$50 annually with acceptance to the society (liability insurance available)

Application and Induction ceremony are offered through the school in the Spring semester.

CPH Insurance (CPHINS) <https://cphins.com/individual-mental-health/>

Student insurance is available for \$24 per year.

Liability Insurance

All students in the counseling program will be required to obtain appropriate liability insurance prior to beginning the practicum and continued (renewed annually) until the Clinical Practicum and Internship requirements are completed. An annual liability insurance policy of \$1,000,000/\$3,000,000 (minimum of \$1,000,000 incidental coverage and \$3,000,000 aggregate) must be purchased. Students will submit documentation evidence of liability insurance and upload it to Time2Track file.

SECTION III: SELECTING A PRACTICUM/INTERNSHIP SITE

Selecting a Practicum/Internship Site and Supervisor

The MACO program places the responsibility of finding and securing a training site and clinical supervisor on the student, although the Clinical Practicum/Internship Coordinator works to facilitate this placement as much as possible. The Counseling Department has a list of approved clinical placement sites/clinical supervisors (located on Canvas P/I HUB) that students can contact. A Practicum/Internship Orientation is required which will provide further guidance. You must also fill out a practicum application form (link on P/I HUB and appendix) as well as scheduling individual advising with the Clinical Practicum/Internship Coordinator.

Please keep in mind that there are usually more students, including students from other programs, who are also seeking clinical placements from some of these sites. A useful option is for the student to seek out potential sites and clinical supervisors that reflect their interest. If a site of interest is not on the department list, a student must contact the Clinical Practicum/Internship Coordinator and fill out a New Site form to seek approval of the new site. This experience is very much like finding professional employment in the mental health field after graduation. The student has the option to remain at the same site for all clinical placements.

Factors to consider when choosing a training site and clinical supervisor.

- The match of interest between the site and the student
- The reputation of the training opportunities
- The breadth of clinical populations available
- Diversity in the clinical training experience
- Quality of supervision
- The students' intuition about the site and supervision
- Time expectations or scheduling issues
- Treatment approaches offered to clientele
- Location of site

Clinical Site Requirements:

The site must provide integrated programs for clinical mental health and have clearly established provisions for supervision by qualified licensed supervisors (LICSW, LMFT, LMHC as well as Psychologist and /or Psychiatrist) with a minimum of three years post licensure. Site supervisors provide weekly one hour supervision during the practicum and internship. For practicum semester a minimum of 10 individual supervision hours semester. For internship 30 individual supervision hours over the course of two semesters.

The site will offer trainees opportunities for face-to-face direct service hours whether in one-on-one counseling, telehealth, and/or group. For a practicum, a minimum of 40 direct hours and internship a minimum of 240 direct hours.

The site will provide training experience of at least 100 hours (10 hours over the course of one semester) for the practicum and (15-20 hours a week over the course of two semesters) 600 hours for the internship. The exact number of hours per week is adjustable to the requirements of the site.

The site/supervisor will track the progress of the student through seminary forms found on Time2Track including Contract, Supervisor Verification Form, Student Evaluation, and Time Logs.

The site provides opportunities for students to become familiar with a variety of professional activities and resources, including technology.

The site will provide an orientation to the students(s) that covers the policies and procedures including emergency protocols and contacts. Practicum/Internship students may ONLY see clients when there is a clinical supervisor or emergency contact available. The site will retain full responsibility for patient and client care and welfare.

Emergency Contact and Procedures

Because of the nature of helping professions, you may work with individuals who could pose a risk to themselves or others. Approved sites must provide access to emergency contacts and a clear understanding of the facility's specific safety protocols.

Emergency action steps for an intern in a mental health facility are built around ensuring the safety of patients and staff while operating within their scope of training. Interns must prioritize immediate containment of danger (assess for safety – yours included), *immediately notify supervisor* and follow established facility-specific protocols for emergencies, such as psychiatric crises, medical emergencies, or security threats. Do not do anything outside your scope of training unless you are acting under direct supervision.

Students should familiarize themselves with emergency procedures and always have emergency contact information readily available.

Intern Requirements

- The student is required to complete a total of 700 hours of clinical training for CO 863, CO 865A and CO 865B.
- The student is required to attend Professional Seminars weekly throughout the semester (1.5 hours weekly).
- The student is required to make sure all forms are completed on Time2Track.
- The student must have *membership in a counseling association*.
- The student must have *student liability* during the entire time they are at a site.
- The student is required to *facilitate a five-hour counseling group* once during their clinical site experience.
- *Provide evidence of clinical skill development in 10–15-minute video/audio recording.*

The student is encouraged to pursue sites not listed in the database. However, the site and clinical supervisor require approval from the Clinical Practicum/Internship Coordinator. Utilize various resources when searching for a potential clinical site such as speaking with peers, community mental health agencies, employment ads, online websites, regional associations, etc.

New Site approval process

To approve a new potential site/ clinical supervisor who is not on the database list, the student must submit a completed New Site Approval Form. See Appendix (Link on P/I HUB). For all new sites, the Clinical Practicum/Internship Coordinator will contact the potential supervisor and provide GCTS Site/ Supervisor Requirements. Supervisors must meet the requirements of approved supervisors, and the site must provide clinical mental health counseling. These extra steps mean that timely submission of the form is necessary.

Considerations when Contacting Clinical Sites and/or Supervisors.

Understand the organizational system: Collect information about the site and be aware of their mission, the client population served by the facility, training requirements, how it operates, etc. This will demonstrate your interest in their organization and enable you to speak to them concerning specific details of the practicum/ internship.

Understand your training goals: What clinical placements have you previously completed, what theories/ models have you learned, what skills and techniques have you acquired, and what are your goals in these areas for the clinical placement you are pursuing?

Understand yourself: Consider your strengths, challenges, interests, philosophy, and vocational goals and determine whether they match the needs, philosophy, and practices of the organization that you are considering. Seek guidance if you need assistance in this matter.

Contracting with Clinical Site:

See listing of sites and contact information provided in the P/I HUB. Available sites and contact information are made available at the beginning of January for Summer/Fall. Most sites are looking at resumes and applications between Jan-March and making decisions by end of March for Summer/Fall start. For Spring practicums, a student must be contacting sites no later than October for January/February start. Finding a site typically requires an application 3-6 months prior to starting date.

SECTION IV: CLINICAL SUPERVISOR AND SUPERVISION

Supervisor Qualification

A practitioner with *three years* of Full Time or the equivalent Part Time *post-licensure* clinical Mental Health Counseling experience who is also:

- A. a Massachusetts Licensed Mental Health Counselor;
- B. a Massachusetts licensed independent clinical social worker;
- C. a Massachusetts licensed marriage and family therapist;
- D. a Massachusetts licensed psychologist with Health Services Provider Certification;
- E. a Massachusetts licensed physician with a sub-specialization in psychiatry.
- F. a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor (a) through (f).

Per CACREP requirements Supervisors are also required to have training in supervising students

Responsibilities of the Clinical Site Supervisor

- The clinical site supervisor agrees to provide the student with orientation to the work site, including applicable policies and procedures, and to provide clarification of the student's relevant roles, functions, and relationships. The clinical supervisor agrees to provide the student with one hour of weekly supervision and provide feedback on the student's performance.
- The clinical site supervisor agrees to utilize Time2Track (provided by the school) for approving students' clinical hours and submitting paperwork.
- The clinical site supervisor will review and discuss formative midterm student self- evaluation and complete a final summative supervisor evaluation during the last supervision session.

The clinical site supervisor and the student's assigned Professional Seminar faculty supervisor will communicate during the semester regarding the student's performance, skills, preparation, and level of progress, ethical stance, behavior, or attitude.

The Professional Seminar faculty and Clinical Practicum/Internship Coordinator agree to contact the student's site clinical supervisor whenever concerns arise.

The Clinical Practicum/Internship Coordinator visits sites annually in person or virtually.

The Clinical Supervisor - Intern Relationship*

1. Understand that mutual needs exist.

What a clinical supervisor needs from (student) interns: Honesty and integrity, ethical conduct, openness to suggestion, respect for the supervisor's conscientious work, reflection, and willingness to listen even if there is disagreement

What (student) interns need from clinical supervisors: Support, patience, knowledge of the field, guidance, accessibility, modeling, direct teaching of information, involvement, some autonomy, trust, openness, and a willingness to listen.

2. Understand the importance of clarifying expectations.

It is vital to clarify from the outset the expectations of both interns and clinical supervisors to prevent confusion and help achieve the most beneficial learning experience. Among the expectations delineated, as clearly as possible, are the following:

- The content of supervisory sessions (how case reviews will be conducted, utilization of raw data, other modalities of supervision such as didactic instruction in topic areas, informal personal exchanges, etc.).
- The frequency and timing of supervision sessions.
- The theoretical models/ techniques that the intern is expected to learn and how specifically this learning will be demonstrated and assessed.
- The extent to which personal issues of the (student) intern or clinical supervisor are addressed, as part of supervision.

*Adapted from: The Internship, Practicum, and Field Placement Handbook by Brian N. Baird.

SECTION V: GETTING STARTED

Submit Required Practicum Application Form

Students must fill out a practicum application form as soon as they have attended a Practicum/Internship orientation. See link on Canvas P/I HUB. Form in Appendix.

Resume and Cover Letter

A student begins by determining which sites are most closely aligned with their interest. Students will follow the instructions of the clinical site in applying, which may entail providing a cover letter, resume, and any references requested. Students will be called back for interviews. Please allow clinical sites at least ten days before following. See sample resume and cover letter in Canvas P/I HUB and appendix. The suggestion is to apply to three or four sites to ensure a practicum/internship site confirmation.

Counseling Intern Interview Questions

Counseling internship sites are generally looking for a non-judgmental attitude, empathy, and strong interpersonal skills. Strong intern candidates include relevant experience, a strong desire to help others, the ability to speak other languages and passion for counseling and aspects of that specific site. See example interview questions and answers in the appendix.

New Site Application (if applicable)

If a student would like to use a site that is not in the current clinical internship site list, they must fill out the New Site Application form so that the Clinical Practicum/Internship Coordinator can approve the site/supervisor. Link provided on Canvas P/I HUB. See Appendix for form.

SECTION VII: CLINICAL SITE CONFIRMATION REQUIREMENTS/FORMS

Student checklist:

- Register for Practicum/Internship with attached Professional Seminar
- Site confirmation Form
- Time2Track Account Set up
- Proof of Membership in Counseling Association
- Proof of Student Liability

Registering for Practicum with Pro-sems:

- Each student needs to register for one semester of Practicum. The practicum must be completed prior to starting an internship.
- During each semester that you are registered for Practicum, you also need to register for a Professional Seminar (“Pro-sem”), which you will be doing in conjunction with your Practicum.
- Students should register for them as follows.

Clinical Practicum: CO 863 (3 cr.) & Practicum Pro-sem: CO 871 (3 cr.)

Students must also add the specific pro-sem section they are registering for (HA1, HA2 or HB1 or HB2). For example, CO871 HA1 would mean you are in the HA1 section.

Registering for Internship with Pro-sems:

- Each student needs to register for two semesters of Internship.
- During each semester that you are registered for Internship, you also need to register for a Pro-sem, which you will be doing in conjunction with your Internship.
- Each semester of Internship counts as 3 credits and each semester of Pro-sem counts as 1.5 credits (i.e., your entire Internship experience with Pro-Sems will count as 9 credits).
- Students should register for Internships and Pro-sems as follows:

Clinical Internship I: CO865A & Internship Pro-Sem CO873

Clinical Internship II: CO865B & Internship Pro-Sem CO873

If needed - Clinical Internship III: CO866 & Internship Pro-Sem CO873

Students must also add the specific pro-sem section they are registering for (HA1, HA2 or HB1 or HB2). For example, CO871 HA1 would mean you are in the HA1 section.

Site Confirmation Form

Once a student has accepted a clinical site, they must complete the online *Site confirmation form* and submit to the Clinical Practicum/Internship Coordinator which includes name and address of site, supervisor credentials, and supervisor email. (Link to form in Canvas P/I HUB). This allows the coordinator to update the site/supervisor in the Time2Track database and provide the information both student and supervisor will need to create an account with Time2Track.

Setting Up Time2Track Account

The Clinical Practicum/Internship Coordinator will provide the information and guidance to register for a Time2Track account. In addition, Time2Track training is provided and recorded. Students have access to the training video on Canvas P/I HUB. Once a Site Confirmation Form is submitted students receive a voucher code to create an account. The cost of the Time2Track account is covered by the institution. Clinical Supervisors will receive an invitation to create an account directly from Time2Track once the Clinical Practicum/Internship Coordinator has updated all their information.

Proof of Student Liability

Students must have proof of *individual* student liability insurance and upload Time2Track files. It is *not sufficient* for the site to have intern liability insurance students must have their own policy. See syllabi for submission deadlines.

Proof of Membership in a Counseling Association

Students must upload proof of Membership in a Counseling Association and upload to Time2Track files. See syllabi for submission deadlines.

SECTION VI REQUIRED FORMS AND EVALUATIONS

All required documentation is completed via Time2Track, with additional access available through the program's Canvas hub and manual appendix.

The student should review the *contract* with the clinical site supervisor immediately after securing a site.

Practicum/Internship Documents required each semester:

- Practicum/Internship Contract
- Supervisor Verification Form
- Formative mid-semester student self-evaluation
- Summative Supervisor evaluation of student
- Student Evaluation of site and Supervisor

It is the student's responsibility to send forms to the Clinical site Supervisor through Time2Track. The Supervisor Verification form does not require the student's signature and goes directly to the faculty supervisor. The student evaluation of site/supervisor also goes directly to the faculty supervisor. All other forms are signed by the student, clinical supervisor, Professional Seminar faculty and Clinical Practicum/Internship Coordinator.

Practicum/Internship Contract

A contract is made between the school, the supervisor, and the student, which delineates the requirements as well as the students' goals and objectives for the practicum/internship clinical experience. Students must meet with their clinical supervisor to discuss and sign the contract which is submitted through Time2Track within the first two weeks of the semester.

Supervisor Verification Form

This form verifies that the supervisor has all the credentials and supervisor training to be considered an approved supervisor. This form goes directly to the faculty supervisor. Supervisors sign this at the beginning of the semester. If a supervisor does not have supervision training, they will need to take our supervision training available online for free CEU.

Evaluations

Students are evaluated throughout their practicum/internship using both self-evaluations (formative) and supervisor evaluations (summative). Both types use the same core skill areas, so you can clearly see how you are growing over time. Students also complete evaluations of their site and supervisor experience.

Student Self-Evaluation (Formative)

When you are enrolled in Practicum or Internship, you will complete a mid-term self-evaluation to reflect on your development. This process is designed to help you recognize your strengths, identify areas for growth, and set goals for continued improvement. You will review your self-evaluation with your supervisor and discuss your progress together.

You are assessed in the following areas:

- **Counseling Skills:** Building strong relationships with clients, showing empathy, being aware of your own emotions and reactions, and using yourself effectively in sessions.
- **Conceptualization and Planning Skills:** Understanding your clients' concerns, developing appropriate goals, and choosing effective interventions.
- **Supervision and Consulting Skills:** Being open to feedback, actively participating in supervision, and applying what you learn.
- **Evaluation Skills:** Creating and reviewing counseling plans, tracking progress, and working effectively with diverse clients.
- **Diagnostic and Treatment Skills:** Understanding client concerns from multiple perspectives (social, psychological, biological, cultural) and recognizing patterns or symptoms.

- **Professionalism:** Demonstrating ethical behavior, reliability, self-awareness, professional identity, and a willingness to grow and advocate for clients.

Supervisor Evaluation (Summative)

Site supervisor will complete final supervisor evaluation at the end of each semester. These evaluations use the same skill areas as your self-assessment and focus on how you apply your knowledge and skills in practice.

Supervisors will evaluate:

- Your ability to work effectively with clients and build therapeutic relationships.
- Your case conceptualization and treatment planning skills
- Your participation in and use of supervision
- Your ability to evaluate your work and respond to client needs.
- Your understanding of diagnosis and treatment
- Your overall professionalism and readiness for continued clinical work.

Student evaluation of Site/Supervisor

Students complete the supervisor and site evaluation at the end of each semester to reflect on and provide feedback regarding their experience at the training site and with their clinical supervisor. This evaluation is designed to assess both the overall quality of the clinical training environment and the effectiveness of supervision.

Students evaluate several key areas, including the site environment and availability of meaningful learning opportunities, the quality and consistency of supervision and support, and the extent to which the site and supervisor facilitate the student's professional development.

In addition, students provide qualitative feedback by identifying strengths of the site and supervision, as well as areas for growth or improvement. The evaluation also includes an overall rating of the training site and the clinical supervisor in their role as a mentor.

Feedback from these evaluations is reviewed by supervisor faculty and clinical coordinator and used to monitor site quality, support continuous improvement, and inform decisions regarding the continuation of site partnerships.

Professional Seminar Faculty Supervisor

During weekly Professional Seminars faculty assess students' ongoing professional development. Students are expected to effectively give and receive feedback, demonstrate counseling skills (e.g., interviewing, diagnosis, and treatment planning), and apply ethical, evidence-based, and culturally responsive interventions.

Students follow syllabus requirements for all assignments and actively engage in case presentations and guided discussions. Faculty evaluate student performance, incorporating coursework, participation, and both student self-evaluations and supervisor evaluations. Final grades are based on this combined review of academic and clinical performance.

Policy for Student Retention, Remediation and Dismissal from Program

The MACO Program is charged with the task of preparing students to become professional counselors in a variety of settings and to assume leadership in the mental health field and in the church. To fulfill these responsibilities, the MACO program has the following Policy and Procedures for student retention, remediation, and dismissal from the Program. Faculty members and the program administrator review MACO students at least annually and before graduation based on

(1) academic integrity and performance, (2) ethical practice and clinical skill development needed for delivery of competent clinical services, and (3) professional dispositions, which are defined as students' commitments, characteristics, values, beliefs, and interpersonal behaviors that influence their professional growth and interactions with clients and others.

A MACO student's progress in the program may be interrupted for failure to comply with the Community Life Statement or for a violation of Academic Integrity. In addition, a MACO student's progress may be interrupted if a student's GPA falls below 3.0, if a student fails to abide

by the ACA or AACC Code of Ethics or fails to make progress in the development of clinical skills needed to provide competent professional services to a range of diverse clients, or if a student's professional dispositions interfere with education or training-related requirements. Please note as of Fall 2019 students who fail to receive a grade of B in a core required counseling class will need to re-take the class.

Program Expectations

In reviewing students, the counseling program faculty members and program administrator will consider a wide range of knowledge, attitudes, skills, and behaviors requisite to the academic and professional development of students, including (but not limited to) the following:

1. Academic integrity and performance

- a. Academic discipline: Does the student demonstrate engagement in his/her learning?
- b. Professional Knowledge: Does the student demonstrate the knowledge needed to provide competent professional services to a range of diverse clients?
- c. Academic excellence: Does the student demonstrate academic excellence, such as the integration of the best available resources, fair-mindedness toward differing views and evidence, and capacity for reflection on and critical evaluation of current trends within the discipline of counseling?
- d. Academic Integrity: Does the student demonstrate academic integrity, such as avoiding plagiarism and avoiding cheating?
- e. GPA: Does the student maintain a 3.0 GPA?

2. Ethical practice and Clinical skill development

- a. Professional Orientation: Is the student developing the roles, functions, and identity of a competent member of the counseling profession?
- b. Ethical Practice: Is the student practicing ethical decision-making skills in matters related to client welfare and interagency collaboration and consultation consistent with either the ACA or AACC Code of Ethics?

- c. Social and Cultural Diversity: Is the student providing competent, culturally relevant counseling and advocating to eliminate social injustices?
- d. Human Growth and Development: Is the student implementing developmentally relevant and strengths-based approaches in counseling?
- e. Career: Is the student equipping clients for career decision-making and life planning across the lifespan?
- f. Counseling and Helping Relationships: Is the student providing evidence-based counseling, informed by theories and best-practice models?
- g. Group Counseling and Group Work: Is the student providing evidence-based group counseling and group process, informed by theories and best-practice models?
- h. Assessment and Testing: Is the student skilled at conducting assessments of clients' cognitive, affective, behavioral, and social functioning by means of reliable and valid measures and approaches?
- i. Research and Program Evaluation: Is the student reflecting critically on research to evaluate counseling practices and programs?
- j. Integration: Is the student integrating counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith?

3. Professional Dispositions

- a. Spiritual formation and growth: Does the student demonstrate continued spiritual formation and growth?
- b. GCTS Community Life Statement: Does the student comply with the GCTS Community Life Statement?
- c. Interpersonal behaviors: Do the student's interpersonal behaviors (including but not limited to relationships with faculty, staff, peers, site supervisors, and clients) contribute to their professional growth and interactions with clients and others?
- d. Professional character: Does the student's professional character (including but not limited to self-awareness, self-regulation, maturity of judgment, and conceptual and behavioral flexibility) contribute to their professional growth and interactions with clients and others?
- e. Academic attitudes: Do the student's academic attitudes (including but not limited to teachability,

open and non-defensive stance with professor(s), staff, and others) contribute to their professional growth and interactions with clients and others?

Purpose of reviews

The annual review serves two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of their strengths and to remediate weakness in academic and professional development.
2. To provide counseling program faculty with information about the progress of students that will facilitate decisions being made that are in the best interest of students, the profession they are preparing to enter, and the publish.
3. Procedures

Informed Consent

GCTS counseling program faculty members and program administrator bear the ethical responsibility to make students aware of these expectations. Please be aware that it is your responsibility to familiarize yourself with the contents of this handbook.

Schedule of Reviews

Student review is an ongoing and continuous process. Any GCTS faculty member may raise questions about a particular student's academic or clinical performance or professional dispositions at any time, including during scheduled program staff meetings. Discussions of student performance progress will be held in "closed session" with only MACO faculty and staff in attendance and input from a faculty member and program administrator familiar with the student's academic, clinical skills or professional dispositions will be obtained. However, formal review of each student occurs annually and before the student graduates.

- The first-year review will include feedback from all faculty members and the program administrator, with particular attention to feedback from faculty who have taught the student Introduction to Counseling and Clinical Counseling Skills.

- The second- and third-year reviews will include feedback from all faculty members and the program administrator, with particular attention to feedback from faculty who have taught the student Professional Seminar(s), Professional Standards and Ethics and from the student's site supervisor. Attention will also be paid to the student's case presentation and participation in Professional Seminar and the site supervisor's evaluation.
- The last summative evaluation review may include feedback from all faculty members who have taught the student in other courses as well as professors outside of the MACO program and from the program administrator.

Outcomes

The annual or summative review results in the following possible outcomes. The student will be notified of the outcomes in writing and in a timely manner.

Status:

- Active
- Inactive
- Temporary leave

Outcome

- *Satisfactory Progress:* The faculty and program administrator deem that the student is making satisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development, and professional dispositions.
- *Performance Feedback:* The faculty and program administrator deem that the student is struggling in some areas and warrants a discussion with faculty to bring it to the attention of the student and follow up as needed. This is including but not limited to academics, ethical skills development, and disposition.
- *Remediation:* The faculty and program administrator deem that the student is making unsatisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development, and professional dispositions. At least one faculty member will meet with the student to inform the student of the problem area(s), to develop a plan for remediation, and to set up ongoing monitoring of the plan. The designated faculty member will monitor the students' completion of the plan.
- *Probation:* The faculty and program administrator deem that the student's performance is deemed illegal, unethical, substandard, and/or professionally unbecoming but remediable. At least two faculty members will meet with the student to review the identified problem area(s), to develop a plan for remediation, to review criteria for determining the outcome of the remediation plan, and to set the length of probation. The plan will be in writing and will be signed by both the student and the faculty members. Successful completion of the plan within the specified time will be required for continuation in the program. A plan may or may not require the student to

suspend coursework or clinical work for some or all the probation period. The designated faculty members will monitor the students' completion of the plan.

- *Voluntary Resignation*: The faculty and program administrator deem that the student's performance is illegal, unethical, substandard, and/or professionally unbecoming, and irremediable at this time. At least two faculty members will meet with the student to notify the student in writing of the recommendation that the student resign from the program. If a student chooses to resign, the recommendation to resign will not be placed in the student's permanent file.
- *Dismissal from the Program*: The faculty and program administrator deem that the student's performance is egregiously illegal, unethical, substandard, and/or professionally unbecoming and irremediable at this time. At least two faculty members will meet with the student to notify the student in writing about the recommendation for dismissal which will be made to the Dean.

Notifications

Every student will be informed by email regarding the outcome.

If the outcome is *Satisfactory Progress*, the student will be notified:

MACO faculty and the program administrator met on _____ to review your progress in the MACO program.

The outcome of the review is "Satisfactory progress" which means that the faculty and program administrator deem that you are making satisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development, and professional dispositions. If you have any questions, please contact the director of the program, any faculty, or the program administrator.

If the outcome is any other outcome besides *Satisfactory progress*, the student will be notified:

MACO faculty and the program administrator met on _____ to review your

progress in the MACO program.

The Director of the Program would like to meet with you to inform you of a recommendation from the faculty and the program administrator for your continued growth and development. Please contact the director to arrange an appointment for additional information.

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PRACTICUM & INTERNSHIP PROGRAM

Training for Master of Arts in Counseling Requirements:

PRACTICUM EXPERIENCE:

A distinctly defined, pre-Internship, supervised curricular experience. Time involvement for 14 weeks (semester) and must include a minimum of:

100 clock hours.

- 40 hours of direct service work with clientele
- 10 hours of individual supervision by an approved clinical supervisor.
- 16.5 hours of group supervision provided through Professional Seminar at Gordon-Conwell Theological Seminary. Professional Seminar groups consist of 6 students with a faculty. Additional group supervision may be received at the site.
- 35 non-direct hours fulfilled through training, paperwork, etc.

INTERNSHIP EXPERIENCE:

A distinctly defined, post-Practicum, supervised curricular experience. Time involvement for two semesters and must include a minimum of:

600 clock hours.

- 240 hours of direct service work with clientele.
- 30 hours of individual supervision by an approved clinical supervisor.
- 33 hours of group supervision provided through Professional Seminar at Gordon-Conwell Theological Seminary. Professional Seminar groups consist of 6 students with a faculty. Additional group supervision may be received at the site.
- Extra non-direct hours fulfilled through training, paperwork, etc.

APPROVED CLINICAL SUPERVISOR

A practitioner with *three years* of Full Time or the equivalent Part Time *post-licensure clinical* Mental Health Counseling experience, *supervisor training* and who is also:

- (a) a Massachusetts Licensed Mental Health Counselor;
- (b) a Massachusetts licensed independent clinical social worker;

- (c) a Massachusetts licensed marriage and family therapist;
- (d) a Massachusetts licensed psychologist with Health Services Provider Certification;
- (e) a Massachusetts licensed physician with a sub-specialization in psychiatry;
- (f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor(a) through (f).

ACCEPTABLE CLINICAL SITES

1. Department of Social Services / Mental Health / Public Health Facilities
2. State and private hospitals
3. Mental health clinics and programs
4. College / university mental health counseling programs
5. Private group practice

Application for Practicum

The purpose of the counseling practicum and internship is for you to become familiar with the roles, operations, and activities associated with being a professional counselor within the mental health field. Clinical experience is meant to bridge the gap between the academic theories presented in the classroom and the actual practice of counseling in the field. This is also an opportunity for you to gain insight regarding your individual strengths and challenges and to explore future professional goals and employment.

Practicum: A distinctly defined, pre-Internship, supervised curricular experience. Time involvement for a minimum period of at least ten weeks and must include a minimum of **100 clock hours**.

Internship: A distinctly defined, post-Practicum, supervised curricular experience. Time involvement for two semesters and must include a minimum of **600 clock hours**.

Students must register for both the P/I course AND the attached Professional Seminar.

CO863 Practicum AND CO871 Practicum Professional Seminar

CO865A Internship I AND CO873 Internship I Professional Seminar

CO865B Internship II AND CO873 Internship II Professional Seminar

Please refer to the P/I Manual or email Shiri Messina at smessina@gordonconwell.edu with any questions.

* Required

* This form will record your name, please fill your name.

1. Student Name

2. Email

3. **Expectations** Students applying for practicum/internship will have completed the following prerequisite courses: Introduction to Counseling, Clinical Skills, Psychopathology, Professional Standards & Ethics, and Multicultural Diversity in Counseling. The application must be submitted no later than 30 days prior to the start of the semester or registration. *

I have fulfilled all above mentioned pre-requisites

I have not fulfilled above mentioned pre-requisites

4. Which semester are you planning to start *

Spring 26

Summer 26

Fall 26

5. Please indicate your categories of interest for a P/I site. You may choose more than one option.

- Community Mental Health
- Christian Counseling
- School
- Hospital/Partial Hospitalization
- Outpatient
- In-Home

6. Population you are particularly interested in

- Adults
- Family
- Couples
- Adolescent
- Children
- I am unsure
- Other

7. Do you want to be paired with a P/I Mentor

- Yes
- No
- Maybe

8. Anything else you think I should know

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Confirmed Site Information

Fill this out when you have a confirmed site

* Required

* This form will record your name, please fill your name.

1. Student Name *

2. Email *

3. Semester start and Year *

Summer 2026

Fall 2026

4. Indicate start date *

5. Site Name *

6. Address *

7. Webpage link

8. Full Name of Supervisor *

9. Supervisor email *

10. Supervisor credentials

Note: Supervisors MUST have one of the below licenses AND three years post-licensure experience *

- LMHC/LPC
- LICSW
- LMFT
- PSYCHOLOGIST
- PSYCHIATRIST

11. Does Supervisor have training in Supervision

- Yes
- No
- Not sure

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



New Site Application

Use this form ONLY if site is not on approved site listing.

Clinical Practicum/Internship Coordinator will follow up with Site/Supervisor to verify approval

* Required

* This form will record your name, please fill your name.

1. Student Name *

2. Email *

3. Date *

4. Course registering for *

- CO863 Practicum
- CO865A Internship I
- CO865B Internship II
- CO866 Internship III

5. Semester/Year *

- Fall 2025
- Spring 2026
- Summer 2026
- Fall 2026

6. Site Name *

7. Address *

8. Phone

9. Email

10. Website

11. Type of Site *

- Community Health Agency
- Christian Counseling Agency/Private Practice
- School
- Hospital
- Outpatient
- In-Home
- Other

12. Population

13. Supervisor credentials *

- LMHC/LPC
- LMFT
- LICSW
- PSYCHOLOGIST
- PSYCHIATRIST

14. Supervisor has Supervisor Training *

- Yes
- No
- Not sure

15. Supervisor has three years experience post-license *

- Yes
- NO
- Don't know

16. FOR STAFF VERIFICATION ONLY - DO NOT ANSWER THESE QUESTIONS

17. Site Provides Clinical Mental Health Services as defined by CACREP

- Yes
- NO

18. Site Supervisor has active approved License

YES

NO

19. Site supervisor has three years experience post-license

YES

NO

20. Site Supervisor has supervisor training

YES

NO, needs follow up

21. SITE/SUPERVISOR APPROVED

YES

NO

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



Current Contract 2025

School:	School Name	Course:	Course Name
Trainee:	Trainee Name	Term:	Term Name
Supervisor:	Supervisor Name	Batch:	Batch Name
Faculty:	Faculty Member Name	Requested:	Requested Date
Training Site:	Training Site Name	Flow:	Document Flow

MASTER OF ARTS IN COUNSELING PRACTICUM/INTERNSHIP CONTRACT AGREEMENT

In consideration of the mutual benefits and responsibilities this contract is made between the Clinical site providing the clinical practical experience and the Gordon-Conwell Theological Seminary Masters of Counseling program.

Responsibilities of the Masters of Arts Counseling (MACO) Program include:

- a. Assume and maintain full responsibility for providing the educational training to prepare counseling students for participation in the clinical experience phase of their training. Ensure all students starting their clinical experience complete the pre-requisites of Introduction to Counseling, Professional standards, Multi-cultural diversity in Counseling, Psychopathology, and Clinical skills prior to starting at a site.
- b. The MACO Program requires and ensures students show proof of individual student liability insurance.
- c. Clinical Practicum/Internship Coordinator will be a liaison between the clinical supervisors at the facility for contact information and documentation requirements for clinical progress.
- d. Clinical Coordinator will provide clinical site with orientation materials including current information regarding curriculum and clinical education requirements.
- e. Clinical Coordinator maintains contact with site via email and visits sites annually either in person or virtually.
- f. Clinical Coordinator maintains and monitors student form submission and hours on tracking software, Time2Track.

The MACO student responsibilities:

1. Adherence to the policies and procedures of the clinical site.
2. Maintaining and respecting the confidentiality of all client records and Protected Health Information (PHI), in compliance with HIPAA and relevant local, state, and federal laws.
3. Reporting to the clinical site on time and following established regulations of hours.

Responsibilities of Faculty Supervisor:

1. Faculty supervisors provide weekly 1.5 hours of group supervision (professional seminars). These consist of no more than six students for education, case presentation, and professional development.
2. Faculty supervisors contact supervisors via email at the beginning of the semester and remain available for follow up consultation as needed. Faculty supervisors closely monitor formative mid-semester student evaluation and summative supervisor evaluations.
3. Faculty Supervisors will be primary contact between site supervisor and MACO program should remedial needs be necessary.

Responsibilities of Clinical Training site:

1. Agrees to provide an orientation to the clinical site, including all policies and procedures.
2. Provide training in electronic health records system with emphasis on maintaining privacy and confidentiality
3. The clinical site provides students with direct client service hours consistent with MACO program site/supervisor requirements. Direct client hours are defined as face-to-face interaction with individuals, families, groups with the intent purpose of fostering social, cognitive, behavioral, systemic and/or affective change that conforms to the Mental Health Counseling scope of practice.
4. Clinical site provides students with any relevant or specialized training necessary for competent delivery of services to clients seen at site.
5. Clinical sites provide training in emergency protocols. Students must have emergency contact at all times and be familiar with emergency procedures.

Responsibilities of Clinical Site Supervisor:

1. Complete Supervisor Verification form confirming they are licensed, have three years experience post-license, and have training in supervision including virtual/online supervision, if applicable.
2. The clinical supervisor agrees to provide students with one hour of weekly individual supervision and provide feedback on student performance.
3. The clinical supervisor approves all hours and completes a Summative evaluation of student at the end of every semester.

PRACTICUM EXPERIENCE REQUIREMENTS

Time involvement for 10 week semester unit must include a minimum of:

• 100 clock hours

- 40 hours of direct service work with clientele

...

- 10 hours of individual supervision by an approved supervisor.

...

- 16.5 hours of group supervision provided thru: Professional Seminar at Gordon-Conwell Theological Seminary (Additional group supervision may be received at the site with supervisor)

...

- 35 non-direct hours fulfilled through training, paperwork, etc.

INTERNSHIP EXPERIENCE

Time involvement per 2 consecutive 15 week semesters must include a minimum of

- **600 clock hours.**

- 240 hours of direct service work with clientele.

...

- 30 hours of individual supervision by an approved supervisor.

...

- 33 hours of group supervision provided thru: Professional Seminar at Gordon-Conwell Theological Seminary (additional group supervision may be acquired at site with supervisor).

...

- 1 hour a week of individual supervision required

...

- Extra non-direct hours fulfilled through training, paperwork, etc.

TIME INVOLVEMENT:

Time commitment determined by site requirements making sure that students meet their hour requirements. Vacations and time-off will be arranged according to institutional policies and supervisor's approval.

It is the mutual understanding of the parties entering into this agreement that, in terms of time involvement, the above-described experience is expected to be distributed as follows:

GOALS FOR THE TRAINING EXPERIENCE:

(As determined by both the student and supervisor)

1.

2.

3.

4.

MEANS TO ACCOMPLISH THE ABOVE:

1.

2.

3.

4.

FEEDBACK AND ASSESSMENT:

Both the clinical site involved and the student will have means of assessing progress, and communicate in meaningful fashion as to provide corrective, encouraging, and relevant feedback.

...

Evaluations are to be shared between site supervisor, student, and faculty supervisors. Supervisors provide a summative student evaluation due at the end of each semester that includes the following:

1. Counseling Skills:

Ability to develop and maintain therapeutic alliance. Interest in, and openness to, clinical phenomena, psychological mindfulness, flexibility in using self as a therapeutic agent, awareness and control of own emotions and biases, countertransference, and positive regard for people.

2. Conceptualization and Planning Skills:

Ability to generate appropriate counseling goals and interventions based on comprehensive case conceptualization. Evaluation interviews, assessment, testing, written and verbal presentations, adequacy of dynamic/cognitive/ behavioral formulations, consultation and therapy techniques.

3. Supervision Consulting Skills:

Basic attitude toward being trained, the quality of the relationship between supervisor/supervisee, and response to new information as well as suggestions and criticism.

4. Evaluation Skills:

Ability to develop, implement and evaluate individual/group counseling plans. Ability to apply evaluation skills with a culturally diverse clientele.

5. Diagnostic and Treatment Skills:

Ability to conceptualize client issues related to social, biological, psychological and/or spiritual contributions. Ability to recognize and identify symptomology, etiology, and psychodynamics of mental and emotional disorders. Ability to recognize factors related to diversity.

6. Professionalism

Professional identity, self-awareness, legal and ethical standards of practice, professional development, and advocacy. Basic work habits, reliability, personal discipline, general style of relating, willingness to participate in the goals of the clinical unit. Current overall level of professional readiness, and specific areas needing development, which are realistic goals for the practicum/internship experience.

...

Students evaluations include completing a Formative Mid-semester self-evaluation due mid-semester and a site/supervisor evaluation due at the end of each semester.

1. Mid-Semester Formative Self-evaluation:

Students complete a Mid-Semester Formative self-evaluation based on counseling skills, conceptualization, planning skills, supervision consulting skills, evaluation skills, diagnostic and treatment skills, and professionalism. This is reviewed during individual supervision by site supervisor and signed by student, site supervisor and faculty supervisor.

2. Response to experience of supervision/site:

Students complete site/supervisor evaluation at the end of every semester. Site evaluation provides feedback on site environment, safety protocols, opportunity for professional development and learning experience. Site supervisor evaluation provides feedback on availability, professional development, constructive feedback and accessible support. This evaluation is reviewed by faculty supervisor and clinical coordinator.

Updated supervisor Verification Form

School:	School Name	Course:	Course Name
Trainee:	Trainee Name	Term:	Term Name
Supervisor:	Supervisor Name	Batch:	Batch Name
Faculty:	Faculty Member Name	Requested:	Requested Date
Training Site:	Training Site Name	Flow:	Document Flow

Definition of Approved Supervisor

SUPERVISION TRAINING: The GCTS Masters in Counseling program requires that all supervisors have supervisor training including digital delivery of supervision. If they do not GCTS provides the opportunity to receive a free CEU by taking part in our Online Supervision Training. Please mark your answer on the checklist below and let the Clinical Practicum/Internship Coordinator know, so that we can provide you with the link to the training if needed.

...

A practitioner with three years of Full Time or the equivalent Part Time post licensure clinical Mental Health Counseling experience who is also:

...

(a) a Massachusetts Licensed Mental Health Counselor;

...

(b) a Massachusetts licensed independent clinical social worker;

...

(c) a Massachusetts licensed marriage and family therapist;

...

(d) a Massachusetts licensed psychologist with Health Services Provider Certification;

...

(e) a Massachusetts licensed physician with a sub specialization in psychiatry;

...

(f) a Massachusetts licensed nurse practitioner with a sub specialization in psychiatry; or

...

(g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor(a) through (f).

Definition of Mental Health Counseling

“The rendering of professional services to individuals, families or groups for compensation, monetary or otherwise. These professional services include: applying the principles, methods, and theories of counseling, human development, learning theory, group and family dynamics, the etiology of mental illness and dysfunctional behavior and psychotherapeutic techniques to define goals and develop a treatment plan of action aimed toward the prevention, treatment and resolution of mental and emotional dysfunction and intra or interpersonal disorders to all persons irrespective of diagnosis. The practice of Mental Health Counseling includes, but is not limited to, assessment, diagnosis and treatment, counseling and psychotherapy, of a nonmedical nature of mental and emotional disorders, psychoeducational techniques aimed at prevention of such disorders, and consultation to individuals, couples, families, groups, organizations and communities.”

I have read the criteria for Approved Supervisor (262CMR), and I certify that these criteria are met by me in the following way(s):

Please Note: All definitions can be found at: <http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-200.html>

1. I meet qualifications for 262 CMR 2.02: Approved Supervisor (a), (b), (c), (d), (e), (f), or (g) as detailed above, AND;

2. I have three years of Full Time or the equivalent Part Time post licensure clinical Mental Health Counseling experience.

I have the required supervision training that includes digital supervision.

If yes please provide name or place of training

If you do not meet these qualifications, please indicate so below and contact the Clinical Practicum/Internship Coordinator at smessina@gordonconwell.edu

The Clinical Supervisor agrees to provide the student with at least one hour of uninterrupted weekly supervision and provide feedback on the students performance.

Note: Virtual supervision must be conducted in a synchronous, face-to-face live time. Supervisors who utilize virtual supervision must have documented training in technology based supervision and their chosen delivery.

Please indicate below all formats that apply to your form of supervision

In Person Only

Technology -based only

In-Person & Technology Based

Please indicate the online platform(s) you will use if providing technology based supervision (e.g. Zoom, Doxy, Simple Practice, etc.) Please verify that the online platform(s) used for supervision are end-to-end encrypted and meet all legal and ethical requirements including local state, federal and HIPAA regulations.

...

We greatly appreciate our supervisors. Supervisors receive FREE licensure CEU's for clinical training events held at the school . When events are scheduled all supervisors will be notified. We hope you can join us!

Title of Supervisor

Licensure Type

License Number

Supervisor Signature

...

Faculty Signature

...

Program Administrator/Field Placement Coordinator

Student Mid- Semester Self Evaluation

School:	School Name	Course:	Course Name
Trainee:	Trainee Name	Term:	Term Name
Supervisor:	Supervisor Name	Batch:	Batch Name
Faculty:	Faculty Member Name	Requested:	Requested Date
Training Site:	Training Site Name	Flow:	Document Flow

Practicum/ Internship STUDENT Mid Semester SELF-EVALUATION Form

...

Directions: Using the information found on accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum/internship. Receiving five (5) or more "Unsatisfactory" ratings and/or five (5) or more "Not Observed" rating will result in the development of a Remediation Plan for/with the student.

Rating Scale

U = Unsatisfactory

Needs improvement. Student's functioning is unacceptable

D = Developing

Acceptable. Student functioning at an adequate level typical of most students in training

T = Target

Good. Student functions in a competent manner

S = Superior

Superior. Student demonstrates outstanding skill and functions independently with minimal supervision.

N/O

Not Observed

Part One: Counseling Skills:

Objectives

a. Demonstrates ability to communicate to the client the nature and limits of the counseling relationship.

b. Demonstrates ability to interview clients using verbal and non-verbal inquiry

c. Demonstrates ability to develop and maintain a productive counselor/client relationship

d. Uses basic counseling skills to respond to client needs.

e. Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process (e.g. Countertransference)

f. Demonstrates ability to recognize and respond appropriately to crisis

g. Demonstrates ability to use and/or create interventions, consistent with the counselor's guiding theory and/or consistent with the client's needs.

h. Communicates in a style compatible with the communication style and developmental level of the client

i. Demonstrates use of advanced accurate empathy

j. Demonstrates use of self-disclosure

k. Demonstrates ability to use confrontation.

l. Demonstrates ability to use immediacy

m. Demonstrates ability to identify small increments of change

n. Demonstrates ability to deal with the issues related to termination (e.g., referrals, timing, resistances).

o. Demonstrates ability to apply the counseling skills referenced above to culturally diverse client populations.

Part Two: Conceptualization and Planning Skills:

Objectives

a. Systematically conceptualize human behavior and the process of change using counseling theory.

b. Demonstrates ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.

c. Consider social and political context when evaluating, conceptualizing, and planning interventions.

d. The student uses empirically supported counseling practices and or interventions.

The student uses empirically supported counseling practices and or interventions.
Demonstrates ability to present a case using principles and methods of case conceptualization

Part Three: Supervision Consulting Skills

a. Demonstrates ability to identify the expectations of the client and supervisor.

b. Demonstrates ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.

c. Demonstrates ability to provide facilitative feedback to others.

d. Seek case consultation from supervisors when needed.

Part Four: Evaluation Skills

Objectives

a. Demonstrates ability to develop, implement, and evaluate individual and group treatment/ counseling plans.

b. Demonstrates ability to apply the evaluation skills referenced above to culturally diverse client populations.

Part Five: Diagnostic and Treatment Skills

Objectives

a. Demonstrates ability to conceptualize client issues related to social, biological, psychological, and/or spiritual contributions.

b. Demonstrates ability to properly and competently administer a Mental Status Exam.

c. Demonstrates ability to recognize and identify symptomology, etiology, and psychodynamics of mental and emotional disorders.

d. Demonstrates ability to recognize how factors related to diversity (e.g., gender, age, religion, ethnicity, race, ability level, etc.) that influence the presenting problems and corresponding pathologies.

e. Demonstrates ability to create/devise outcome-oriented goals and strategies that actively address identified pathologies.

f. Demonstrates ability to provide relevant feedback to clients connecting the identified pathologies and the therapies utilized to address concerns

Part Six: Professionalism

a. Professional Identity:

Knowledge of and identification with the role and function of a professional counselor/therapist.

b. Self-Awareness:

Demonstration of self-awareness as a professional counselor.

c. Legal and Ethical Standards of Practice:

Possess a thorough knowledge of ethical and legal standard of professional organizations and credentialing bodies.

d. Professional development:

Promote individual professional development both in and outside of the practicum/internship experience.

e. Advocacy:

Demonstrates ability to place clients' welfare and well-being as priority

Additional Comments:

Signatures

Signatures below indicate discussion, not necessarily agreement.

Student Signature

...

Supervisor Signature

...

Professional Seminar Faculty Signature

Signatures

Having understood the above terms, all parties involved provide their signatures as a testimony of good faith and hope to contribute to the meaningful training experience:

Trainee / Intern Signature:

...

Supervisor Signature:

...

Professional Seminar Faculty Signature:

Supervisor Evaluation

School:	School Name	Course:	Course Name
Trainee:	Trainee Name	Term:	Term Name
Supervisor:	Supervisor Name	Batch:	Batch Name
Faculty:	Faculty Member Name	Requested:	Requested Date
Training Site:	Training Site Name	Flow:	Document Flow

Practicum/ Internship Supervisor Evaluation Form

...

Directions: Using the information found on accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum/internship. Receiving five (5) or more “Unsatisfactory” ratings and/or five (5) or more “Not Observed” rating will result in the development of a Remediation Plan for/with the student.

Rating Scale

U = Unsatisfactory

Needs improvement. Student’s functioning is unacceptable

D = Developing

Acceptable. Student functioning at an adequate level typical of most students in training

T = Target

Good. Student functions in a competent manner

S = Superior

Superior. Student demonstrates outstanding skill and functions independently with minimal supervision.

N/O

Not Observed

Part One: Counseling Skills:

Objectives

a. Demonstrates ability to communicate to the client the nature and limits of the counseling relationship.

b. Demonstrates ability to interview clients using verbal and non-verbal inquiry

c. Demonstrates ability to develop and maintain a productive counselor/client relationship

d. Uses basic counseling skills to respond to client needs.

e. Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process (e.g. Countertransference)

f. Demonstrates ability to recognize and respond appropriately to crisis

g. Demonstrates ability to use and/or create interventions, consistent with the counselor's guiding theory and/or consistent with the client's needs.

h. Communicates in a style compatible with the communication style and developmental level of the client

i. Demonstrates use of advanced accurate empathy

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k. Demonstrates ability to use confrontation.

l. Demonstrates ability to use immediacy

m. Demonstrates ability to identify small increments of change

n. Demonstrates ability to deal with the issues related to termination (e.g., referrals, timing, resistances).

o. Demonstrates ability to apply the counseling skills referenced above to culturally diverse client populations.

Part Two: Conceptualization and Planning Skills:

Objectives

a. Systematically conceptualize human behavior and the process of change using counseling theory.

b. Demonstrates ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.

c. Consider social and political context when evaluating, conceptualizing, and planning interventions.

d. The student uses empirically supported counseling practices and or interventions.

The student uses empirically supported counseling practices and or interventions.
Demonstrates ability to present a case using principles and methods of case conceptualization

Part Three: Supervision Consulting Skills

a. Demonstrates ability to identify the expectations of the client and supervisor.

b. Demonstrates ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.

c. Demonstrates ability to provide facilitative feedback to others.

d. Seek case consultation from supervisors when needed.

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Onjectives

a. Demonstrates ability to develop, implement, and evaluate individual and group treatment/
counseling plans.

b. Demonstrates ability to apply the evaluation skills referenced above to culturally diverse client
populations.

Part Five: Diagnostic and Treatment Skills

Objectives

a. Demonstrates ability to conceptualize client issues related to social, biological, psychological, and/or spiritual contributions.

b. Demonstrates ability to properly and competently administer a Mental Status Exam.

c. Demonstrates ability to recognize and identify symptomology, etiology, and psychodynamics of mental and emotional disorders.

d. Demonstrates ability to recognize how factors related to diversity (e.g., gender, age, religion, ethnicity, race, ability level, etc.) that influence the presenting problems and corresponding pathologies.

e. Demonstrates ability to create/devise outcome-oriented goals and strategies that actively address identified pathologies.

f. Demonstrates ability to provide relevant feedback to clients connecting the identified pathologies and the therapies utilized to address concerns

Part Six: Professionalism

a. Professional Identity:

Knowledge of and identification with the role and function of a professional counselor/therapist.

b. Self-Awareness:

Demonstration of self-awareness as a professional counselor.

c. Legal and Ethical Standards of Practice:

Possess a thorough knowledge of ethical and legal standard of professional organizations and credentialing bodies.

d. Professional development:

Promote individual professional development both in and outside of the practicum/internship experience.

e. Advocacy:

Demonstrates ability to place clients' welfare and well-being as priority

Additional Comments:

Signatures

Signatures below indicate discussion, not necessarily agreement.

Supervisor Signature

...

Student Signature:

...

Professional Seminar Faculty Signature

student Evaluation of site/supervisor

School:	School Name	Course:	Course Name
Trainee:	Trainee Name	Term:	Term Name
Supervisor:	Supervisor Name	Batch:	Batch Name
Faculty:	Faculty Member Name	Requested:	Requested Date
Training Site:	Training Site Name	Flow:	Document Flow

EVALUATION OF SUPERVISOR – BY STUDENT

DIRECTIONS: Please evaluate your practicum/internship supervisor.

On a rating of 1-6:

POOR 1-2

GOOD 3-4

EXCELLENT 5-6

1. Available on a regular basis and in emergencies

2. Encourages use of new and different techniques

3. Suggests idea for developing professional skills and offers resource information

4. Discusses theoretical approaches to case formulation

5. Encourages/listens to my ideas for skill development and respectful to my multicultural differences (e.g., nationality, race, attitudes, values, faith, etc.)

6. Assists in defining and achieving concrete goals in my clinical experiences and encourages me to evaluate my own work.

7. Clearly explain criteria for evaluating my work

8. Fairly applied criteria for evaluating my work

9. Helps me make sound ethical decisions

COMMENTS: (including suggestions for improvement of your experience)

SITE EVALUATION – BY STUDENT

DIRECTIONS: Please evaluate your practicum/internship site and your clinical experience

1. Amount of on-site supervision

2. Quality and usefulness of on-site supervision

3. Relevance of experience to professional goals

4. Orientation to site goals, policies and procedures, other relevant information

5. Adequacy of site facilities (space, supplies, etc.)

6. exposure to ethnic, lifestyle, demographic diversity

7. Support and encouragement

Your experience of the following:

a. Intake interviewing

b. Report writing

c. Individual counseling

d. Group counseling

e. Couple/family counseling

f. Psychoeducational/guidance activities

g. Career counseling

h. Consultation

i. Staff meetings/conferences

9. OVERALL ASSESSMENT OF THE SITE

COMMENTS: (including suggestions for improvement of your experience)

Student Signature

Application for co-leading a psycho-educational group

Your name:

Your student co-leader:

_____ Check here if you are open to the Counseling Office matching you with another student Your faculty supervisor:

Expected Group format

- At a minimum, the group should run 5 weeks (1 hour each week).
- At the beginning of the first group meeting and subsequent meetings, you will discuss the importance of confidentiality.
- A psychoeducational group educates group members about skill(s). It focuses on developing understanding and changing behaviors. It is structured with specific content.
- The leader of a psychoeducational group is focused on leading discussions and practice. The co-leader is focused on the welfare of the group members.
- An open group allows members to join throughout the group. A closed group does not allow new group members after the first meeting.

What kind of group do you anticipate leading?

Closed

Open

What psycho-educational group are you interested in leading? (Check only one.)

Managing academic anxiety

Managing depression

Living and studying in the U.S.

Coping with stress

Setting boundaries to maximize good relationships

Conflict management

- Building self-esteem for academic achievement
- Grieving loss
- Being the first graduate student in your family
- Other _____

Turn this form into the Counseling Office with a DRAFT flyer. (A template for the flyer is below.) Deadline for Fall semester group: September 1

Deadline for Spring semester group: December 1 Deadline for Summer semester group: April 15

Student signature and date: _____

Faculty signature and date: _____

Are you an international student new to the United States and Gordon- Conwell Theological seminary?

Come and join a group that discusses
topics relevant to your transition and
adjustment

1. Time difference
2. Hierarchy issues
3. Individuality vs. community
4. What is friendship to an American and
other cultures?
5. Achievements

Group will be led by [REDACTED] MACO
final year student

When: Nov 9 - Dec 7 (On Saturdays) @7pm

Where: Retreat House living room

Contact Info:

Phone: [REDACTED]

Email: [REDACTED]

SEMMY NARIAN

777 Marsh Drive – Essex, MA 99999 (978)646-0000 ·

snarian@gordonconwell.edu

Whoville Adult Day Treatment Center Services 1 Main Street

Whoville, MA 00000

November 1, 2023

Dear (Named person or Whoville Adult Day Treatment Center),

As an M.A. in Counseling student at Gordon-Conwell Theological Seminary, our Counseling Department recently informed me of an opening for an intern with your agency. I was very excited to learn about it as I recently read about your innovative programs for adults in the Boston area featured in the online *Journal of Dual-Diagnoses*. It is clear to me that you wish to make a genuine difference in people's lives through your agency's services!

You will see in my attached resume that I have had a variety of experiences working with children and youth, in both professional and volunteer capacities. I have greatly enjoyed my work with young people and am particularly eager at this time to expand my clinical knowledge and skills with adults, many of whom are parents, as they manage their disorders and seek to parent in the midst of recovery. While I am a strongly empathetic person, I am also very grounded and able to be objective in working with clients. I have a strong work ethic and a sincere interest in working with your agency, in particular.

I am excited about the prospect of serving with you at Whoville Adult Day Treatment and am eager to meet you and to discuss the possibilities of working together to realize the goals you have for the important people whom you serve. My contact information is above, and I hope to hear from you soon.

Sincerely,

SemmyNarian

SEMMY NARIAN

777 Saltmarsh Drive - Essex, MA 00000 (S78) 000-0000 -

snarian@gordonconwell.edu

OBJECTIVE

To provide superior mental health care to consumers as part of a well-respected professional team expressing genuine empathy, respect, and fostering of consumer dignity.

Internship Learning Goals:

- Building proficiency in interacting with C clients in a milieu setting.
- Experience in one-on-one counseling of in crisis addicts with major mental illnesses,
- Mastering assessment and intakes.
- Proficiency in statistics and software.

Strengths s Skills:

- Understand basic counseling theories techniques.
- Calm, compassionate and effective situations.
- Experience in group counseling.

EDUCATION

MA in Counseling (2022-present) Gordon-Conwell Theological Seminary, South Hamilton, MA

- *Mental Health Counselor & Marriage & Family Therapy Tracks*. Expected graduation May 2026

Sample of Courses completed:

Introduction to Counseling (research paper on PTSD)

Clinical Skills

Psychopathology (research paper on Paranoid Schizophrenia)

Multi-Cultural Diversity in Counseling (cultural immersion: Armenians)

Professional Standards (ethical dilemma paper on dual relationships)

BA in Art History, Psychology Minor - Undergrad University, Underhill, VT 2019

EXPERIENCE

Children's Program Teacher s Coach - Alliance Christian School, Underhill, VT 2021-2022

- Researched, selected, and taught age-relevant religious curriculum every week to 2nd and 3rd graders focusing on character and faith development.
- Served as counselor and coach for summer elementary summer camp, leading small groups, counseling individuals, and coaching soccer team(s).
- Worked supportively and collaboratively with Education and Camp Directors as part of a 6- person team.

OTHER - Enjoy working with children and young adults. Member of Armenian Cultural Society; strong conversational proficiency in the Armenian language.

REFERENCES AVAILABLE UPON REQUEST

Site Definitions

Community Behavioral Health Centers (CBHCs) are one-stop shops for a wide range of mental health and substance use services and treatment. The statewide network of CBHCs includes centers across Massachusetts that offer immediate, confidential care for mental health and substance use needs.

Group private counseling practice is a team of therapists who work together to treat clients, often specializing in various mental health conditions: Group practices offer a range of services for clients, including treatment for anxiety, depression, ADHD, bipolar disorder, and more. May or may not take insurance.

Partial hospitalization (PHP) is a short-term, outpatient program that offers psychiatric services as an alternative to inpatient care. It is more intensive than therapy in a doctor's office, and it is designed for people who need a higher level of care than traditional outpatient services. Patients receive treatment during the day, such as group and individual therapy, and return home at night.

Emergency Services Program (ESP) Provides 24/7 crisis assessment, intervention, and stabilization services for people of all ages. ESPs are available to anyone, regardless of insurance status.

Mobile Crisis Intervention (MCI) Provides 24/7 crisis assessment and intervention for youth experiencing mental health or substance use crisis.

School-based mental health services can help students access the services needed during the school day. For students with more serious mental health needs, school-linked mental health services can connect them and their families to more intensive community resources.

CBHI, or the Children's Behavioral Health Initiative, is a program in Massachusetts that provides behavioral health services to children, youth, and their families. CBHI's goal is to

improve access to mental health services for children in Massachusetts by integrating services into the community. Helping MassHealth children with behavioral, emotional, and mental health needs and their families with integrated behavioral health services and a comprehensive, community-based system of care.

"In-home counseling services" in Massachusetts refers to a type of mental health therapy where a licensed clinician provides treatment to a child or youth, along with their family, directly in their home or community setting, focusing on addressing behavioral, emotional, or social challenges by strengthening family dynamics and utilizing a team approach to support the entire family unit; this service is often provided through the **"In-Home Therapy (IHT)"** program under MassHealth, allowing for flexible scheduling and intensive interventions tailored to each family's specific needs. Unlike traditional therapy, in-home counseling actively *engages the whole family* in the treatment process to address issues impacting the child's behavior within the home environment.

Therapy sessions primarily happen in the child's home, allowing the clinician to observe and address challenges in the natural setting. A team of professionals, including a therapist and a therapeutic support worker, may collaborate to provide comprehensive support and interventions.

CANS Training and Certification

MassHealth Children's Behavioral Health Initiative (CBHI), Child and Adolescent Needs and Strengths (CANS)

CANS training is for clinicians in certain levels of care who will be providing behavioral health assessments to MassHealth children and youth under the age of 21. These clinicians are required to complete this training and certification in order to provide behavioral health assessments to MassHealth children and youth under the age.

of 21 if they are enrolled as a MassHealth provider or as network providers in one of MassHealth's contracted managed care entities.

Internship interview questions

According to training directors and other experts, here are the top five questions to be ready for:

1. Why do you want this internship?

"If your response to this question is, 'Because I want to work with a diverse group of clients' or 'Because this is the best training facility in the country,' you might as well just get up and leave," says John T. Carlsen, PsyD, the director of the Professional Development Institute in Chicago. Instead, be specific. If you are interested in diversity, name the types of clients the clinic attracts and why you want experience work with them. If you want to learn about particular interventions or approaches the site is known for, name them — that shows you have done your homework, he says.

This question enables you to demonstrate your match with an internship site, says David Jacobs, PhD, who conducted internship interviews at a training site in Southern California. He recommends that you make two lists: One should include facts about the site — who it treats and how — and the other should include your own training experience and future goals.

Compare the two lists to find connections, Jacobs says, and then practice articulating those connections in a way that emphasizes your experience and what you hope to learn in the future. You might, for example, say, "I use applied behavior analysis to foster social skills in children with autism, but you use a modified version of the therapy with a higher success rate. I'd like to learn more about your techniques."

"A specific connection like this blows interviewers away," says Carlsen.

2. Tell us about a good and bad experience with another person

The answer to this seemingly innocuous question can be critical to a successful interview, and people often botch it, says Nissley. "Many students shy away from sharing their weaknesses or an intervention that didn't go well because they know they're competing with a group of equally talented and skilled students," he says.

That is a mistake because training directors do not expect you to be perfect. Rather, they want you to demonstrate a penchant for self-reflection and a willingness to learn and grow, says Nissley.

When an interview board asks you about a less-than-ideal client interaction, dive in, Williams-Nickelson suggests. Be specific, saying where you went wrong, how you consulted a supervisor for advice and what you learned from the mistake. For the positive example, also be specific, demonstrating growth and self-reflection, she adds.

3. **What is your professional philosophy?**

Interviewers ask this question to get a glimpse into your character and background, says Williams-Nickelson. Discuss your history and pick out an event or two that motivated you to pursue counseling, she says. Start with a succinct statement such as,

and tap their own resources," says Williams-Nickelson. Then go into detail on how you came to believe this. As with all these questions, however, do not go off on a tangent or over-share, she adds. This question also presents a good opportunity to share any professional work you might do on your own time, says Jacobs.

4. **Where do you see yourself in five years?**

Demonstrate that you have a big-picture plan for your career, says Williams-Nickelson, but also tell the interviewer what you will do immediately following the internship. Do you plan to work in a rural practice or join the National Service Corps to pay down student-loan debt? Do you hope to open your own practice? Let your interviewers know your long-term aims, says Carlsen, and explain how their site can help you realize these goals.

This question also gives you another opportunity to elaborate on what you hope to learn from the internship and demonstrate the fit between what you need and what they have to offer, Williams-Nickelson says.

5. **Do you have any questions for us?**

"No" is the wrong answer, says Jacobs. Especially in today's competitive climate, internship interviews go both ways: While the panel is deciding whether you are a good fit for them, you should be working out whether their site is a good fit for you. So, ask about the site's day-to-day operations or inquire about possible opportunities to work with clients outside your primary area of interest. For example, if you will be working at a center that treats a wide variety of clients and you specifically want to work with children who have developmental disabilities, ask how many hours a week you may get to see them, says Jacobs.

You may also want to ask, "Which people will I specifically be training with?" says Carlsen. Or, "What is this site's training philosophy?" In addition to helping you decide whether the site will be No. 1 on your list, such questions allow you to demonstrate a strong work ethic and a desire to expand your knowledge, he says.

"Good questions about a site and the opportunities it can provide let a training director know that you're the type of person who will challenge their own assumptions and keep them on their toes," says Williams-Nickelson. "And that's the type of person who people want to work with."

Counseling Intern Interview

Counseling internship sites are generally looking for a non-judgmental attitude, empathy, and strong interpersonal skills. Strong intern candidates include relevant experience, a strong desire to help others, the ability to speak other languages and passion for counseling and aspects of that specific site.

Example Interview Questions and Answers

Q: What is leading you to pursue a career in counseling?

A: It is important to get a good idea about a potential student's motivation for an internship. This is especially true for counseling situations in which a counselor has to have the patience and perseverance to work with difficult clients. A prospective intern should demonstrate a strong desire to help others better themselves using motivation and personal experience.

- A strong desire to help others
- The motivation to follow a challenging career path
- An understanding of what counselling entails

Example:

“After seeing some of my friends struggle with depression, I knew I wanted to help others have access to the counseling they need.”

Q: What qualities do you possess that, in your belief, would make you a good Counselor?

Strengths?

A: Many characteristics make a good counselor, and it is important for an intern to be aware of those so that you can strive to implement them in themselves. This question evaluates an applicant's maturity and ability to self-reflect as well as give insight into their personality. Apart from being a good listener, candidates should mention patience, empathy, or emotional intelligence as character traits they possess. Possible answers

- Honesty
- Self-reflection and introspection
- Non-judgmental attitude and empathy
- Teachability

Example:

“I have excellent written and verbal communication skills. My multicultural competency and ability to see different perspectives enable me to meet people where they are. I have always been there to support those around me in their time of need and consider myself to be a very caring individual.”

Q: Tell us about how you approach counseling treatment and how you individualize treatment for a client.

A: If a site wants an intern to provide customized treatment and not follow a cookie-cutter method, flexibility is paramount. Know what they use as a modality if relevant. This way they can be sure your clients are able to benefit from a comprehensive approach to treatment that suits their needs and temperament. A perspective intern shows that by talking about their love for the counseling field and give a spontaneous answer instead of a rigid and strict answer to treatment in general. See following

- Genuine interest in the unique attributes of people
- Desire to continuously educate themselves.
- Willingness to consult with other counselors when necessary.

Example:

“One of the things I love about counseling is that each client brings a unique situation. I consider the ability to adapt and change to each client a healthy challenge for me, and I have looked forward to it.”

Q: What would you do if you were unable to provide the level of counseling a client needs?

A: If a counselor encounters a client who they cannot personally help, it is crucial that they do not make the client feel as if they're problems are unsolvable. Instead, they must seek the advice of their supervisor and possess the necessary skills to help them and refer them to a specialist who has more experience with their particular situation. Prospective interns should express how they'll always work with their peers to help a client succeed.

- An approach that puts the client's needs first
- An inclination to work with specialists
- A willingness to make the failure about the counselor's skill set, not the client

Example:

“I would speak to my supervisor and if necessary, explain to the client that there are other counselors who may be able to help them better than I could and assist them with the referral

process.”

Q: How do you separate studies, internship, and personal time to maintain your mental health?

A: Interns will potentially work with a range of clients, including clients with mental illnesses and people recovering from traumatic experiences or life changes. Because of the nature of the internship, students need to have coping strategies or habits that help them maintain their mental health. This question allows interviewers to gauge a candidate's ability to separate work from personal life so they can continue to influence positive change in the lives of others. The candidate's answer should emphasize:

- Compassion for others
- Acknowledgement of how the job can impact mental health
- Example of work-life balance

Example:

"There was a situation when I was working with as a youth leader where a member was going through a traumatic loss. It was challenging not to think about them throughout the day or during personal time. I had to remind myself that they had a support system in the form of extended family members, and I was fulfilling my role as a spiritual mentor to help them understand and cope with their loss. I've found that activities like running, gardening or cooking with family helps to restore my positive mindset and reminds me of all the beautiful parts of life."

"I believe that every person carries within them the ability to thrive and grow, and it's my job to help them learn.”

Consent to record counseling session

I, _____ hereby consent to have my counselor-in- training, audio or video record (circle the type of recording) the counseling session today. This recording will be used to help the counselor-in-training to gain further understanding of the counseling process. I have discussed the recording procedure with the counselor-in-training.

I understand that refusal of recording and signing this form will NOT affect my eligibility for receiving services.

Client _____ Date _____

Counselor-in-training _____ Date _____

Outline for a Case Presentation

Introduction: The following is an example of a summary statement of a case presentation. The categories outlined below attempt to follow a sequential logic and represent the abstractions of data gathered in the conduction of the first interview(s) with a patient/client. The narrative that results from such sequential categorization may aid the student to render in succinct fashion the relevant information needed to present a clinical case of didactical, supervisory or group-interactive purposes.

Referral:

Introductory: State who the referral source is (agency, pastor, friend, self, etc.). State briefly who the person is, in terms of demographics and core identities (e.g., gender, age, race / ethnicity, etc.) and where the person resides (permanently, temporarily, etc.). For purposes of confidentiality, block the name of the patient/client, or give the person a fictitious name.

Referral question: If applicable, state a referral question, posed by the referring agency/person (i.e., a school would ask questions about ADHD, etc.)

Chief Complaint:

You may state the chief complaint or main problem in the words of the person him/herself (you may quote such: “I feel depressed and have no one to turn to...” or “My relationship with my family has become an impossible situation...I feel totally overwhelmed,” etc). Also restate the chief complaint in your terms, drawing from your understanding of the main problem or the reason for which the person comes for help: Anxiety, depression, feelings of dejection; low self-esteem; eating disorder, etc.

History of Chief Complaint:

Provide a succinct account of how the problem developed as of late. Describe all the symptoms that accompany the chief complaint, and give a brief history of the initial manifestations, the aggravation of such, the ramifications, and how these impinge on the life of the person. Why now? What has happened in the immediate past that triggered or exacerbated the problem, to the point of asking for help? Give enough details as to depict the background for the problem/chief complaint and the symptoms accompanying such.

Background and History:

Provide a series of statements dealing with the person's background/history, as to set the context for the case presentation and understanding of the milieu, the ambiance, the environmental contingencies that aggravate, exacerbate, or explain the complaints. You may have a sequence such as:

Family History: Relevant data as to parents, status, siblings, position in the family; description of the system's boundaries, styles of interaction, level of cohesion, demonstration of affect, utilization of discipline, patterns of dysfunctional nature, etc.

Personal History: Provide any data that helps to know the person in better fashion, gathered from the person's expressions, wants, values, feelings, associated to the past, to experiences of important nature; key landmarks, happenings, crises, etc.

Developmental: Provide any relevant data associated with the person's physical development; note any difficulties in infancy, early childhood, adolescence, or youth.

Social: Provide a brief account of the person's relationships in early life; a dating history; if such applies; and any meaningful aspects of interactions in the lifespan of the person so far. Note any problems with shyness, social phobia, any problems in assertiveness, etc.

Educational, career: Provide data as to elementary and secondary education; college and beyond; special training in special areas; etc. Note any difficulties with ADD, aphasia, etc.

Medical: Relevant data as to medical conditions that may or may not affect mental status, feelings, disorders; aspects of medical nature that have troubled the person through the lifespan; factors that may affect self-image, esteem, efficacy.

Psychiatric: Note any previous difficulties, hospitalizations, diagnoses given; engagement in counseling, therapy, etc. that would further elucidate the person's actual complaints, status, and functioning.

Mental Status:

This is a section that denotes the person's cognitive, affective, behavioral, and social functioning in global and specific fashion. The section includes several categories:

Appearance and behavior: *(dress, grooming, poise, idiosyncratic or displays, adornments, piercings, etc.). These may reveal a state of development, a mood or affect impinging on drives, motivation, zest, etc.*

Cognitive functioning:

Thinking *(circular, tangential, disorganized, confused, idiosyncratic, etc.)*

Reasoning *(idiosyncratic, concrete, hyper-abstract, tangential, circular, false logic, etc.)*

Perceptions *(hallucinations, delusions, depersonalization, derealization, etc.)*

Judgment *(impaired, poor, unable to make sense of reality, blunted, etc.)*

Memory *(short-term long-term difficulties)*

Learning capacity *(able to learn from experience, unable)*

Affective:

Affect: *(state of being, labile, elevated, dulled, emotional tone...)*

Mood: *(anxious, depressed, irritable, etc.)*

Orientation:

Time: *(knows what time it is, day, month, and year)*

Place: *(knows where s/he is)*

Person/people: *(recognizes self, others, in tune socially)*

Suicidal or homicidal ideation? *(Ideation? Plans? Attempts?)*

Formulation of the case:

*In your terms, describe the case in explanatory fashion, **drawing from a given theoretical perspective**. Start with descriptive analysis of the person, situation and difficult experiences, and connection such to background, family, past history, events, etc. Try to situate the person in a framework that draws from a counseling theory, depicting a picture that makes sense to you and your audience.*

Diagnostic Impression:

From all the data gathered, come to a tentative diagnostic impression that best fits the case. You will need to familiarize yourself with the DSM-5 classification. Be sure to include primary and secondary diagnoses (as well as personality disorders), medical conditions, psychosocial stressors, and disability issues.

Disposition:

State what the procedure will be to follow, as to indicate the following:

Type of intervention: *Individual, couple, family, group counseling; individual plus family; individual and group, etc.*

Approach Utilized: *Cognitive, behavioral, analytic, systemic, etc.*

Expected number of sessions: *as in crisis intervention, short term, long term. **Collateral therapy:** Such as pharmacotherapy; adjunct work with other professionals, etc. State the primary goals and objectives:*

Goal #1:

Objective #1:

Objective #2:

Goal #2:

Objective #3:

Objective #4:

Prognosis:

State in your opinion whether the case has a poor, good, excellent prognosis, based upon the person's endowments, capacities, strengths, coping skills, dispositional and motivational factors.

Have three questions for the group:

Write down three questions for the group that would further enhance your own understanding of the case. Ask the members of the professional seminar to contribute their input and wisdom along with concerns that you have with respect to the case. Such could fall into categories such as diagnosis, formulations, goals, interventions, ethical and legal dilemmas if applicable, etc.

Practicum/Internship Manual Attestation

I acknowledge that I have received the Practicum/Internship Manual and understand that it is my responsibility to read and become familiar with its contents in full.

By signing below, I attest that I am aware of and understand the requirements, policies, procedures, and expectations outlined in the manual. I agree to comply with all guidelines and standards described therein throughout my practicum and/or internship experience.

I further acknowledge that my signature indicates my commitment to follow all policies and procedures as described in the Practicum/Internship Manual.

Name: _____

Signature: _____

Date: _____