



Master of Arts in Clinical Counseling Policy Manual



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Section I – Program Overview

Program Policies

Welcome

Welcome to the Master of Arts in Clinical Counseling (MACC). We are proud to offer you this program and expect that you will become an effective, well-trained professional counselor through your experience with us. It is our intention to provide you with exceptional preparation in counseling skills and ethical counseling practice. It is important for you to understand that YOU are responsible for your degree and for setting and obtaining the goals to make your dream a reality. We will be here to assist you every step of the way, but the ultimate responsibility is yours.

To help you achieve your goals, we have developed these program policies for the Master of Arts in Clinical Counseling Program. These policies supplement the Alvernia University Graduate Catalog, and you are expected to abide by the MACC Program Policies, the Graduate Catalog, and the Alvernia Student Handbook. These policies and procedures are articulated so that all students will have an understanding of the basic requirements of the program. These policies are in place to answer and clarify some frequently asked questions. Decisions regarding student issues will be based on the policies and procedures found in the current editions of the MACC Policy Manual, the Graduate Catalog and the Student Handbook.

Mission Statement of the Clinical Counseling Program.

The Master of Arts in Clinical Counseling is designed to provide the necessary knowledge, values and skills required of competent master's level counseling practitioners working in clinical settings with clients experiencing both mental health and co-occurring substance abuse issues. The program is designed to develop professionally ethical practitioners trained within the Franciscan tradition of Alvernia University to promote social justice, dignity and respect for all human life within the community.

Clinical Counseling Program Purpose.

The purpose of the Clinical Counseling Program at Alvernia University is to prepare competent and effective master's level professionals for practice in the field of professional counseling. Alvernia University's strong liberal arts and interdisciplinary tradition provides the base for the curriculum and infuses the ideals of personal and professional achievement, social responsibility, moral integrity, and spiritual development.

The goals of the Clinical Counseling Program center on development of skilled and ethical practitioners who provide professional clinical services to the community. Through academic preparation, research and training, the program curriculum emphasizes service to diverse populations in various client systems. Each course in the program integrates the ethical guidelines and standards postulated by the American Counseling Association.

The Clinical Counseling Program is committed to continuous evaluation to maintain its mission to prepare students for a full life as clinical counseling practitioners. The requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and
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the regulations propagated by the Pennsylvania Board of Social Workers, Marriage and Family Therapists, and Professional Counselors (Chapter 49) form the foundation for the MACC program standards. To this end the Counseling Program will maintain a quality curriculum and be flexible to the needs of a changing society. Upon completion of academic requirements, supervised site practicum and internship, the graduate will have obtained that degree of competency required for entry level generalist practice for the professional counseling in Pennsylvania and other selected states.

Matriculation Requirements

Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required. Also, the following three undergraduate courses are required for acceptance: Introduction to Psychology, Statistics or Research, and Psychopathology. The courses must be completed prior to acceptance. A cumulative grade point average of 3.0 on a 4.0 scale for all previous undergraduate and graduate work is required for full acceptance. Other requirements include:

- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Professional Résumé
- Interview with program coordinator.

- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations. (not required, but encouraged).

Program Objectives

1. Professional Counseling Orientation and Ethical Practices (CACREP Section 2, F.1)

Objective: Students will demonstrate knowledge of professional functioning and identity including the history and philosophy of professional counseling, legal, ethical and professional roles and the importance of the American Counseling Association and all of its subdivisions and affiliations.

Related Courses: MCC 500, MCC 560, MCC 680

Connection to Alvernia University's Mission/Vision Statement/Core Values

Integrated Learning

Inclusive Learning

Ethical Learning

Franciscan University, Committed to Personal and Social Transformation

Core Values: Humility, Peacemaking, Contemplation, Collegiality

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master's level counseling”

“develop professionally ethical practitioners”

“to promote social justice, dignity, and respect for all human life
within the community”

2. Social and Cultural Diversity (CACREP Section 2, F.2)

Objective: Students will demonstrate knowledge of multicultural characteristics
and their impact and the theories and competencies of multicultural
counseling.

Related Courses: MCC 530, MCC 670 (CPCE)

Connection to Alvernia University’s Mission/Vision Statement/Core Values:

Integrated Learning

Community-Based Learning

Inclusive Learning

Ethical Learning

Franciscan University, Committed to Personal and Social Transformation

Core Values: Contemplation, Humility, Peacemaking, Service

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master’s level counseling”

“develop professionally ethical practitioners”

“to promote social justice, dignity, and respect for all human life
within the community.

3. Human Growth and Development (CACREP Section 2, F.3)

Objective: Students will demonstrate knowledge of developmental theories; the factors affecting development including addiction; and the ethically, culturally, and developmentally appropriate strategies for wellness promotion across the lifespan.

Related Courses: MCC 510, MCC 540, MCC 535

Connection to Alvernia University's Mission/Vision Statement/Core Values:

Integrated Learning

Inclusive Learning

Ethical Learning

Core Values: Service, Contemplation, Collegiality

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master’s level counseling”

4. Career Development (CACREP Section 2, F.4)

Objective: Students will demonstrate knowledge, skills, and ethical standards that promote healthy client career-life balance, planning, and decision making in a global economy throughout the lifespan.

Related Courses: MCC 650

Connection to Alvernia University's Mission/Vision Statement/Core Values:

Integrated Learning

Inclusive Learning

Ethical Learning

Core Values: Humility, Contemplation, Collegiality

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master’s level counseling”

“develop professionally ethical practitioners”

5. Counseling and Helping Relationships (CACREP Section 2, F.5)

Objective: Students will demonstrate knowledge of counseling theories and skills related to using the theories and evidence-based strategies to effectively intervene in client concerns.

Related Courses: MCC 520, MCC 550, MCC 600

Connection to Alvernia University’s Mission/Vision Statement/Core Values:

Integrated Learning

Community-Based Learning

Inclusive Learning

Ethical Learning

Core Values: Service, Contemplation, Humility, Peacemaking

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master’s level counseling”

“develop professionally ethical practitioners”

“clients experiencing both mental health and co-occurring substance abuse issues”

6. Group Counseling and Group Work (CACREP Section 2, F.6)

Objective: Students will participate in a group experience, demonstrate knowledge of the theoretical foundations of group counseling and group work including the factors that contribute to group effectiveness.

Related Courses: MCC 610, MCC 545

Connection to Alvernia University's Mission/Vision Statement/Core Values:

Inclusive Learning

Ethical Learning

Franciscan University, Committed to Personal and Social Transformation

Core Values: Service, Contemplation, Humility, Peacemaking,

Collegiality

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master’s level counseling”

“clients experiencing both mental health and co-occurring substance abuse issues”

“to promote social justice, dignity, and respect for all human life within the community.”

7. Assessment and Testing (CACREP Section 2, F.7)

Objective: Students will demonstrate knowledge related to the history of integrated assessment techniques, basic statistical concepts relevant to culturally and ethically sensitive testing and evaluation, methods to

identify and address critical and time-sensitive clinical issues presented by clients in crisis, and the role of comprehensive assessment in clinical diagnosis.

Related Courses: MCC 630, MCC 640, MCC 645

Connection to Alvernia University's Mission/Vision Statement/Core Values:

Integrated Learning

Inclusive Learning

Ethical Learning

Core Values: Humility, Contemplation, Collegiality

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master's level counseling”

“develop professionally ethical practitioners”

“to promote social justice, dignity, and respect for all human life within the community.”

“clients experiencing both mental health and co-occurring substance abuse issues”

8. Research and Program Evaluation (CACREP Section 2, F.8)

Objective: Students will demonstrate knowledge regarding the basic concepts of appropriate quantitative, qualitative, and mixed methods research methods, skills related to the collection and analysis of empirical data, methods for conducting community-based needs assessments and program

evaluations based on evidence-based practices, and knowledge related to ethical principles for conducting research.

Related Courses: MCC 620, MCC 675

Connection to Alvernia University's Mission/Vision Statement/Core Values:

Integrated Learning

Community-Based Learning

Ethical Learning

Core Values: Service, Contemplation

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master’s level counseling”

“develop professionally ethical practitioners”

“clients experiencing both mental health and co-occurring substance abuse issues”

9. Clinical Mental Health Counseling (CACREP Section 5, C)

Objective: Students will demonstrate knowledge and skills related to clinical mental health counseling.

Related Courses: MCC 600, MCC 640, and MCC 675

Connection to Alvernia University's Mission/Vision Statement/Core

Values: Integrated Learning, Community-Based Learning, Ethical Learning

Core Values: Service, Contemplation, Humility, Peacemaking,

Collegiality

Connection to MACC Mission Statement:

“necessary knowledge, values, and skills required”

“competent master’s level counseling”

“develop professionally ethical practitioners”

“clients experiencing both mental health and co-occurring substance abuse issues”

Table 1

Program Outcomes Related to University Mission

Core Values	1. Professional Counseling Orientation and Ethical Practice	2. Social and Cultural Diversity	3. Human Growth and Developmen t	4. Career Developmen t	5. Counseling and Helping Relationships	6. Group Counseling and Group Work	7. Assessment and Testing	8. Research and Program Evaluation	9. Clinical Mental Health Counseling
Service		X	X		X			X	X
Humility	X	X		X	X	X	X		X
Peacemaking	X	X			X	X			X
Contemplation	X	X	X	X	X	X	X	X	X
Collegiality	X		X	X		X	X		X

Table 2

Program Objectives Related to MACC Curriculum

Program Outcomes

Course #	Course Title	*1	*2	*3	#4	#5	#6	#7	#8	#9
MCC 500	Introduction to Counseling	X								
MCC 510	Human Growth and Development			X						
MCC 520	Counseling Theories					X				
MCC 530	Multicultural Issues		X							
MCC 535	Children & Adolescents			X						
MCC 540	Addictions and Society			X						
MCC 545	Family Counseling						X			
MCC 550	Practicum					X				
MCC 560	Legal and Ethical Issues	X								
MCC 600	Advanced Counseling – Individuals					X				X
MCC 610	Advanced Counseling with Groups						X			
MCC 620	Research and Program Evaluation								X	
MCC 630	Appraisal, Tests, and Measurement							X		
MCC 640	Psychopathology							X		X
MCC 645	Crisis Counseling							X		
MCC 650	Career Counseling				X					
MCC 670	Internship I		X							
MCC 675	Current Issues in Counseling								X	X
MCC 680	Internship II	X								

* = See Master of Clinical Counseling Program Outcomes pp. 4-8

Each student learning outcome will be assessed on a rotating 3-year schedule

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Graduate Outcomes Related to MACC Program Outcomes.

The College of Graduate and Adult Studies has established the following outcomes for all graduate programs at Alvernia University. Each graduate outcome is related to one or more MACC program objective.

1. Interpersonal collaboration

- a. Relationship management
- b. Decision making based upon theoretical concepts

MACC outcomes related to Graduate Outcomes: #1, #2, #6

2. Knowledge of discipline

- a. Evidence-based knowledge and practice
- b. Continuous quality improvement to achieve outcomes
- c. Professional behaviors

MACC outcomes related to Graduate Outcomes: #1, #4, #5

3. Effective communication

- a. Advanced scholarly writing and oral communications
- b. Information management and technology skills

MACC outcomes related to Graduate Outcomes: #1, #8

4. Ethical considerations and leadership

- a. Advocacy – individual, organization, community, global
- b. Ethical and moral leadership
- c. Social justice

MACC outcomes related to Graduate Outcomes: #1, #2, #3

5. Research skills

- a. Quantitative and/or qualitative methods
- b. Information literacy

MACC outcomes related to Graduate Outcomes: #7, #8

Table 3

Alvernia University
Master of Arts in Clinical Counseling
COURSE SEQUENCE FOR FULL-TIME STUDENTS

	Semester 1	Semester 2	Summer
Year One	<p>*MCC 500: Introduction to Counseling</p> <p>*MCC 510: Human Development</p> <p>MCC 560: Legal and Ethical Issues in Counseling</p>	<p>*MCC 520: Counseling Theories</p> <p>MCC 610: Advanced Counseling with Groups</p> <p>*MCC 640: Psycho-pathology</p>	<p>MCC 530: Multicultural Issues in Counseling</p> <p>COR 520: Ethics & Moral Leadership</p>
	Semester 3	Semester 4	Summer
Year Two	<p>MCC 600: Advanced Counseling Individuals</p> <p>MCC 620: Research</p> <p>MCC 540: Addictions and Society</p>	<p>MCC 630: Appraisal Test & Measurement.</p> <p>MCC 650: Career Counseling</p> <p>MCC 550: Practicum</p>	<p>MCC 645: Crisis Counseling</p> <p>MCC 535: Children & Adolescents</p>
	Semester 5	Semester 6	
Year Three	<p>MCC 670: Internship I</p> <p>MCC 675 Current Issues</p>	<p>MCC 680: Internship II</p> <p>MCC 545: Counseling Families</p>	

*Must be completed prior to enrollment in Practicum

Table 4

Alvernia University
Master of Arts in Clinical Counseling
COURSE SEQUENCE FOR PART-TIME STUDENTS

	Semester 1	Semester 2	Summer
Year One	*MCC 500: Introduction to Counseling *MCC 510: Human Development	*MCC 520: Counseling Theories MCC 610: Advanced Counseling with Groups	MCC 530: Multicultural Issues in Counseling COR 520: Ethics & Moral Leadership
	Semester 3	Semester 4	Summer
Year Two	MCC 600: Advanced Counseling Individuals MCC 620: Research	MCC 630: Appraisal Test & Measurement *MCC 640: Psycho-pathology	MCC 645: Crisis Counseling MCC 535: Children & Adolescents
	Semester 5	Semester 6	Summer
Year Three	MCC 540: Addictions and Society MCC 560: Legal and Ethical Issues in Counseling	MCC 550: Practicum MCC 650: Career Counseling	
	Semester 7	Semester 8	Summer
Year Four	MCC 670: Internship I MCC 675 Current Issues	MCC 680: Internship II MCC 545: Counseling Families	

*Must be completed prior to enrollment in Practicum

Expectations of Students

Student Orientations.

Students are required to attend a new student orientation held on the Saturday prior to the beginning of classes in the fall semester. Students are also required to attend a practicum /internship orientation in the semester prior to the beginning their practicum/internship experiences.

Attendance.

Attendance at all classes is expected. Students are expected to schedule vacations at times when the university is closed or classes have ended. Because attendance in class is vital to the whole educational experience being provided, students missing more than two classes during regular semester or one class of a mod session, without documented acceptable excuse(s), are subject to either a failing grade, or asked to withdraw and take the course again. Any absence will usually result in a lower grade. Attendance in related experimental activity is also required as specified in selected course syllabi. The only exception to this policy is the documented attendance at the American Counseling Association Annual Conference and Exposition. Prompt and timely attendance at all classes is also expected. Students are expected to modify their schedules to permit them to be present when the class begins. Accumulated time attributed to tardiness will be counted toward class absence.

Professional Conduct and Attire.

Students in the MACC program are expected to conduct themselves in a professional manner at all times. Classroom attire can be comfortable and casual. However, attire on-site during field placement courses must be professional.

Cellphones and other electronic communication devices are not permitted to be used during class time. Students should turn their devices to the “off” position while class is in session. In cases of emergency, students can request an exception from the course instructor.

Academic Honesty and Ethical Behavior.

Graduate students at Alvernia are bound by the academic policies provided in the Graduate Catalog and the Alvernia Student Handbook. In general, these policies deal with issues relative to academic honesty and academic grievances. It is important for students to understand the consequences associated with violation of the academic honesty policy and how these consequences can impact on your academic record.

All students in the MACC program are bound by the professional ethics of the American Counseling Association. Both the University and professional ethics require honest and ethical behavior in your academic and clinical work. Plagiarism of any type is illegal and unethical. Unauthorized aid in completing assignments or cheating on tests or quizzes is not acceptable behavior and will result in no points being awarded for the assignment(s). Unethical behavior may also result in expulsion from this program. If you have a question about what is acceptable, ask your instructor or reference the Alvernia University Student Code of Citizenship.

Student Disclosure of Personal Information.

Students may be required to share personal information either orally or in written assignments in some courses for the purpose of personal growth as a counselor. While confidentiality of such disclosed information in a classroom setting is encouraged, it cannot be guaranteed. Any concerns regarding the requirement for the disclosure of personal information should be discussed with the course instructor.

Current Contact Information.

Students are required to keep the university informed of their current contact information including address and phone. **Students are also required to maintain a usable Alvernia University e-mail address.**

Practicum and Internship Compliance Requirements.

Prior to enrolling in Practicum and Internship courses, students must be in compliance with all Health and Wellness Center requirements, background clearances and another related requirements specific to the placement site. Students are required to monitor expirations dates on all compliance requirements and maintain compliant status.

Related Program Information**Non Discrimination Policy.**

The Clinical Counseling Program conducts all aspects of the educational program without discrimination on the basis of age, race, color, religion/spirituality, gender, gender

identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law (ACA Code of Ethics – C.5).

Harassment Policy ([See Appendix A](#)).

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background.

Off-Campus Program Waiver and Release from Liability Form/ Field Placement Consent and Release Form (Appendix B).

Students are required to complete and sign the waiver from liability form at the beginning of the program. This waiver is effective throughout the student's enrollment in the MACC program. Students must also acknowledge certain stipulations and conditions relevant to field placements.

Program of Study ([See Appendix C](#)).

In consultation with his/her advisor, each student in the Clinical Counseling program will propose a Program of Study during MCC 500. The Program of Study will outline the student's plans for completion of the program. If changes to the plan are necessary, they will be made in consultation with the student's advisor. Both student and advisor must sign off on the plan and any subsequent changes to the plan. Due to specific course sequencing in the program, students who make arbitrary changes to their program of study without consulting their advisors assume

full responsibility for any consequences which may include a delay in completion of the program.

- a. Course registration. Registration must be approved/signed off by the Program Coordinator or the student's advisor each semester.
- b. Suggested Course Sequence (see charts available). The charts outline the suggested course sequence for full-time and part-time students.

Graduate Assistantships.

Fulltime students in the MACC program can apply for graduate assistant positions. See current Graduate Catalog for procedures.

Exposure to Trauma.

Many of the courses in the MACC program include discussions about real-world events and situations. In the training to become a professional counselor, **students may be unintentionally exposed to secondary trauma** related to some of these discussions. It is the intent of the instructor to notify students when discussions involving traumatic events are about to be presented. Students are also encouraged to announce to the class when they are about to make disclosures that includes trauma topics or reports of traumatic events.

Retention/Remediation/Dismissal Policy.

- Students must achieve a grade of "B" (3.0) or better in MCC 500 and a grade of "B" or better in MCC 510. Any student who receives a grade of C or lower in either MCC 500 or MCC 510 is subject to dismissal from the program.

- Students in the MACC program must maintain an overall GPA of 3.0 throughout the program. See Alvernia University Graduate Catalog for additional guidelines.
- A student receiving a grade of “C” or lower in any one course is required to remediate the course.
- Students who receive a second grade of “C” or lower in any course are subject to academic dismissal from the program.
- Students are responsible for any costs associated with any remediation.
- Students dismissed from their field placement site for cause (MCC 550, MCC 670, or MCC 680) will receive an “F” grade for the course.
- Students on academic probation or with unfinished remediation plans for any course may not participate in Internship.
- Students enrolled in the MACC program must maintain a 3.0 GPA throughout the program. Students who fall below a 3.0 GPA after six attempted credits will be placed on Academic Probation and must meet with their advisor to select the appropriate courses to improve their academic standings. A student who has been on Academic Probation previously and falls below a 3.0 GPA again after at least six more attempted credits will be Academically Dismissed. (See current Graduate Catalog)
- Students who fail to be removed from academic probation as scheduled will be academically dismissed from the program. (See current Graduate Catalog).
- Students must maintain acceptable ratings on the Professional Behavior Review.

- Students are required to obtain the following clearances before interviewing for any field experience: Act 151, Child Abuse History; Act 34, PA State Criminal History Report; FBI Clearance and fingerprinting report. (**See Appendix D**)
- Students are required to obtain any additional health tests and clearances required by the individual agency.
- All degree-seeking and certification-seeking students are required to have health insurance and will be enrolled in the Alvernia Student Health Insurance plan if they do not submit current medical insurance information using the online waiver. (<https://alvernia/studenthealthportal.com>). There are no exceptions and premiums are nonrefundable.
- Students are responsible for assuming any costs associated with the clearances and health checks.
- Students are required to obtain and maintain current professional liability insurance and are required to have it before going out on any field experiences. Students will not be permitted to go out on their Practicum or Internship without proper documentation of this insurance in their file with the Program Coordinator. (American Counseling Association provides insurance for student members; applications for membership can be accessed at www.counseling.org).
- Students are required to report any changes to their clearance status immediately to the program faculty. Failure to do so may result in disciplinary action that may include delay in field placement, dismissal from the field experience, or dismissal from the program.

The following grading scale has been adopted by the University for all graduate courses:

A = 94-100%

A- = 90-93%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 73-79%

F = 72% or less

Incomplete Grade Policy.

The grade “I” is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The “Incomplete Form” must be approved by the professor teaching the course. This form must be completed and signed by the professor and student before the end of the semester/session. The Incomplete is recorded at the end of the semester/session and must be removed within 30 days. The “I” grade automatically becomes an “F” if the student does not complete course requirements and a change of grade is not submitted within the period stipulated above.

Course Remediation.

The MACC program is committed to the early identification and retention of students with academic problems. Students receiving a “C” or lower grade in any course are required to successfully complete a remediation plan for that course. The remediation plan is developed by
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the instructor of the course with input from other program faculty and addresses major academic and/or professional deficits in student performance.

Course remediation efforts fall under three major options:

1. The student retakes the course the next time the course becomes available at Alvernia University and receives a grade of “B-” or higher and achieves an overall GPA of 3.0 or higher, except in MCC 500 and MCC 510 which both require a grade of “B” or higher. A grade of “C” or lower for the second attempt at a particular course will result in dismissal from the program.
2. The student takes a similar course from another institution with prior approval of the MACC faculty and receives a grade of “B” or higher for transfer purposes. Official transcripts of all courses taken outside Alvernia for remediation purposes must be sent to Alvernia.
3. The student agrees to satisfactorily meet the criteria set forth by the course instructor to address the deficiencies noted.

Students are permitted to advance their academic programs while completing remediation plans but are not permitted to enroll in Internship until all remediation plans have been successfully completed.

Under Option 1 above, a new grade for the course will be exchanged for previous grade under the university’s repeat/delete option. **It should be noted, however, that the original grade will continue to be recognized in academic dismissal decisions should the student**

receive an additional “C” grade or lower grade in any remediated course or any other course.

Student Academic Appeals and Grievance Procedures

The appeal process for grades, dismissal from program for academic or non-academic reasons, or dismissal from the University are contained in the Graduate Catalog (2020-2021).

The process for appeal of a course grade is as follows:

1. The student discusses situation /grade with the course instructor within 20 business days from issuance of the grade.
2. If no accord is reached or if the student provides evidence that s/he has contacted the instructor via Alvernia email at least twice without response, the student has seven (7) business days from the issuance of the grade to submit an appeal to the Graduate Program Coordinator/Director of the appropriate graduate program.
3. A meeting between the student and the Graduate Program Coordinator/Director must be held within seven (7) business days of receipt of the student’s written appeal. The Coordinator/Director must provide written notification to the student of the decision within seven (7) business days of that meeting.
4. The student may appeal the decision of the Graduate Program Coordinator/ Director to the Department Chair; or, if the Program does not have a Department Chair, to the respective College Dean (College of Arts & Sciences or College of Professional Programs). The student has seven (7) business days to submit this appeal.

5. A meeting between the student and the Department Chair or College Dean must be held within seven (7) business days of receipt of the student's written appeal. The Department Chair or College Dean must notify the student of their decision within seven (7) business days of that meeting. The decision of the Department Chair or College Dean is final as to a course grade.

6. The student may appeal the decision of the Department Chair or College Dean to the Graduate Student Grievance Committee. The student has seven (7) business days to submit this appeal.

7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) outlining their perspectives on the events leading to the appeal within seven (7) business days of the grievance notification. If the grievance pertains to academic dismissal from a program or from the University, the student's Academic Advisor will also be asked to submit a letter indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor as required to thoroughly review the appeal/ student issue.

8. The Graduate Student Grievance Committee issues a written recommendation of a resolution to the Dean of the School of Graduate and Adult Education within seven (7) business days. The Dean reviews the decision and notifies the student of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.

The process for appeal of dismissal from an academic program is as follows:

1. The Program Coordinator/Director verifies that the student has met the criteria for dismissal from the specific academic program and notifies the student in writing via electronic mail with 'return receipt requested' and followed by certified land mail.
2. The student may appeal the decision to the Department Chair or the respective College Dean. This appeal must be filed within seven (7) business days of receipt of the dismissal notification.
3. The Department Chair or College Dean must meet with the student within seven (7) business days of receipt of the written appeal. The student is notified of the decision within seven (7) business days of that meeting.
4. The student may appeal the decision to the Dean of the School of Graduate and Adult Education within seven (7) business days of receipt of the Department Chair/College Dean decision. The School Dean must meet with the student within seven (7) business days of receipt of the appeal.
5. The School Dean notifies the student the decision regarding the dismissal appeal within seven (7) business days of the meeting with the student.
6. The student can appeal the decision to the Graduate Student Grievance Committee within seven (7) business days of the School Dean notification. The Graduate student Grievance Committee will review the appeal and submit a final decision regarding dismissal within seven (7) business days of receiving the appeal from the student.
7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) involved, outlining their perspectives on the events leading to the dismissal within seven (7) business days of the

grievance notification. The student's Academic Advisor will also be asked to submit a letter indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor(s) as required to thoroughly review the appeal/student issue.

8. The Graduate Student Grievance Committee issues a written decision recommendation with 30 business days of receipt of the appeal and forwards it to the Dean of the School of Graduate and Adult Education. The School Dean reviews the decision and notifies the student and the Provost of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.

9. The Provost issues a final determination on the appeal within seven (7) business days.

For more details see Graduate Catalog.

Due Process for Appeals

In the event that the student believes they were denied due process during an appeal of a grade, they may appeal the decision in writing to the School Dean within 7 days of receipt of the final decision of the particular appellate situation. Such an appeal examines the process by which the final decision was determined regarding a specific appeal and does not examine the content of the appeal.

Dismissal from the Academic program

Students dismissed from an academic program for academic reasons may appeal the dismissal.

The procedures for this appeal must be followed in the order presented below:

1. Upon verification that a student has met the criteria for academic or non-academic dismissal from a graduate program, the Program Coordinator/Director of the specific academic program notifies the student in writing that the student has been dismissed from the program.
2. The student may appeal their dismissal from a program to the Department Chair, in writing, within 7 days of the receipt of the dismissal letter from the Program Coordinator/Director.
3. The Department Chair must meet with the student within 7 days of receipt of the written appeal from the student.
4. The Department Chair must issue a written decision regarding the appeal of the dismissal within 7 days of the meeting with the student.
5. The student may appeal the decision of the Department Chair to the School Dean, in writing, within 7 days of receipt of the decision of the Department Chair.
6. The School Dean must meet with the student within 7 days of receipt of the written appeal from the student.
7. The School Dean must issue a written decision regarding the appeal of the dismissal within 7 days of the meeting with the student.
8. The student may appeal the decision of the School Dean to the Graduate Academic Appeals Committee, in writing, within 7 days of the notification from the School Dean.

The Graduate Appeals Committee shall hear the case and issue a final written decision regarding the dismissal within 30 days of the receipt of the written appeal from the student. Dismissal from the University Students who meet the criteria for dismissal from the University will receive an initial letter of dismissal from the Provost. Students may appeal this decision in writing to the Graduate Academic Appeals Committee within 7 days of receiving the official notification of dismissal. The decision of the Graduate Academic Appeals Committee will forward its decision to the Graduate Academic Council. The Chairperson of the Graduate Academic Council will notify the student of the final decision. Due Process for Dismissal from a Program or the University In the event that the student believes they were denied due process during an appeal of dismissal from a program, or dismissal from the University, they may appeal the decision in writing to the Provost within 7 days of receipt of the final decision of the particular appellate situation. Such an appeal examines the process by which the final decision was determined regarding a specific appeal and does not examine the content of the appeal.

Note: Business days are defined as Monday through Friday, excluding holidays when the University is closed.

Faculty Evaluation of Student Disposition.

The MACC faculty systematically assesses each student's professional disposition throughout the program. This assessment includes the identification of key professional dispositions, measurement of student professional dispositions over multiple points in time, and

review and analysis of data. Operationally, data is collected using the Professional Behavior Review and the Mid-Program Review.

Professional Behavior Review (See Appendix E).

Professional and respectful behavior is expected in all facets of this program. Students will be regularly evaluated on non-academic behaviors throughout the program and receive a letter if the results are unsatisfactory. Professional Behavior Reviews must be included as graded components in all syllabi and account for at least 5% of the overall course grade. Areas of evaluation will include:

- * openness to new ideas
- * flexibility
- * cooperation
- * willingness to accept and use feedback
- * awareness of impact on others
- * ability to accept personal responsibility
- * ability to express feelings effectively and appropriately
- * attention to ethical and legal considerations
- * initiative and motivation

Early Warning/Early Intervention. At the end of each semester, MACC faculty will review all of the completed Professional Behavior Review forms. Early Warning/Early

Intervention will be activated when any of the following conditions are met:

1. A cumulative score for any semester falls below a 3.0 average rating,

2. Three or more scores on any of the 10 professional performance indicators have a rating less than three (3) for any single course, or
3. At least one of the professional performance indicator rankings for any single course has a rating of one (1).

Activation of the Early Warning/Early Intervention process includes an initial meeting with the student's academic advisor to develop a remediation plan.

Professional Behavior Review Appeal Process. The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to Master of Arts in Clinical Counseling student issues with the Department of Psychology and Counseling. Relevant issues include those identified by faculty or on-site supervisors as non-academic professional performance issues. It is desired that appeals be kept as informal as possible at each level of the appeals process.

Level 1: Once the student is notified that he/she has received an unacceptable Professional Performance Review, the student, within 20 days of the date of the letter, can appeal the evaluation in writing to the MACC Program Coordinator who will then share the evaluation ratings of the particular course(s) with the student that contributed to the unacceptable rating. If the student contests the evaluation by faculty on the Professional Behavioral Review, or a site supervisor's evaluation of professional performance, the student will next contact the faculty member/site supervisor issuing the evaluation requesting an explanation of the evaluation ratings and/or a change in the evaluation ratings.. In general, any student concern should first be discussed with

the relevant faculty member/site supervisor. The student will explain the reasons for the appeal, and the appropriate department member/site supervisor will explain the reason(s) and basis for his or her decision in writing.

Level 2: If the matter is not resolved to the student's satisfaction and the student wishes to pursue the matter further, the student must present the appeal in writing to the MACC Program Coordinator within seven working days after meeting with the faculty member.

- The appeal must be in writing, must fully state the student's position and argument, must state specifically that this appeal process is being invoked, include the signature of the student, and the student request (if desired) for a meeting with the MACC Program Coordinator
- Such a meeting must occur within 10 days of receipt of the request. The MACC Program Coordinator will respond within 10 working days after the receipt of the appeal letter or the meeting with the student, whichever comes last, as to the decision and the reasons for that decision.

Level 3: If the student is not satisfied with the disposition of the appeal at Level 2, the student must file a written appeal within five working days after receipt of the MACC Program Coordinator's decision to the Chair of the Department of Psychology and Counseling. Contact information for the Department Chair can be found in the program policy manual. The decision of the Chair will be communicated to the student in writing within ten working days stating both the decision and the reasons. The decision of the

Chair is final, unless dismissal from the program occurs. As stated in the Graduate Catalog, dismissals from the program for non-academic reasons can only be made by the Provost. Appeals of dismissal decisions can be made to the President of the University.

Mid-Program Review (See Appendix F).

Students in the Master of Arts in Clinical Counseling (MACC) are required to initiate a mid-program review of their cumulative academic and non-academic performance by the MACC faculty. The mid-program review also serves as a graded assignment in MCC 600. Students who have completed 24 semester hours of study must initiate this review by completing the “Request for Mid-Program Review” and “Mid-Program Self-Evaluation” forms and submit the forms to the MACC Program Coordinator. These forms must be completed by the time the student has completed 30 semester hours of study. Students will be informed of the results of the mid-program review in writing from the Department.

Students should allow sufficient time for the mid-program review to be conducted. Students who have completed the 30 semester hour threshold without having the mid-program review completed may be blocked from enrolling in classes until the review is completed.

Areas to be included in self-evaluation are:

1. Assessment of counseling knowledge, skills and attitude
2. Strengths of knowledge base, counseling skills and attitude
3. Professional growth and movement toward counselor identity
4. Areas of ethical growth

5. Areas of personal growth from being enrolled in the MACC program
6. Goals in the counseling program
7. Concerns about participation in the program or the program itself

The mid-program review requires an endorsement from the fulltime MACC program faculty. MACC program faculty cannot endorse students they have not had in class.

Counseling Services for Students.

MACC students with personal problems may choose to seek counseling through the University Counseling Center staffed by licensed professionals not affiliated with the MACC program.

Annual Copyright Infringement Disclosure to Students.

Alvernia University is required by federal law to inform students that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws.

Copyright Restriction: Materials used in conjunction with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information,

including Fair Use guidelines, see the Alvernia University Copyright and Fair Use Policy on the library webpage.

ADA Accommodations.

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the Disabilities Services Coordinator, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be made early on in the semester. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the Disabilities Services office in BH, by phone 610.568.1499, fax 484.335.4486, or by email at disability.services@alvernia.edu.

Professional Memberships and Opportunities.

Membership in a professional organization, either the American Counseling Association (ACA) or the Pennsylvania Counseling Association, is expected. Students are to join the professional organization as soon as possible. From the time of enrollment in the Clinical Counseling program, each student is responsible to abide by the ACA Code of Ethics. A copy of the ACA ethical code is included in course materials in MCC500 and is available on the ACA website www.counseling.org. Failure to abide by the guidelines of the ACA Code of Ethics may result in dismissal from the program.

MACC students who become members of ACA or PCA receive discounts on conference registration fees and receive professional journals. Students are encouraged to attend the annual ACA and PCA conferences and take advantage of continuing education opportunities provided through affiliate agencies and organizations. Some funding for conference attendance and research is available through the University.

Group Experience.

Students are required to complete a 10 hour non-graded group experience as part of the requirements of MCC 610. Hours are arranged at the first class meeting. The 10 hour experience is in addition to the regularly scheduled class time. Attendance for the experiential experience is factored into the grade for the course. Absences may result in a student being required to repeat the experiential portion of MCC 610 at another time. See the course syllabus for details.

Counseling Skills Development.

Throughout the curriculum, students will be required to develop their counseling skills through audio/video tapes or live supervision. Students are responsible to ensure they have access to appropriate equipment. Audio/Video recordings or live supervision are required in MCC 550, MCC 670, and MCC 680, if they are allowed by practicum and internship placements.

Blackboard.

Courses normally contain Blackboard assignments. Handouts, discussion boards, quizzes, and group activity coordination are common features that enhance the learning experience.

Students will be required to have Internet access and to establish accounts on the Alvernia server in order to access Blackboard. It is important that students maintain a current email address with the university.

MACC Diversity Mentoring Program.

The ultimate goal of the MACC Diversity Mentoring Program (MACC DMP) is to honor diversity, embrace a multicultural approach in support of worth, dignity, potential, and uniqueness of people within their social and cultural contexts, and promote social justice. It aims at enhancing the success of MACC students from diverse backgrounds such as ethnicity, race, gender, age, language, socioeconomic status, sexual orientation, physical abilities, geographical area, exceptionalities in learning, religious beliefs, political beliefs, or other ideologies. This will be done through incorporating techniques such as tutoring, one-on-one faculty support of students, peer mentoring programs, counseling, encouragement by faculty, faculty following up with students, support from ethnic faculty (as role models from similar ethnic backgrounds), individual meetings for ESL students and classes on test-taking strategies.

APA Style.

The MACC program requires all papers to be written in APA style using the latest edition of the APA manual.

Counselor Preparation Comprehensive Examination.

Students in the MACC program will be required to take the Counselor Preparation Comprehensive Examination (CPCE) during internship. There is an examination fee charged by

the Center for Credentialing and Education. Information about the CPCE and the fees can be found at www.cce-global.org.

National Counselor Examination.

Alvernia University has entered into an arrangement with the National Board of Certified Counselors (NBCC) to provide advanced students with the opportunity to take the National Counselor Examination (NCE). The National Counselor Examination is one of seven qualifying examinations approved by the PA State Board of Social Workers, Marriage and Family Therapists and Professional Counselors. The NCE is offered in April and October.

Recent MACC graduates and students in their final year of study can register to take the NCE. Students who choose not to take the NCE under this arrangement with NBCC must contact NBCC to arrange for an alternate test date and procedures.

This test is **voluntary** and is not a course or program requirement. Students seeking to become licensed as Professional Counselors in Pennsylvania in the future should strongly consider taking advantage of this opportunity.

Faculty Office Hours.

Faculty and administration have designated office hours, which provide an opportunity for student conferences. Office hours are posted at the beginning of each semester.

Student Evaluation of Faculty and Curriculum.

At the end of each course, students are given the opportunity to evaluate the course as a whole. The course teaching strategies and the curriculum are evaluated. Student responses are

anonymous and the evaluation procedure is carried out by a student in the absence of a faculty member.

Endorsement Policy.

MACC faculty can only provide students with academic and employment endorsements for which they qualify. Students should contact the faculty of their choice for recommendations.

Professional Certifications & Licensure.

Students who complete the MACC program may meet the academic requirements for licensure as a professional counselor (LPC), certification as addictions counselor (CAC) and as National Certified Counselors (NCC). It is the responsibility of the student to contact the appropriate Board for licensing and certification information.

Section 2: Practicum

Introduction to Practicum

The Master of Arts in Clinical Counseling program is designed to prepare master's level counselors to practice in a variety of settings with individuals who have mental health issues and addictive behaviors. The practicum is the first counseling experience for the students. It provides students a supervised clinical experience to develop basic counseling skills and adequate professional knowledge. The practicum is designed to expose students to the work environment of the counseling profession. Through mentoring from the site supervisor and the on-campus supervisor, the student will develop his/her professional counselor identity as well as his/her knowledge and skills. The supervised practicum involves 100 clock hours on site over the course

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of one semester for a minimum of 14 weeks in an even distribution of approximately 8 hours per week of on-site activities. A minimum of 40 of the 100 hours involve direct client contact performed under supervision. The supervision requirement is one hour per week of individual and/or triadic supervision with the on-site supervisor, and 1.5 - 2 hours of group supervision at Alvernia University per week. Students may do their Practicum and Internship at the same site. Agency orientation or training can account for a maximum of 10% of indirect defined hours required for this course. Placement must be secured by the first class meeting or students must withdraw from the course.

Criteria for Admission to Practicum

1. No student may participate in Practicum unless they are a matriculated student in the MACC program.
2. Attendance at Practicum/Internship orientation. Any exception to this requirement must get prior approval by the MACC faculty. Decisions will be made on a case-by-case basis.
3. Students will ensure that all background checks and medical clearances are turned in and up-to-date (see Appendices, forms are reviewed yearly for updates).
4. Successful completion of prerequisite coursework: MCC 500, MCC 510, MCC 520, and MCC 640 with an average grade of “B” or better. Exceptions to the prerequisite requirements need approval from the MACC Program Coordinator.
5. Each student is evaluated for practicum on both academic and personal readiness documented through the Professional Behavior Reviews. A student who has not

- maintained the academic standards, and/or who has not demonstrated an integration of professional ethical standards will be required to participate in remedial or personal growth experiences prior to acceptance to practicum.
6. For the Practicum and Internship experiences, students are required to obtain the several clearances for the field experience (see Appendices, updated yearly). Students must comply with agency and university regulations regarding all clearances and health checks (**See Appendix G**) before being permitted to work with clients in a particular agency. Students are responsible for the costs associated with these clearances and health checks.
 7. Placement at an accepted field site must be secured by the first class meeting of MCC 550 or the student must withdraw from the course.
 8. Students are required to obtain and maintain current professional liability insurance and are required to have it before going out on any field experiences. Students will not be permitted to go out on their Practicum or Internship without proper documentation of this insurance in their file with the Program Coordinator. (American Counseling Association provides insurance for student members; applications for membership can be accessed at www.counseling.org).
 9. All degree-seeking and certification-seeking students are required to have health insurance and will be enrolled in the Alvernia Student Health Insurance plan if they do not submit current medical insurance information using the online waiver.

(<https://alvernia.studenthealthportal.com>). There are no exceptions and premiums are nonrefundable.

10. A university affiliation agreement must be in place with any field site before a student can participate in any field activity.

Practicum Application Process

1. A student must apply for the practicum by first week of the prior semester. (**See Appendix H**).
2. All clearances and background checks must be on file with the University by the first practicum class. Students will be required to withdraw from Practicum for that semester if this condition is not met.
 - a. Students must comply with agency and university regulations regarding all clearances and health checks (**See Appendices**) before being permitted to work with clients in a particular agency.
 - b. Students are responsible for the costs associated with these screenings. These clearances must be completed prior to placement on site. Failure to comply with this requirement will negatively affect placement.
3. If a site has not been previously approved by the designated faculty or the MACC Clinical Coordinator, a brief description of the site and a contact person with phone number must be provided.
4. The designated faculty or Clinical Coordinator will evaluate a site after which time the student may apply to the site if it is approved.

5. A student must arrange for an interview with the on-site supervisor and report the outcome to the designated faculty or MACC Clinical Coordinator.
6. Each student must provide the site with a resume which includes relevant course work and experience.
7. A student must show evidence of current liability insurance before being permitted to go on a practicum.
8. It is the responsibility of each student to secure their own practicum site placement with approval of the MACC faculty prior to the beginning of the semester in which the course is taken.
9. Once a site supervisor has been identified, student must submit a completed “Supervisor Contact Sheet” and submitted to the Clinical Coordinator. **(See Appendix I)**
10. The University reserves the right to postpone or deny a practicum to a student who does not meet the deadline and/or professional standards as outlined in the ethical code of the American Counseling Association.
11. Placement at an accepted field site must be secured by the first class meeting of MCC 550 or the student must withdraw from the course.

Criteria for Agency Selection

The prime factors to be considered in selection of an agency for student placement include:

1. The interest and ability of the agency to provide an appropriate learning environment for the student. The commitment, expertise and time of agency personnel to provide site instruction and supervision for the student by a licensed clinician.
2. A commitment to the ACA's Code of Ethics and Alvernia University's Nondiscrimination Policy.
3. Support for the values and mission of the counseling profession and the mission of the Clinical Counseling Program at Alvernia University.
4. Congruence between the agency philosophy and that of Alvernia University and the counseling profession.

Facility and Supervisor Selection Guidelines for Graduate Student Practicum

The faculty and students will discuss qualifications for clinical facilities and supervisors. Any student is encouraged to seek new learning experiences in facilities that may not be currently used by the Master's Program in Clinical Counseling.

1. Students must receive clinical supervision from a licensed professional counselor, licensed psychologists, licensed clinical social worker, licensed social worker, or licensed marriage and family therapist.
2. Student selection of clinical facilities and/or supervisors is with the permission and confirmation of the designated faculty. No student may independently agree to a practicum placement.
3. The faculty/Clinical Coordinator must visit all newly proposed practicum sites and speak with supervisors or facility administrators to assess the match between clinical

- resources and course objectives.
4. An affiliation agreement must be signed by the university and the school or agency administrator(s). (**See Appendix J** - Agency Affiliation Agreement)
 5. A written evaluation of student performance must be obtained from the agency personnel by course faculty **PRIOR** to completion of course requirements.
 6. A list of all current affiliation agreements will be maintained by the MACC Clinical Coordinator.
 7. Students are generally not paid for their practicum experiences.
 8. Students may not be placed for practicum in the same unit of a facility where they are currently employed or be supervised on the practicum by their work supervisor.

Grading

The grade assigned by faculty is based on the on-site supervisors' evaluation of the practicum experience, written assignments, and the evaluation by the course instructor who has the final responsibility for all grades.

Ethical Standards

Each student is required to adhere to the ethical standards of the American Counseling Association and the Alvernia University Student Citizenship Code not only during the academic program but also during the practicum experience. Failure to meet those standards may result in removal from the program/practicum.

Unsatisfactory Performance

A student may be terminated from his/her placement at any time during his/her practicum if his/her behavior is inadequate and/or disruptive to the operation of the placement site. If a student is dismissed for cause from the site either by the site or the MACC program, a grade of “W” (withdrawal) will not be permitted. Such termination will result in a grade of “F” for the course. If the student is eligible for a remediation plan, the student must successfully complete the plan before enrolling in the course a second time.

A student receiving a failing grade or who has been removed from his/her placement must reapply for practicum the next time the course becomes available.

A student removed from placement may be given one more opportunity for a practicum experience but only on the recommendation of the MACC faculty and after successful completion of a remediation plan.

Responsibilities of the University during Practicum

Toward the Student

1. To provide the student with information regarding local counseling agencies, including their purpose and general functioning, and allow student participation in the selection of their agency placement.
2. To provide a weekly group supervision seminar to assist the student in the integration of the site placement experience.
3. To explain and prepare the student for the evaluation process by the site supervisor and course instructor.

4. To make time available to the student on an as-needed basis to discuss any concerns the students might have, including meeting with the site supervisor in order to resolve any difficulties.
5. To assume final responsibility for the evaluation of the student, considering the site supervisor evaluation, agency visits, student participation in seminars and student's completion of other required assignments.

Toward the Agency

1. To approve agencies for acceptance of the practicum student placement based on MACC program criteria.
2. To provide a current copy of the MACC Policy Manual on-line.
3. To consult with the site-supervisor to allow for greater continuity between the classroom and site experience. This will assist the agency, the university faculty and the student in maintaining communication, so as to insure growth and development by all involved in the educational process.
4. To provide the agency with the student evaluation form and the information regarding the due dates of the evaluation and the school calendar, including holidays and vacation periods.
5. Site supervisors will be invited to participate in professional development opportunities offered by Alvernia University's MACC program.

Responsibilities of the Agency during Practicum

Toward the Student

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1. To provide the student with a site supervisor who has a graduate degree in counseling or a related field, appropriate licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision.
2. The site supervisor is required to spend a minimum of one continuous hour of agency time per week, per student, for individual conferences and any additional time deemed appropriate. The supervisory conferences should include the following:
 - a. The student's responsibility and involvement in supervision.
 - b. Reviewing of student assignments and method of operation.
 - c. Review of written recorded material as an educational tool.
 - d. Assisting the student in incorporating the knowledge, values and skills of counseling into professional practice; and
 - e. Increasing the student's awareness of his/her personal attitudes and how this impacts on professional practice and functioning.
3. To provide an orientation to the student regarding the agency's goals, objectives, functions, personnel procedures and legal responsibilities. This orientation should occur during the first two weeks of the semester.
4. The site supervisor will follow these educational objectives:
 - a. Help increase the student's knowledge of counseling.
 - b. Expand the student's acceptance of counseling attitudes and values.
 - c. Develop skills appropriate for entry-level position in counseling.

5. To provide an adequate and appropriate place in which the student can work.
6. To provide a planned and quality learning experience for the student. This will involve the development of an individualized student plan outlining specific goals, objectives and responsibilities. This will be done in cooperation with the course instructor.
7. To provide student with feedback on counseling skills through the review of audio/video recordings and/or live supervision.
8. To provide the student with the opportunity to participate in the evaluation process and to review with the site supervisor, in detail, the evaluation form before it is submitted to the University. The student should be given a copy of the evaluation completed by the site supervisor.
9. Be familiar with and support the current Code of Ethics of the American Counseling Association.
10. Provide a professionally ethical work environment and ethical supervision.
11. In the temporary absence of the assigned site supervisor, the agency will provide the student with an alternate licensed supervisor who will assume supervisory responsibility for the student. The student must be notified of this change immediately.

Toward the University

1. To involve itself with an ongoing communication with the university and, in particular, the course instructor.

2. To commit oneself to the learning experiences afforded to students through site placements and to work through any difficulties, which might inhibit this learning process.
3. To complete the written evaluation of the student as outlined in this manual and share the outcomes with the student.
4. To consult with the university practicum faculty each semester to provide feedback regarding the site placement experiences of the student, comment on the preparation of the student for placement and make appropriate suggestions for improving the clinical counseling curriculum.
5. To provide a copy of the renewal of licensure every two years along with an updated resume at that time.

Responsibilities of the Student during Practicum

Toward the University

1. To secure necessary background clearances and submit to designated MACC faculty member by the first class meeting of MCC 550. Any positive return on a background clearance will be reported to the appropriate administrator.
2. Placement at an accepted field site must be secured by the first class meeting of MCC 550 or students must withdraw from the course. It is the responsibility of each student to secure their own practicum site placement with approval of the MACC faculty prior to the beginning of the semester in which the course is taken. Students

- must ensure that the practicum agreement (**Appendix K**) is signed by appropriate agency personnel within the first two weeks of class.
3. To discuss with the clinical coordinator his/her preferences for site placement experiences, given the student's background, interest and education.
 4. To fulfill the time requirements of the course. The schedule is to be mutually agreeable with the agency and the student's class schedule, subject to faculty approval.
 5. Adhere to the rules of the agency/school in regard to all matters relevant to counseling.
 6. To notify the course instructor of any absence, illness emergencies, or other conditions that may affect participation in the field experience.
 7. To develop a Practicum Plan (**Appendix L**) with the site supervisor outlining specific goals, objectives, and responsibilities of site placement during the first two weeks of placement. A copy of the plan must be submitted to the site supervisor and to the course instructor for final approval. Significant changes to the plan, during the semester, must be incorporated into a revised plan and resubmitted to the site supervisor and course instructor.
 8. To inform and seek the assistance of the instructor regarding problems related to the site placement immediately.

9. To actively participate in seminars and complete all written assignments, including client contact logs, indirect service hours, supervisory contacts, final paper and assigned oral presentations (see course description, and **Appendices I, J, K, and L**)
10. Attend on-campus group supervision sessions weekly.
11. Meet one continuous hour per week for supervision with on-site supervisor and work to improve performance in response to supervisory input.
12. Secure appropriate liability insurance prior to the beginning of the semester in which the practicum is taken. Maintain insurance coverage uninterrupted throughout the practicum experience.
13. Demonstrate behavior in accordance with the highest ethical and professional standards, consistent with the ACA Code of Ethics and the mission of Alvernia University Student Code of Citizenship.

Toward the Agency

1. To participate in the site placement experiences and meet all the requirements which the agency establishes. Complete all assigned tasks by the end of the semester.
2. To develop a practicum plan with the site supervisor outlining specific goals, objectives and responsibilities within the first two weeks of the course and to make adjustments to the plan when necessary.

3. To actively participate in supervisory conferences, staff meetings and general functioning of the agency.
4. To notify the site supervisor of any absence due to accidents, illness or any other emergencies.
5. To make a contribution to the operation of the agency through the completion of all assigned tasks and duties.

Section 3: Internship

Introduction to Internship

The Master of Arts in Clinical Counseling program is designed to prepare master's level counselors to practice in a variety of settings with individuals who have mental health issues and addictive behaviors. The internship is the capstone experience that comes at the end of the program. It follows a thorough preparation in the theory and skills necessary to function as a competent counselor. The internship is an intensive work experience which is similar to a regular position in the counseling field. It is designed to provide an opportunity for the student to apply counseling theories, techniques, and concepts learned in his/her course work to an actual counseling setting. Through mentoring from the site supervisor and the course instructor, the student will develop his/her professional counselor identity as well as his/her knowledge and skills. The supervised internship involves 600 clock hours on site over two semesters (300 each semester) which includes approximately 20 hours per week on site, an average of one hour of individual and /or triadic supervision with the on-site supervisor, and 1.5 - 2 hours of group

supervision at Alvernia University per week. Agency orientation or training can account for a maximum of 10% of indirect hours required for this course.

Criteria for Admission

1. No student may participate in Internship unless they are a matriculated student in the MACC program.
2. Attendance at Practicum/Internship orientation. Any exception to this requirement must get prior approval by the MACC faculty. Decisions will be made on a case-by-case basis.
3. Successful completion of all remediation plans.
4. For the Practicum and Internship experiences, students are required to obtain the following clearances for any field experience:
 - a. Act 151 (PA Child Abuse Report History), Act 34 (PA State Criminal History Record), and FBI Criminal History Report and fingerprinting. If you have lived in Pennsylvania for fewer than 2 years, you must then complete Act 169 (Older Adults Protective Services Act) clearance.
 - b. Students must comply with agency and university regulations regarding all clearances and health checks (**See Appendix G**) before being permitted to work with clients in a particular agency. Students are responsible for the costs associated with these screenings. These clearances must be completed prior to placement on site. Failure to comply with this requirement will negatively affect placement.

5. Internship placement is contingent not only on academic preparation but also on professional, personal, and interpersonal readiness. Results of required clearances may also influence placements. Students are evaluated by faculty in course work and are monitored and evaluated by faculty for their readiness to work with clients/patients in an internship setting. A student who is evaluated as not ready for Internship will be informed as soon as possible of the faculty's concerns and will be advised of possible opportunities to correct the problem area. The best personal preparation for Internship is self-monitoring, openness, and a willingness to challenge oneself to grow. Each student is evaluated for Internship on both academic and personal readiness documented through the Professional Behavior Reviews. A student who has not maintained the academic standards, and/or who has not demonstrated an integration of professional ethical standards will be required to participate in remedial or personal growth experiences until the faculty determines the person is ready.
6. Placement in an accepted field site must be secured by the first class meeting of MCC 670 and MCC 680 or the student must withdraw from the course.

Internship Application Process

1. A student must apply for the internship by first week of prior semester. (**See Appendix Q**)
2. Placement at an accepted field site must be secured by the first class meeting of MCC 670 and MCC 680 or students must withdraw from the course.
3. Each student is responsible for obtaining their own approved internship placement.

4. If a site has not been previously approved by the designated faculty or clinical coordinator, a brief description of the site and a contact person with phone number must be provided to the MACC Clinical Coordinator.
5. Each student must provide the designated faculty and the site with a resume which includes relevant course work and experience.
6. The designated faculty or clinical coordinator must approve a site after which time the student may apply to the site.
7. A student will arrange for an interview with the on-site supervisor and report the outcome to the designated faculty or clinical coordinator.
8. Once a site supervisor has been identified, student must submit a completed “Supervisor Contact Sheet” and submitted to the Clinical Coordinator (**See Appendix D**).
9. A student must show evidence of current liability insurance before being permitted to go on an Internship.
10. The University reserves the right to postpone or deny an internship to a student who does not meet the required deadlines and/or professional standards as outlined in the ethical code of the American Counseling Association or Alvernia University’s Student Code of Citizenship.

Facility and Supervisor Selection Guidelines for Graduate Student Internship

The faculty and students will discuss qualifications for clinical facilities and supervisors. Any student is encouraged to seek new learning experiences in facilities that may not be currently used by the Master of Arts in Clinical Counseling Program.

1. Students must receive clinical supervision from a licensed professional counselor, licensed psychologists, licensed clinical social worker, licensed social worker, or licensed marriage and family therapist.
2. Student selection of clinical facilities and/or supervisors is with the permission and confirmation of the designated faculty. No student may independently agree to an internship placement.
3. The faculty/Clinical Coordinator must visit all newly proposed internship sites and speak with supervisors or facility administrators to assess the match between clinical resources and course objectives.
4. An affiliation agreement must be signed by the university and the school or agency administrator(s). (**See Appendix J** - Agency Affiliation Agreement)
5. A written evaluation of student performance must be obtained from the agency personnel by course faculty **PRIOR** to completion of course requirements.
6. A list of all current affiliation agreements will be maintained by the MACC Clinical Coordinator.
7. Students are generally not paid for their internship experiences.

8. Students may not be placed for internship in the same unit of a facility where they are currently employed or be supervised on the internship by their work supervisor.

Criteria for Agency Selection

The prime factors to be considered in selection of an agency for student placement include:

1. The interest and ability of the agency to provide an appropriate learning environment for the student that includes a variety of professional activities in addition to direct service, the opportunity for appropriate audio/videotaping and/or live supervision of the student's interactions with clients, and the opportunity for students to gain experience in the use of professional resources such as assessment instruments, technology and professional literature.
2. The commitment, expertise and time of agency personnel to provide site instruction and supervision for the student by a licensed clinician.
3. The availability of the necessary physical facilities to accommodate a student placement, (i.e. settings for individual and small group work that assure privacy and space for appropriate equipment and supervision capabilities).
4. A commitment to the ACA's Code of Ethics and Alvernia University's Student Code of Citizenship Nondiscrimination Policy.
5. Support for the values and mission of the counseling profession and the mission of the Clinical Counseling Program at Alvernia University.

6. Congruence between the agency philosophy and that of Alvernia University and the counseling profession.

Grading

Grading includes consideration of the on-site supervisors' evaluation. The internship instructor has the final responsibility for all grades.

Ethical Standards

Each student is required to adhere to the ethical standards of the American Counseling Association and the Alvernia University Code of Citizenship not only during the academic program but also during the internship experience. Failure to meet those standards may result in removal from the program/internship.

Unsatisfactory Performance

A student may be terminated from his/her placement at any time during his/her internship if his/her behavior is inadequate and/or disruptive to the operation of the placement site. If a student is dismissed for cause from the site either by the site or the MACC program, a grade of "W" (withdrawal) will not be permitted. Such termination will result in a grade of "F" for the course. If the student is eligible for a remediation plan, the student must successfully complete the plan before enrolling in the course a second time.

A student receiving a failing grade or who has been removed from his/her placement must reapply for practicum the next time the course becomes available.

Responsibilities of the University during Internship

Toward the Student

1. To provide the student with information about local counseling agencies, including their purpose and general functioning, and allow the student to participate in the selection of their agency placement.
2. To provide a weekly group supervision seminar to assist the student in the integration of the site placement experience.
3. To explain and prepare the student for the evaluation process by the site supervisor and course instructor.
4. To make time available to the student on an as-needed basis to discuss any concerns the students might have, including meeting with the site supervisor in order to resolve any difficulties.
5. To assume final responsibility for the evaluation of the student, based upon the site supervisor evaluation, agency visits, student participation in seminars and student's completion of other required assignments.

Toward the Agency

1. To provide an orientation regarding the counseling curriculum, including the description and objectives of the counseling practice courses to site supervisions and other interested agency personnel.

2. To provide faculty-agency consultations each semester to allow for greater continuity between the classroom and site experience. These will assist the agency, the university faculty and the student in maintaining communication, so as to insure growth and development by all involved in the educational process.
3. To provide assistance in resolving any difficulties encountered by the agency, the university or the student in planning an educational program for the student. The course instructor will be available on an as-needed basis for consultation to site supervision and agency.
4. To provide the agency with the student evaluation form and the information regarding the due dates of the evaluation and the school calendar, including holidays and vacation periods.
5. Site supervisors will be invited to participate in professional development opportunities offered by Alvernia University's MACC program.

Responsibilities of the Agency during the Internship

Toward the Student

1. To provide the student with a site supervisor who has a graduate degree in counseling or a related field, appropriate license, a minimum of two years of pertinent professional experience.

2. The site supervisor is required to spend a minimum of one continuous hour of agency time per week, per student, for individual conferences and any additional time deemed appropriate. The supervisory conferences should include the following:
 - a. The student's responsibility and involvement in supervision.
 - b. Reviewing of student assignments and method of operation.
 - c. Review of written recorded material as an educational tool.
 - d. Assisting the student in incorporating the knowledge, values and skills of counseling into professional practice.
 - e. Increasing the student's awareness of his/her personal attitudes and how this impacts on professional practice and functioning.
3. To provide an orientation to the student regarding the agency's goal objectives, functions, personnel procedures and legal responsibilities. This orientation should occur during the first two weeks of on-site.
4. The site supervisor will follow these educational objectives:
 - a. Help increase the student's knowledge of counseling.
 - b. Expand the student's acceptance of counseling attitudes and values.
 - c. Develop skills appropriate for entry-level position in counseling.
5. To provide an adequate and appropriate place in which the student can work.
6. To provide a planned and quality learning experience for the student. This will involve the development of an individualized student contract outlining specific

- goals, objectives and responsibilities. This will be done in cooperation with the course instructor.
7. To provide student with feedback on counseling skills through the review of audio/video recordings and/or live supervision.
 8. To provide the student with the opportunity to participate in the evaluation process and to review with the site supervisor, in detail, the evaluation form before it is submitted to the university. The student should be given a copy of the evaluation completed by site supervisor.
 9. Provide a professionally ethical work environment and ethical supervision.
 10. In the temporary absence of the assigned site supervisor, the agency will provide the student with an alternate licensed supervisor who will assume supervisory responsibility for the student. The student must be notified of this change immediately.

Toward the University

1. To involve itself with an ongoing communication with the university and, in particular, the course instructor.
2. To commit itself to the learning experiences afforded to students through site placements and to work through any difficulties, which might inhibit this learning process.
3. To complete the written evaluations of the student as outlined in this manual.

4. To consult with the university course instructor each semester to provide feedback regarding the site placement experiences of the student, comment on the preparation of the student for placement and make appropriate suggestions for improving the clinical counseling curriculum.
5. To provide a copy of the renewal of licensure every two years along with an updated resume at that time.

Responsibilities of the Student during the Internship

Toward the University

1. Obtain appropriate clearances before the beginning of the semester in which the internship experience is to begin. Any positive return on a background clearance will be reported to appropriate administrator.
2. Placement at an accepted field site must be secured by the first class meeting of MCC 670 and MCC 680 or student must withdraw from the course. Students must ensure that the internship agreement (**Appendix R**) is signed by appropriate agency personnel within the first two weeks of class.
3. To discuss with the university clinical coordinator his/her preferences for site placement experiences, given the student's background, interest and education.
4. To fulfill the time requirements of the course. The schedule is to be mutually agreeable with the agency and the student's class schedule, subject to faculty approval.

5. Adhere to the rules of the agency/school in regard to all matters relevant to counseling.
6. To notify the course instructor of any absences, emergencies, or other conditions that may affect participation in the field experience.
7. To develop an internship plan (**Appendix S**) with the site supervisor within the first two weeks of the course, outlining specific goals, objectives, and responsibilities of site placement during the first two weeks of placement. A copy of the plan must be submitted to the site coordinator and course instructor for final approval. Significant changes to the plan, during the semester, must be incorporated into a revised contract and resubmitted to the site supervisor and course instructor. The contract should extend throughout the entire 600 hour internship experience.
8. To inform and seek the assistance of the instructor regarding problems related to the site placement immediately.
9. To actively participate in seminars and complete all written assignments, including client contact logs, indirect service hours, supervisory contacts, final paper and assigned oral presentations (see course description). (See **Appendices T, U, V, W and X**)
10. Attend on-campus group supervision sessions weekly.
11. Meet one continuous hour per week for supervision with on-site supervisor and work to improve performance in response to supervisory input.

12. Secure appropriate professional liability insurance prior to the beginning of the semester in which the Internship is taken. Maintain insurance coverage uninterrupted throughout the Internship experience.
13. Demonstrate behavior in accordance with the highest ethical and professional standards, consistent with the ACA Code of Ethics and the mission of Alvernia University Student Code of Citizenship.
14. Provide an evaluation of the supervisor at the end of the semester.

Toward the Agency

1. To participate in the site placement experiences and to meet all the requirements which the agency establishes and to complete all assigned tasks by the end of each semester.
2. To develop a plan with the site supervisor outlining specific goals, objectives and responsibilities and to make adjustments to the contract when necessary. This contract is due by the second class meeting and should extend over the 600 hour Internship experience.
3. To actively participate in supervisory conferences, staff meetings and general functioning of the agency.
4. To notify the site supervisor of any absence due to accidents, illness or any other emergencies.
5. To make a contribution to the operation of the agency through the completion of all assigned tasks and duties

Section 4: Appendices

APPENDIX A: Harassment Policy

HARASSMENT POLICY

ACADEMIC SITE EXPERIENCES

A. BACKGROUND

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. Your Academic Site Experience will be taking you outside of the Alvernia Campus Community. The Agency in which you will serve has been carefully screened by the University and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. DEFINITIONS

Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

- a. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;
- b. As a basis for academic or employment decisions;
- c. Which unreasonably interfere with an individual's work or academic performance; and/or
- d. Which create an intimidating, hostile or offensive work or academic environment.

C. RESOURCES

Alvernia does wish to make known to all of the participants in Academic Site Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community, or while in the institutional community of the Sponsoring Agency

1. Information, Counseling and Support

If you, as a participant in an Academic Site Experience, believe that you may have been the victim of harassing conduct, and you wish to seek information and/or counseling

about the incident or incidences giving rise to this concern, you should immediately contact either:

- a. The Faculty Supervisor of the Program;
- b. The Department Chair; or
- c. The College Dean, and request a confidential counseling session.

In order that any incident may be immediately addressed, you should make this contact within ten (10) days of the occurrence.

If your concerns can be addressed at this first counseling session, and neither you nor your counselor feel that the incident rises to the level of harassment, the matter may be concluded without further action. If, however, after the counseling, you wish to proceed with a formal Complaint regarding the perceived harassment, you may take advantage of the formal Complaint procedure.

2. Formal Complaint Procedure

Any participant in an Academic Site Experience who feels he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should

be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed to the Provost.

Upon receipt of the written Complaint, the Provost will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witnesses or having firsthand knowledge of the alleged behavior or incident.

Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filing the formal Complaint.

**APPENDIX B: Off-Campus Program Waiver and Release from
Liability/ Field Placement Consent and Release Form**



400 St. Bernardine St., Reading, PA 19607

OFF-CAMPUS PROGRAM

WAIVER AND RELEASE FROM LIABILITY

(An individual or parent/guardian of a minor must complete this form for each off campus program in which he or she participates)

On behalf of myself, or in my capacity as the parent/guardian of the participating minor, and **INTENDING TO BE LEGALLY BOUND**, the undersigned hereby releases Alvernia University, its agents, officers and employees from all responsibility and any liability for any injuries, illness and/or loss which may result from or arise out of, or be connected with any participation in the University's program known as:

The Master of Arts in Clinical Counseling

(course or program)

This Release extends and applies to, and also covers and includes, all unknown, unforeseen, unanticipated, and unsuspected injuries, damages, loss and liability, and the consequences thereof. The provisions of any State, Federal, Local or Territorial law or statute providing in substance that releases shall not extend to claims, demands which are unknown or unsuspected to exist at the time, to the person executing such release, are hereby expressly waived.

In signing this release I acknowledge that any travel may be dangerous and may result in harm to me and my property. I voluntarily accept and assume these risks and dangers and release Alvernia University from all responsibility and any liability for any injuries and/or damages which may result from my decision to participate in this program,

I further promise, covenant and agree not to bring, commence, prosecute or maintain, or cause or permit to be brought, commenced, prosecuted or maintained, any suit or action, either at law or in equity, in any court in the United States, or in any State thereof, or elsewhere, against Alvernia University, Its agents, officers and/or employees for personal injury, property damage or any other type of loss, arising out of, or In any way connected with my participation in said program.

I also agree to indemnify and hold harmless Alvernia University, its agents, officers and employees from all liability, claims, demands and damage or cost, arising out of my participation in said program.

I authorize university personnel or representatives to approve emergency medical treatment for myself in the event of injury or illness during my participation in the program. I represent and warrant that I am and will be covered throughout the program by a policy of comprehensive health and accident insurance which provides coverage for injuries and illnesses I sustain or experience while in the program and, more specifically, in the countries in which I will be living and/or traveling while on the program.

I understand and agree that this release is binding on me and my heirs, executors, administrators, personal representatives And next-of-kin. My signature denotes my understanding of and agreement with this statement and its implications.

I agree that this document shall be interpreted and governed by the laws of the Commonwealth of Pennsylvania.

I agree that if any provision of this document shall for any reason be held invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of this document.

IN WITNESS WHEREOF, intending to be legally bound, I have hereunto set my hand this ____ day of _____, 20____.

Witnessed By

Signature of Program Participant or Parent/Guardian of minor

Print Name of Minor Participant

Printed Name of Participant or Parent/Guardian of minor

Emergency Information

(Who to Contact in Case of Emergency)

(Relationship)

(City and State)

(Phone Number)

Fall 2020



To Learn. To Love. To Serve.

www.alvernia.edu

**MASTER OF ART IN CLINICAL COUNSELING
FIELD PLACEMENT CONSENT AND RELEASE FORM**

Student Name: _____ Term: _____
(PLEASE PRINT) (SPRING/FALL)

Organization/Agency: _____

The following Agreement is designed to protect all participants in Alvernia University's practicum program, including students, faculty and staff members, Alvernia University and the agencies and individuals cooperating with the University. You, as the student, must sign this form, with parental or guardian approval if you are under the age of eighteen (18), to indicate agreement and permission to participate.

I understand that participation in this practicum is entirely voluntary and that any such practicum program involves some element of risk. I further understand that I am responsible for my own well-being while enrolled in this activity. I agree that in consideration of Alvernia University sponsoring this activity and permitting me to participate, I will indemnify, defend and hold harmless Alvernia University, its officers, agents, employees, successors and assigns from liability for any and all claims, demands, rights or causes of action, present or future, resulting from or arising out of any travel or activity conducted by or under the auspices of this practicum program or agency.

I understand that the University requires that all students be covered by appropriate health and professional liability insurance and that the student be financially responsible for such expenses. My signature below verifies that I am covered by the required insurance.

I HAVE READ AND UNDERSTAND THE ABOVE PROVISIONS AND AGREE TO BE BOUND BY THEM AS INDICATED BY MY SIGNATURE BELOW.

Student Signature: _____ Date: _____

If under age of 18

Parent or Guardian Signature: _____ Date: _____

Fall 2020

APPENDIX C: Program of Study



Program of Study

Proposed Program of Study for the Master of Arts in Clinical Counseling Degree

Name: _____ Date: _____

Address: _____

Major Courses - Required (60 Semester Hours)

Course Number	Title	Semester taken	Semester completed	Grade	Credit hours
MCC 500	Introduction to Counseling				
MCC 510	Human Growth				
MCC 520	Counseling Theories				
MCC 530	Multicultural Issues				
MCC 535	Children and Adolescents				
MCC 540	Addictions & Society				
MCC 545	Family Counseling				
MCC 550	Practicum				
MCC 560	Legal & Ethical Issues				
MCC 600	Advanced - Individual				
MCC 610	Advanced - Group				
MCC 620	Research Methods				
MCC 630	Appraisal				
MCC 640	Psychopathology				
MCC 645	Crisis Counseling				
MCC 650	Career Counseling				
MCC 670	Internship I				
MCC 675	Current Issues				
MCC 680	Internship II				
MCC 685	Advanced Internship (elective)				

Total Required Credit Hours: _____

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I understand that I must have the appropriate clearances and background checks completed prior to the first class of Practicum _____
(initials)

Any changes to this Program of Study will require that a revised form be submitted and approved before enrolling in alternate coursework.

Students must initiate a mid-program review after they have completed 24 semester hours of coursework and before they have completed 30 semester hours of coursework. Coursework beyond 30 semester hours may be blocked if the mid-program review is not completed as scheduled. Forms to initiate the mid-program review can be found in the Policy Manual.

Course schedules are subject to change. All efforts will be explored to enable students to complete their program in a timely fashion.

APPROVED: Student _____

Advisor _____

**APPENDIX D: Background Check Policy – Field Placement
Clearances**



BACKGROUND CHECK POLICY FIELD PLACEMENT CLEARANCES

It is the policy of Alvernia University's academic programs to fully comply with Pennsylvania Laws related to criminal record and child abuse history clearances prior to entering any field/clinical educational setting that involves direct contact with children or older adults (defined as a person who is 60 years of age or older) and is associated with academic programs and/or service learning. Depending on the academic program, a repeated background check may be required prior to entering senior-level coursework.

Students in academic programs and/or service learning (if required by the facility) with convictions/charges documented on the background check reports will be advised on an individual basis. The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

Additionally, applicants to the **Education** and pre-license **Health** Programs must understand that in order to meet program outcomes they are obliged to directly work with children (Education and Nursing) and/or older adults (Nursing). **There are no alternatives to meet program outcomes.** Such applicants/students with convictions/charges documented on the criminal* or child abuse reports will be denied acceptance into courses with associated clinical/field practice and therefore cannot complete the applicable program of study. Such applicants/students will be advised of other academic study options at Alvernia University.

* Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13.

Many professions require further licensing or certification beyond a college degree and applicants may be denied employment in certain occupations for misdemeanors and felony convictions, including alcohol related offenses. Refer to the Pennsylvania Liquor Control Board for a complete listing of criminal violations related to licensure www.lcb.state.pa.us/edu/.

Academic programs will include written statements regarding background checks in their marketing and catalog documents. Students will be advised of the background check policy prior to service learning (if required by the facility). The specific laws affecting background checks and the accompanying mechanism of checking are outlined on the following page.

The procedures and instructions for each background check are available from specific programs.

Forms are available on Alvernia University Website:
www.alvernia.edu/academics/graduate/macc/index.html.

Law	Description	Requirement	Mechanism of Checking
<p>Older Adults Protective Services Act</p> <p>OAPSA Act 169 (1996) and Act 13 (1997)</p> <p>(www.aging.state.pa.us)</p>	<p>Affects employees/students in nursing homes, personal care homes, domiciliary care homes, adult daycare centers and home health care providers</p>	<p>Submit to a criminal record background check</p> <p>Report the suspected abuse of any person who is receiving care from the agency regardless of age</p>	<p>PA Criminal Record Check</p> <p>For students who have not been residents of PA for two consecutive years immediately preceding the date of application, a Federal Bureau of Investigation (FBI) Criminal History Background check on the required Department of Aging Form (FD-258 and PDACBC-1)</p> <p>(8/31/07 Department of Aging Memo)</p>
<p>PA Department of Public Welfare Child Protective Services Law</p> <p>Section 6344</p> <p>Title 23 Pa. Chap. 63</p> <p>Act 73</p> <p>(www.dpw.state.pa.us)</p>	<p>Affects any individual with a significant likelihood of regular contact with children in the form of care, guidance, supervision or training.</p>	<p>Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check</p>	<p>PA Child Abuse History Clearance Form (CY-113)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Identogo</p>
<p>PA Department of Education</p> <p>Act 34 (1985) amended by Act 114 (2006) (criminal background)</p> <p>Act 151 (child abuse)</p> <p>Section 111 of Public School Code and Chapter 8 of State Board of Education Regulations</p> <p>(www.teaching.state.pa.us)</p>	<p>All student teachers participating in classroom teaching, internships, clinical, or field experiences; prospective employees of public and private schools, vo-tech, and intermediate units who have direct contact with children must provide a copy of PSP, FBI reports no more than 1 year old</p>	<p>Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check</p>	<p>PA Child Abuse History Clearance Form (CY-113)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Identogo</p>

APPENDIX E: Professional Behavior Review



MASTER OF ARTS IN CLINICAL COUNSELING

Professional Behavior Review

Student Name _____ **Faculty Evaluator** _____

Course Number _____ **Semester** _____

	<u>Student Rating</u>	<u>Faculty Rating</u>
(whole numbers only: 1, 2, 3, 4 or 5)		
A. Openness to new ideas	_____	_____
B. Flexibility	_____	_____
C. Cooperativeness with others	_____	_____
D. Willingness to accepted and use feedback	_____	_____
E. Awareness of own impact on others	_____	_____
F. Ability to deal with conflict	_____	_____
G. Ability to accept personal responsibility	_____	_____
H. Ability to express feelings effectively & appropriately	_____	_____
I. Attention to ethical and legal considerations	_____	_____
J. Initiative and motivation	_____	_____
	Faculty Total Score	_____



**MASTER OF ARTS IN CLINICAL COUNSELING
PROFESSIONAL BEHAVIOR REVIEW**
(Last Update: 5/29/13)

Student Name: _____

Faculty Evaluator: _____

Course Number: _____

Semester: _____

Instructions: Read the procedures for completion of this form. Rate each student in each course for each professional performance indicator using the 5-point Likert scale provided for each indicator. Circle the rating number (1, 2, 3, 4, or 5) for each indicator. Provide comments for any rating less than 3. Complete the cumulative rating and average calculation on the final page of this form. **This form includes confidential information when completed and must be protected.**

A. Openness to new ideas

1 (closed)

2

3

4

5 (open)

Was dogmatic about own perspective and ideas.

Was amenable to discussion of perspectives other than own.

Solicited others opinions and perspectives about own work.

Ignored or was defensive about constructive feedback.

Accepts constructive feedback without defensiveness.

Invited constructive feedback and demonstrated interest in others' perspectives.

Showed little or no evidence of incorporating constructive feedback received to change own behavior.

Some evidence of efforts to incorporate relevant feedback received to change own behavior.

Showed strong evidence of incorporation of feedback received to change own behavior.

Comments:

B. Flexibility

1 (inflexible)

2

3

4

5 (flexible)

Showed little or no effort to recognize demands in the professional & interpersonal environment.

Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.

Showed accurate effort to changing recognize changing demands in the professional and interpersonal environment.

Showed little or no effort to flex own responses to changing environmental demands.

Refused to flex own response to changing environmental demands despite knowledge of the need for change.

Was intolerant of unforeseeable necessary changes in established established schedule or protocol.

Comments:

Efforts to flex own responses to new environmental demands was evident but sometimes inaccurate.

Flexed own response to changing environmental demands when directed to do so.

Accepted necessary changes in schedule or protocol, but without effort to understand the reason for them.

Showed accurate effort to flex own response to changing environmental demands as needed.

Independently monitored the environment for changing demands and flexed own responses accordingly

Attempts to understand needs for or established schedule or protocol to avoid resentment.

Accepted necessary changes in established schedule and attempt to discover the reason for them.

C. Cooperativeness with others

1 (uncooperative)

2

3

4

5 (cooperative)

Showed little of no engagement in collaborative activities.

Undermined goal achievement in collaborative activities.

Was unwilling to compromise in collaborative activities.

Comments:

Engaged in collaborative activities but with minimum allowable input.

Accepted but rarely initiated compromise in collaborative activities.

Was concerned mainly with own part in collaborative activities.

Worked actively toward reaching consensus in collaborative activities.

Was willing to initiate compromise in order to reach group consensus.

Showed concern for group as well as individual goals in collaborative activities.

D. Willingness to accept and use feedback

1 (unwilling)

2

3

4

5 (willing)

Discouraged feedback from others through defensiveness and anger.

Was generally receptive to instructor feedback.

Invited feedback by direct and positive acknowledgment when received.

<p>Shown little or no evidence of incorporation of instructor feedback received</p> <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than to receive it.</p>	<p>Shown some evidence of incorporating instructor feedback into own views and behaviors.</p> <p>Shown some defensiveness to critique through "over-explanation of own actions" – but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p>	<p>Shown evidence of active incorporation of instructor feedback received into own views and behaviors.</p> <p>Demonstrated a balanced willingness to give and receive supervisory feedback</p>
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Comments:

E. Awareness of own impact on others

<p>1 (unaware)</p> <p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored instructor feedback about how words and actions were negatively impacting others.</p>	<p>2</p>	<p>3</p> <p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times with resentment.</p>	<p>4</p>	<p>5 (aware)</p> <p>Effort toward recognition of how own words and actions impacted others.</p> <p>Initiates feedback from others regarding impact on own words and behaviors.</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>
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Comments:

F. Ability to deal with conflict

<p>1 (unable)</p> <p>Was unable or unwilling to consider others' points of view.</p> <p>Showed no willingness to examine own role in a</p>	<p>2</p>	<p>3</p> <p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p>	<p>4</p>	<p>5 (able)</p> <p>Always willing and able to consider others' points of view.</p> <p>Almost always willing to examine role in a conflict.</p>
--	----------	---	----------	--

conflict.

Ignored instructor advisement if not in agreement with own position.

Was responsive to instructor in a conflict if it was offered.

Was consistently open to instructor critique about own role in a conflict.

Showed no effort at problem solving.

Participated in problem solving when directed.

Initiated problem-solving efforts in conflicts.

Displayed hostility when conflicts were addressed.

Actively participated in problem-solving efforts.

Comments:

G. Ability to accept personal responsibility

1 (unable)

2

3

4

5 (able)

Refused to admit mistakes or examine own contribution to problems.

Was willing to examine own role in problems when informed of the need to do so.

Monitored own level of responsibility in professional performance.

Lied, minimized, or embellished the truth to extricate self from problems.

Was accurate and honest in describing own and others' roles in problems.

Invited constructive critique from others and applied it toward professional growth.

Consistently blamed others for problems without self-examination.

Might blame initially, but was open to self-examination about own role in problems.

Accepted own mistakes and responded to them as opportunity for self-improvement.

Comments:

Avoided blame in favor of self-examination.

H. Ability to express feelings effectively and appropriately

1 (unable)

2

3

4

5 (able)

Showed no evidence of willingness and ability to articulate own feelings.

Showed some evidence of willingness and ability to articulate own feelings, but with limited range.

Was consistently willing to articulate the full range of own feelings.

Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.

Showed some evidence of willingness and ability to acknowledge others' feelings - sometimes inaccurately.

Showed evidence of willingness and accurate ability to acknowledge others' feelings.

Fall

Acted out negative feelings (through negative behaviors) rather than articulating them.

Expressions of feeling were inappropriate to the setting.

Was resistant to discussion of feeling in supervision.

Comments:

1 (inattentive)

2

Engaged in inappropriate, unethical Professional relationships.

Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.

Endangered the physical or psychological well-being of others.

Breached expected rules for confidentiality.

Comments:

1 (poor initiative/motivation)

2

Often missed deadlines and classes.

Rarely participated in class activities.

Often failed to meet minimal expectations in assignments.

Expressions of feeling usually appropriate to the setting – responsive to feedback when not.

Willing to discuss own feelings in supervision when directed.

I. Attention to ethical and legal considerations

3

4

Was responsive to feedback for occasional personal-professional boundary confusion in verbal interactions with others.

Was responsive to feedback for occasional insensitivity to diversity in professional interactions.

Used judgment that could have Been able to put others' safety and well-being at risk.

Used judgment that could have put confidentiality at risk.

J. Initiative and motivation

3

4

Missed the maximum allowable classes and deadlines.

Usually participated in class activities.

Met only the minimal expectations in assigned work.

Expression of own feelings was consistently appropriate to the setting.

Initiated discussion of own feelings in the classroom.

5 (attentive)

Maintained clear personal-professional boundaries .

Demonstrated consistent sensitivity to diversity.

Satisfactorily ensured others' safety and well-being.

Appropriately safeguarded confidentiality of others.

5 (good initiative/motivation)

Met all attendance requirements and deadlines.

Regularly participated in class activities.

Met or exceeded expectations in assigned work.

Displayed little or no initiative and creativity in assignments.

Showed some initiative and Creativity in assignments.

Consistently displayed initiative and creativity in assigned work

Comments:

Cumulative rating for each performance indicator:

A B C D E F G H I J

Average of all performance indicators:

Adapted with permission from "Descriptive Criteria for Professional Review Policy standards (Revised 5/05)", University of William and Mary, Williamsburg, VA.

Procedure for completing the Professional Behavior Review (5/07) form.

This form, consisting of 10 professional performance indicators, is to be completed by all faculty teaching courses in the Master of Arts in Clinical Counseling (MACC) program for each student in each class. Faculty members will rate each student on each of the 10 performance indicators using the designated 5 point Likert scale. **Forms for each student must be completed and submitted to the Psychology and Counseling Department by the last class of each MCC course.**

Columns 1, 3, and 5 include behavioral descriptors to aid in the rating of professional performance for each student for each professional performance indicator. In rating each student, faculty should take into consideration the following rating interpretation:

- Column 1 = unacceptable professional performance
- Column 3 = acceptable professional performance
- Column 5 = excellent professional performance

Each professional performance indicator has a "Comments" section for faculty evaluators to use to support their ratings. Pertinent comments **must** be included for any rating lower than a 3 for any professional performance indicator. Comments may be included for ratings 3 – 5.

Early Warning/Early Intervention

At the end of each semester, MACC faculty will review all of the completed Non-Academic Professional Performance Review (5/07) forms. Early Warning/Early Intervention will be activated when any of the following conditions are met:

- A. A cumulative score for any semester falls below a 3.0 average rating,
- B. Three (3) or more scores on any of the 10 professional performance indicators have a rating less than 3 for any single course, or
- C. At least one (1) of the professional performance indicator rankings for any single course has a rating of 1.

Activation of the Early Warning/Early Intervention process requires action by the faculty as described in the Master of Arts in Clinical Counseling Policy Manual.

APPENDIX F: Mid-Program Review



MASTER OF ARTS IN CLINICAL COUNSELING

Mid-Program Self-Evaluation

Name: _____ Date _____

Please complete the following self-evaluation form and list courses completed.

Course	Grade	Course	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

At this point in the program, I believe an accurate assessment of my counseling knowledge, skills, and attitudes would best be reflected by the following:

I recognize the following as areas where I need to strengthen my knowledge base, counseling skills, and attitude:

Please describe your professional growth and movement toward counselor identity:

Please describe areas of ethical growth you have experienced:

What personal growth have you experienced as a result of enrollment in the MACC program?

I hope to achieve the following goals in the counseling program:

Please identify any concerns you have about your participation in the counseling program or the program itself.

Signature

Date



Master of Arts in Clinical Counseling

Request for Mid Program Review

I have completed _____ hours of study in the Master of Arts in Clinical Counseling Program (MACC) and am requesting a mid-program review of my academic and non-academic performance.* I understand that this review must be initiated after I have completed 24 hours of study and before I complete 30 hours of study in the MACC program. I further understand that my enrollment in coursework after 30 hours may be blocked until the review is completed by the MACC faculty.

Student Name (Printed)

Student Signature

Date

Send or deliver this form to

Alvernia University
Psychology and Counseling Department
Upland Center
540 Upland Ave.
Reading, PA 19611

*I have included my self-evaluation for review.

Fall 2020



Master of Arts in Clinical Counseling

Results of Mid-Program Review

Student Name: _____

Date: _____

The faculty of the Master of Arts in Clinical Counseling Program (MACC) has completed a mid-program review of your academic and non-academic performance. Following are the results of this review.

- _____ No major or minor problems noted. Student is approved to continue in the MACC program
- _____ No major problems but some minor problems noted. Student is approved to continue in the MACC program but must meet with their Academic Advisor within 30 days of the receipt of this notice to discuss these problems.
- _____ Major problems have been noted. Student must meet with their Academic Advisor before being permitted to continue in the program.

Program Coordinator

Academic Advisor

APPENDIX G: University Policy on Health Checks



Health & Wellness Center

Veronica Hall—Lower Level



Dear Alvernia University Student,

On behalf of the Health & Wellness Center, I would like to welcome you to Alvernia University.

Our department provides healthcare to students and maintains health records for undergraduate and graduate health requirements as listed by the University and/or departments. All students are required to complete the health requirements listed below. **The deadline for form completion is August 1st for fall enrollment, January 1st for spring enrollment and May 1st for summer enrollment. If you are enrolling for a MOD that does not fit these deadline dates, your forms must be completed by the end of the applicable Add/Drop period.** Please visit Alvernia's Student Health Portal (<https://alvernia.studenthealthportal.com>) to complete your forms. If you have already received the health forms by postal mail but have not completed them, please complete them on the Student Health Portal instead. The Alvernia Student Health Portal username and password are the same as your Alvernia email username and password. If logon assistance is needed, please contact the Service Desk at 610-927-2008 or servicedesk@alvernia.edu.

The University requires all students to maintain health insurance coverage and requires an annual copy of each student's current insurance card. If you are in need of health insurance, the University does offer a medical plan to its students, and will automatically enroll you if you do not complete the waiver form. All students **MUST** waive the insurance if they currently have health insurance and do not want coverage through the University. This insurance process may be done through the student health portal listed above, after May 18th and before the end of the Add/Drop period for the applicable semester to avoid being billed for the student health insurance plan automatically. This must be done one time per academic year.

Many programs of study at Alvernia University have opportunities or requirements to participate in off-campus educational experiences as upperclassmen undergraduate or graduate level students. These off-campus experiences may require additional health information to be kept on file in the Health & Wellness Center. For example, if you are a student enrolled in Nursing, Occupational Therapy, or Doctorate in Physical Therapy programs, you are required to have a Physical Exam Form completed by your healthcare provider prior to participating in any clinical or fieldwork experience. Please be sure to contact the Health & Wellness Center to discuss any additional health requirements mandated by your internship site when you enroll in an internship/educational experience class.

The doctors' and nurses' visits at the Health & Wellness Center are free of charge to all students. We also maintain a small pharmacy. These medications are available at cost to our students. In-house tests, such as strep tests and urinalysis, are available for a small fee. Lab studies and specialist consultations are referred to outside facilities and billed by those entities accordingly.

Counseling Services are located in the Health & Wellness Center as well. These services are available to all Alvernia University students free of charge. The counselor provides short-term psychological services to students. Students requiring long-term counseling will be referred to off campus counselors and fees will be billed to the students' insurance providers, if applicable.

If you have any questions, please contact the Health & Wellness Center at [610-568-1467](tel:610-568-1467) or via email at healthwellness@alvernia.edu.

Sincerely,

Claire Murphy, MD

Director of Health Services

(610) 568-1467 Fax (610) 796-8422

Please complete each form to avoid registration or move-in delays. We look forward to having you with us on campus. If you have any questions about the forms or our services, please feel free to contact us.

Before your deadline (fall: 8/1; spring: 1/1; summer: 5/1 or the end of Add/Drop), did you:

- Complete the Alvernia Medical History form on the Student Health Portal. (Note: The username and password for Alvernia's Student Health Portal are the same as your Alvernia University email username and password.)
- Complete the Alvernia Immunization form on the Student Health Portal
 - 2 MMR vaccines, both after your 1st birthday
 - 1 Tdap booster within the past 10 years
 - 1 Meningitis vaccine at or after age 16 (If over 21 at the start of the semester, you are exempt from this requirement.)
 - 3 Hepatitis B Vaccines
 - 2 Varicella vaccines or a documented date of chicken pox illness (*Nursing, OT, DPT: you must provide documentation of 2 vaccines or a Titer showing immunity to varicella. Documentation of disease is not acceptable.)
- Complete the Student Health Insurance Waiver and upload a copy of your insurance card on the Student Health Portal
- Complete the Alvernia Tuberculosis Risk Questionnaire on the Student Health Portal.
- Contact the Health & Wellness Center when you enroll in an internship/educational experience class



Authorization to Release Medical Information Form

HEALTH AND WELLNESS CENTER

EXPERIENTIAL LEARNING

STUDENT HEALTH INFORMATION

All degree and certificate seeking Alvernia University students are required to submit a completed health record including a medical history form, immunizations, tuberculosis risk questionnaire, and current health insurance to the Health and Wellness Center.

Health records maintained by the Health and Wellness Center are confidential and will be released only with written permission. Students participating in experiential learning (i.e. internships, fieldwork, clinical, student teaching) are responsible for completing the "Authorization to Release Medical Information" (below) and submitting it to the Health and Wellness Center (located in Veronica Hall) in order to release information requested by internship sites. Students are responsible for maintaining communication with the Health and Wellness Center and for assuring that current information is on file in the Health and Wellness Center. This Authorization is in effect for your academic career at Alvernia University and may be revoked in writing at the Health and Wellness Center.

Students and internship coordinators may request information from:

Claire Murphy, MD Director of Health Services

Alvernia University

400 Saint Bernardine Street Reading, PA 19607-1799

Phone: 610-568-1467

Fax: 610-796-8422

AUTHORIZATION TO RELEASE MEDICAL INFORMATION

I, _____, give my permission to Alvernia University Health and Wellness Center to release my health information relevant to the health requirements of my internship to my instructor, academic department, or appropriate representative at my internship site.

Information shared with Internship sites becomes part of the student's Education Record under FERPA. This includes, but is not limited to immunization records, physical exams, tuberculosis testing, and drug screens.

Information disclosed in this Authorization might be redisclosed by the recipient, and this redisclosure may no longer be protected by Federal or state law.

I understand that signing this Authorization is voluntary. My enrollment in the various experimental learning activities will be conditioned upon signing this Authorization.

Print Name

Student ID number

Student Signature

Date

Major

UPDATED 4/2018

Fall 2020

APPENDIX H: Practicum Application

**Master of Arts in Clinical Counseling
Practicum Application**

Application Procedure:

Refer to the Practicum Application Process in the MACC manual.

Practicum will be taken in: Spring of _____ (year)

Name: _____

Address: _____

Date: _____

E-mail: _____

Phone: (____) _____ Home

 (____) _____ Work

 (____) _____ Cell

Please list three preferred practicum sites:

I understand that it is my responsibility to secure my own approved practicum placement.

Signature

Date

Date Received

APPENDIX I: Supervisor Contact Sheet

Site Supervisor Contact Information Sheet

Student's Contact Information: Semester/Year: _____

Student Name: _____

Student Phone Number: _____

Student Email Address: _____

Site and Supervisor Contact Information:

Name of Site: _____

Address of Site: _____

Name and Title of Supervisor: _____

Supervisor Phone Number (with extension): _____

Supervisor Email: _____

Supervisor or Agency Fax Number: _____

Specific directions to the site from Alvernia's campus: (You can provide a printout from Mapquest if you choose)

APPENDIX J: Agency Affiliation Agreement

ALVERNIA

UNIVERSITY

AGENCY AFFILIATION AGREEMENT Masters of Arts in Clinical Counseling Program

This Agreement between Alvernia University (hereinafter “the University”) and _____ (hereinafter “the Agency”) is made and entered into this _____ day of _____, 20__ for the purpose of providing experiential learning for Clinical Counseling students.

It is agreed that both the University and the Agency will be compliant with the laws and regulations governing the practice of Counseling in the Commonwealth of Pennsylvania. Both parties agree to provide learning experiences that give the student opportunities to prepare for entry-level practice.

RESPONSIBILITIES OF THE UNIVERSITY

1. Ensure those students assigned to internship/practicum education have satisfactorily completed the pre-requisite portion of their curriculum.
2. Provide the services of an Academic Fieldwork Coordinator who shall act as liaison between the University and the Agency. The Academic Fieldwork Coordinator will assist the student in setting up the fieldwork experience, and be available as appropriate in person, by telephone, or email.
3. Ensure that the student provides the Agency with required personal and academic information.
4. Ensure that students adhere to the health criteria established by the Clinical Counseling Program.
5. Ensure that each student has completed all required background checks as defined by the Agency. (Policy attached)
6. Carry professional liability insurance for all students of at least one million dollars per occurrence and three million dollars annual aggregate.

RESPONSIBILITIES OF THE AGENCY

1. Retain the ultimate responsibility that safe and effective services are provided to patients/clients.
2. Maintain a sufficient number of professional personnel support to carry out normal service functions, so students will not be performing in lieu of staff.
3. Provide supervision of the student by licensed and qualified counseling personnel.
4. Allow the internship/practicum supervisor a minimum of 60 continuous minutes of clinical supervision per week, per student, for individual or triadic experiences.
5. Evaluate the student’s performance on forms provided by the University and return to the Academic Fieldwork Coordinator as outlined in the fieldwork education guidelines.
6. Ensure that emergency care is rendered to students during sudden illness, travel accident, or an institutional accident. The charges for such medical services shall be billed to the student or their insurance carrier.
7. Provide orientation for students assigned to the Agency to include, but not limited to, patient and personal safety measures, unit organization, equipment, and relevant agency policies.

8. During the term of this Agreement, each internship student shall be granted the following vacation and holidays: Thanksgiving and the following day; five (5) continuous weeks during Alvernia University's semester break (between December and January) unless otherwise agreed to, but no less than two (2) continuous weeks, for continuity of care of clients.

MUTUAL RESPONSIBILITIES

1. Adhere to proper channels of organizational structure and communication in making plans for students' internship in accord with the required learning objectives and the opportunities available.
2. No student shall be deemed an employee of the agency by virtue of their participation in the Clinical Counseling Internship/Practicum Program.
3. Evaluate the internship/practicum experience(s) and share results for the purpose of ongoing quality improvement and client safety.
4. Comply with all applicable privacy requirements of the Health Insurance Portability and Accountability Act (HIPAA).
5. Affirm complete Agreement with the University Harassment Policy showing no tolerance for any form of harassment. (Policy Attached)
6. The laws of the Commonwealth of Pennsylvania will be used to interpret this Agreement and the jurisdiction. Any dispute resolution will be in Berks County, Pennsylvania.

MIRROR INDEMNIFICATION

The Agency agrees that the University shall not be liable to the Agency for any loss, damage or expense of any kind or nature arising out of, directly or indirectly, in the performance of the services, except to the extent caused solely by the negligence or gross misconduct of the University. The Agency further agrees that it shall at all times hereafter defend, hold harmless and indemnify the University, its officers, shareholder and employees from and against any and all injuries, claims, demands, causes of action, losses, damages, liabilities, costs and expenses of every kind and nature (including reasonable attorneys' fees and expenses, court costs, and costs of appeals) arising out of in connection with any alleged act or omission involving the performance of Services by the University, except to the extent caused solely by the negligence or gross misconduct of the University, and the Agency further agrees to reimburse the University for all claims, demands, causes of action, losses, damages, liabilities, costs and expenses incurred by, imposed upon or suffered by the University in connection with or resulting from any and all such claims and causes of action arising out of any alleged act or omission involving the performance of Services by the University.

The University agrees that the Agency shall not be liable to the University for any loss, damage or expense of any kind or nature arising out of, directly or indirectly, in the performance of the Services, except to the extent caused solely by the negligence or gross misconduct of the Agency. The University further agrees that it shall at all times hereafter defend, hold harmless and indemnify the Agency, its officers, directors and employees from and against any and all injuries, claims, demands, causes of action, losses, damages, liabilities, costs and expenses of every kind and nature (including reasonable attorneys' fees and expenses, court costs, and costs of appeals) arising out of or in connection with any alleged act or omission related to this Agreement, except to the extent caused solely by the negligence or gross misconduct of the Agency, and the University further agrees to reimburse the Agency for all claims, demands, causes of action, losses, damages, liabilities, costs and expenses incurred by, imposed upon or suffered by the Agency in connection with or resulting from

any and all such claims and causes of action arising out of any alleged act or omission related to this Agreement.

TERM AND TERMINATION

The term of this Agreement shall commence as of the effective date stated above and shall continue in full force and effect for a period of one year thereafter, with automatic one-year renewals. Any party may at any time change or terminate this Agreement, with or without cause, upon sixty (60) days advance written notice to the other party of its intention. Both parties are responsible for all activities up to and including the date of actual termination.

AGREED TO AND APPROVED BY:

FOR ALVERNIA UNIVERSITY

 Beth K. Roth, Ph.D.
 Dean, College of Arts and Sciences
 Beth.Aracena@alvernia.edu
 610-790-1981

 Date

FOR THE AGENCY

 Signature

 Date

 Print Name

 Email and Telephone Number

 Title

APPENDIX K: Practicum Agreement

**ALVERNIA UNIVERSITY
PRACTICUM AGREEMENT**

This agreement is made this _____ day of _____ by and between _____ (hereinafter referred to as the Agency) and _____ (hereinafter referred to as the University). This agreement will be effective for a period from _____ to _____ for Practicum Student (name) _____.

Purpose: The purpose of this agreement is to provide a qualified graduate student with a practicum experience in the field of counseling.

The **UNIVERSITY** shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses.
2. Designating a qualified faculty member as the Practicum Supervisor who will work with the AGENCY in coordinating the internship experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the AGENCY.
4. Informing the student that he/she must have adequate liability insurance.
5. Providing faculty-agency biweekly consultation each semester to allow for greater continuity between the classroom and site experience.
6. Adhering to the policies for Practicum stated in the current MACC Policy Manual.

The **AGENCY** shall be responsible for the following:

1. To provide the student with a site supervisor who has a graduate degree in counseling or a related field, appropriate licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision.
2. The site supervisor will be on site and available for consultation during the students' internship hours
3. The site supervisor is required to spend a minimum of one continuous hour of agency time per week, per student, for individual conferences and any additional time deemed appropriate. The supervisory conferences should include the following:
 - a) The student's responsibility and involvement in supervision.
 - b) Reviewing of student assignments and method of operation.
 - c) Review of written recorded material as an educational tool.
 - d) Assisting the student in incorporating the knowledge, values and skills of counseling into professional practice; and
 - e) Increasing the student's awareness of his/her personal attitudes and how this impacts on professional practice and functioning.
4. To provide an orientation to the student regarding the agency's goals, objectives, functions, personnel procedures and legal responsibilities. This orientation should occur during the first two weeks of site.
5. The site supervisor will follow these educational objectives:
 - a) Help increase the student's knowledge of counseling.
 - b) Expand the student's acceptance of counseling attitudes and values.
 - c) Develop skills appropriate for entry-level position in counseling.
6. To provide an adequate and appropriate place in which the student can work.
7. To provide a planned and quality learning experience for the student. This will involve the development of an individualized student plan outlining specific goals, objectives and responsibilities. This will be done in cooperation with the course instructor.

8. To provide student with feedback on counseling skills through the review of audio/video recordings and/or live supervision.
9. To provide the student with the opportunity to participate in the evaluation process and to review with the site supervisor, in detail, the evaluation form before it is submitted to the University. The student should be given a copy of the evaluation completed by the site supervisor.
10. Be familiar with and support the current Code of Ethics of the American Counseling Association.
11. Provide a professionally ethical work environment and ethical supervision.
12. In the temporary absence of the assigned site supervisor, the agency will provide the student with an alternate licensed supervisor who will assume supervisory responsibility for the student. The student must be notified of this change immediately.
13. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

The **PRACTICUM STUDENT** shall be responsible for the following:

1. Attesting that he/she read and understood the American Counseling Association ethical standards and will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on his/her part will result in removal from Internship, a failing grade, and documentation of such behavior will become part of his/her permanent record.
2. Agreeing to adhere to the administrative policies, rules, standards, and practices of the practicum site.
3. Agreeing to keeping both AGENCY and UNIVERSITY Supervisors informed regarding his/her practicum experiences.
4. Understanding that he/she will not be issued a passing grade in Practicum unless he/she has demonstrated the specified minimal level of counseling skill, knowledge, and competence and completed course requirements.
5. Adhering to the policies for Practicum stated in the current MACC Policy Manual.

EQUAL OPPORTUNITY: It is agreed by all parties that there will be no discrimination on the basis of race, color, nationality, or ethnic origin, age, sex, or creed.

FINANCIAL ARRANGEMENTS: There are no financial stipulations in this agreement.

TERMINATION: It is understood and agreed by the parties that the AGENCY has the right to terminate the practicum experience of the student whose health status is detrimental to the services provided to the patients/clients of the AGENCY. Further, it has the right to terminate the use of the AGENCY by the PRACTICUM STUDENT if, in the opinion of the Supervising Counselor/Therapist, such person's behavior is detrimental to the operation of the AGENCY and/or patient/client care. Such action will not be taken until the grievance against any PRACTICUM STUDENT has been discussed with the PRACTICUM STUDENT and with the University Supervisor.

The names of the responsible individuals charged with the implementation of this contract are as follows:

Agency Site Supervisor (signature) Date

Clinical License Number Expiration Date

University Course Instructor (signature) Date

Practicum Student (signature) Date

APPENDIX L: Sample Practicum Plan

SAMPLE PRACTICUM PLAN

A practicum plan must be developed to represent the individual student's experience. A signed copy of this sample Practicum Plan will not be accepted.

Name: _____ Date Completed: _____

Practicum Goals:

Practicum Site: (Name of site) goals for practicum: (1) to learn the philosophies, services, and procedures of (name of site) via orientation and staff training; (2) to improve counseling skills; (3) to participate actively in (supervision/group supervision/team meetings) with staff to increase skills in working with (clients/groups/students); (4) to apply skills learned with assigned (clients/groups/students) through use of individual, peer supervision and supervisory audio and/or videotaping; and (5) to develop skills in use of a team approach in service delivery.

Objectives

1. Participate in the daily functioning of the agency.
2. Practice and improve skills in individual, family and group therapy.
3. Become more knowledgeable in developing treatment plans for clients with varying degrees of severity of diagnosis.
4. Participate in education and prevention programs.
5. Participate in program-specific training, counseling skills.
6. Gain supervised experience in the use of a variety of professional resources, such as professional literature, research, and referral sources.
7. Participate in advocating for clients using direct and indirect interventions as needed.
8. Participate in the formal evaluation of my internship experience and performance.

Activities

- Participate in weekly staff/team meetings.
Participate in the intake, assessment, and treatment planning process.
- Participate in individual, family and group therapy sessions at the discretion of the supervisor.
- Participate in the weekly supervision of cases with on-site supervisor and/or treatment team.
- Collaborate with on-site professionals to develop and/or deliver education and prevention programs.
- Attend all relevant training opportunities to increase
- Participate in one hour per week of individual on-site supervision, and at least one and one-half hours per week of group supervision.
- Utilize all available community resources to increase client's healthy functioning.
- Maintain a log of all direct, indirect, and supervision hours and activities; complete all assignments; per Form within the standards of my profession; Cooperate with agency/school/college staff and my peers.
- Arrange for an on-site meeting with my on-site supervisor, my college supervisor, and myself during my internship.

Signature of Site Supervisor

Date

Signature of Alvernia University Supervisor

Date

Student Signature

Date

Fall 2020

APPENDIX M: Practicum Midterm Evaluation

Alvernia University
Practicum
Master of Arts in Clinical Counseling
Midterm Evaluation of Student

Student: _____

Date: _____

Supervisor: _____

PART 1

On a scale of 1 to 5, please assess the student's skills and behaviors:

1 = well below average

2 = below average

3 = about average

4 = above average

5 = well above average

NA= Not Applicable

1. Demonstrated Basic Skills

Appropriate use of questions	1	2	3	4	5	NA
Reflects client feelings	1	2	3	4	5	NA
Understands client content	1	2	3	4	5	NA
Appropriate use of non-verbals	1	2	3	4	5	NA
Summarizes client statements	1	2	3	4	5	NA
Challenges/confronts appropriately	1	2	3	4	5	NA
Has positive attitude	1	2	3	4	5	NA

2. Demonstrated Relationship with client

Is on time to site & with clients	1	2	3	4	5	NA
Uses empathic comments	1	2	3	4	5	NA
Attends to client non-verbals	1	2	3	4	5	NA
Maintains focus on client	1	2	3	4	5	NA
Stays in the here and now	1	2	3	4	5	NA
Uses self-disclosure appropriately	1	2	3	4	5	NA

3. Response to Supervision

Demonstrates initiative at site	1	2	3	4	5	NA
Actively seeks supervision when necessary	1	2	3	4	5	NA
Receptive to feedback & suggestions from supervisor	1	2	3	4	5	NA
Understands information communicated in supervision	1	2	3	4	5	NA
Successfully implements suggestions from supervisor	1	2	3	4	5	NA
Aware of areas that need improvement	1	2	3	4	5	NA
Willingness to explore personal strengths & weaknesses	1	2	3	4	5	NA
Shows willingness to self-explore	1	2	3	4	5	NA

4. Ethical Awareness and Conduct

Knowledge of general ethical guidelines.	1	2	3	4	5	NA
Knowledge of ethical guidelines of practicum placement	1	2	3	4	5	NA
Demonstrates awareness and sensitivity to ethical issues	1	2	3	4	5	NA
Personal behavior is consistent with ethical guidelines	1	2	3	4	5	NA
Consults with others about ethical issues if necessary	1	2	3	4	5	NA

5. Awareness of Competency of Diverse Client Needs

Demonstrates awareness of diversity issues	1	2	3	4	5	NA
Demonstrates knowledge of counseling needs of diverse client populations	1	2	3	4	5	NA
Demonstrates ability to work with diverse client population	1	2	3	4	5	NA

6. Demonstration of effective clinical practice

Application of evidence-based practices	1	2	3	4	5	NA
Development of appropriate treatment plans	1	2	3	4	5	NA
Use of appropriate counseling interventions	1	2	3	4	5	NA
Assesses client needs appropriately	1	2	3	4	5	NA
Demonstrates professional counselor competencies	1	2	3	4	5	NA

PART II

How would you describe this student's preparedness for the counseling profession?

What is this student's most significant asset as a counselor?

What is this student's most significant area for improvement/growth as a counselor?

How would you describe this student's personal characteristics related to professionalism (e.g., maturity, punctuality, team-player, efficient, respectful, etc.)?

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX N: Practicum Final Evaluation

**Alvernia University
Practicum
Master of Arts in Clinical Counseling
Final Evaluation of Student**

Student: _____

Date: _____

Supervisor: _____

PART 1

On a scale of 1 to 5, please assess the student's skills and behaviors:

1 = well below average

2 = below average

3 = about average

4 = above average

5 = well above average

NA= Not Applicable

1. Demonstrated Basic Skills

Appropriate use of questions	1	2	3	4	5	NA
Reflects client feelings	1	2	3	4	5	NA
Understands client content	1	2	3	4	5	NA
Appropriate use of non-verbals	1	2	3	4	5	NA
Summarizes client statements	1	2	3	4	5	NA
Challenges/confronts appropriately	1	2	3	4	5	NA
Has positive attitude	1	2	3	4	5	NA

2. Demonstrated Relationship with Client

Is on time to site & with clients	1	2	3	4	5	NA
Uses empathic comments	1	2	3	4	5	NA
Attends to client non-verbals	1	2	3	4	5	NA
Maintains focus on client	1	2	3	4	5	NA
Stays in the here and now	1	2	3	4	5	NA
Uses self-disclosure appropriately	1	2	3	4	5	NA

3. Response to Supervision

Demonstrates initiative at site	1	2	3	4	5	NA
Actively seeks supervision when necessary	1	2	3	4	5	NA
Receptive to feedback & suggestions from supervisor	1	2	3	4	5	NA

S

Understands information communicated in supervision	1	2	3	4	5	NA
Successfully implements suggestions from supervisor	1	2	3	4	5	NA
Aware of areas that need improvement	1	2	3	4	5	NA
Willingness to explore personal strengths & weaknesses	1	2	3	4	5	NA
Shows willingness to self-explore	1	2	3	4	5	NA
4. Ethical Awareness and Conduct						
Knowledge of general ethical guidelines.	1	2	3	4	5	NA
Knowledge of ethical guidelines of practicum placement	1	2	3	4	5	NA
Demonstrates awareness and sensitivity to ethical issues	1	2	3	4	5	NA
Personal behavior is consistent with ethical guidelines	1	2	3	4	5	NA
Consults with others about ethical issues if necessary	1	2	3	4	5	NA
5. Awareness of Competency of Diverse Client Needs						
Demonstrates awareness of diversity issues	1	2	3	4	5	NA
Demonstrates knowledge of counseling needs of diverse client populations	1	2	3	4	5	NA
Demonstrates ability to work with diverse client population	1	2	3	4	5	NA
6. Demonstration of Effective Clinical Practice						
Application of evidence-based practices	1	2	3	4	5	NA
Development of appropriate treatment plans	1	2	3	4	5	NA
Use of appropriate counseling interventions	1	2	3	4	5	NA
Assesses client needs appropriately	1	2	3	4	5	NA
Demonstrates professional counselor competencies	1	2	3	4	5	NA

PART II

How would you describe this student's preparedness for the counseling profession?

What is this student's most significant asset as a counselor?

What is this student's most significant area for improvement/growth as a counselor?

How would you describe this student's personal characteristics related to professionalism (e.g., maturity, punctuality, team-player, efficient, respectful, etc.)?

What grade would you recommend for this student for this semester?

A (94 – 100) B+ (87 – 89) B – (80 – 83)
 A- (90 – 93) B (84 – 86) C (70 – 79) F (Less than 69)

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX O: Supervision Form

ALVERNIA UNIVERSITY
Supervision Form

Name: _____
Date: _____

Start Time: _____
End Time: _____

Client Initials: _____

Discussion of Issues: _____

Recommendations given by Supervisor: _____

Supervisor Signature: _____

Student Signature: _____

_____ Session based on recorded counseling session (audio or video)

_____ Session based on live supervision

_____ Session based on self-report

APPENDIX P: Field Placement Weekly Log

Field Placement Weekly Log

Week Ending _____ (Saturday Date)

MCC 550 _____

MCC 670 _____

MCC 680 _____

Direct Hours

	M	TU	W	TH	F	SAT	Hours by Activity
Intake							
Ind. Counseling							
Group Counseling							
Consultation							
Consultation: Family							
Test Administration							
Other:							

Total Direct Hours for Week: _____

*** Circle sessions that are recorded or include live supervision.

Indirect Hours

	M	TU	W	TH	F	SAT	Hours by Activity
Supervision							
Chart notes							
Writing Summaries							
Staff meeting							
Consultation (staff)							
Other duties (list)							

Total Indirect Hours for Week: _____

*** Circle supervision sessions that involve formative feedback on taped/supervised sessions

On-Site Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Group Supervision (for MCC 670 and MCC 680 only): Date: _____ Hours: _____

Faculty Supervisor: _____ Date: _____

APPENDIX Q: Internship Application

Master of Arts in Clinical Counseling

Internship Application

Application Procedure:

Refer to the Internship Application Process in the MACC Manual

An application must be submitted each semester during internship

Internship will be taken in: _____ Fall _____ Spring Year _____

Name: _____

Address: _____

Date: _____

E-mail: _____

Phone: (_____) _____ Home

Work: (_____) _____

Cell: (_____) _____

I understand that it is my responsibility to secure my own internship experience at an approved site.

Signature	Date	Date Received
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Fall 2020

APPENDIX R: Internship Agreement

ALVERNIA UNIVERSITY INTERNSHIP AGREEMENT

This agreement is made this _____ day of _____ by and between _____ (hereinafter referred to as the Agency) and _____ (hereinafter referred to as the University). This agreement will be effective for a period from _____ to _____ for Intern (name) _____.

Purpose: The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of counseling.

The **University** shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses.
2. Designating a qualified faculty member as the Internship Supervisor who will work with the Agency in coordinating the internship experience and consult with the site supervisor during the semester.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the Agency.
4. Informing the student that he/she must have adequate liability insurance.

The **Agency** shall be responsible for the following:

1. To provide the student with a site supervisor who has a graduate degree in counseling or a related field, appropriate licenses, a minimum of two years of pertinent professional experience.
2. The site supervisor will be on site and available for consultation during the students' internship hours.
3. The site supervisor is required to spend a minimum of one continuous hour of agency time per week, per student, for individual/triadic conferences and any additional time deemed appropriate. The supervisory conferences should include the following:
 - a. The student's responsibility and involvement in supervision.
 - b. Reviewing of student assignments and method of operation.
 - c. Review of written recorded material as an educational tool.
 - d. Assisting the student in incorporating the knowledge, values and skills of counseling into professional practice.
 - e. Increasing the student's awareness of his/her personal attitudes and how this impacts on professional practice and functioning.
4. To provide an orientation to the student regarding the agency's goal objectives, functions, personnel procedures and legal responsibilities. This orientation should occur during the first two weeks of on-site.
5. The site supervisor will follow these educational objectives:
 - a. Help increase the student's knowledge of counseling.
 - b. Expand the student's acceptance of counseling attitudes and values.
 - c. Develop skills appropriate for entry-level position in counseling.
6. To provide an adequate and appropriate place in which the student can work.

7. To provide a planned and quality learning experience for the student. This will involve the development of an individualized student contract outlining specific goals, objectives and responsibilities. This will be done in cooperation with the course instructor.
8. To provide student with feedback on counseling skills through the review of audio/video recordings and/or live supervision.
9. To provide the student with the opportunity to participate in the evaluation process and to review with the site supervisor, in detail, the evaluation form before it is submitted to the university. The student should be given a copy of the evaluation completed by site supervisor.
10. Provide a professionally ethical work environment and ethical supervision.
11. In the temporary absence of the assigned site supervisor, the agency will provide the student with an alternate licensed supervisor who will assume supervisory responsibility for the student. The student must be notified of this change immediately.
12. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

The **Intern** shall be responsible for the following:

1. Attesting that he/she read and understood the American Counseling Association ethical standards and will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on his/her part will result in removal from Internship, a failing grade, and documentation of such behavior will become part of his/her permanent record.
2. Agreeing to adhere to the administrative policies, rules, standards, and practices of the practicum site.
3. Agreeing to keep both Agency and University Supervisors informed regarding his/her internship experiences.
4. Understanding that he/she will not be issued a passing grade in Internship unless he/she has demonstrated the specified minimal level of counseling skill, knowledge, and competence and completed course requirements.

EQUAL OPPORTUNITY: It is agreed by all parties that there will be no discrimination on the basis of race, color, nationality, or ethnic origin, age, sex, or creed.

FINANCIAL ARRANGEMENTS: There are no financial stipulations in this agreement.

TERMINATION: It is understood and agreed by the parties that the Agency has the right to terminate the internship experience of the student whose health status is detrimental to the services provided to the patients/clients of the Agency. Further, it has the right to terminate the use of the Agency by the Internship Student if, in the opinion of the Agency Supervisor, such person's behavior is detrimental to the operation of the Agency and/or patient/client care. Such action will not be taken until the grievance against any Internship Student has been discussed with the Internship Student and with the University Supervisor.

The names of the responsible individuals charged with the implementation of this contract are as follows:

Agency Supervisor (signature)

Date

Fall 2020

Clinical License Number	Expiration Date
University Supervisor (Signature)	Date
Student (Signature)	Date

APPENDIX S: Sample Internship Plan

SAMPLE INTERNSHIP PLAN

The internship plan must be developed to represent the individual student's experience. A signed copy of this sample Internship Plan will not be accepted.

Name: _____ Date Completed: _____

Internship Goals:

Internship Site: (Name of site) goals for internship: (1) to learn the philosophies, services, and procedures of (name of site) via orientation and staff training: (2) to improve counseling skills: (3) to participate actively in (supervision/group supervision/team meetings) with staff to increase skills in working with (clients/groups/students): (4) to apply skills learned with assigned (clients/groups/students) through use of individual, peer supervision and supervisory audio and/or videotaping: and (5) to develop skills in use of a team approach in service delivery.

Objectives

1. Participate in the daily functioning of the agency.
2. Practice and improve skills in individual, family and group therapy.
3. Become more knowledgeable in developing treatment plans for clients with varying degrees of severity of diagnosis.
4. Participate in education and prevention programs.
5. Participate in program-specific training.
6. Gain supervised experience in the use of a variety of professional resources, such as professional literature, research, and referral sources.
7. Participate in advocating for clients using direct and indirect interventions as needed.
8. Participate in the formal evaluation of my internship experience and performance.

Activities

- Participate in weekly staff/team meetings.
Participate in the intake, assessment, and treatment planning process.
- Participate in individual, family and group therapy sessions at the discretion of the supervisor.
- Participate in the weekly supervision of cases with on-site supervisor and/or treatment team.
- Collaborate with on-site professionals to develop and/or deliver education and prevention programs.
- Attend all relevant training opportunities to increase counseling skills.
- Participate in one hour per week of individual on-site supervision, and at least one and one-half hours per week of group supervision.
- Utilize all available community resources to increase client's healthy functioning.
- Maintain a log of all direct, indirect, and supervision hours and activities; complete all assignments; perform within the standards of my profession; cooperate with agency/school/college staff and my peers.

Arrange for an on-site meeting with my on-site supervisor, my college supervisor, and myself during my internship.

Signature of Site Supervisor

Date

Signature of Alvernia University Supervisor

Date

Signature of Student

Date

Fall 2020

APPENDIX T: Internship Midterm Evaluation

**Alvernia University
Internship
Master of Arts in Clinical Counseling
Midterm Evaluation of Student**

Student: _____

Date: _____

Supervisor: _____

PART 1

On a scale of 1 to 5, please assess the student's skills and behaviors:

1 = well below average

2 = below average

3 = about average

4 = above average

5 = well above average

NA= Not Applicable

1. Demonstrated Basic Skills

Appropriate use of questions	1	2	3	4	5	NA
Reflects client feelings	1	2	3	4	5	NA
Understands client content	1	2	3	4	5	NA
Appropriate use of non-verbals	1	2	3	4	5	NA
Summarizes client statements	1	2	3	4	5	NA
Challenges/confronts appropriately	1	2	3	4	5	NA
Has positive attitude	1	2	3	4	5	NA

2. Demonstrated Relationship with Client

Is on time to site & with clients	1	2	3	4	5	NA
Uses empathic comments	1	2	3	4	5	NA
Attends to client non-verbals	1	2	3	4	5	NA
Maintains focus on client	1	2	3	4	5	NA
Stays in the here and now	1	2	3	4	5	NA
Uses self-disclosure appropriately	1	2	3	4	5	NA

3. Response to Supervision

Demonstrates initiative at site	1	2	3	4	5	NA
Actively seeks supervision when necessary	1	2	3	4	5	NA
Receptive to feedback & suggestions from supervisor	1	2	3	4	5	NA
Understands information communicated in supervision	1	2	3	4	5	NA
Successfully implements suggestions from supervisor	1	2	3	4	5	NA
Aware of areas that need improvement	1	2	3	4	5	NA
Willingness to explore personal strengths & weaknesses	1	2	3	4	5	NA
Shows willingness to self-explore	1	2	3	4	5	NA

4. Ethical Awareness and Conduct

Knowledge of general ethical guidelines.	1	2	3	4	5	NA
Knowledge of ethical guidelines of practicum placement	1	2	3	4	5	NA
Demonstrates awareness and sensitivity to ethical issues	1	2	3	4	5	NA
Personal behavior is consistent with ethical guidelines	1	2	3	4	5	NA
Consults with others about ethical issues if necessary	1	2	3	4	5	NA

5. Awareness of Competency of Diverse Client Needs

Demonstrates awareness of diversity issues	1	2	3	4	5	NA
Demonstrates knowledge of counseling needs of diverse client populations	1	2	3	4	5	NA
Demonstrates ability to work with diverse client populations	1	2	3	4	5	NA

6. Demonstration of Effective Clinical Practice

Application of evidence-based practices	1	2	3	4	5	NA
Development of appropriate treatment plans	1	2	3	4	5	NA
Use of appropriate counseling interventions	1	2	3	4	5	NA
Assesses client needs appropriately	1	2	3	4	5	NA
Demonstrates professional counselor competencies	1	2	3	4	5	NA

PART II

How would you describe this student's preparedness for the counseling profession?

What is this student's most significant asset as a counselor?

What is this student's most significant area for improvement/growth as a counselor?

How would you describe this student's personal characteristics related to professionalism (e.g., maturity, punctuality, team-player, efficient, respectful, etc.)?

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX U: Internship Final Evaluation

**Alvernia University
Internship
Master of Arts in Clinical Counseling
Final Evaluation of Student**

Student: _____

Date: _____

Supervisor: _____

PART 1

On a scale of 1 to 5, please assess the student's skills and behaviors:

1 = well below average

2 = below average

3 = about average

4 = above average

5 = well above average

NA= Not Applicable

1. Demonstrated Basic Skills

Appropriate use of questions	1	2	3	4	5	NA
Reflects client feelings	1	2	3	4	5	NA
Understands client content	1	2	3	4	5	NA
Appropriate use of non-verbals	1	2	3	4	5	NA
Summarizes client statements	1	2	3	4	5	NA
Challenges/confronts appropriately	1	2	3	4	5	NA
Has positive attitude	1	2	3	4	5	NA

2. Demonstrated Relationship with client

Is on time to site & with clients	1	2	3	4	5	NA
Uses empathic comments	1	2	3	4	5	NA
Attends to client non-verbals	1	2	3	4	5	NA
Maintains focus on client	1	2	3	4	5	NA
Stays in the here and now	1	2	3	4	5	NA
Uses self-disclosure appropriately	1	2	3	4	5	NA

3. Response to Supervision

Demonstrates initiative at site	1	2	3	4	5	NA
Actively seeks supervision when necessary	1	2	3	4	5	NA
Receptive to feedback & suggestions from supervisor	1	2	3	4	5	NA
Understands information communicated in supervision	1	2	3	4	5	NA
Successfully implements suggestions from supervisor	1	2	3	4	5	NA
Aware of areas that need improvement	1	2	3	4	5	NA
Willingness to explore personal strengths & weaknesses	1	2	3	4	5	NA
Shows willingness to self-explore	1	2	3	4	5	NA

4. Ethical Awareness and Conduct

Knowledge of general ethical guidelines.	1	2	3	4	5	NA
Knowledge of ethical guidelines of practicum placement	1	2	3	4	5	NA
Demonstrates awareness and sensitivity to ethical issues	1	2	3	4	5	NA
Personal behavior is consistent with ethical guidelines	1	2	3	4	5	NA
Consults with others about ethical issues if necessary	1	2	3	4	5	NA

5. Awareness of Competency of Diverse Client Needs

Demonstrates awareness of diversity issues	1	2	3	4	5	NA
Demonstrates knowledge of counseling needs of diverse client populations	1	2	3	4	5	NA
Demonstrates ability to work with diverse client population	1	2	3	4	5	NA

6. Demonstration of Effective Clinical Practice

Application of evidence-based practices	1	2	3	4	5	NA
Development of appropriate treatment plans	1	2	3	4	5	NA
Use of appropriate counseling interventions	1	2	3	4	5	NA
Assesses client needs appropriately	1	2	3	4	5	NA
Demonstrates professional counselor competencies	1	2	3	4	5	NA

PART II

How would you describe this student's preparedness for the counseling profession?

What is this student's most significant asset as a counselor?

What is this student's most significant area for improvement/growth as a counselor?

How would you describe this student's personal characteristics related to professionalism (e.g., maturity, punctuality, team-player, efficient, respectful, etc.)?

What grade would you recommend for this student for this semester?

___A (94 – 100) ___B+ (87 – 89) ___B – (80 – 83)

___A- (90 – 93) ___B (84 – 86) ___C (70 – 79) ___F (Less than 69)

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX V: Supervision Form

ALVERNIA UNIVERSITY
Supervision Form

Name: _____
Date: _____

Start Time: _____
End Time: _____

Client Initials: _____

Discussion of Issues: _____

Recommendations given by Supervisor: _____

Supervisor Signature: _____

Student Signature: _____

_____ Session based on recorded counseling session (audio or video)

_____ Session based on live supervision

_____ Session based on self-report

APPENDIX W: Field Placement Weekly Log

Field Placement Weekly Log

Week Ending _____ (Saturday Date)

MCC 550 _____

MCC 670 _____

MCC 680 _____

Direct Hours

	M	TU	W	TH	F	SAT	Hours by Activity
Intake							
Ind. Counseling							
Group Counseling							
Consultation							
Consultation: Family							
Test Administration							
Other:							

Total Direct Hours for Week: _____

*** Circle sessions that are recorded or include live supervision.

Indirect Hours

	M	TU	W	TH	F	SAT	Hours by Activity
Supervision							
Chart notes							
Writing Summaries							
Staff meeting							
Consultation (staff)							
Other duties (list)							

Total Indirect Hours for Week: _____

*** Circle supervision sessions that involve formative feedback on taped/supervised sessions

On-Site Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Group Supervision (for MCC 670 and MCC 680 only): Date: _____ Hours: _____

Faculty Supervisor: _____ Date: _____

APPENDIX X: Counselor Evaluation of Supervisor

COUNSELOR EVALUATION OF SUPERVISOR AND SITE

Student Name _____

My supervisor: _____ Agency: _____

Strongly Somewhat Strongly

Disagree Agree Agree

1. Provides me with useful feedback regarding counseling behavior.

1

2

3

4

5

6

7

2. Helps me feel at ease with the supervision process.

1

2

3

4

5

6

7

3. Makes supervision a constructive learning process.

1

2

3

4

5

6

7

4. Provides me with specific help in areas I need to work on.

1

2

3

4

5

6

7

5. Addresses issues relevant to my current concerns as a counselor.

1

2

3

4

5

6

7

6. Helps me focus on new alternative counseling strategies that I can use with my clients

1

2

3

4

5

6

7

7. Helps me focus on how my counseling behavior influences the client.

1

2

3

4

5

6

7

8. Encourages me to try alternative counseling skills.

1

2

3

4

5

6

7

9. Structures supervision appropriately.

1

2

3

4

5

6

7

10. Adequately emphasizes the development of my strengths and capabilities.

1

2

3

4

5

6

7

11. Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations.

1

2

3

4

5

6

7

12. Enables me to become actively involved in the supervision process.

1

2

3

4

5

6

7

13. Makes me feel accepted and respected as a person.

1

2

3

4

5

6

7

14. Deals appropriately with the affect in my counseling sessions.

1

2

3

4

5

6

7

15. Deals appropriately with the content in my counseling sessions.

1

2

3

4

5

6

7

16. Motivates me to assess my own counseling behavior.

1

2

3

4

5

6

7

Strongly Somewhat Strongly

Disagree Agree Agree

17. Conveys competence.

1

2

3

4

5

6

7

18. Is helpful in critiquing report writing.

1

2

3

4

5

6

7

19. Helps me use tests constructively in counseling.

1

2

3

4

5

6

7

20. Appropriately addresses interpersonal dynamics between self and counselor.

1

2

3

4

5

6

7

21. Can accept feedback from counselor.

1

2

3

4

5

6

7

22. Helps reduce defensiveness in supervision.

1

2

3

4

5

6

7

23. Enables me to express opinions, questions and concerns about my counseling.

1

2

3

4

5

6

7

24. Prepares me adequately for my next counseling session.

1

2

3

4

5

6

7

25. Helps me clarify my counseling objectives.

1

2

3

4

5

6

7

26. Provides me with opportunity to adequately discuss the major difficulties I am facing with my clients.

1

2

3

4

5

6

7

27. Encourages me to conceptualize in new ways regarding my clients.

1

2

3

4

5

6

7

28. Motivates me and encourages me.

1

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7

29. Challenges me to accurately perceive the thoughts, feelings and goals of my client and myself during counseling.

1

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30. Gives me the chance to discuss personal issues related to my counseling.

1

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31. Is flexible enough for me to be spontaneous and creative.

1

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32. Focuses on the implications and consequences of specific behaviors in my counseling approach.

1

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33. Provides suggestions for developing my counseling skills.

1

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34. Encourages me to use new and different techniques when appropriate.

1

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35. Helps me to define and achieve specific concrete goals for myself during the practicum experience.

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36. Gives me useful feedback.

1

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Strongly

Somewhat

Strongly

Disagree

Agree

Agree

37. Helps me organize relevant case data in planning goals and strategies with my client.

1

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38. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.

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39. Allows and encourages me to evaluate myself.

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40. Explains the criteria for evaluation clearly and in behavioral terms.

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41. Applies criteria fairly in evaluating my counseling performance.

1

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Additional comments:

*Developed by Janine M. Bernard, 1976; Revised 1981

The following questions request your evaluation of the work environment at your field site:

Strongly Somewhat Strongly
Disagree Agree Agree

42. The work environment created by the site supervisor and site personnel was satisfactory.

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43. There was a diversity of learning experiences offered at the site.

1 2 3 4 5 6 7

44. The quality of the learning experiences offered at the site were satisfactory

1 2 3 4 5 6 7

45. The extent to which this field experience has increased your capacity to provide counseling services in this type of setting or with a particular population is satisfactory

1

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46. My overall evaluation of this site is satisfactory

1

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