

# LINDENWOOD

## U N I V E R S I T Y

### **College of Education and Human Services, Counseling Department Clinical Mental Health Counseling Program Handbook**

**April 2023**

This handbook is published through the Lindenwood University College of Education and Human Services, Counseling Department, Roemer Hall, 200 North Kingshighway, St. Charles, Missouri 63301. This handbook is for information purposes only and does not construe a contract. Although the handbook was prepared with the latest information available at the time of publication, information is subject to change without notice. It is recommended that the reader consult with the Academic Unit Leader or the Department Chair for any changes that may occur after the publication date of this document.

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# Candidate Responsibilities

The Clinical Mental Health Counseling (CMHC) Handbook is intended to assist and inform candidates in the Clinical Mental Health Counseling (CMHC) Program at Lindenwood University regarding policies and procedures at the University and within the Department. It is essential that candidates read and become aware of all Department policies and procedures. It is the responsibility of each candidate to be familiar with the contents of the CMHC Handbook and, if necessary, to seek clarification of any information by contacting their advisor.

The College of Education and Human Services, CMHC Unit must continue to meet the requirements of the Missouri Committee for Professional Counselors and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This is an ongoing process; therefore, the Academic Unit reserves the right to change or revise any information, policy, or procedure. Revised information may supersede, modify, or eliminate existing information. Candidates can access updates to the CMHC Program on the College of Education and Human Services, Counseling Department website, [www.lindenwood.edu/counseling](http://www.lindenwood.edu/counseling).

Program completion is the responsibility of each candidate. Candidates must maintain an up-to-date advising sheet (Program Planner). It is recommended candidates review their Program Planners at the close of each semester.

## Program Mission, Vision, and Outcomes

### *Mission Statement*

The College of Education and Human Services, CMHC Unit at Lindenwood University develops candidates' potential as Professional Counselors (Missouri Licensed Professional Counselors; LPC). We recognize the uniqueness of human beings and are dedicated to helping candidates obtain the knowledge, skills, and experience necessary to facilitate their development as counseling professionals in an increasingly global and diverse society. We prepare candidates to be ethical, reflective practitioners for work in school and/or mental health settings with individuals, groups, and families. The CMHC unit is designed to meet the academic requirements toward licensure as a Professional Counselor.

### *Program Objectives*

Graduates of the CMHC Program will develop awareness, knowledge, skills, and techniques to function effectively and ethically in a mental health system. The program intentionally designs curricular and experiential activities to meet these goals. The Program will:

- 1) Prepare counselors who are knowledgeable about the philosophy, history, orientation, and practice of current and future trends in the counseling profession along with occupational and labor market impact on career and lifestyle.
- 2) Prepare counselors who can recognize, understand, and respond to social, and multicultural differences and changes in our society.
- 3) Prepare counselors who have a foundation for understanding human behavior and development including developing counseling treatments and interventions.
- 4) Prepare counselors who can integrate group theories/techniques to develop alliances with clients.
- 5) Prepare counselors who administer assessments and diagnosis treatment based on evidence-informed practices and research.

## *Program Learning Outcomes*

Upon completion of the program, the program objectives are measured by eight Key Performance Indicators, Practicum evaluations, and Internship evaluations. Candidates are expected to demonstrate the content knowledge, professional disposition, and clinical skills as outlined below. These outcomes enable candidates to work effectively with diverse clients in an ever-changing global society.

- 1) The candidate will demonstrate an understanding of individual and family development theories, and how transitions across life-span impact learning and personality development including developmental crises, persons with disabilities, and those who have been diagnosed with a psychopathology. The candidate will routinely integrate these and the effect of ethical and culturally relevant principles in working with clients.
- 2) The candidate will demonstrate an understanding of multicultural and pluralistic trends, attitudes, and behaviors related to diversity, how diversity in families impacts clients, and how culture affects the counseling relationship. The candidate will consistently and competently demonstrate systemic and cultural awareness. Modifications to counseling approaches will be made based on this awareness.
- 3) The candidate will demonstrate sound knowledge of measurement constructs and effectively select, administer, and interpret assessment and evaluation instruments. They will systematically integrate assessment results within the counseling process.
- 4) The candidate will demonstrate an understanding of career development and the planning process across the lifespan. They will effectively select and apply career counseling models to assist clients in their career exploration, decision-making, and planning through various assessment techniques and the use of current career information.
- 5) The candidate will demonstrate knowledge and understanding of a variety of individual and small group counseling theories and techniques and will demonstrate the ability to integrate this information in order to develop therapeutic alliances with clients and formulate appropriate goals and strategies in accordance with clients' needs.
- 6) The candidate will demonstrate knowledge, understanding, and the ability to use various research and evaluation tools to monitor and assess the effectiveness of interventions with individuals and groups that are within the school or mental health systems.
- 7) The candidate will demonstrate knowledge and understanding of ethical principles of the counseling profession and employ ethical decision-making in his or her work.
- 8) The candidate will demonstrate a commitment to ongoing professional growth and development through personal reflection and self-appraisal, consultation, and supervision.

## **Graduate School Admission**

To be considered for University graduate admission, prospective candidates should submit an application that includes:

- An application form (completed online)
- Official transcripts from the school granting the undergraduate degree and from any graduate school(s) attended
- Current resume

The application may be completed online, [www.lindenwood.edu/admissions](http://www.lindenwood.edu/admissions). The official transcripts, current resume, and any required application fee should be submitted to the Evening and Graduate Admissions Office at the St. Charles Campus.

## CMHC Program Admissions Requirements

The clinical mental health counseling (CMHC) unit admission process is intensive and comprehensive, requiring a minimum of 60 credit hours of coursework, 3.0 GPA and the completion of a successful writing sample (earning 12 points or higher on the rubric). Admission to CMHC is selective, yet flexible.

New CMHC candidates can only begin the program in the spring and fall semesters. Prospective candidates apply through the admissions office. Continuing and/or re-admit candidates can re-enroll in the unit in the summer semester. This will require approval from the academic unit leader and Department Chair. In the first course of the program, the candidates are introduced to the disposition instrument and in the course, they are informed this is a gatekeeping class in which they must earn an B or higher without concerns regarding their professional fitness. If there are concerns, the remediation plan is put into place and candidates retake the course if they earned a C or lower.

The following documents and required application materials are gathered by an Admissions Representative. This packet is then sent to the CMHC Academic Unit Leader for review.

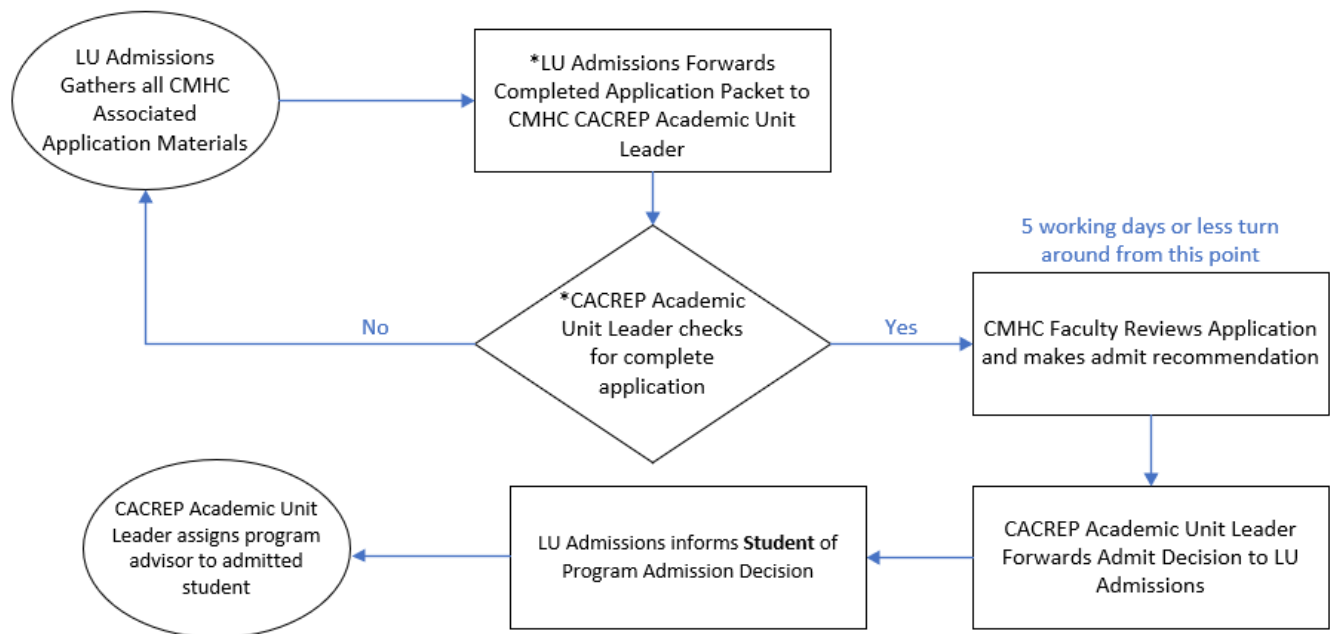
### CMHC Program Admission Requirements/Documentation:

- Completed LU graduate application
- Earned undergraduate bachelor's degree as documented on transcripts
- Graduate and undergraduate transcripts
- > 3.0 cum GPA on highest degree earned and on all graduate level work
- Current Resume
- 3 professional references
- Completed Writing Sample (CMHC Faculty will score as a part of their review)

If the application is incomplete or does not meet the minimum requirements, the Academic Unit Leader returns the packet to the admissions representative to collect the missing documents or to deny admission based on candidate GPA. If the application is complete and GPA requirements are met, the CMHC Academic Unit Leader alerts the CMHC Core Faculty that there is an application to review. The core faculty review the application for program fitness through careful review of submitted materials, assignment of a score to the writing sample based on a rubric, and an audited professional reference check initiated by the Academic Unit Lead.

If there are any questions regarding program fit such as the candidate is writing about psychology instead of counseling, the Academic Unit Leader may elect to interview the applicant to clarify that the program and professional goals are aligned to the applicant's intended pursuits.

Admissions processes are outlined in the diagram below.



**\*CMHC Program Admission Requirements/Documentation**

- Completed LU graduate application
- Earned undergraduate bachelors degree as documented on transcripts
- Graduate and undergraduate transcripts
- $\geq 3.0$  cum GPA on highest degree earned and on cum graduate level work
- Current Resume
- 3 professional references
- Completed Writing Sample (CMHC Faculty will score as a part of their review)

In some cases, candidates may defer admission to the following (next) spring or fall semester that immediately follows the semester during which their application is approved. For example, a candidate admitted in the fall, may defer to the following spring semester. Likewise, a candidate admitted in the spring semester, may defer until the following fall semester. Approval to defer and enter the next semester may be contingent upon the number of applicants for the semester in which the candidate wishes to enroll. As such, there is not a guarantee that admission can be deferred in every case. Candidates are welcome to reapply if they defer longer than one semester.

## Written Statement Prompts

All applicants to the Clinical Mental Health Counseling (CMHC) Program at Lindenwood University are required to author an original written statement regarding their interest in the Program. This statement consists of an essay-style narrative of 1250-1500 words (no more than 3 pages), typed and double-spaced in 12-point font. The use of general elements of APA publication style will be required, including correct spelling and appropriate grammatical style in English. The writing prompts are listed below:

- Provide a general introduction of yourself as a prospective student and the reasons that drew you to the counseling field.
- Describe a time when you helped, either personally or professionally, someone who is different from your own background and experiences.
- What are 3-5 strategies you would use to better understand your clients' perspectives and world view?

All written submissions will be reviewed by CMHC core faculty and scored by all CMHC core faculty using an established rubric and shown below. A score that is deemed satisfactory must be earned by the applicant to be considered for admission to the CMHC Program.

The writing sample provides information about the applicant that is germane to program entry. The general introduction helps to provide a brief synopsis of how the applicant arrived at counseling as a profession and that their understanding of counseling is clearly aligned with the profession. Often, this prompt also provides information about the applicant's background and issues of diversity they have grappled with. The second prompt helps to identify experiences relevant to working with populations different from themselves. Finally, the strategies that are given provide the core faculty with an idea of preparedness for the commencement of learning basic counseling skills. Overall, the writing sample illustrates the writing style and if it is of a quality conducive to graduate school. Consideration for non-native speakers is made when evaluating written samples and if needed, additional supports in the LU system and department are made available, when that is required. All core faculty review the writing sample and score it with 12 being the cutoff for admission to the program. In the event of a tie, the Department Chair meets with the faculty to discuss concerns and then votes to admit or deny to the program after careful consideration of all core faculty feedback. Below is the rubric used for the writing sample:

### Clinical Mental Health Counseling Lindenwood University Written Statement Admission Rubric

Key=12 and above admit applicant, 11 and below = reject applicant

|                            | Scoring   |   |  |   |   |
|----------------------------|---|---|--|---|---|
|                            | Outstanding   | Above Expectations                                | Meets Expectations                               | Below Expectations                                    | Unacceptable  |
| Criterion                  | 4 points  | 3 points  | 2 points   | 1 point   | 0 points  |
| Introduction of Self (1.L) | Candidate provides a rich and thorough description of self. | Candidate provides a strong introduction of self. | Candidate provides a basic introduction of self. | Candidate provides a very brief introduction of self. | Candidate does not provide an introduction of self. |



|   |   |  |  |  |  |
|---|---|--|--|--|--|
| Rationale for Counseling as a Profession (1.L)                                  | Candidate provides a rich description of their rationale for choosing counseling as a profession, referencing 3 or more clear examples. | Candidate provides a strong description of their rationale for choosing counseling as a profession referencing 2 or more clear examples. | Candidate provides a basic description of their rationale for choosing counseling as a profession, choosing 1 clear example. | Candidate provides a very brief description of their rationale for choosing counseling as a profession without a clear rationale provided. | Candidate does not provide or is vague about their rationale for choosing counseling as a profession with no rationale provided. |
| Helping another with a different background (1.K; 1.L)                          | Candidate provides a rich description of their experience helping another with a different background.                                  | Candidate provides a strong description of their experience helping another with a different background.                                 | Candidate provides a basic description of their experience helping another with a different background.                      | Candidate provides a very brief description of their experience helping another with a different background.                               | Candidate does not provide a description of their experience helping another with a different background.                        |
| 3-5 strategies to better understand clients' perspectives/world views (1.K; 1L) | Candidate provides 3-5 clear strategies to better understand clients' perspectives/world views.   | Candidate provides 2 strategies to better understand clients' perspectives/world views.  | Candidate provides 1-2 unclear strategies to better understand clients' perspectives/world views.                            | Candidate provides 1 vague strategy to understand clients' perspectives/world views.   | Candidate does not provide any strategies to better understand clients' perspectives/world views.                                |
| Writing Style   | Candidate writes clearly with no spelling or grammar errors.  | Candidate writes clearly with minor spelling or grammar errors.  | Candidate writes with some spelling and grammar errors that mostly do not interfere with the purpose of the writing.         | Candidate writes with major spelling and grammar errors, making it difficult to read the candidate's writing.                              | Candidate writes incoherently making it unclear what the candidate is trying to communicate.                                     |

Every core faculty member will review the submissions through the University Enrollment Management System, SLATE. A simple majority who votes yes, will mean the prospective candidate will be admitted. In the event of a tie vote, the Department Head will have the final admission decision after careful review of all application materials and scores and comments from all core faculty. The Department Head moves the application forward through SLATE and Admissions receives an automatic notification of the decision rendered by the Academic Unit. The Admissions Department communicates the admission or denial into the program to the applicant.

### *Re-admission*

Candidates who have not taken classes within the past year and wish to re-enroll in the CMHC Program must complete the University application form to be considered for re-admission. The process of readmission can take up to two weeks to complete. Candidates granted re-admission to Lindenwood University will be contacted by the Graduate Admissions Office.

## The Clinical Mental Health Unit

### *Transfer of Credit*

Candidates may transfer up to nine credit hours of coursework from another accredited college or university if the grade received in each course was an A or B and the course is equivalent to the course offered at Lindenwood University. The candidate is responsible for providing course descriptions and syllabi that demonstrate the content of the course. Under certain circumstances, courses that are not equivalent to a course offered at Lindenwood University may be transferred as electives but will not substitute for a core course in a candidate's unit of studies at Lindenwood University.

## *Accreditation*

Lindenwood University's CMHC Unit is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is a member of the Teacher Education Accreditation Council and the Council for Higher Education Accreditation.

## *Academic Fitness*

Candidates are expected to maintain at least a 3.0 grade point average (GPA) in order to graduate from the program. This is the minimum acceptable level of performance at the graduate level. Candidates who fail to maintain at least a 3.0 GPA will be placed on academic probation and will be restricted to enrolling in no more than six credit hours a semester until their cumulative GPA reaches 3.0. Candidates who enter the program with less than a 3.0 GPA are automatically placed on academic probation and will be restricted to enrolling in no more than six credit hours a semester until their cumulative GPA reaches 3.0.

Candidates may appeal a grade they believe was calculated in error immediately following the term in which the grade was posted. The status and/or resolution of all appeals must take place before the last day of the term immediately following the term in which the grade was posted. After that date, the grade will be irreversible.

## *Professional Organizations*

Candidates in the CMHC program are eligible, if they maintain a 3.5 cumulative GPA or higher, to participate in Chi Sigma Iota, an internationally recognized honor society that values academic and professional excellence in counseling. Candidates are strongly encouraged to become members of the Missouri Mental Health Counselors Association, the American Counseling Association (ACA).

## *Counselor Competencies*

The CMHC faculty members of the College of Education and Human Services, Counseling Department have the ethical responsibility to endorse candidates for professional licensure who are academically, professionally, and ethically fit to practice. The College of Education and Human Services CMHC Unit believes that counseling knowledge, clinical skills, ethical practice, and appropriate counselor disposition (Appendix I) are crucial to success as a counseling practitioner as well as a candidate in the program. Therefore, the progress of candidates is closely monitored across all of these areas. Successful completion of the CMHC program requires successful completion of all courses, demonstrating appropriate academic success; successful development of appropriate counselor dispositions, evidencing competency as a counselor; and successful development of counseling knowledge and skills, as deemed appropriate by the core CMHC and CMHC adjunct faculty. It is the objective of the program to, as early as possible, identify candidates who demonstrate difficulty achieving standards for competent practice and to initiate appropriate intervention to assist them. Thus, the faculty of the College of Education and Human Services, CMHC program reserves the right to review candidates at any stage of their coursework, when they do not

meet expectations in one or more of these areas.

Candidates enrolled in the CMHC program are expected to consistently demonstrate the competencies set forth by the College of Education and Human Services. Each candidate enrolled in the CMHC program will demonstrate the competencies below. It is the candidate's responsibility to uphold the ethics and competencies established by the counseling profession and Lindenwood University in all academic settings. Each of the competencies is assessed as candidates matriculate through the CMHC program. Consistent evidence of such counselor competencies is crucial to successful completion of the program. Should a faculty member express concerns regarding a candidate's competencies, the next section details the support and plans that will be put into place to help the candidate become successful.

| <b>Competencies<br/>Core Area</b>          | <b>Student Learning<br/>Outcome</b>   | <b>Class</b> | <b>Class Name</b>                                |
|--|---|--------------|--|
| Professional Counseling<br>and Orientation | Candidate will demonstrate<br>a holistic treatment and<br>intervention model for a<br>population in need.                                   | IPC 51100    | Foundations of Professional<br>Counseling        |
| Human Growth and<br>Development            | Candidate will demonstrate<br>an understanding of factors<br>impacting development<br>across the lifespan.                                  | IPC 52100    | Human Growth and<br>Development                  |
| Social and Cultural<br>Diversity           | The candidate will<br>demonstrate an<br>understanding and<br>application of diverse social<br>cultural impact on the<br>counseling process. | IPC 56200    | Social and Cultural<br>Foundations of Counseling |
| Assessment and Testing                     | The candidate will<br>appropriately select,<br>administer and interpret<br>evaluation instruments.  | IPC 58100    | Appraisal of the Individual                      |
| Career Development                         | The candidate will<br>demonstrate application of<br>key career theories in the<br>life and career planning<br>processes.                    | IPC 58200    | Lifestyle and Career<br>Development              |
| Counseling and Helping<br>Relationships    | The candidate will<br>demonstrate understanding<br>of theoretical models and<br>begin to develop their<br>theoretical orientation.          | IPC 55100    | Counseling Theory and Practice                   |
| Group Counseling and<br>Group Work         | The candidate will<br>demonstrate effective<br>leadership of a group and<br>effective group counseling<br>techniques.                       | IPC 56100    | Group Dynamics, Process, &<br>Counseling         |

|                                 |   |           |                      |
|---------------------------------|---|-----------|----------------------|
| Research and Program Evaluation | The candidate will understand and apply basic concepts of qualitative and quantitative methodology. | EDU 57000 | Educational Research |
|---------------------------------|---|-----------|----------------------|

## Candidate Support, Remediation & Policies (CACREP 1-O, P)

There are multiple levels of support within the University, College of Education and Human Services, and Candidate Services. To attract diverse candidates including first-generation college candidates-it is understood that a variety of supports will enhance their learning experiences. First, the institutional supports are described followed by the College of Education and Human Services and at the unit, CMHC level.

### *Institutional Retention and Support*

Lindenwood University strives to provide academic, social-emotional and career support for all candidates to retain, but also scaffold candidates into competent practice. These areas include academic, counseling, or career service and are detailed below.

First, academic assistance beyond the classroom instructor, is provided by the [Academic Support Services \(SASS\)](#) office. To promote academic growth, services at the Candidate and Academic Support Services (SASS) include tutoring, a writing center that assists candidates with APA 7<sup>th</sup> formatting, and study strategies. Services are offered in person and remotely. Within the College of Education and Human Services, there are also periodic opportunities for Google Boot Camp Trainings which equip our candidates with Google skills they may need for developing forms, spreadsheets, and presentations.

Second, the Candidate Counseling and Resource Center ([SCRC](#)), directed by Candidate Services, provides free counseling services for candidates who are struggling with coping skills, who are seeking work/life/academic balance, or who need outside assistance for healthcare, food, or childcare assistance. The Candidate Resource Center provides some evening hours for candidates who wish to see a counselor. Group services are also offered throughout the academic year through this office with some evening hours available for our candidates who work during the day. The SCRC is located in Evans Commons on the third floor.

Third, candidates have access to [Career Services](#) when seeking gainful employment prior to or upon graduation to ensure successful, transitions into their profession. Housed in the Center for Experiential Learning, Career Services offers job fairs, career coaching, resume assistance, and internship opportunities.

### *Clinical Mental Health Counseling Unit Retention and Support*

Counselor education programs are responsible for making sure that candidates graduate with the clinical skills necessary to be ethical counselors (ACA, 2014) and demonstrate understanding of content knowledge through coursework grades. Sometimes, candidates who excel academically may not be fit for the profession of counseling and candidates may struggle in some academic skills but demonstrate strong clinical and helping skills. To identify and coach/remediate our candidates to cultivate and enrich their skills and content knowledge, our unit aligns unit outcomes with professional expectations. The counseling unit uses a disposition assessment and site supervisor evaluations to assess essential counseling skills or other academic performance issues when warranted. We also use faculty, instructor, and staff discretion to identify any candidate conduct

concerns. The remediation process is overseen by the remediation committee, comprised of practicum and internship course instructors and a core faculty member committee chair. Remediation plans may include a requirement to take additional coursework, participate in personal counseling, engage in identified professional development opportunities, or take time off from the unit.

Since opportunity for growth is an important value of our profession, our unit utilizes multiple benchmarks throughout the unit, designed to identify and strengthen any skill or disposition deficiencies among candidates while also prioritizing candidate well-being and self-care. Relying on approaches that identify and promote realistic, attainable solutions with focused, measurable goals. Candidates are encouraged to reflect, engage, and if applicable, attend professional development opportunities that address the issue. The Clinical Mental Health Program at Lindenwood University is committed to collaborating with candidates to identify specific areas of growth and methods for improving them. Ongoing feedback and formative assessments are included throughout the unit, with disposition measures strategically introduced in courses from the inception to the culmination of the curriculum. Clinical skills competencies are addressed to ensure the practitioners are well-equipped to manage and mentor candidates through this growth process.

The primary goal of the Clinical Mental Health Counseling Program is to prepare candidates to be effective, ethical, and reflective practitioners for work in school and/or mental health settings with individuals, groups, and families. Once candidates have been admitted into the unit, they will be supported and connected with any necessary resources that can enhance their abilities as practitioners. Upon admission to the unit, each candidate is assigned an advisor who will be the primary contact for candidate questions and concerns outside of a specific course. Advisors will also serve in the capacity of mentor and aid with registration and professional practice questions and concerns. Advisors are expected to respond to candidate communication within 24 hours during the work week, excluding holidays and university breaks.

Candidates may seek out additional support for specific courses by communicating with their course instructor. Every course instructor has consistent office hours which are listed in the course syllabus and posted outside their offices. This is a time when candidates can collaborate with course instructors to identify any additional support or mentoring that might be helpful to a candidate as it is necessary. Further, 100% of our faculty, including adjuncts, have a minimum of three years clinical experience and are credentialed practitioners in their field, contributing real world experiences to the classroom and during advising and mentoring sessions.

In the instance the candidate's skill deficiency is of minor concern in a course, the instructor will be responsible for addressing and creating remediation plans with counseling candidates of minor concern and will re-assess candidates' skill growth formatively throughout the course, consistent with their remediation plan and at the end of the semester, when needed. Course instructors will notify the remediation committee of any counseling candidate assessed overall on the disposition measure with a minor concern or when the candidate scores a "0" (needs considerable improvement) or scores a "1" (needs improvement) on any item if not resolved by the end of the course.

A major concern will be communicated with the Remediation Committee immediately. The Remediation Committee will convene with the instructor to determine next action steps which may include meeting with the candidate, developing an action plan, or other as determined by the committee. This committee is comprised of all counseling full-time faculty.

Any faculty, instructor, and unit staff may identify and refer, if warranted, any counseling candidate conduct, academic or disposition concerns to the remediation committee. The remediation committee will be comprised of:

- Program Lead

- Instructor
- Site Visitor or Site Supervisor, if warranted during field work or internship
- Advisor

## *Standard Disposition Administration*

Specific courses contain the disposition so that there is ongoing and consistent feedback to the candidate about their disposition. Candidates' counseling behaviors that indicate an educator's level of professionalism are assessed by the instructor using the disposition assessment during five courses: IPC 51100 Foundations of Professional Counseling, IPC 55200 Counseling Skills Lab, IPC 61100 Practicum, IPC 62000 Internship I, and IPC 63000 Internship 2. These are completed three weeks before the end of the semester or earlier if a disposition concern arises. The information is stored in a confidential, online Foliotek system.

- (1) The key professional dispositions are identified in our Pre-Service Counseling Candidate Disposition Assessment and are administered five times during the program. Scoring ranges are based on a 5-point Likert-like (N/A, needs considerable improvement, needs improvement, typical for level of training and experienced, strong, and very strong).
- (2) Candidate dispositions are measured at formative and summative timeframes during the program. Initially, candidates practice and demonstrate basic counseling skills during their first course in the academic unit, IPC 51100 Foundations of Clinical Mental Health Counseling, midway through the program in IPC 55200 Counseling Skills Lab, and in all professional experience courses. These are IPC 61100 Practicum, IPC 62000 Internship I, and in IPC 63000 Internship II. If an issue arises with a candidate at any other time than these five classes (IPC 51100, IPC 55200, IPC 61100, IPC 62000, or IPC 63000), the disposition is sent to the appropriate faculty member through the Office of Clinical and Field Experiences through Foliotek. The persons present for the dispositional review will be determined on who is referring the candidate for a disposition review and the nature of the issue.
- (3) After reviewing all items, the faculty assigns an overall rating of "No Concern", "Minor Concern", or "Major Concern." If there are two areas or more of 'needs improvement' or more, a remediation plan is put into place. If there is one of 'needs considerable improvement', a remediation plan is put into place. The remediation process is customized based on candidate needs and is outlined in the CMHC Program Handbook.
- (4) Since dispositions are customized based on specific timelines established by remediation plans, the follow-up timeline can vary. Typically, most remediation plans are resolved within a semester. Progress toward the plan is monitored on an ongoing basis. Each semester, the dispositions for the entire academic unit are reviewed as a counseling team in an aggregated report.
- (5) Additionally, aggregate numbers of those with minor and major concerns are included in the annual assessment report presented to the Counseling Cabinet to monitor and act on trends to develop an action plan to remedy in the curriculum or skill development.

## *Remediation plan documentation and follow-up*

A remediation plan is formulated in conjunction with the candidate based on recommendations from the remediation committee. Examples of action steps required in the plans might include a requirement to take additional coursework, participate in personal counseling, engage in identified professional development opportunities, or take time off from the program. Remediation processes will differ based on whether there is a minor or major concern, and during which point in the program sequence the candidate is enrolled. Importantly,

this process provides an opportunity for ongoing feedback. Formative assessments will be included regularly throughout the course sequence, with disposition measures strategically introduced in courses from the inception of the unit to its culmination. Clinical skills competencies within the disposition are used to ensure the practitioners are well-equipped to manage and mentor counseling candidates through this growth process (Section 1-N, O; Section 2-F.1.i, k, l; Section 4-F-I).

Concerned faculty and staff will document each remediation plan of minor or major concern in LindenCircle. The remediation plan should be documented using the “flag” and “success plan” feature within LindenCircle. All remediation plan updates should also be documented including the status of the remediation plan and if the counseling candidate has demonstrated growth. Each faculty or staff member who creates a remediation plan is also responsible for following-up with the remediation plan and documenting the counseling candidate’s updated status. All faculty members have access to LindenCircle. Clinical course instructors for practicum and field experience should consult the list of counseling candidates with concerns under the “tracking” section of LindenCircle to be informed of any relevant clinical concerns with counseling candidates.

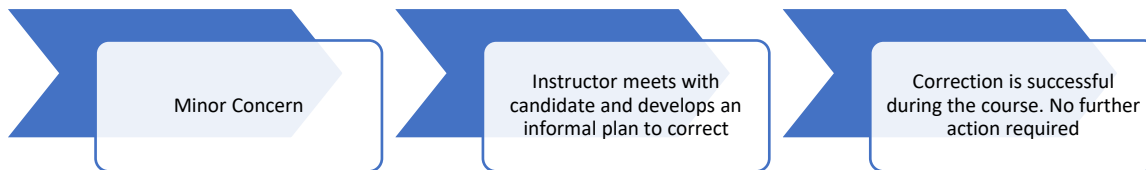
All remediation plans and any progress toward the plan is documented in Lindencircle. This is a confidential system within the LU System and it is viewable only to the counseling faculty. If the progress toward the plan is unresolved by the end of the term the instructor will bring the concern to the remediation committee. The remediation committee will then determine what, if any, additional support might be recommended to the candidate to build and enhance skills or disposition. The candidate’s advisor will complete any necessary follow-up designated by the Remediation Committee. If the issue is not resolved within two semesters, the concern will be brought back to the Remediation Committee to identify the next action steps.

## Remediation Processes during coursework, prior to Practicum, Internship I, and Internship II\*

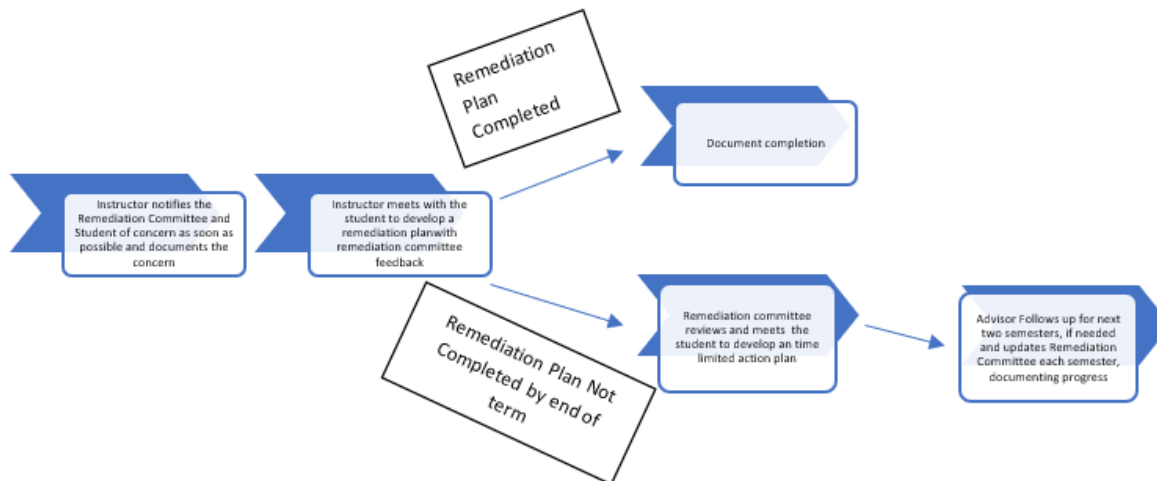
### No Concern



### Minor Concern



### Major Concern



\*Any minor concern that arises outside of a class context should be addressed with the counseling candidate's advisor. This is to ensure continuity of ongoing professional development, feedback on growth, and that there is progress from one term to another. The counseling candidate's advisor is responsible for meeting with the counseling candidate to process the concern and determine if a remediation plan is necessary. If a remediation plan is needed, the advisor is responsible for overseeing the development of a remediation plan including the reassessment of counseling candidate skills at the completion of the remediation plan.

At any point, course instructors who have major concerns about a candidate's skill deficiency will present their concerns to the remediation committee. The remediation committee is responsible for supporting counseling



candidates with major skill deficiencies and will develop a remediation plan with these counseling candidates if the issue is unresolved.

There is an additional section in the Practicum and Internship I and Internship II section of this handbook that specifically addresses issues that may arise during these pivotal clinical experiences (page 30).

\*Note that to proceed to Practicum, Internship I and Internship II, any current remediation plan needs to show substantial progress or successful resolution. If a successful resolution has not occurred, the remediation committee must approve the candidate moving into Internship I and Internship II. Further, if a plan is initiated during the Practicum, Internship I or Internship II coursework, candidates may need to meet with and/or inform additional parties external to the university to demonstrate progress. This can include but is not limited to, site supervisors and/or site visitors. If the candidate does not agree with any remediation committee recommendation, they may appeal using the College of Education and Human Services Appeals Committee process and form.

## *Appeals*

Due process is accomplished via the College of Education and Human Services Appeals Committee. This is a committee comprised of full-time faculty from the college across multiple disciplines. Meeting twice a month, this committee reviews any candidate appeals regarding academic or other issues that the candidate feels need to be reviewed via an appeal. The committee will render a decision in writing within one week to the candidate.

If a candidate receives a decision from the Remediation Committee that they disagree with, they may appeal this decision next, at the college level through the College of Education and Human Services Appeals Committee. This committee is comprised of full-time faculty from the College across multiple disciplines. Meeting twice a month, this committee will review any counseling candidate appeals regarding academic or other issues that the counseling candidate feels need to be considered. The committee will render a decision in writing within one week to the counseling candidate.

To appeal, the counseling candidate needs to complete the online form located on the College of Education and Human Services [webpage](#). Candidates are asked to document the issue, how they have attempted to resolve it, who they have talked with, and the outcome of those conversations. Candidates can provide a rationale for their point of view. Collectively, this will be reviewed by the College of Education and Human Services (COEHS) appeals committee as noted previously.

## *Dismissal from The Program*

In rare cases, candidates could be asked to leave the program if they do not demonstrate steady progress toward resolving a major concern. The remediation committee, advisor, and instructor collectively will identify when a candidate has not demonstrated growth outlined in their remediation plan and communicate that to the candidate. Candidates who continue to demonstrate major skill deficiencies and/or major candidate conduct concerns may be dismissed from the program. Any instances when a candidate's behavior or skill deficiency is egregiously concerning may result in immediate dismissal from the program without the opportunity to complete a remediation plan. All decisions to dismiss a counseling candidate from the program will be made by the remediation committee and department head.

## *Program Dismissal Appeal Process*

If a candidate would like to appeal any decision about a grade, termination from the unit or other rendered decision by the faculty, they may appeal. To appeal, the candidate needs to complete the [online form](#).

Candidates are asked to document the issue, how they have attempted to resolve it, who they have talked with, and the outcome of those conversations. Candidates will have the opportunity to provide a rationale for their point of view. Collectively, this will be reviewed by the COEHS appeals committee as noted previously.

## Policies and Procedures

### *Lindenwood Candidate Email*

Lindenwood candidate e-mail accounts are e-mail accounts given to candidates enrolled at Lindenwood University. All candidates are held responsible for reading and maintaining their Lindenwood e-mail accounts. Candidates can easily access their e-mail account via Lindenwood's webpage. If candidates have difficulty accessing their e-mail account, they are encouraged to contact the Help Desk at [helpdesk@lindenwood.edu](mailto:helpdesk@lindenwood.edu). Candidates who fail to maintain their Lindenwood e-mail account may miss important messages.

### *Candidate Portal*

The Lindenwood Candidate Portal is the web location where all Lindenwood candidates are able to access their final grades, billing ledgers, transcripts, and financial aid statements. The Candidate Portal is also used to enroll in classes. candidates can access the Portal and the Candidate User Manual by clicking "Portals" on Lindenwood University's homepage. The Portal site is accessible from on or off campus computers. Questions about using the Portal should be directed to the help desk at [helpdesk@lindenwood.edu](mailto:helpdesk@lindenwood.edu).

### *Social Media*

The College of Education and Human Services, Counseling Department at Lindenwood University currently maintains a Facebook page to provide a virtual meeting place for candidates and alumni to share and obtain information and resources about everything counseling related. The page is made available in service to practicing counseling professionals and prospective counseling professionals. Field Placement opportunities, Internship opportunities, job openings, and upcoming seminars are regularly announced through Facebook at [www.Facebook.com/LUCounseling](http://www.Facebook.com/LUCounseling). Every effort will be made to respect individual expression with the understanding that it falls within acceptable ethical standards of practice as determined by ACA and/or Lindenwood University.

### *Advising*

Upon admission to the CMHC Program, the candidate is expected to schedule a meeting with a faculty member to register for first term of classes. Thereafter, each candidate should meet or correspond with their advisor prior to the beginning of each semester to discuss course options. Graduate candidates can take between three and twelve credit hours of course work per semester. Candidates receiving financial aid may be required to complete at least six credit hours per semester. Those taking nine credit hours are considered full-time graduate candidates. Candidates who wish to enroll in twelve credit hours should seek the approval of their advisor. Course requirements are listed on the Program Planners (Appendix A).

### *Procedures for Enrolling in Classes*

Candidates may only attend classes in which they have been formally enrolled. Candidates are responsible for

enrolling in classes in a timely fashion. Candidates may register online through the Candidate Portal during the open enrollment period, which usually ends the Friday before the term starts. After the open enrollment period, candidates must register for class using an Enrollment Form until the beginning of the semester. When enrolling, candidates should seek advisement from their assigned advisor by phone, e-mail, or appointment. Candidate Portals can only be unlocked by a candidate's advisor, and it is therefore crucial that the candidate discuss course options with their advisor prior to enrolling. Enrollment in class is ensured after completing the online registration process. The last day to enroll in classes for each term can be found in the graduate catalog. Candidates may enroll in classes during the open enrollment period by following these procedures:

- candidates must take action to ensure the necessary prerequisites have been met for the classes in which they wish to enroll
- course(s) must be open
- candidates must obtain approval from their advisor regarding course selections
- candidates must register online via the Candidate Portal
- candidates must contact the business office to finalize payment arrangements
- candidates can view schedules and determine classroom locations online through the Candidate Portal

After the open enrollment period, candidates may enroll in classes by following these procedures:

- candidates must take action to ensure the necessary prerequisites have been met for the classes in which they wish to enroll
- course(s) must be open
- candidates must obtain approval from their advisor regarding course selections
- candidates must complete an Enrollment Form
- candidates must contact the business office to finalize payment arrangements
- candidates can view schedules and determine classroom locations online through the Candidate Portal

## *Procedures for Adding/Dropping/Withdrawing Courses*

At times candidates may need to change their course schedule. candidates may increase the number of hours for which they are registered by adding a course. Candidates may decrease the number of hours for which they are registered by dropping a course they *have not attended* or withdrawing from a course they *have attended*. **Candidates are required to complete the proper procedures to modify their schedule.** They may change their course schedule through the Candidate Portal during the open enrollment period with approval from their advisor. After the open enrollment period, candidates are required to complete an Add/Drop/Withdrawal Form. Candidates should be aware of the financial ramifications of modifying their course schedule after attending class.

Add/Drop/Withdrawal Forms are available from the advisor or from the Counseling Program. All deadline dates can be found in the Graduate Catalog.

## *Adding a Course*

Candidates are allowed to register/add/audit a class during the first week of the term by following these procedures:

- Complete the Add portion of the Add/Drop/Withdrawal Form
- Signature of the professor is not required
- Advisor's signature is required

- Course must be open
- Contact the professor via e-mail prior to attending the class to make up any work missed
- Candidate must sign the Add/Drop/Withdrawal Form and return it to his or her advisor

## *Dropping a Course*

Candidates are allowed to drop a class they have never attended by following these procedures:

- Complete the Drop portion of the Add/Drop/Withdrawal Form
- Professor's signature or equivalent written approval is required
- Professor should indicate N/A if the candidate never attended the class
- Advisor's signature is required
- Candidate must sign or offer equivalent written approval for the Add/Drop/Withdrawal Form and submit it to the advisor once all signatures have been obtained

## *Withdrawing from a Course*

Candidates may withdraw from a class they have attended prior to the deadlines listed in the Graduate Catalog by following these procedures (see Graduate Catalog for details regarding the financial ramifications):

- Complete the Drop portion of the Add/Drop/Withdrawal Form
- Professor's signature is required
- Professor should indicate the candidate's last day of attendance and circle W, WP, or WF (refer to withdrawal deadline on the academic calendar)
- Advisor's signature is required
- Candidate must sign the Add/Drop/Withdrawal Form and submit it to his or her advisor once all signatures have been obtained
- The candidate's transcript will reflect their withdrawal status from the course
- Failure to withdraw officially will result in a grade of F or AF (attendance failure) which will be calculated in your grade point average as an F.

## *Grading System*

Graduate candidates may earn grades of A, B, C, F, P, W, WP, WF, AF, I, and Audit. A grade of A indicates outstanding performance. A grade of B indicates satisfactory performance at the graduate level. A grade of C indicates performance below that acceptable at the graduate level. An F indicates a significant failure in performance relative to the requirements of the course. A grade of P indicates the candidate passed their comprehensive (exit) exam. Grades of W, WP, and WF indicate the candidate has withdrawn from a course after attending (see catalog deadlines). A grade of AF is assigned when a candidate stops attending a particular class but does not withdraw from the course by completing an Add/Drop/Withdrawal Form. The grade of AF is treated as a grade of F in the calculation of the candidate's grade point average. No credit is awarded toward a graduate degree for any course in which a grade of F is earned. Grades of A, B, C, and F are used to calculate the candidate's academic standing.

A grade of I (Incomplete) is given at the end of a term only for failure to complete course work due to exceptional circumstances beyond the candidate's control. Such circumstances include documented illnesses or extremely disruptive personal circumstances. A grade of Incomplete is also appropriate when a Practicum, Internship I, or Internship II candidate did not provide sufficient hours to satisfy requirements. In the case of

Practicum, Internship I, or Internship II shortages of hours, all other course work should be completed on time. When the requirements for the course have been met, the Professor will complete a Change of Grade Form which is then submitted to the Department Head for approval. An I grade must be resolved prior to the end of the next term (see catalog deadline dates), otherwise it automatically becomes an F. In rare circumstances, a request to extend the time needed to resolve an Incomplete grade may be submitted to the Registrar no later than two weeks before the date the grade is due. Such a request may then be sent to the Provost to be considered for approval. In some cases, candidates may not be allowed to register for future terms until the Incomplete grade is resolved.

### *Course Evaluations*

Candidates are encouraged to complete course evaluations for each class in which they enroll. Course evaluations are available for candidates to complete online preceding the end of the semester. Upon completion of the course evaluation for each class, candidates will be able to view their grades for the semester once grades have been posted. Candidates who choose not to complete their course evaluations will be able to view grades approximately one week after the term ends.

### *Attendance*

All candidates at Lindenwood University are expected to attend all classes and class activities for which they have enrolled. The attendance policy for each course will be specified on the course syllabus. Most professors allow up to two absences per term before a significant grade penalty is incurred. Excessive absences may result in a failing grade in the course. Class assignments are expected to be completed according to schedule whether absences are excused or unexcused.

### *Purchasing Textbooks*

Candidates are expected to have obtained the appropriate textbooks for each class prior to the meeting of the first class. Candidates can obtain textbooks for class through the official campus bookstore, Barnes and Noble. The Barnes and Noble campus bookstore maintains the official listing of Lindenwood University's textbooks and course materials. Candidates are able to purchase or rent textbooks. Candidates may order textbooks and materials online or acquire them from the Barnes and Noble bookstore. Candidates who purchase their textbooks through the Barnes and Noble bookstore can find a direct link to the company's website through Lindenwood University's homepage, [www.lindenwood.edu](http://www.lindenwood.edu).

### *Academic Honesty*

Academic honesty is the foundation of any educational institution. It is the responsibility of each candidate, professor, and administrator at Lindenwood University to uphold the honor of the institution by acting honestly and truthfully in all situations. To act otherwise is to undermine the contract of good faith on which productive study and the open exchange of ideas is based. Therefore, candidates wishing to maintain formal membership in a learning community must display the high level of integrity expected of all its members.

Academic dishonesty is an exceptionally serious offense to oneself and one's colleagues. Academic dishonesty may result in a lessened or failing grade on the work or test or failure in the course. According to Lindenwood University's Academic Honesty Policy, names of candidates found guilty of cheating or plagiarizing will be sent to the University Provost. A second offense will result in expulsion from the University.

## *Code of Ethics*

Candidates and faculty are expected to adhere to the ethical standards and statements as defined by the American Counseling Association, American School Counselor Association, and the Missouri Committee for Professional Counselors. Proven violations of professional or ethical conduct may result in dismissal from the Program.

### *ADA*

In accordance with the Americans with Disabilities Act (1990), professors at Lindenwood University provide reasonable accommodations to candidates with documented disabilities. Candidates are responsible for informing the University and their professor(s) of their disability if accommodations are requested. Candidates who require accommodations due to a disability should contact Janet Owens, Candidate Support and Accessibility Program Manager, at (636) 949-4510 or [jowens@lindenwood.edu](mailto:jowens@lindenwood.edu). Upon request, Jeremy Keyes will provide the specific information regarding the candidate's needed accommodations to the candidate's professors.

## Clinical Mental Health Counseling Practicum & Internship

### *Overview*

The Clinical Mental Health Counseling Program requires one term of Counseling Practicum and two terms of Counseling Internship, during which the candidate engages in the activities of a Clinical Mental Health Counselor in training under the supervision of a Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Psychologist, or Licensed Psychiatrist, and a Lindenwood University faculty member. These professional internship experiences are considered a critical component of the Clinical Mental Health Counseling Program. The Counseling Practicum/Internship experiences provide interns with a variety of field experiences intended to build and reinforce pedagogical knowledge and skills. Specifically, the Practicum/Internship experiences are intended to develop the following competencies: a) application of developmental and ethical principles while maintaining agency policies in working with clients in a variety of settings; b) utilizing cultural sensitivity and awareness in counseling activities; c) utilizing assessment results in counseling and career development strategies; d) knowledge of crisis interventions and appropriate referral procedures; e) developing and promoting professional relationships within the agency; and f) implementation of methods to promote both personal and professional development.

During the IPC 61100 Practicum experience, candidates are expected to record one counseling session. During IPC 62000 Internship I and IPC 63000 Internship II, candidates are expected to record a minimum of two counseling sessions. These tapes are used for training and evaluation purposes of the candidate's counseling skills and interventions. This assignment also includes a transcription of the session and an analysis of skills. The clinic allows for live sessions, when possible, with the 'bug in the ear' technology so that immediate feedback for candidates during the session are possible.

It is a candidate's responsibility to obtain permission to tape (Appendix E and Appendix F) any counseling sessions from the Site Supervisor and the client. If the client is a minor, then the guardian must also provide written consent for the recording. For each practicum and internship class, the tapes are reviewed in class and the candidate receives immediate verbal feedback from the class and instructor in a clinical staffing format.

Clinical mental health practicum candidates complete a minimum of 100 clock hours of field-based experience of which 40 hours must be direct client contact hours. Internship candidates complete a minimum of 300 clock hours of field-based experience during both semesters of Counseling Internship, for a total of 600 clock hours of field-based experience, generally over two semesters' time. Forty percent of these hours (120 hours per semester or a total of 240 hours across both semesters) must be direct services, which could be engaging in individual, group, couples, or family counseling.

During the Clinical Mental Health Counseling Practicum/Internship, interns meet regularly with their site supervisor and their university instructor, both of whom monitor the field work. Interns must meet face-to-face weekly for one hour with the agency site supervisor. During the final face-to-face supervision session, the site supervisor will go over the evaluation, sign, and submit to the intern who will present to the Practicum/Internship instructor.

## *Performance Expectations*

### **IPC 61100 Practicum**

Practicum candidates begin their field work during practicum with expectations appropriate for initial contact with clients and a basic understanding of diagnosis. There is a review of basic counseling skills such as rapport building, establishing trust, and an overall emphasis on developing a therapeutic relationship. Informed consent and confidentiality, progress notes, and risk assessment processes are reviewed. Candidates begin to identify personal preference of theories that align with their developing philosophy and can be implemented with diverse clients and settings. This develops from prior coursework assignments such as IPC 52200 Personality Theories and Psychopathology Personal Theory Paper.

### **IPC 62000 Internship I**

Upon successful completion of Practicum, Internship 1 candidates enroll in IPC 62000 Internship I with expectations of developing skills for working with clients and identifying diagnoses. Candidates develop personal preference of theories that align with their developing philosophy and can be implemented with diverse clients and settings. Their personal theory of counseling is beginning to move from a theoretical to practical, applied approach. Candidates are required to create and apply prior knowledge from practicum and Adult Diagnosis and Treatment Planning (IPC 52400) to create effective and socio-culturally and developmentally appropriate treatment plans. Candidates self-identify supervision needs and begin to understand the role of supervision in lifelong development.

### **IPC 63000 Internship II**

Candidates are expected to implement and show a polished set of clinical skills. They demonstrate advanced skills such as treatment planning and diagnosing. Their personal theory of counseling is well articulated and candidates are prepared to describe it and apply it in their work with clients. A sound ethical decision-making process is in place and candidates use it when situations are ethically ambiguous. Candidates clearly understand the process of supervision, its value, and the need to continuously seek it out to learn and grow in their professional development.

Practicum and Internship site supervisors assess candidates at mid-term and at the end of each semester using the Site Supervisor Midterm and Site Supervisor Final evaluation form. The Practicum and Internship site visitor also completes a Site Visitor Evaluation after a site visit. Practicum and internship candidates receive ongoing feedback, both verbally and in writing, during each one semester course from the Instructor including the skills evaluation checklist.

The Site Supervisor meets with the candidate to discuss the evaluation prior to submitting it to the course professor. Each candidate's Internship or Practicum site is also visited by the Site Visitor and/or Coordinator of Practicum and Internship at least once during the semester. The candidate's progress, strengths, and any areas of development are discussed and documented in the evaluation. Recorded counseling sessions are reviewed by the supervisor in practicum and internship supervision sessions with candidates. In addition, candidates are given ongoing feedback about counseling skills in class and through group supervision with the instructor. The instructor also evaluates candidate skills through the counseling skills checklist when the case presentation occurs.

Internship II candidates are evaluated during the semester by their instructor using the Pre-Service Candidate Disposition Assessment. Prior to the Internship II disposition, candidates have been evaluated formatively in IPC 51100 Foundations of Clinical Mental Health and in IPC 55200 Counseling Skills and Lab. The final disposition is administered in Internship II. In addition, the counseling skills checklist is administered in Practicum, Internship I, and Internship II when the candidate presents their *case study* assignment.

Candidates evaluate their practicum and internship site supervisor and site visitor at the end of each semester in which they are enrolled in IPC 61100 Practicum, IPC 62000 Internship I, and IPC 63000 Internship II. Candidates complete the evaluation of both the site supervisor and the site visitor for each field experience course in Foliotek. This data is reviewed by Department Head and the Academic Unit Leader every semester to ensure candidates are receiving regular and systematic feedback on their knowledge and skills in the field. If a site supervisor or site visitor consistently receives negative feedback from candidates, the Department Head and/or Academic Unit Leader will investigate the effectiveness of the site supervisor and/or site visitor. If issues are noted, the site supervisor and/or site visitor may not be asked to serve in that role in the future.

Candidates are also given the opportunity to provide feedback on the effectiveness of the curriculum and experiences of the CMHC program. During their last class, candidates complete the Post Self-Assessment in Foliotek. This information is reviewed at the end of each semester by CMHC faculty and informs the continuous improvement process.

## *Determining Eligibility for Practicum and Internship*

There are several checkpoints that should be met to be eligible to apply for practicum or internship. These are listed below. If there are any items missing, the candidate is ineligible to apply for practicum or internship. If the candidate believes they have extenuating circumstances, they may appeal to the College of Education and Human Services in writing at this link. Appeal decisions are made within 2-3 weeks and as such candidates need to be proactive in the timing of any appeal. Applications are due one month prior to the start of class and any appeal must be resolved before that time.

- All pre-requisites on the unit planner for practicum and internship must be completed
- There are no dispositions with major concerns that have not been addressed with a remediation plan. In the event of any remediation plan, there is evidence that remediation progress has been approved by the Counseling Cabinet.
- Candidates meet all unit grade requirements
- All incompletes must be changed to a letter grade prior to submission of a practicum or internship application.
- Completed applications are approved by the Clinical Mental Health Coordinator through Foliotek application submission
- An approval email is received from the professional counseling placement office (counselingplacement@lindenwood.edu) by the candidate and their advisor



- An add form is completed and the candidate is successfully enrolled in the practicum or internship course.

## *Site Selection Process for Approved Sites*

It is candidates' responsibility to secure their Practicum and Internship site. Candidates should begin the process of arranging an Internship or Practicum site at least one semester prior to the term in which they intend to begin the Practicum or Internship. Candidates will access the approved practicum and internship site list in the CMHC Candidate Resource Canvas shell in the Practicum and Internship Module and select a site from the list. This list is updated regularly and any changes in sites are reflected on the spreadsheet.

Agencies vary with respect to their requirements for accepting candidates for Internship or Practicum. It is candidates' responsibility to inquire about and comply with the requirements of the agency. Some candidates elect to complete their Internship or Practicum at their place of employment. Candidates who choose to do so will be required to have an Internship or Practicum Site Supervisor that is not their work supervisor. In addition a list of clients that are outside of their normal case or practice load must be seen to satisfy Practicum, Internship I, and Internship II.

## *Process for becoming an Approved Site*

If a candidate wishes to complete their practicum or internship at a site that is not on the approved list or an agency, or an organization that would like to become an approved site, there is a process in place to become approved. These steps are detailed below:

1. The prospective site should email the CMHC Site Visitor Coordinator at [prof counselingplacements@lindenwood.edu](mailto:prof counselingplacements@lindenwood.edu) and request to be an approved site.
2. The Coordinator will send a brief survey to gain more information about the site, clients, and types of services that are offered (Appendix B).
3. Once returned, the Coordinator will set up a brief electronic or in-person meeting with you to review the responses and to gain additional details.
4. The information will be shared at the next Counseling Cabinet Meeting. This cabinet is comprised of all faculty in the CMHC program and meets the last Friday of each month. In the rare event there is no meeting, an electronic vote will occur to render a decision. The site will be notified of the acceptance or denial.
5. Once approved, the site will be added immediately to the list of approved sites.
6. Upon the start of the semester in which a candidate is enrolled, the approved site will be issued a memorandum of understanding (MOU) formalizing the agreement between LU and the site (Appendix D).

## Termination of Site

In rare cases, there can be an unresolvable, despite all efforts, a conflict between the site and the learning program. These situations typically arise after problems have developed at the site, the steps for resolution have been followed, and discord continues. In this event, it may be appropriate for the candidate to leave the site or for the Program to remove the site from the approved site list. Either scenario may occur after all attempts at resolution have been made and the MOU must be terminated. When this occurs, the Department Head of Human Services will notify the site of their removal from the list of approved venues for internship. At that time, all candidates at the site will need to be removed and transferred to another site still on the approved list.

Should a site receive notification of removal from the list of approved internship sites, reinstatement is possible. To become reinstated as an approved site, it would be required to provide evidence of remedy with regard to any issues. Such evidence may include new policies or procedural changes established in writing by the site, or similar changes intended to successfully address any issues. Following review of such evidence, a site would be placed on a two-semester probationary period. At the conclusion of the probationary period, the site progress from all site visitor reports will be reviewed and brought to the next counseling cabinet meeting. A decision will be rendered by the cabinet as to whether the site will again be included to the list of approved sites.

If possible, the internship hours accrued prior to a termination should be counted toward the candidate's hours earned. However, under certain circumstances, evidence of recording errors, deliberate misrepresentation of hours completed, or unresolved disagreement between the intern and site supervisor could result in a lack of clarity about the hours that have been accrued. In this event, the Practicum and Internship Instructor will decide in conjunction with the Counseling Cabinet regarding a resolution of total hours.

## Applying for Practicum and Internship

See the figure below for the timeline of practicum and internship applications.



The sequence of Practicum and Internship experiences are developmental and progressive. Practicum candidates begin their field work during practicum with expectations appropriate for initial contact with clients. Internship candidates enroll in Internship I with expectations of developing skills for working with clients, continuing to develop their personal theory of counseling, and beginning case conceptualization skills. Internship II candidates are expected to implement and polish their clinical skills and become more advanced in case analysis, diagnosis, and in delivery of more advanced interventions, often involving multiple systems and resources.

The candidate must apply and be approved for Practicum and Internship 4 weeks prior to the Monday of the first week of classes during the semester before they intend to take the class. The review of applications can take 2-3 full weeks by the CMHC Site Visitor Coordinator. Thus, candidates should aim to submit their applications to Foliotek by the midterm of the preceding semester. This lead time is especially important to ensure all required documentation is present in the application. And, to ensure that all site onboarding processes have been completed. Some sites require non-direct client onboarding processes that can take up to 3 weeks to complete. If there are additional items required for the application, the CMHC Site Visitor Coordinator will notify the candidate via Foliotek. The candidate email provided in Foliotek is how any correspondence will be sent. It is the candidates' responsibility to check their email to see if their application is approved or requires additional materials prior to the deadlines outlined above (4 weeks prior to the Monday of the semester they intend to take the course).

Foliotek can be accessed through the CMHC Candidate Resource Shell in Canvas by clicking on the Foliotek link. First time users will be prompted to enter a user id and password that is unique to them. All application materials must be submitted through Foliotek. The place to upload all forms and information is on the left-hand menu. The candidate will select the course for which they are applying and then click on each subsequent item listed in Foliotek. Directions for how to obtain and upload these items are in the section to which they are uploading information into. A sample of application forms may be viewed in Appendix C. However, no paper or scanned, electronic copies of these forms will be accepted. All practicum and internship requests must be made in Foliotek.

The required documents are:

- Practicum and Counseling Internship Approval Form
- Practicum and Counseling Internship Description
- Practicum and Counseling Internship Learning Goals
- Acknowledgement of Handbook Review
- Practicum and Counseling Internship Program Contract
- Copy of Site Supervisor's License
- Proof of Candidate Liability Insurance (see below)
- Counseling Site information documenting services provided

The candidate is responsible for any additional materials required by the site (i.e., statement of intent, background, etc.) and for providing the site with these documents.

Once the above documents are completed electronically through Foliotek, candidates submit the application by clicking on the **big green submission button**. If you do not click the big green button, the CMHC Site Visitor Coordinator will not receive any of your documents. Clicking the big green button activates the 'send' function as in email (see screen shot below).

The practicum course, IPC 61000 is offered for 16 weeks during Fall and Spring semesters and 10 weeks in the summer semester. Practicum candidates complete at least 100 hours of supervised work at the site at which they

have been placed. A weekly hour log along with a final summary of hours for the semester must be signed by the practicum site supervisor. Candidates are required to submit this form to their practicum course instructor and to Foliotek by the end of the term. Examples of these experiences are learning site policies and procedures, developing a way to take case notes and document, shadowing the practicum site supervisor and engaging in individual, group, couples, or family therapy sessions as the counselor.

## Role of the Clinical Mental Health Site Supervisor

The clinical mental health counseling practicum/internship site supervisor is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The site supervisor is the key person at the mental health site who facilitates and supervises all of the activities in which the intern will be participating. When the Internship experience begins, the site supervisor is asked to orient the candidate to the Internship site. Specifically, the site supervisor should:

- Introduce the candidate to co-workers
- Give a tour of the agency and discuss its origin, mission, and function
- Explain the duties and responsibilities of the intern and tasks as related to others in the agency
- Emphasize the importance of confidentiality as it relates to your organization
- Determine the candidate's Internship schedule and establish a policy for covering absences
- Inform the candidate of your agency's dress code and what you expect from the candidate in this regard
- Provide one hour each week of face-to-face supervision of the intern
- Provide feedback on the intern's performance during the site visit by the faculty representative
- Provide a midterm and a site final evaluation of the intern

Practicum candidates are required to consult weekly with site supervisors for at least one clinical hour. During this time, candidates obtain their site supervisor's signature on the weekly hours log form. Supervision is provided by an approved and licensed individual at the practicum site, thereby helping to ensure adequate expertise in the field. The site supervisor must provide weekly feedback to the CMHC candidate during this consultation period to monitor progress and give the candidate feedback on their performance. If there are problems or issues that need to be addressed, a meeting with the site supervisor, candidate, site visitor, and/or instructor may be needed to identify and resolve issues/problems. A Memorandum of Understanding (MOU) and Clinical Center contract, signed by the clinical site also indicates frequency of interaction and/or evaluation of CMHC candidates. Site supervisors must have three years of full-time experience post-licensure and engage in supervision training course facilitated by the University's Practicum and Internship Coordinator.

Additionally, a faculty member provides supervision during the Practicum course that meets 2½ hours per week.

### *Preparing for Interns*

When site supervisors initially interview a Lindenwood University Clinical Mental Health Counseling Practicum/Internship candidate, candidates should provide the site supervisor with a copy of the candidate's Lindenwood University current transcript. The expectation is for the practicum and internship candidates to have completed the courses Counseling Theory and Practice and internship candidates to have completed specific coursework including, Counseling Theory and Practice, Group Dynamics, Process and Counseling, and Adult Diagnosis and Treatment Planning, prior to engaging in a Counseling Internship. Before a candidate is permitted to work with clients, we require proof of candidate liability insurance. Please request a copy of the candidate's liability insurance to protect all parties.

Prior to the start of the semester, the Practicum/Internship Program Lead will ensure you have had an orientation to the supervision process and LU expectations for clinical supervision. The orientation training will need to occur only once and will review basic procedures and processes. Additional training opportunities will be made available to site supervisors throughout the year, if requested and if any major changes to the role of site supervisor have changed. If the site coordinator is unable to attend the training during the semester that they are supervising a candidate, they will be placed on a probationary period for the next semester they host an intern. If the site supervisor fails to attend the training during the designated live times or complete a pre-recorded module, they will be removed from the list of approved sites from that semester forward.

## Group Supervision

During Clinical Mental Health Counseling Practicum/Internship, interns are required to meet for group supervision class on the Lindenwood campus. A member of the program faculty conducts group supervision. The Clinical Mental Health Counseling Practicum/Internship course requires that candidates meet in group supervision for a minimum of 2 hours per week, scheduled weekly throughout the semester. Candidates are required to participate in the giving and receiving of feedback on clinical skills, therapist issues in the scope of the counseling session, and how it could affect treatment and intervention.

Candidates receive credit for hours attended in group supervision towards their required clock hours (indirect hours.) These courses require review of videotaped and sometimes live sessions. These activities inform the disposition completed by the instructor in all classes and provides evidence that the candidate has met the knowledge and skills required to give and receive feedback.

## Candidate Liability Insurance

Lindenwood University does not provide liability insurance for candidates. Candidates are required to purchase and show proof of candidate liability insurance prior to beginning Practicum and Counseling Internship. Candidates are required to purchase and show proof of candidate liability insurance as part of their Practicum and Counseling Internship Application Packet. Candidate liability insurance may be purchased through the American Counseling Association (ACA) affiliate, Healthcare Providers Service Organization (HPSO). If you are unsure if the insurance will work, please contact the CMHC Practicum and Internship Program Lead.

Request for Internship 1

☒ SUBMIT THIS REQUEST FOR EVALUATION

Please upload the appropriate documents for the required components below. Then "SUBMIT THIS APPLICATION FOR EVALUATION" by clicking on the green button above. Only submit after all components are present.

| COMPONENTS   | LAST MODIFIED | ITEMS | VARIABLE |
|--|---------------|-------|----------|
| Request for Internship 1                                   | n/a           | 1     | Always   |
| Professional Counseling Site Description                   | n/a           | 0     | Always   |
| Professional Counseling Learning Goals                     | n/a           | 0     | Always   |
| Professional Counseling Acknowledgement of Handbook Review | n/a           | 0     | Always   |
| Professional Counseling Internship Contract                | n/a           | 0     | Always   |
| Internship Pre-Hours Contract                              | n/a           | 0     | Always   |
| Travel Waiver and Confidentiality Agreement                | n/a           | 0     | Always   |
| Resume/Licensure of Site Supervisor                        | n/a           | 0     | Always   |
| Professional Liability Insurance                           | n/a           | 0     | Always   |

The application is reviewed and if approved, the Clinical Mental Health Counseling Placement Office (prof counselingplacements@lindenwood.edu) will send an email approval to the candidate, their advisor, and the site supervisor to verify and confirm the internship or practicum placement. The candidate completes an add/drop form with their advisor to register for the approved Internship or Practicum placement.

## *Counseling Practicum and Internship Hour Records*

Counseling Practicum and Internship are classes that meet weekly throughout the spring, summer and fall semesters. Candidates are required to attend and participate in a 2.5 hour-class through Lindenwood University that provides relevant professional development and cultivation of skills along with group supervision.

Candidates are required to keep records of their Practicum and Internship hours on a standardized spreadsheet provided by their instructor. The completed spreadsheet will be shared with the site supervisor along with the site verification form at the end of the semester. The site supervisor will meet weekly to review hours and provide one hour of supervision. Upon completion of the courses, the site supervisors will sign and date the verification form (Appendix J). To earn credit for the course, the completed spreadsheet and signed verification form must be completed prior to the end of the semester and uploaded into FolioTek. Therefore, end of course paperwork required for completion are:

- Site Verification form signed by site supervisor and candidate
- Completed Excel Sheet demonstrating hour requirements
- Site Supervision log sheet
- Other forms required by instructor in the syllabus

Failure to submit completed documents in a timely fashion may also result in loss of Internship or Practicum credit for the term. **Candidates should also keep copies of all the Internship or Practicum forms.** Graduates who plan to pursue licensure as a Professional Counselor will need to report Internship or Practicum information during the application process.

## *Professional Site Conduct*

Candidates are expected to act in a professional manner and abide by the ethical principles of the Missouri Committee for Professional Counselors and the American Counseling Association (ACA). Candidates are expected to be present at their Internship or Practicum sites during the hours for which they have been scheduled to work; be punctual for appointments with clients or supervisors and other scheduled meetings; be prepared to submit all agency reports and records; and be respectful toward clients, staff, and any individuals with whom they have contact. Failure to follow these expectations may result in dismissal from the Program.

## *Code of Ethics*

Candidates and faculty are expected to adhere to the ethical standards and statements as defined by the American Counseling Association, American School Counselor Association, and the Missouri Committee for Professional Counselors. Proven violations of professional or ethical conduct may result in dismissal from the Program. The American Counseling Association Ethics may be found at this 2014 Code of Ethics.(counseling.org) link. The Missouri Committee for Professional Counselors information may be found at this Committee for Professional Counselors (mo.gov) link.

## *Resolution of Site Conflict*

If a conflict between the candidate and the site occurs, then the Practicum and Internship Site Coordinator should be immediately contacted. Often, any issue that may arise can be effectively handled through this communication. If warranted, contact from the University to the site will be made with the candidate present. If the candidate cannot be present, the University will reach out to the candidate with any additional steps.

Rarely, a problem can remain unresolved after the initial troubleshooting communication outlined above. In such cases, the Practicum and Internship Program Lead, should be contacted by the site and the CMHC Site Visitor and Coordinator at the earliest time convenient. A meeting will occur between all parties and a discussion of solutions implemented.

## *Hour Requirements*

Candidates enrolled in practicum will gather a minimum of 100 total hours which must include a minimum of 40 direct hours. Subsequently, each semester of Practicum and Counseling Internship requires a minimum of 300 clock hours and must include a minimum of 120 hours engaged in the provision of direct service to clients. During the Internship or Practicum, a minimum of 30 hours will be spent in class in group supervision. Up to 180 hours per term may be spent engaged in the provision of indirect services.

| <b>Course</b>              | <b>Direct Hours Required</b>   | <b>Indirect Hours Required</b> | <b>Total Required Hours</b> |
|----------------------------|--|--------------------------------|-----------------------------|
| IPC 61100<br>Practicum     | 40 Direct (may be composed of any combination of individual, couples, family counseling, or group-group hours not to exceed 40% of direct hours )  | 60                             | 100                         |
| IPC 62000<br>Internship I  | 120 Direct (may be composed of any combination of individual, couples, family counseling, or group-group hours not to exceed 40% of direct hours ) | 180                            | 300                         |
| IPC 63000<br>Internship II | 120 Direct (may be composed of any combination of individual, couples, family counseling, or group-group hours not to exceed 40% of direct hours ) | 180                            | 300                         |

Direct service includes activities such as intake interviewing; individual, couples, family, and group therapy; crisis intervention; and assessment. This must be face-to-face contact. Indirect service includes activities such as individual and/or group supervision, training, staff meetings, case preparation, telephone calls, and report writing. Candidates may carry over excess hours from IPC 62000 Internship I and apply them to IPC 63000

Internship II if the appropriate paperwork is in place and it has been approved by the Practicum and Internship Lead.

Practicum and Counseling Internship candidates are required to spend a minimum of one clock hour per week in individual face-to-face supervision with his or her Internship or Practicum Site Supervisor. Individual supervision occurs when the candidate and the on-Site Supervisor meet on a one-on-one basis to discuss the candidate's work with clients. Administrative supervision does not count towards this requirement. Candidates are encouraged to arrange for as much agency supervision as possible. Supervision is essential to the candidate's development as a competent therapist.

### *Counseling Internship Extension*

Should a candidate be unable to complete the required hours of Internship I within the semester, that candidate will receive an Incomplete for a grade. If the candidate receiving an Incomplete is in IPC 62000 Internship I and has completed more than half the required hours of Counseling Internship I, the candidate should enroll in IPC 63000 Internship II the following term. Any candidate unable to complete the required hours of IPC 3000 Internship II must enroll in a section of IPC 62001 Internship Extension the following term. Enrolling in the IPC 62001 Internship Extension will allow candidates to continue to receive supervision from Lindenwood University faculty by attending the Counseling Internship class as they complete their Internship hours. All other coursework for Counseling Internship must be completed prior to enrolling in Counseling Internship Extension. Counseling Internship Extension is a zero-credit hour course. A \$50.00 fee is charged for each extension. While seeing clients, all candidates under extension must attend the appropriate Internship I or Internship II course to obtain University Supervision.

### *Remediation During Field Experiences*

The remediation process during the program is discussed in detail on page 12 of this handbook. However, during the culminating experiences, site supervisors and site visitors provide critical insight into the candidate's ability to work as a counselor in the field. This process may involve additional input from the Site Visitor and/or Site Supervisor and administrators at the site. Course instructors will develop a remediation plan for counseling candidates who receive any scores below "typical for level of training experience" or receive any level of concern on their site supervisor evaluation form evaluated at midterm and final. Course instructors may send major concerns or minor concerns that are unresolved to the remediation committee. Continuation in the course will be determined based on performance issues and after meeting with the candidate, site visitor, site supervisor, and candidate.

The person who first reports an issue will report any counseling candidate concerns will hold an information gathering meeting with the site visitor, site supervisor, and candidate. Determination of a minor and major concern along with a perseverance plan will be communicated to all parties (e.g., site supervisor, site visitor, candidate and instructor).

Despite the best efforts of all parties involved, problems sometimes arise. If you experience a conflict with a candidate intern, please observe the following procedures for handling problems:

First, address the candidate directly. Usually, a face-to-face meeting is sufficient to clarify expectations and clear up any miscommunications. If necessary, clarify the expectations and requirements established at the inception of the Internship experience, along with any new expectations that may have developed since that time.



If the problem persists after addressing the candidate directly, contact the Practicum and Internship Site Coordinator/Site Visitor. Please clarify in writing a synopsis of the issues, including any specific expectations, requirements, or guidelines the intern has failed to follow. After receiving an overview of the issues and concerns, the Practicum and Internship Site Coordinator/Site Visitor will establish communication with the intern regarding what has been reported and will explore what seems to have gone wrong and how best to address these issues. If needed, they will consult with the Instructor and/or Practicum and Internship I and Internship II Program Lead.

## *Ongoing Feedback and Evaluations of Interns*

CMHC Counseling interns are evaluated by site supervisors at midterm and at the end of the term. These evaluations will be sent out to the Site Supervisor via email (Appendix G). The email sender will be from Foliotek.com. The email will contain a link the supervisor may click on that will take them to the electronic evaluation form, and allow them to populate the form. The midterm and final evaluation are the same instrument and used across Practicum, Internship 1, and Internship 2. This allows for consistent and ongoing feedback for the candidate. In addition, the aggregated data is monitored for purposes of program improvement.

The ratings on the evaluation should demonstrate growth of the candidate's skills throughout their time at the site. Ideally, the candidate and site supervisor will use weekly supervision time at midterm and at the end of the semester to review the assigned ratings. Using a growth mindset, it is important to understand the beginning practicum candidate will be learning skills required for professional responsibilities and their scores may have more room for improvement than in later semesters of Internship I and Internship II. As the semester continues, an expectation of growth, based on consistent weekly feedback of the candidate, will provide opportunity for skill expansion and improvement.

As candidates shift from candidate to professional, feedback provided by the site supervisor is essential to their development. The Practicum and Site Coordinator and LU Site Visitor will also be in contact with you at the beginning and throughout the semester. Their role is to ensure the candidate and the site are working collaboratively, the candidate is obtaining the necessary skills and opportunities to apply clinical skills, and to provide feedback to the learning institution. In addition, the Site Visitor completes an evaluation of the site with the site supervisor (Appendix H). The result of the meeting may necessitate an in-person site visit will also inform the Practicum and Internship Program Lead and/or (when that is a different individual) the University Internship Instructor and candidate if there is a minor or major concern.

In the event of a minor concern, the Site Visitor will follow up with the intern regarding the outcome of any meetings held between the site supervisor and the candidate and confirm that any issues have been resolved. In the event of a major concern, the Site Visitor will reach out to the site supervisor to discuss any previous and remaining concerns, will discuss all concerns with the intern, and will be a part of a conjoint meeting involving the site supervisor, the intern, and other representatives from the site and/or the University as appropriate. Should major concerns remain unresolved despite efforts to intervene, the candidate will be asked to meet with the Retention and Remediation Team. They will work to create a remediation plan with input from the site supervisor or site visitor. In very rare cases, it may become necessary to remove the intern from the site and this is described in the section focused on "Resolving Problems" appearing later in this handbook.

The feedback obtained from site visits and from site visitors is critical to the ongoing development of the CMHC Program and is highly valued. The Site Visitor will conduct one site visit with you and more if requested. It is highly encouraged that the visit be scheduled with the intern present so that all parties may be informed about progress, strengths, and to identify any suggestions that will promote professional growth of the candidate. Meeting as a team to promote the growth of the intern also models behaviors conducive to real world

team planning and the annual professional evaluation process upon entry into the field. Collectively, these evaluations are compiled into a general report that is made available to the CMHC core faculty each semester so that faculty are informed about program strengths and can identify curricular and other program areas to build, amend, or improve upon.

### *Fieldwork, Practicum and Internship Intervention*

Site supervisors provide critical insight into counselor-in-training's ability to work as a counselor in the field. Course instructors will develop a remediation plan for candidates who receive any scores below “typical for level of training experience” or receive any level of concern on their site supervisor evaluation form. Course instructors may send major concerns or minor concerns that are not resolved to the remediation committee. candidates will receive an incomplete in the course until they have completed their remediation plan and demonstrated necessary growth. The site visitor should report any candidate concerns to the clinical course instructor who will determine if the concern is a minor or major concern.

## **Exit Requirements**

### *Counselor Preparation Comprehensive Exam (CPCE)*

The Counselor Preparation Comprehensive Examination (CPCE) is a nationally administered, standardized multiple-choice exam designed to evaluate professional knowledge candidates have obtained during the counselor preparation unit at Lindenwood University. The CPCE covers eight core curriculum areas:

Human Growth & Development, Personality (IPC 52100, IPC 52200)  
Social & Cultural Foundations (IPC 56200)  
Group Dynamics (IPC 56100)  
Lifestyle & Career Development (IPC 58200)  
Appraisal of the Individual (IPC 58100)  
Research Methods & Program Evaluation (IPC 54100)  
Professional Orientation & Ethics (IPC 51100, IPC 51200)  
Helping Relationships (IPC 55100, IPC 55200, IPC 53100, IPC 52400, IPC 61100, IPC 62000, IPC 63000)

The CPCE is offered each fall, spring, and summer term. The Exam is administered at privately maintained, off-campus testing sites. A list of testing sites in the St. Louis metropolitan area is available from the Counseling Program Director. Candidates applying to take the CPCE should do so during their last semester of coursework. Candidates must have completed coursework covering the eight core areas listed above and one semester of Counseling Internship prior to sitting for the Exam.

### *CPCE Application*

Candidates must apply to take the CPCE at a privately maintained, off-campus testing site. A list of sites in the St. Louis metropolitan area is available from the Counseling Program Director. Candidates will enroll in IPC 60500 Comprehensive Examination course for the semester in which they enroll in IPC 63000 Internship II. The requirement to satisfactorily pass IPC 60500 Comprehensive Examination is to pass the CPCE. All IPC 60500 candidates' names will be submitted to the CPCE representative for eligibility to take the exam.

## *CPCE Results*

At the time of application, candidates will select Lindenwood as a recipient of their exam scores. Lindenwood University receives CPCE results approximately two weeks after the exam date. Candidates will receive their exam scores the day of the exam. They must upload their passing score to the Canvas for IPC 60500 Comprehensive Examination and should contact their advisor and indicate their scores.

## *Graduation Requirements*

Graduation from the Professional Counseling Program requires: completion of coursework with at least a 3.0 cumulative grade point average; completion of all Internship hours; and a passing score on the Counselor Preparation Comprehensive Examination (CPCE). Graduation from the Program does not occur automatically when all requirements have been met. candidates must apply for graduation.

**Candidates must complete and submit the Application for Degree** to their advisor in a timely manner. The deadlines are as follows:

|   |             |
|---|-------------|
| Deadline to apply for May graduation      | December 30 |
| Deadline to apply for August graduation   | February 28 |
| Deadline to apply for December graduation | May 30      |

Candidates are invited to participate in the graduation ceremonies held in May and December. Candidates are eligible to participate in the graduation ceremony if they have completed degree requirements or will complete the degree requirements during the following semester. Degrees are conferred and are posted on the transcript on the 30<sup>th</sup> of the month in which the candidate graduates. Diplomas will be provided after confirmation of degree conferral. Candidates should note that degree conferral and posting of the degree to the official transcript are not guaranteed by participation in the graduation ceremony.

## *Obtaining Licensure*

The CMHC Unit at Lindenwood University is designed to meet the academic requirements associated with licensure as a Professional Counselor set forth by the State of Missouri. Upon completion of the Program, candidates may choose to pursue licensure as a Professional Counselor. Professional licensure is regulated by the Missouri Committee for Professional Counselors, by the Illinois Department of Financial and Professional Regulation, or other state licensing board in which the candidate resides.

Candidates should be aware of the various requirements for each state. It is important to note that significant post-graduation requirements are associated with licensure at the State level, and that completion of the academic degree represents a crucial step in the lengthy process of licensure, it is not the final step. Requirements for professional licensure can be found at <http://pr.mo.gov> (Missouri) or [www.idfpr.com](http://www.idfpr.com) (Illinois). In addition, regular presentations by the Chair of the Missouri Licensing Board are made during practicum and/or internship classes in which all candidates in the academic unit, CMHC are invited. There is a checklist for Missouri licensure that is incredibly useful in guiding candidates throughout the process that is presented and available at this [link](#). In addition, the application for Missouri licensure can be found at this [link](#).

The faculty members of the College of Education and Human Services, CMHC Unit have the ethical responsibility to endorse candidates for school counselor certification, school psychological examiner

certification, or professional licensure who are academically, professionally, and ethically fit to practice. Lindenwood University reserves the right to not recommend a candidate for state certification or licensure, regardless of grades earned and requirements fulfilled if the candidate's pattern of conduct is inconsistent with generally accepted professional standards.

## Program and Faculty Contact Information

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Brittney Herman  
Clinical Mental Health Practicum/Internship Coordinator  
[profcounselingplacements@lindenwood.edu](mailto:profcounselingplacements@lindenwood.edu)

General Office Number  
636.949.4611

The Counseling Department no longer has or uses a fax. Please scan and email documents or bring them to the office. Consider emailing before calling as this is more efficient, and we will have a record of the conversation.

# Frequently Asked Questions

## **How do I find an Internship or Practicum site?**

It is the candidate's responsibility to secure his or her Internship or Practicum site. The candidate should begin the process of arranging an Internship or Practicum site at least one semester prior to the term in which he or she plans to begin the Internship or Practicum. To begin the process, the candidate should begin by reviewing the practicum and internship approved site list available at this [link](#). They may then contact the approved organization or counselor which he or she is interested in doing his or her Internship or Practicum.

## **I have not submitted my application for Practicum and Counseling Internship. Can I enroll in the Practicum and Counseling Internship class and upload my application in Foliotek later?**

No. Anyone who is intending to enroll in Practicum and Counseling Internship must submit a completed Practicum and Counseling Internship Application Packet and must receive approval from his or her advisor prior to enrolling in a Practicum and Counseling Internship class. You can find the Practicum and Counseling Internship Application Packet in the appendices of this handbook. The application must be submitted in Foliotek for review by the Office of Field and Clinical Experiences.

## **I would like to complete my practicum and/or internship 1 and 2 at the same site. Do I need to re-upload my information into Foliotek if it remains the same?**

Yes, you need to re-upload your information for every semester of practicum and internship. The data that is stored in Foliotek is a permanent, electronic, secure system that will allow the University to keep track of your site requests and other pertinent information related to licensure.

## **I would like to do my Practicum and Counseling Internship at the agency at which I am currently working. Would this be an acceptable placement?**

If you work at a mental health or social service agency that provides counseling and there are licensed mental health workers who can supervise your work, you may be allowed to use your workplace as a Internship or Practicum site. There are three important stipulations:

- Your supervisor must provide clients who are not in your normal caseload as part of your job
- Your Site Supervisor cannot be the Supervisor (person) to whom you report for your job
- Your site must be on the list of approved sites

## **I am a member of the American Counseling Association (ACA). My membership with ACA includes insurance. Will that be appropriate for the Proof of Candidate Liability Insurance?**

Check with them to make sure that your membership includes insurance that covers activities done as a candidate trainee. Their response should be included with your application for our records. For additional information regarding candidate liability insurance through your ACA membership, contact ACA. Such agencies will send candidates a statement of coverage upon request.

## **If I work at an agency and will do my Practicum and Counseling Internship there, do I have to have candidate liability insurance?**

We need a statement from your place of employment that your liability insurance covers candidate activities. This information will go into your application file. We prefer that candidates not take chances with liability

when for approximately \$29 they can be sure they are protected.

**Can I carry over hours from Practicum to IPC 62000 Internship I?**

No. You must complete all the hours for practicum and then begin again accruing hours for IPC 62000 Internship I.

**Can I carry over hours from IPC 62000 Internship I to IPC 63000 Internship II?**

Yes, as long as your hours are documented as usual. Hours will automatically be recalculated based on the requirements for direct, indirect, and total hours.

**Is there an addition to the financial aid loan that graduate counseling candidates can request that might help supplement income while they are completing their Practicum or Internship?**

You should contact financial aid and read any loan application VERY carefully. Typically, graduate candidates may borrow funds in excess of the cost of tuition and books to assist with living expenses such as housing, food, and transportation, within certain limits. Sometimes the extra funds come from loans that do not have interest subsidies. We would recommend that you carefully consider the amount you need and the true costs of borrowing the money before applying for a financial aid loan.

# Appendix A: CMHC Program Plan



**LINDENWOOD**

*College of Education and Human Services*

## 2023-2024 Program Planning Worksheet MASTER OF ARTS in Clinical Mental Health Counseling

|         |  |          |  |
|---------|--|----------|--|
| Name:   |  | LU ID:   |  |
| Phone:  |  | Advisor: |  |
| E-Mail: |  |          |  |

### Notes:

### Core Courses required for Degree

|  | Hour | Term | Transfer Institution | Grade | Prerequisites/Notes   |
|--|------|------|----------------------|-------|---|
| IPC 51100 Foundations of Clinical Mental Health Counseling | 3    |      |                      |       |   |
| IPC 51200 Ethics & Professional Issues                     | 3    |      |                      |       | • IPC 51100 or concurrently   |
| IPC 52100 Human Growth and Development                     | 3    |      |                      |       | • IPC 51100 or concurrently   |
| IPC 52200 Personality Theories & Psychopathology           | 3    |      |                      |       | • IPC 51100 or concurrently   |
| IPC 52400 Adult Diagnosis and Treatment Planning           | 3    |      |                      |       | • IPC 52100, IPC 52200 or concurrently  |
| IPC 53100 Family Counseling                                | 3    |      |                      |       | • IPC 55100 (or IPC 55300)  |
| IPC 54100 Research Methods and Program Evaluation          | 3    |      |                      |       | • IPC 58100   |
| IPC 55100 Counseling Theory and Practice                   | 3    |      |                      |       | • IPC 52100, IPC 52200 or concurrently with IPC 55200                         |
| IPC 55200 Counseling Skills Lab                            | 3    |      |                      |       | • IPC 52100, IPC 55200 or concurrently with IPC 55100                         |
| IPC 56100 Group Dynamics, Process, & Counseling            | 3    |      |                      |       | • IPC 55300 or IPC 55100  |
| IPC 56200 Social and Cultural Foundations of Counseling    | 3    |      |                      |       | • IPC 52100   |
| IPC 56500 Introduction to Substance Abuse Counseling       | 3    |      |                      |       | • 18 hours of coursework  |
| IPC 58100 Appraisal of the Individual                      | 3    |      |                      |       | • IPC 52100   |
| IPC 58200 Lifestyle and Career Development                 | 3    |      |                      |       | • IPC 52100   |
| IPC 61004 Adult Survivors of Trauma                        | 3    |      |                      |       | • IPC 55100 (or IPC 55300)  |
| IPC 61100 Clinical Mental Health Counseling Practicum      | 3    |      |                      |       | • IPC 55100 and IPC 55200, 3.0 GPA, 100 clinical hours                        |
| IPC 62000 Counseling Internship                            | 3    |      |                      |       | • IPC 52400, IPC 56100, IPC 56200, IPC 61100, 3.0 GPA, 300 hrs MO, 350 hrs IL |
| IPC 63000 CMHC Internship                                  | 3    |      |                      |       | • IPC 62000, 3.0 GPA, 300 hrs MO, 350 hrs. IL                                 |

### Extensions to Field Placement



|   |           |  |  |  |  |
|---|-----------|--|--|--|--|
| IPC 62001 Counseling Internship Extension                                   | 0         |  |  |  | <ul style="list-style-type: none"> <li>Incomplete in IPC 62000 or IPC 63000</li> </ul> |
| <b>Six additional hours must have 18 hours of core curriculum completed</b> |           |  |  |  |  |
| IPC 56400 Crisis Intervention   | 3         |  |  |  |  |
| IPC 61006 Grief Counseling  | 3         |  |  |  |  |
| <b>Exit Requirements</b>  |           |  |  |  |  |
| IPC 60500 Comprehensive Exam  | 0         |  |  |  |  |
| <b>Total Degree Credit Hours</b>  | <b>60</b> |  |  |  |  |

**For maximum program success, all candidates must:**

1. Keep the Program Planning Worksheet current.
2. Maintain a GPA of 3.0 or higher
3. Complete IPC 61100 Practicum, IPC 62000 Internship I, and IPC 63000 Internship II with grades of A or B
4. Earn no more than two C's during the entire program of study
5. Pass the comprehensive examination
6. Submit Degree Application by deadline

## Appendix B: Site Interest Form

Thank you for your interest in hosting one of Lindenwood's Clinical Mental Health Counseling Candidates. Our Cabinet meets quarterly to review requests for intern candidates in January, May, August, and December. We will review the form and be in touch to set up a quick visit, respond to any questions you may have and to provide you with our Practicum and Internship Handbook.

Date: Click or tap to enter a date.

### I. Site Information

Site Name: Click or tap here to enter text.

Estimated Case Load #: Click or tap here to enter text.

Number of Hours per Week: Click or tap here to enter text.

Populations served by this Agency and whether the candidate can work with them: Click or tap here to enter text.

Internship Setting: (hospital - inpatient / outpatient, residential, community mental health, private practice, school, etc.) Click or tap here to enter text.

### II. Site Supervisor Information

Site Supervisor1: Click or tap here to enter text.

Credentials of Site Supervisor 1: Click or tap here to enter text.

Site Supervisor 2: Click or tap here to enter text.

Credentials of Site Supervisor 2: Click or tap here to enter text.

Years of Experience Supervising Interns: Click or tap here to enter text.

Candidate to Supervisor Ratio: Click or tap here to enter text.

### III. Internship Activities

What protocols are in place if supervisor is not on-site with the candidate? (Other licensed therapists? Reachable by cell phone? Click or tap here to enter text.

Does the candidate have adequate workspace, supplies, and/or equipment? Click or tap here to enter text.

If counseling is being done in the client's home or other off-site location, what type of safety precautions are in place? Click or tap here to enter text.

#### IV. Supervision Modalities

How will skills be assessed? (audio/video recording, live observation, documentation review, candidate feedback)? [Click or tap here to enter text.](#)

Please check Y or N for the following:

Will the intern be permitted to tape client sessions? This is a required part of the Practicum, Internship I, and Internship II experience. (If no, we will need to decline your site.)

☐ Yes ☐ No

Will the intern attend staffings?

☐ Yes ☐ No

Will the intern attend trainings?

☐ Yes ☐ No

Will the intern be required to work with electronic medical records?

☐ Yes ☐ No

Is there an opportunity to lead or co-lead a counseling or psychoeducational group?

☐ Yes ☐ No

Will the candidate meet with the supervisor for one hour a week?

☐ Yes ☐ No

Are group supervision meetings conducted?

☐ Yes ☐ No

Thank you again for your interest and time in completing this form. Please email the form back to [professionalcounselingplacements@lindenwood.edu](mailto:professionalcounselingplacements@lindenwood.edu).

## Appendix C: Application Components

### *Counseling Practicum and Internship Application*

Candidates in the CMHC Program must complete one semester of IPC 61100 Practicum, IPC 62000 Internship I, and IPC 63000 Internship II. During the Practicum and Internship experience, the candidate will engage in the activities of a professional counselor under the supervision of a licensed Professional Counselor or another licensed professional in the counseling field and a Lindenwood University faculty member in a group supervision class (IPC 62000). IPC 61100 Practicum requires a minimum of 100 clock hours and must include a minimum of 40 hours engaged in the provision of direct service to clients. IPC 62000 Internship I and IPC 63000 Internship II requires a minimum of 300 clock hours each and must include a minimum of 120 hours engaged in the provision of direct service to clients.

It is the candidates' responsibility to secure their Internship or Practicum site. Candidates should begin the process of arranging an Internship or Practicum site at least one semester prior to the term in which they plan to begin the Internship or Practicum. To begin the process, candidates should contact the counselor's office and/or agency at which they are interested in doing their Internship or Practicum.

The candidate must submit a completed Practicum or Internship application through Foliotek. The completed application includes:

- \_\_\_\_\_ **Practicum and Counseling Internship Approval Form – Foliotek only**
- \_\_\_\_\_ **Practicum and Internship Description**
- \_\_\_\_\_ **Practicum and Internship Learning Goals**
- \_\_\_\_\_ **Acknowledgment of Handbook Review**
- \_\_\_\_\_ **Practicum and Internship Program Contract**
- \_\_\_\_\_ **Copy of Site Supervisor's resume or license**
- \_\_\_\_\_ **Proof of Candidate Liability Insurance**
- \_\_\_\_\_ **Practicum and Internship Site brochure (if available)**

Candidates will not be allowed to enroll in IPC 61100 Practicum, IPC 62000 Internship I, or IPC 63000 Internship II until the completed application has been submitted in Foliotek and approved.

The completed application must be submitted no later than 5:00 p.m. the Monday four weeks prior to the beginning of the term. Applications **will not** be accepted beyond the deadline.

## *Practicum and Internship Approval Form*

Date Submitted: \_\_\_\_\_ Practicum \_\_\_\_\_ Internship 1 \_\_\_\_ Internship 2 \_\_\_\_

Faculty Advisor: \_\_\_\_\_

Anticipated Semester for Internship: \_\_\_\_\_

Name: \_\_\_\_\_  
(Last) (First) (Middle)

Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

Telephone: \_\_\_\_\_  
(Home) (Cellular) (Work)

Email Address: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Internship Site Address: \_\_\_\_\_

Internship Site Supervisor\*: \_\_\_\_\_

\*must be a licensed mental health professional

Internship Site Supervisor's Title: \_\_\_\_

Internship Site Supervisor's E-mail Address: \_\_\_\_\_

Internship Site Supervisor's Degree: \_\_\_\_\_

Internship Site Supervisor's Telephone (with area code): \_\_\_\_

\_\_\_\_\_  
(Candidate's signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Site Supervisor's signature)

\_\_\_\_\_  
(Date)

## *Practicum and Counseling Internship Description*

Name: \_\_\_\_\_

(Last) (First) (Middle)

*In the space provided below, please write a brief paragraph describing your internship or Practicum site. Describe the clientele you will be serving and the type of activities that will be part of your internship or Practicum experience. Include a list of the various activities that will be part of your internship or Practicum experience and indicate the approximate number of hours per week that you will spend in each activity (i.e., intake interviews, individual therapy, group therapy, individual supervision, staff meetings, training or professional development meetings, on-site group supervision, and case preparation). If you plan to engage in group therapy, you will need to indicate the types of groups you will be conducting and the approximate number of people in each group.*

## *Practicum and Counseling Internship Learning Goals*

Name: \_\_\_\_\_  
(Last) (First) (Middle)

*In the space provided below, please identify three specific learning goals for your internship or practicum. These goals may be related to the development of psychotherapy skills and/or knowledge. The purpose of these goals is to provide a focus for your internship or practicum learning experience. They also provide a meaningful way to evaluate your progress.*

## *Acknowledgement of Handbook Review*

The CMHC Handbook is intended to assist and inform candidates in the CMHC Program at Lindenwood University. It is essential that candidates read and become aware of all Department policies and procedures. It is the responsibility of each candidate to be familiar with the contents of the CMHC Handbook and, if necessary, to seek clarification of any information by contacting the candidate's advisor.

I have read the CMHC Handbook in full. I understand and agree to abide by the policies, procedures, and expectations set forth in the handbook.

---

Candidate Name (Printed)

---

Date

---

Signature

---

Date



## Appendix D: MOU Sample

The MOU states that, “It is the viewpoint of Lindenwood University that the administrator, staff, practicum and internship instructor and site supervisor along with the cooperating public or private school are partners. The Clinical Mental Health Counseling candidate in all aspects of professional practice becomes a faculty member of the school to which he or she is assigned.”

### **LINDENWOOD UNIVERSITY MEMORANDUM OF UNDERSTANDING Practicum and Internship Site Agreement with Host Site**

This practicum and practicum and internship (Clinical Experiences) Agreement, dated as of \_\_\_\_\_ (this “Agreement”), is entered into by and between Lindenwood Female College d/b/a Lindenwood University (“Lindenwood University”) and \_\_\_\_\_ (“Site and/or Site Supervisor”).

It is the goal of Lindenwood University’s Clinical Mental Health Counseling Preparation Program to ensure that graduate practicum and internship candidates are prepared to successfully fulfill the role for which they are being trained. It is also necessary for practicum and internship candidates to improve their counseling skills, performance, and knowledge of content material. Additionally, it is understood that practicum and internship candidates must possess a positive disposition when collaborating with colleagues and administration, as well as working with candidates. The clinical experience provides rich opportunities for practicum and internship candidates to refine their counseling skills along with the opportunity to observe the cooperating Clinical Mental Health Counseling modeling best practices and good classroom management techniques.

Lindenwood University requires the internship site supervisor to select cooperating Clinical Mental Health Counseling candidates who have at least, but not limited to, the following attributes:

- Master’s degree
- Professional licensure
- A minimum of three years in the role of licensed Clinical Mental Health Counselor

It is the viewpoint of Lindenwood University that the administrator, staff, practicum and internship instructor and site supervisor along with the cooperating internship are partners. The Clinical Mental Health Counseling candidate in all aspects of professional practice becomes a staff member of the internship site to which he or she is assigned. The Clinical Mental Health Counseling candidate will be recognized as a co-Clinical Mental Health Counseling at the internship site -on the first day of practicum or internship. The Clinical Mental Health Counseling candidate is administratively responsible for assigned responsibilities, clinical documentation, and shared responsibilities.

**Clinical Mental Health Counseling Practicum and internship (I and II) Candidate**  
Lindenwood enters into this affiliation agreement with \_\_\_\_\_ [site or organization] with the understanding that the Clinical Mental Health Counseling candidate is an apprentice in the Organization in the following ways:

- adhere to the policies and philosophies of the cooperating internship site where assigned
- consider the practicum or internship position as an apprenticeship in the site and/or organization to experiment but also recognize and respect the advice and counsel of their practicum and internship instructor and site supervisor

- maintain a neat, clean, and appropriate appearance. Questions regarding attire should be addressed by
- the practicum and internship instructor or site supervisor at the site they are at
- abide by patterns of conduct expected of professional personnel
- follow HIPPA Laws American Counseling Association Ethics with regard to confidential information about clients, minor clients and with respect to relationships with colleagues
- follow the calendar of office hours and comply with organization's processes and procedures.
- display behavior that is prompt, courteous, and dependable
- bring to the practicum and internship experience adequate knowledge in the areas of basic subject matter, human growth and development, and counseling strategies and procedures
- complete the forms required by the clinical mental health counseling program and submit them to the counseling placement office at the campus in which they are enrolled and to the internship instructor, by the date noted on the syllabus
- attend and participate in group supervision in Practicum, Internship I, and Internship II (MANDATORY)
- notify Site Supervisor and/or Practicum and internship Instructor immediately, should problems occur
- agree to confidentially: refrain from posting any pictures, information or details on any form of social media regarding candidates or colleagues within the internship class or the internship site

**Lindenwood University agrees to:**

- require appropriate background and security checks
- indicate the duration of the placement under separate cover for each Clinical Mental Health Counseling candidate
- communicate immediately with the Practicum and internship Instructor and Counseling Advisory Council, when warranted, regarding termination of the assignment for a Clinical Mental Health Counseling candidate
- require that the Clinical Mental Health Counseling candidate maintain professional liability insurance
- provide the cooperating Clinical Mental Health Counseling with the opportunity to take one three credit hour class at the university with a discount of 75%

**Lindenwood agrees that the Clinical Mental Health Counseling candidate will be visited on site once per semester by a Lindenwood supervisor, who will meet with appropriate internship site personnel to discuss the progress of the Clinical Mental Health Counseling candidate.**

**Lindenwood expects the internship site to allow the Clinical Mental Health Counseling candidate to:**

- provide all delivery systems (i.e., individual and group sessions)
- observe and counsel clients
- attend conferences, staff meetings, staff training, and other meetings as deemed appropriate by the site supervisor
- participate in discussions between staff, supervisors, and others as deemed appropriate by the site supervisor
- participate in activities, etc. that will expose the Clinical Mental Health Counseling candidate to experiences related, but not limited to: development, delivery, and application of internship site procedures
- management of the organization, operations, and resources for a safe, efficient, and effective clinical counseling environment
- action that exhibits integrity, fairness, and ethics
- understanding, responding to, and influencing the social, economic, legal, and cultural portions of

the internship site

- participation in professional development in the clinical Practicum and Internship
- practicum and internship candidates should be expected to attend staff training workshops, staff meetings, and all activities expected of the cooperating supervisor of the Clinical Mental Health Counseling candidate

| <b>Missouri Standards for Clinical Mental Health Counseling<br/>Clinical Experiences Requirements</b> |   |
|---|---|
| <b>Candidates</b>   | <b>Practicum</b><br>Total Direct hours = 40 (up to only 40% maximum of hours can be group hours)<br>Total Indirect hours = 60<br>Total Hours = 100<br><b>First semester of Internship</b><br>Total Direct hours= 120 (up to only 40% maximum of hours can be group hours)<br>Total Indirect hours=180<br>Total Hours=300                                  |
|   | <b>Second Semester of Internship</b><br>Total Direct hours= 120 (up to only 40% maximum of hours can be group hours)<br>Total Indirect hours=180<br>Total Hours=300   |
| <b>Site Supervisors</b>   | Minimum Degree Requirement:<br>Master's Degree in Counseling  |
|   | Processes & Requirements:<br>Minimum 3-5 years' experience working in a comprehensive counseling program  |
|   | Minimum of 5 Years of Experience:<br>3-5 years as a certified Clinical Mental Health Counselor  |
| <b>Site Assessment<br/>(Each Semester of <u>Internship</u> and <u>Practicum</u>)</b>                  | One-hour face to face weekly contact between Clinical Mental Health Counseling supervisors and their supervisees <ul style="list-style-type: none"> <li>• Completion of midterm and final evaluation by site supervisor</li> <li>• Regular and ongoing communication with the University Site Visitor regarding -counseling candidate progress</li> </ul> |

## Term and Termination

The term of this Agreement shall commence on the date set forth in the introductory paragraph, and shall continue in effect for three years, unless terminated as provided herein. This Agreement may be renewed for additional terms of one year each, provided that the appropriate authority for each party approves such renewal as required by applicable policy and law. Notwithstanding the foregoing provision or any other provision of this Agreement, either party may terminate this Agreement, with or without cause, by providing written notice of the intent to terminate at least 90 days prior to the date of termination.

# Appendix E: Client Consent Form

## Informed Consent Acknowledgment Form

*(This form will be brought to Faculty Supervisor instead of the complete Informed Consent Document, also attached to the syllabus, which contains clients' names and signatures and remains at the site to ensure confidentiality of clients.)*

*To be reviewed and signed by the site supervisor who has reviewed the consent form provided to the client by the Counselor Trainee before the recording of the session. The Consent Form then will be kept in the client's treatment file on Site. This Consent Acknowledgment serves as evidence that Informed Consent Form was provided and signed by Client, Intern, and Site Supervisor prior to the recording of the session.*

**I have reviewed and signed the Informed Consent document for this recorded session provided by the Intern and signed by the client, intern, and myself.**

Site Supervisor Name: \_\_\_\_\_ Site Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix F: Consent for Taping Form

I, \_\_\_\_\_, am aware of the fact that \_\_\_\_\_  
(Name of client or parent) (Name of intern)

is currently a Counseling Internship or Practicum candidate at Lindenwood University and that the tapes made of counseling sessions will be heard by the candidate's Lindenwood supervisor for the purpose of training and supervision only. I am also aware that my/my child's identity as a client will be disguised in any written summary and that the tapes will be destroyed at the end of supervision. These tapes will not become part of a permanent record.

\_\_\_\_\_  
(Signature of client or parent)

\_\_\_\_\_  
(Date)

## Appendix G: Site Supervisor Mid-Term/Final

Candidate:

Date:

Tape Date:

Person Completing the Form

Rate the candidate's skill in each area by indicating the appropriate number below.

- 0 – Candidate shows no evidence of exhibiting or applying.  
1 – Candidate shows scant partial evidence of this concept and can explain how it would be executed.  
2 – Candidate demonstrates some indication of understanding and attempted practice but does so inconsistently across scenarios.  
3 – Candidate demonstrates this concept consistently and clearly while clearly articulating how it would apply to multiple special populations, gender, and across the lifespan.  
4 – Candidate demonstrates this concept exceptionally, far above the level of training and expertise of a colleague with the same level of training. Candidate clearly explains the use of the concept to their current and future practice.  
N/A – Evidence was not observed.

| Counseling Developmental Area*  | Candidate Score |
|---|-----------------|
| Applying clinical skills (2F-5)   |                 |
| Diagnosing and identifying of symptoms (2F-5)   |                 |
| Resolving ethical dilemmas (2F-1)   |                 |
| Avoiding assumptions regarding personal biases (2F-2)                                   |                 |
| Identifying intersecting issues of work life balance, when appropriate (2F-4)           |                 |
| Using strategies and interventions that are developmentally appropriate (2F-3)          |                 |
| Goal setting and managing progress (2F-7.b-e, I-m)                                      |                 |
| Utilizing evidence-informed interventions and goals with theoretical orientation (2F-8) |                 |
| Facilitates group interventions appropriately (2F-6)                                    |                 |

\* For any item scored at a 0 or 1, please list concerns in this comments section, "Areas of Improvement".

Candidate Strengths: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

Overall Rating of Candidate's Performance: 0-10 Scale 10 being highest \_\_\_\_\_

## Appendix H: Site Visitor Evaluation of Candidate

Site Visit Date: \_\_\_\_\_

\_\_\_\_\_ Practicum  
\_\_\_\_\_ Internship I  
\_\_\_\_\_ Internship II

Did you receive the Internship Supervisor Handbook?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

### Intern Performance

Please complete the items below to indicate whether the candidate intern is performing at the appropriate developmental level regarding the following:

- 0 – Candidate shows minimal evidence of exhibiting this concept and cannot explain how it would be applied.
- 1 – Candidate shows scant partial evidence of this concept and can explain how it would be executed.
- 2 – Candidate demonstrates some indication of understanding and attempted practice of this concept and can explain how this would be applied with special populations.
- 3 – Candidate demonstrates this concept consistently and clearly while clearly articulating how it would apply to multiple special populations, gender, and across the lifespan.
- 4 – Candidate demonstrates this concept exceptionally, far above the level of training and expertise of a colleague with the same level of training. Candidate clearly explains the use of the concept to their current and future practice.
- N/A – Evidence was not observed.

### The candidate intern possesses the required knowledge of the practice of clinical mental health counseling skills. (2F-5)

1. Depth of knowledge pertaining to theory and its application when counseling.
- \_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

Comments:

### Multi-Cultural Awareness (2F-2)

2. Appreciation and respect for cultural differences and their impact on the therapeutic alliance.
- \_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

3. Ability to adapt counseling methods and strategies in a manner that is sensitive to the needs of culturally diverse clients.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

Comments:

**The candidate intern possesses the emotional maturity, stability, and temperamental characteristics required for performance as a clinical mental health counselor. (2F-2)**

4. Flexibility and adaptability in unfamiliar situations.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

Comments:

**Professionalism: Ability to establish and maintain good interprofessional relations? (2F-1)**

5. Effectiveness in consultation with multidisciplinary teams.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

6. Respect for the contributions of professionals from a variety of disciplines involved in client care.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

7. Development of collaborative relationships with professionals from multiple disciplines.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A



Comments:

**The candidate intern understands and adheres to approved standards of professional and ethical conduct. (2F-1)**

8. Depth of knowledge and understanding of ethical standards guiding practice for supervision setting.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

9. Ability to address complex ethical and/or legal issues surrounding practice.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

10. Maintenance of appropriate boundaries with clients and colleagues.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

Comments:

**The candidate intern has the capacity for professional growth and development as a professional counselor. (2F-1)**

11. Motivation to independently seek out opportunities for learning.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

12. Willingness to seek consultation when faced with situations outside limits of competence, training, or education.

\_\_\_\_\_ 0  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ N/A

13. Ability to accept, evaluate, and integrate constructive feedback from supervisors and colleagues.

- \_\_\_\_\_ 0
- \_\_\_\_\_ 1
- \_\_\_\_\_ 2
- \_\_\_\_\_ 3
- \_\_\_\_\_ 4
- \_\_\_\_\_ N/A

Comments:

**As a Site Visitor, I would rate the candidate intern's overall performance during my observation as:**

- \_\_\_\_\_ 0 – Candidate shows minimal evidence of exhibiting this concept and cannot explain how it would be applied.
- \_\_\_\_\_ 1 – Candidate shows scant partial evidence of this concept and can explain how it would be executed.
- \_\_\_\_\_ 2 – Candidate demonstrates some indication of understanding and attempted practice of this concept and can explain how this would be applied with special populations.
- \_\_\_\_\_ 3 – Candidate demonstrates this concept consistently and clearly while clearly articulating how it would apply to multiple special populations, gender, and across the lifespan.
- \_\_\_\_\_ 4 – Candidate demonstrates this concept exceptionally, far above the level of training and expertise of a colleague with the same level of training. Candidate clearly explains the use of the concept to their current and future practice.
- \_\_\_\_\_ N/A – Evidence was not observed.

Comments:

**Is there anything that the University can do to make the internship experience more successful/smoothen for the site or the candidate?**

What is your overall rating of Lindenwood's job of preparing candidates for the field? Please rank on a scale of 0 – 10, where 0 indicates "not at all," 4 indicates "needs minor improvement," 7 indicates "typical for Universities," 8 indicates "above typical," and 10 indicates "excellent."

- \_\_\_\_\_ 0
- \_\_\_\_\_ 1
- \_\_\_\_\_ 2
- \_\_\_\_\_ 3
- \_\_\_\_\_ 4
- \_\_\_\_\_ 5
- \_\_\_\_\_ 6
- \_\_\_\_\_ 7
- \_\_\_\_\_ 8
- \_\_\_\_\_ 9
- \_\_\_\_\_ 10

## Appendix I: Disposition Instrument

|   |   |
|---|---|
| <b>Disposition 1:</b><br><i>The counseling candidate demonstrates commitment to core counseling skills. Relationship Skills Attends through eye contact, posture, and gesture to communicate interest and warmth to client.</i> |   |
| <b>Disposition 1</b>  | <b>Mean Scores</b><br>(Scale: 4 – Very Strong; 3 – Strong; 2 – Typical for Level of Training and Experience; 1 – Needs Improvement; 0 – Needs Considerable Improvement) |
| 1a. Paraphrases the client’s basic message to test own understanding and to demonstrate understanding.  |   |
| 1b. Facilitates client’s verbal behavior; encourages client to open up, to expand   |   |
| 1c. Labels client’s feelings consistently and accurately.   |   |
| 1d. Deals with client behavior in non-judgmental, non-threatening way.  |   |
| 1e. Recognizes and labels client values, whether stated or implied.   |   |
| 1f. Deals openly with alternative points of view and lifestyle/cultures.  |   |
| 1g. Checks perceptions/assumptions to eliminate confusion and verify accuracy.  |   |
| 1h. Responds to client questions non-defensively and helpfully.   |   |
| 1i. Therapeutic Skills Clarifies by helping to sort out client’s feelings, actions, and behaviors   |   |
| 1j. Probes to elicit needed information not volunteered by client.  |   |
| 1k. Confronts client with incongruities in words or actions.  |   |
| 1l. Tolerates and maintains periods of therapeutic silence to foster client growth.   |   |
| 1m. Moves a dialogue toward greater concreteness and specificity.   |   |
| 1n. Recognizes and labels client feelings toward self and beliefs about self.   |   |
| 1o. Makes and tests tentative hypotheses in interpersonal context.  |   |
| 1p. Provides feedback (positive and negative) to client; deals with immediacy of therapeutic relationship.  |   |
| 1q. Encourages client responsibility and risk-taking, both in and out of session.   |   |
| 1r. Assesses cases using appropriate assessment techniques and instruments.   |   |
| 1s. Formulates and implements appropriate treatment plans.  |   |

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| <b>Disposition 2:</b><br><i>The counseling candidate demonstrates the ability to incorporate counseling theory and research into clinical practice. Outlines and explains the process and stages of his/her theory of counseling.</i> |   |
| <b>Disposition 2</b>  | <b>Mean Scores</b><br>(Scale: 4 – Very Strong; 3 – Strong; 2 – Typical for Level of Training and Experience; 1 – Needs Improvement; 0 – Needs Considerable Improvement) |
| 2a. Is familiar with the therapeutic interventions of his/her chosen theory.  |   |
| 2b. Demonstrates an understanding of the stages of counseling and ability to implement appropriate actions at each stage.   |   |
| 2c. Applies the theory appropriately.   |   |
| 2d. Knows, or gains knowledge of, various specific populations or issues relevant to client needs.  |   |
| 2e. Coherently summarizes client concerns and possible contributing/relevant factors.   |   |

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| <b>Disposition 3:</b><br><i>The counseling candidate demonstrates respect for cultural and individual differences Utilizes language that demonstrates sensitivity to cultural, gender, and sexual orientation issues.</i> |   |
| <b>Disposition 3</b>  | <b>Mean Scores</b><br>(Scale: 4 – Very Strong; 3 – Strong; 2 – Typical for Level of Training and Experience; 1 – Needs Improvement; 0 – Needs Considerable Improvement) |
| 3a. Is tolerant of and responsive to ideas and views of others.   |   |
| 3b. Is respectful of and responsive to individual differences.  |   |
| 3c. Provides equitable opportunities for all persons.   |   |
| 3d. Considers backgrounds, interests, and attitudes of all persons.   |   |
| 3e. Demonstrates comfort in raising issues of difference or diversity.  |   |

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| <b>Disposition 4:</b><br><i>The counseling candidate demonstrates a 3 commitment to high ethical standards and professionalism. Complies with the Code of Ethics of the ACA and abides by accepted social/moral codes of behavior.</i> |   |
| <b>Disposition 4</b>   | <b>Mean Scores</b><br>(Scale: 4 – Very Strong; 3 – Strong; 2 – Typical for Level of Training and Experience; 1 – Needs Improvement; 0 – Needs Considerable Improvement) |
| 4a. Demonstrates knowledge of and adherence to course, University, and site expectations, policies, and procedures.  |   |
| 4b. Accepts and applies feedback from supervisor and instructor non-defensively.   |   |
| 4c. Is honest and trustworthy in communication and interaction with others.  |   |
| 4d. Maintains a positive attitude during and outside of class.   |   |
| 4e. Is punctual and regularly attends class.   |   |
| 4f. Recognizes personal limitations and seeks to compensate for/overcome them.   |   |
| 4g. Recognizes personal strengths and seeks ways to enhance them.  |   |
| 4h. Is an independent learner.   |   |
| 4i. Demonstrates ability to communicate effectively in writing.  |   |
| 4j. Demonstrates effective verbal communication skills.  |   |

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| <b>Disposition 5:</b><br><i>The counseling candidate demonstrates the ability to collaborate with family, other professionals, and community resources. Relates to clients, peers, faculty, staff, and others in a professional manner.</i> |   |
| <b>Disposition 5</b>  | <b>Mean Scores</b><br>(Scale: 4 – Very Strong; 3 – Strong; 2 – Typical for Level of Training and Experience; 1 – Needs Improvement; 0 – Needs Considerable Improvement) |
| 5a. Includes family/extended family in treatment planning when appropriate.   |   |
| 5b. Considers community resources when planning.  |   |
| 5c. Demonstrates the ability to work with a professional team.  |   |

## Appendix J: Practicum and Internship Verification

This form is to be completed by the Site Supervisor when the Practicum and Internship requirements have been satisfied.

Candidate's name: \_\_\_\_\_

Internship/Practicum site: \_\_\_\_\_

Internship/Practicum site address: \_\_\_\_\_

City, state, zip code: \_\_\_\_\_

Internship/Practicum Site Supervisor's Telephone (with area code): \_\_\_\_\_

Internship/Practicum Site Supervisor(s): \_\_\_\_\_

Term and year: \_\_\_\_\_

Period covered by this report:

From: \_\_\_\_\_ To: \_\_\_\_\_

Hours Completed:

Indirect: \_\_\_\_\_ Direct: \_\_\_\_\_ Total: \_\_\_\_\_

I hereby attest and confirm that the information provided on this form is accurate and complete.

\_\_\_\_\_  
(Site Supervisor's signature)

Date" \_\_\_\_\_