PACE UNIVERSITY

Dyson College of Arts and Sciences

MENTAL HEALTH COUNSELING PhD PROGRAM

FIELD PLACEMENT INTERNSHIP HANDBOOK

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Special Note:

This Handbook serves as a template stating general policies, procedures, and regulations regarding students' application and fulfillment of CACREP's clinical training requirements of the PhD in Mental Health Counseling. Changes in dates, forms, or specific procedures may be made during the year. Students should always pay attention to the PhD Mental Health Counseling Doctoral Internship syllabi, the online university and/or department website, department communications, and flyers posted on campus. Finally, the Mental Health Counseling Program reserves the right to revise this document at any time.

Chapter 1
General Information

The Doctoral Internship is an integral part of the PhD in the Mental Health Counseling curriculum and comply with CACREP's 2024 Professional Practice standards (Appendix A). The Doctoral Internship is typically two semesters.

During Doctoral Internship students must engage in a clinical training experience providing direct services to a clinical population within a mental health care delivery system. This Doctoral Clinical experience must extend student clinical practice into new areas. This is a doctoral level supervised clinical training intended to further broaden the doctoral student's clinical practice expertise and experiences.

During the Doctoral Internship students will also complete experiences in at least two of the following CACREP areas: Supervision, teaching, research & scholarship, and leadership & advocacy.

Chapter 2
Doctoral Internship in Mental Health Counseling

What is Doctoral Internship?

MHC 725 & MHC 726 Doctoral Internship in Mental Health Counseling I & II

The Doctoral Internship in Mental Health Counseling provides for the development and refinement of supervisory, teaching, advanced clinical work, research and scholarship activities, and leadership and advocacy functions related to the professional practice of Mental Health Counseling. Doctoral students are required to complete a Doctoral Internship totaling a minimum of 600 overall clock hours.

The Doctoral Internship experience can be conducted at the student's current work site though must include new learning that is qualitatively different from the student's regular occupational responsibilities. The supervisor for the Doctoral Internship experience must be removed from the otherwise job-related supervision for the student when possible. Before committing to a work site activity, you are required to explore this option with the Mental Health Counseling Program's Course instructor in the pre-development stages.

Please review the *Doctoral Mental Health Counseling Internship Application Materials* (Appendix B), including the Individual Field Training Agreement & the Supervision Agreement. These forms must be completed in consultation with your course's instructor for approval.

Pre-requisites

Doctoral Internship pre-requisites are generally taken in the first year of study and are considered a foundation for the other courses of the program. Students who receive a grade lower than "B" must retake the course within the next twelve months and receive a grade of "B" or better to begin their clinical training.

MHC 731 Theories and Methods of Counselor Education (with particular emphasis on Professional Ethics & Multicultural Counseling)

MHC 732 Theories and Methods of Counselor Supervision (with particular emphasis on Supervision Models, Multicultural Counseling, Professional Ethics, & Advanced Theories of Supervision & Counseling)

Field Placement Experience

Hour Requirements (600 hours in total)

For the Doctoral Internship, students are required to complete a minimum of 600 total Experience hours. These will include all direct and indirect contact hours, all individual and/or triadic on-site supervision hours, and all Doctoral Internship seminar hours. Generally, students should expect to dedicate a minimum of 20 hours per week to complete the hour requirements over two separate semesters.

Doctoral students must successfully complete 600 hours that includes counseling and two activities from the following list:

1. Direct Counseling Supervision of a Master's Level Student Counselor
2. Teaching counseling related classes
3. Research and Scholarship
4. Leadership and Advocacy

The program will determine if students have the counseling skills needed to begin their counseling internships through the Teaching Demonstration assignment in MHC 731. As part of this assignment, students must demonstrate an understanding of basic counseling theories, such as the application of counseling skills (e.g. microskills, empathy, case conceptualization/role play/ vignette). Students who lack the minimum required skills have an opportunity to demonstrate the skills in a second teaching demonstration. Students who do not possess the required skills may not begin a counseling internship. The internship course instructor and the instructor of MHC 731 will meet with students who do not meet the requirements to begin internship and develop a remediation plan to assist the student in gaining the required skills.

Hours Record Keeping

Students must utilize the *Doctoral in Mental Health Counseling Internship Weekly Hour Log* which (Appendix C) to record their daily direct and indirect clinical hours. Students will submit the Internship Hours Log on a schedule decided by the course instructor. By the end of each of the student's Doctoral Internship registered semester experience, students will turn in their total hours to their Doctoral Internship seminar leader as reported on the *Doctoral in Mental Health Counseling Internship Semester End Hour Log* (Appendix D). This hour log must be signed by the site supervisor, student, and seminar leader.

Supervision Requirements

Doctoral Internship students are required to have the equivalent of a minimum of one hour of weekly individual or triadic supervision with their site supervisor. This weekly hour equivalent supervision needs to be conducted throughout the internship activity during the semester. If the internship activity ends (i.e., teaching a 7.5 week course) then the weekly equivalent supervision can end. Doctoral internship students are required to have 1.5 hours per week (or 3 hours every other week) of group supervision, with other students present. This will be provided by the internship course instructor and will take place in the doctoral internship classes (MHC 725 & 726).

Supervisor Credential Requirements

During teaching, supervision, research and scholarship, and leadership and advocacy experiences students are supervised by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.

Individuals serving as supervisors for counseling experiences have (1) a minimum of a master's degree in counseling or a related field; (2) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision and technology used in supervision (4) at least two years of relevant independent professional experience. The internship course instructor will verify clinical supervisors' credentials. Internship supervisors will provide their CV/resumes and any documentation that they have demonstrating that they have had training in supervision including training for online supervision.

Site Supervisor Student Evaluation

The site supervisor is to monitor the student's progress throughout the internship supervised experience. The *Internship Supervisor's Evaluation of Student Form* (Appendix E) must be completed and submitted to the department at the end of each semester of the student's Doctoral Internship experience. Doctoral students are required to have a written evaluation from each Doctoral Internship supervisor for the activities accounted for in their semester-end Hours Log with that supervisor. These evaluations must be accounted for prior to each registered Doctoral Internship semester credit to be graded.

Counseling Internship-Student's Evaluation of Site
Students will evaluate their counseling internship sites at the end of each internship semester in which they accrue counseling internship hours as accounted for in their semester-end Hours Log. They will evaluate the sites using the *Counseling Internship Student's Evaluation of Site* form (Appendix F). Doctoral students are required to provide a written evaluation of each Doctoral Counseling Internship site for the Counseling activities accounted for in their semester-end Hours Log. These evaluations must be accounted for prior to each registered Doctoral Internship semester credit to be graded.

Internship Student's Evaluation of Site
Students will evaluate their internship sites at the end of each internship semester using the *Internship Student's Evaluation of Site* form (Appendix G). Doctoral students are required to provide a written evaluation of each Doctoral Internship site for the activities accounted for in their semester-end Hours Log with that supervisor. These evaluations must be accounted for prior to each registered Doctoral Internship semester credit to be graded.

Internship Student's Evaluation of Site Supervisor
Students will evaluate their internship supervisors at the end of each internship semester using the *Internship Student's Evaluation of Site Supervisor* form (Appendix H). Doctoral students are required to provide a written evaluation of each Doctoral Internship supervisor for the activities accounted for in their semester-end Hours Log with that supervisor. These evaluations must be accounted for prior to each registered Doctoral Internship semester credit to be graded

Professional Liability Insurance

Pace University provides professional liability insurance to all students involved in clinical training and/or supervision. Tuition for Doctoral Internship covers the cost for this insurance. This coverage is mandatory even if the student is otherwise insured. **All students conducting clinical counseling and supervision must also have their individual liability insurance.**

Course Requirements

Internship Courses in Mental Health Counseling

During the Doctoral Internship experiences, students are required to be enrolled in a Doctoral Internship class (MHC 725 or MHC 726). Internship classes meet with fellow peers on a regular schedule as deemed by the instructor. The class is considered as a form of group supervision which provides a forum for students to discuss their cases, seek consultation from their peers and faculty, or share concerns and issues relating to their internship experience(s) as well as their emerging identities as professional counselor educators and leaders in the field.

Criteria for Successful Completion of Doctoral Internship Courses

All of the following must be met in order for a student to receive full credit for Internship courses:

- Submission of *Doctoral in Mental Health Counseling Internship Semester End Hours Log(s)* meeting the overall minimum of 300 required hours per Doctoral Internship Course.

  Credit will be given for Internship I (MHC 725) when the contracts for that semester have been fully perfected (completed/signed Hour Logs and Evaluations submitted for the contracted experiences).

  Credit for Internship II (MHC 726; when applicable) will be recorded upon successful completion of the combined semesters Doctoral Internship minimum 600 required hours with fully signed Hour Logs and Evaluations.

- Submission of *Internship Supervisor's Evaluation of Student form* for each semester
- Submission of *Internship Student's Evaluation of Site Supervisor* for each semester
- Submission of *Counseling Internship-Student's Evaluation of the Site* for each semester
- Submission of *Internship-Student's Evaluation of Site (Teaching, counseling supervision, research and scholarship, leadership & advocacy).*
- Engagement and verification with successful evaluation(s) in all required activities
- Successful completion of all Doctoral requirements as further determined by the Mental Health Counseling Program's course instructor and/or seminar syllabus

Submission of Documents

It is very crucial that Doctoral Internship students submit all the related documents on time. Failure to submit appropriate and required documents (i.e., required forms, evaluations, hour logs) will lead to the delay of receiving credits for the internship experience(s).

Successful completion of each registered Doctoral Internship experience, including all required criteria listed above, will result in a grade of "P" (Pass).

Chapter 3

Professional Conduct and Responsibility

Doctoral Internship experiences unite students, agencies, other universities and professional affiliations, supervisors, and Pace University in a working relationship where all parties are responsible to each other in a professional and ethical manner.

Professional Conduct

Pace University has a strong commitment to developing educators, supervisors, researchers and clinical practitioners who demonstrate high levels of professionalism and skills. Its programs are rigorous and demanding, and we require that students continually apply themselves to all aspects of their profession over an extended period of time.

It is a fundamental requirement of Pace University that all students meet the standards of the counseling profession. Students are required to do more than complete certain academic and experiential requirements; they are expected to conduct themselves in an ethical and appropriate manner at the clinical training site as well as become familiar with the *American Counseling Association Ethical Standards and New York State Office of the Professions Mental Health Counseling Ethical Standards.*

Ethical Expectations and Responsibilities for Students-in-Training

Students are expected to demonstrate the following during their field trainings:

1. Respectful interpersonal behavior towards site supervisors, co-workers, staff, fellow trainees, clients, as well as university personnel including administrators and professors at all times.
2. Punctuality in all activities related to training, i.e., meetings, supervision, sessions with clients, teaching obligations, professional collaboration experiences, etc.
3. High level of participation and preparedness for all events and activities.
4. Ability to utilize and implement theory into practice appropriately.
5. Sensitivity and respect for all parties' involved specific and unique needs.
6. Sensitivity and awareness of cultural diversity.

7. Self-awareness as a clinician, supervisor, educator, researcher, and professional representative of the Counselor Education field.
8. An awareness of and adherence to the ACA & NYS ethical codes and standards.
9. Awareness of the organizational and systems characteristics in which you are conducting your field training: following appropriate protocols as deemed by sites and the University.
10. Openness and willingness to accept and improve behavior and performance based on feedback.
11. Adherence to professional standards in all communication.
12. When concerns arise at internship sites, students should initially attempt to resolve the concerns with their immediate site supervisors and inform the seminar leader. If students need further consultation and support, please contact the Mental Health Program Course instructor.

Unethical or Inappropriate Behavior

Examples of Inappropriate and Unethical Behaviors on Doctoral Internship:

1. Failure to follow defined Doctoral Internship guidelines stated in this Handbook and/or by training sites.
2. Failure to appear for any scheduled event at a site without respectful notice of the absence ahead of time with the site supervisor, or immediately afterwards if the absence is unavoidable.
3. Taking time off without obtaining approval from the site supervisor.
4. Recording an interaction with a client (or with students if a teaching experience) without the expressed permission of the supervisor and all parties involved or their guardians.
5. Removal and/or private use of any materials from the site without approval of the site supervisor.
6. Playing recordings of client sessions or presenting client material to another party without the expressed permission of the site supervisor and client or client's guardian.
7. Inappropriate use of computer-generated interpretative reports; these reports can only be used when explicitly authorized by the seminar faculty and/or site supervisor in conjunction with clinical judgment. Students who hand in such reports or copy the output of computer-generated reports into their own reports without attribution are guilty of plagiarism.

8. Withdrawing from the internship without the permission of the Mental Health Program Chair.
9. Acting in a manner inconsistent with the tenets of counseling as outlined in the *American Counseling Association's Code of Ethics*.

Ethical Expectations and Responsibilities for Site Supervisors

Site supervisors are expected to demonstrate the following for students-in-training:

1. Clear expectations of student participation should be communicated to students at the beginning of their training.
2. Regular, pre-set supervision time to average one hour per week with clearly articulated expectations for use of supervision (i.e., review of audio- and/or video-recordings; exploring goals, objectives and strategies for upcoming teaching experience, consultation collaborations) will benefit the student greatly.
3. The provision of additional didactic learning experiences via seminars, case conferences, workshops, etc.
4. Adequate clinical, teaching, supervising, research and other opportunities to meet student requirements should be provided. This would optimally include opportunities for the student to observe professional staff in the delivery of services, as well as to be directly observed by professional staff.
5. Timely completion and return of student evaluations each semester.
6. Clear feedback to students regarding competence and progress should occur at least at the time of each formal evaluation.
7. Establish and maintain a supportive, informative, and facilitative training program within a mentoring atmosphere.
8. The Doctoral Internship Seminar Leader should be informed as soon as possible of any difficulties encountered at the training site as well as any changes in the Internship experience.

Students with Professional Competency Issues and Behavioral Problems

Pace University understands that emotional and/or behavioral problems may underlie incompetence. Such problems only become an academic or training issue when they significantly impact a student's ability or potential to become a competent professional. Concerns about a students' suitability may be raised by the student, Pace University faculty, site supervisors, or student peers. Examples of behaviors suggestive of incompetence include:

- Provision of services beyond one's scope of competence.
- Conviction of a crime that directly bears upon the ability to continue training.
- Insufficient and/or harmful application of psychological theory or practice.
- Provision of direct services despite being emotionally or mentally unfit to do so.
- Impairments in functioning due to the direct or indirect effects of substance abuse or addictions.
- Demonstration of unethical, illegal, or unprofessional conduct with clients, students, supervisors, peers, or instructors.
- Significant deficiencies in clinical, academic, or professional judgment.
- Engaging in behavior that reflects poorly on the school and the practice of a professional counselor educator and clinician.

Once a question about a student's professional competency is raised, Pace University faculty will conduct a comprehensive review of the circumstances according to established institutional policies. All involved parties must respect the student's rights to a thorough and objective review and to self-representation regarding the facts or issues in question. Details and correspondence about concerns pertaining to a student's suspected emotional and/or behavioral difficulty are kept in a confidential file in the Mental Health Counseling Program's Course instructor's office until a final determination is made. A report of the findings may enter the student's Academic File as deemed appropriate by the Counselor Education Department and/or the evaluating committee.

Failure to demonstrate professional competency and dispositions, including appropriate conduct, ethical responsibilities, and meeting expectations as a doctoral student in training, in class and/or any of the internship sites, will result in remediation, and or dismissal, based on the nature and severity of the violation. Further information and details on student progress evaluation, remediation and dismissal procedures are found in the main PhD student handbook under sections III.E and III.F.

Doctoral Internship in Mental Health Counseling

APPENDICES

PhD In Mental Health Counseling

Appendix A

CACREP 2024 Standards Section 6

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

DOCTORAL STANDARDS COUNSELOR EDUCATION AND SUPERVISION

SECTION 6

THE DOCTORAL LEARNING ENVIRONMENT

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

A. THE PROGRAM

1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree. For students entering on or after July 1, 2026, doctoral programs must consist of a minimum of 60 semester hours or 90 quarter hours beyond the entry-level degree.

2. Doctoral programs provide evidence that they extend the knowledge base of the profession by immersing students into a climate of scholarly inquiry, as demonstrated by all of the following:

a) preparing students to generate new knowledge that can inform professional counseling practice;
b) ensuring students are engaging in scholarly activities under counselor education program faculty mentorship;
c) supporting students to publish and/or present the results of scholarly inquiry;
d) mentoring students in planning and engaging in advocacy;
e) supporting students to pursue credentialing appropriate to their career goals;
f) equipping students to assume positions of leadership in the counseling profession; and
g) preparing students to become familiar with and knowledgeable about current trends and technology use in the delivery of counseling services, counselor education, and counselor supervision.

3. Doctoral program admission criteria include:

a) academic aptitude for doctoral-level study consistent with program delivery type;

b) previous or current professional experience;

c) professional dispositions consistent with professional practice;

d) oral and written communication skills;

e) commitment to diversity, equity, inclusion, and social justice;

f) potential for scholarship; and

g) potential for professional leadership and advocacy.

4. During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework, including:

a) CACREP entry-level foundational curricular standards,

b) CACREP entry-level professional practice standards, and

c) CACREP entry-level specialized practice area requirements so that any missing content can be completed before or concurrently with doctoral-level counselor education coursework.

5. Students in doctoral-level programs have an approved advisor who is a counselor education program core faculty member with whom they work to develop and complete a program of study.

6. Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the doctoral curriculum standards.

7. Doctoral students must complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.

8. Current counseling-related research is infused throughout the doctoral counselor education curriculum.

B. DOCTORAL CURRICULUM

Doctoral programs in counselor education address professional roles in five areas: (1) counseling, (2) supervision, (3) teaching, (4) research and scholarship, and (5) leadership and advocacy. These five areas represent the minimal knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where and in what manner each of the lettered standards listed below is covered in the curriculum.

1. COUNSELING

a) scholarly examination of the evidence base for counseling processes and theories

b) integration of theories relevant to counseling

c) conceptualization of clients from multiple theoretical perspectives

d) scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities

e) methods for evaluating counseling effectiveness

f) legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities

2. SUPERVISION

a) purposes of counseling supervision

b) theoretical frameworks and models of counseling supervision

c) roles and relationships related to counseling supervision

d) skills of counseling supervision across multiple settings and across service delivery modalities

e) opportunities for developing a personal style of counseling supervision grounded in theory and research

f) assessment of supervisees' developmental level and other relevant characteristics

g) modalities of counseling supervision, including individual, triadic, and group supervision

h) the use of technology in counseling supervision

i) administrative procedures and responsibilities related to counseling supervision

j) evaluation, remediation, and gatekeeping in counseling supervision

k) legal and ethical issues and responsibilities in counseling supervision

l) culturally sustaining strategies for conducting counseling supervision

3. TEACHING

a) roles and responsibilities related to educating counselors

b) andragogy and adult learning theories

c) teaching methods relevant to counselor education

d) curriculum design and instructional delivery

e) the use of technology in instructional design and program delivery types

f) integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
g) universal design to meet the needs of all students with respect for individual differences in learning
h) instructional and curricular evaluation methods
i) screening, remediation, and gatekeeping functions relevant to teaching
j) assessment of student learning and professional dispositions
k) legal and ethical issues and responsibilities in counselor education for all program delivery types
l) culturally sustaining strategies for counselor education
m) the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

a) research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
b) quantitative data analysis methods
c) qualitative approaches to data analysis
d) models and methods of sampling relevant to research design
e) models and methods of instrument design
f) models and methods of program evaluation
g) research questions or hypotheses appropriate for professional research and publication
h) professional writing for peer-reviewed journal publication
i) professional conference proposal preparation
j) development of research proposals for a human subjects/institutional review board review
k) grant proposals and other sources of funding
l) strategies for conducting culturally relevant and culturally competent research
m) ethical considerations and strategies for conducting research

5. LEADERSHIP AND ADVOCACY

a) theories, models, and skills of leadership
b) leadership and leadership development in professional organizations

c) leadership in counselor education programs
d) accreditation standards and program accreditation processes, including self-studies and program reports
e) management and administration in agencies, organizations, and other institutions
f) leadership roles and strategies for responding to crises and disasters
g) strategies of leadership in consultation
h) current sociopolitical and social justice issues and how those issues affect the counseling profession
i) models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity
j) models and competencies for advocating for clients at the individual, system, and policy levels
k) strategies of leadership in relation to diversity, equity, inclusion, and social justice issues
l) culturally sustaining leadership and advocacy practices
m) ethical leadership and advocacy practices
n) role of self-care in advocacy and leadership

C. DOCTORAL INTERNSHIP

1. Prior to the internship, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.
2. Doctoral students are required to complete internships that total a minimum of 600 hours. The minimum 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy).
3. Doctoral students are covered by individual professional counseling liability insurance policies at any time they are providing counseling or supervision as part of their doctoral program.

4. Evaluation of performance and ability to integrate and apply knowledge are conducted as part of the doctoral internship.
5. Students have regular, systematic opportunities to evaluate doctoral internship experiences and supervisors.
6. Individuals serving as doctoral internship supervisors for supervision, teaching, research and scholarship, and leadership and advocacy experiences have (a) a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills and (b) knowledge of the program's expectations, requirements, and evaluation procedures for students.
7. During internships, the student receives an average of one hour per week of individual and/or triadic supervision.
8. Doctoral internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be performed by a qualified core or affiliate counselor education program faculty member.

D. DOCTORAL COUNSELING INTERNSHIP

1. Supervision of the doctoral counseling internship includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
2. Written supervision agreements:

a) define the roles and responsibilities of the faculty supervisor, fieldwork site supervisor, and student during the doctoral counseling internship;

b) include emergency procedures; and

c) detail the format and frequency of consultation between the program and the fieldwork site to monitor student learning.

3. Counselor education program faculty members serving as individual/triadic or group supervisors for doctoral counseling internships have:

a) relevant certifications and/or licenses,

b) relevant training for in-person and/or distance counseling supervision, and

c) relevant training in the technology utilized for supervision.

4. Individuals serving as doctoral counseling internship fieldwork site supervisors have:

a) a minimum of a master's degree, preferably in counseling or a related profession;

b) active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession;

c) a minimum of two years independent professional experience;

d) relevant training for in-person and/or distance counseling supervision;

e) relevant training in the technology utilized for supervision; and

f) knowledge of the program's expectations, requirements, and evaluation procedures for students.

E. FACULTY COURSE LOADS AND RATIOS

The following standards apply to any courses during the doctoral program of study that include supervised experiential components. Experiential components may include counseling, supervision, research and scholarship, teaching, and leadership/advocacy that are part of doctoral coursework in addition to the doctoral internship.

1. When counselor education program faculty provide individual or triadic supervision of doctoral students, the course should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

2. When counselor education program faculty only provide group supervision of doctoral students, the course should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hours of a faculty member's teaching load assignment.

Appendix B

Doctoral Mental Health Counseling Internship Application Materials

Pace University
PhD in Mental Health Counseling
Counseling Internship (MHC 725 & MHC 726)
Application Materials

This packet includes the following forms:

1. Proposed Plan for Internship
2. Individual Field Training Agreement
3. Supervision Agreement

All forms must be completed correctly, with required signatures from the proposed Agency/Site Director, proposed Agency/Site Supervisor, and the student on each page as noted.

Additionally, the verified credentials of the Site Supervisor should be attached. The

completed application packet and required attachments should be returned to:

Vanessa Ramkissoon
Department Manager
Pace University
Psychology Department/Mental Health Counseling Program
861 Bedford Road, Marks Hall
Pleasantville, New York 10570

NOTE: Signature from the course instructor will be added upon approval of the application.

Please send questions regarding this application to the course instructor.

Pace University

PhD in Mental Health Counseling

PROPOSED PLAN FOR DOCTORAL INTERNSHIP Counseling Internship (MHC 725 & MHC 726)

Date Submitted: _____

Proposed Semester/Year for Advanced Internship: _____

Student Name: _____

Address: _____

Phone: _____ Alternate Phone: _____

Email Address: _____

Faculty Advisor: _____

Name of Proposed Internship Site(s): _____

Address of Proposed Internship Site(s): _____

_____

Intended Start/Finish Dates of Experience: _____

Intended Weekly Schedule: _____

Intended Total Hours: _____

Name of Internship Supervisor: _____

Supervisor's Position at Site: _____

Supervisor's Phone: _____ Supervisor's Email: _____

Supervisor's Self-Identified Race: _____

Site Supervisor graduate degrees, licenses, certifications held (include Date/Institution/ Licensing Body obtained):

I. Specific objectives for this training experience (They should be directly related to student's professional interests and goals.

II. Briefly describe the intended duties, responsibilities, and supervisory expectations you have regarding this training experience:

III. If this proposed plan is with your current employer, explain how the training activities will differ from your regular duties and responsibilities:

IV. Is this training experience paid? _____

V. Liability Insurance Provider (as applicable): _____

Insurance #: _____ Dates of Coverage: _____

(Attach copy of Certificate of Insurance)

Required Signatures

Student:

Name: _____ Signature: _____ Date: ____

Site Director:

Name: _____ Signature: _____ Date: ____

Site Supervisor:

Name: _____ Signature: _____ Date: ____

Training Office: (to sign upon approval of application)

Name: _____ Signature: _____ Date: ____

Instructor:

Name: _____ Signature: _____ Date: ____

NOTE: You must submit a separate form for each proposed training Supervisor.

Individual Field Training Agreement

Agency Name: _____ **Address:** _____

Site Director Name: _____ **Phone:** _____ **Email:** _____

Site Supervisor Name: _____ **Phone:** _____ **Email:** _____

The purpose of this document is to outline the mutual responsibilities of site and university supervisors and Internship students.

The Department is expected to:

1. Provide regular group supervision, led by a faculty member, with doctoral students enrolled in the Doctoral Internship course throughout the semester(s).
2. Provide information regarding the program and curriculum in order that the site may properly plan and execute task assignments and supervision. Specifically included are evaluation forms and any other required documents.
3. Indicate to the Internship student that the Department expects the student to abide by the policies of the site and emphasize to students their professional responsibilities.
4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student's performance on an as need basis.
5. Provide the Student with regular systematic opportunities to evaluate doctoral experiences and supervisors.
6. Program Faculty members providing Group Supervision have relevant certifications and/or licenses, training for in-person and distance counseling supervision, and training in the technology used for supervision

The Site is expected to:

1. Provide Internship experiences for the student in accordance with program (refer to the Doctoral Internship Handbook).
2. Assure that the student will be properly supervised at all times by an appropriately accredited supervisor.

3. Provide student with (on average) One Hour per week of clinical supervision, with an approved supervisor, for the purposes of further development of student's skills. (This requirement can be adjusted for relevancy of the Internship experience.)
4. Supervision of the doctoral counseling internship includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types. The site will either 1) allow for audio/video recordings of counseling sessions on secure laptops provided by the Department, or 2) provide live supervision of counseling sessions on site.
5. Make provisions for orientation of the Internship student to the philosophies and policies of the site. Included in the orientation should be the emergency procedures of the site and any site-specific limits to confidentiality of which the Internship student should be aware.
6. If student is employed at the site prior to establishment of this agreement, establish clearly with student the specific duties and responsibilities that are included as part of the internship experience and delineate how these are qualitatively different from the student's existing job responsibilities, as well as any expectations related to boundaries between current employment responsibilities and internship experience responsibilities.
7. Attempt, within site philosophy and administrative guidelines, to help the student meet program requirements.
8. Assist in the evaluation of the Internship student's performance relative to the objectives of the experience. The site (preferably supervisor) will notify the Course Instructor of any problems which may influence the student's successful completion of the placement.

The Student is expected to:

1. Complete the *Proposed Plan for Field Training Agreement*, obtain all required signatures, and submit these documents to the Training Coordinator by the designated timeframe deadline as specified in the Doctoral Internship Handbook.
2. Provide any and all materials of the Internship to the designated supervisor as requested by the supervisor.
3. Complete all required assignments from the Doctoral Internship course instructor throughout the Internship experience, including Internship Activity Logs, assigned readings.
4. Follow the administrative policies, standards and practices of the site.

5. Conform to the standards and practices of the University while training at the site.

6. Keep in confidence all information pertaining to particular clients and/or students.

Required Signatures

Student:

Print Name	Signature	Date

Site Director:

Print Name	Signature	Date

Site Supervisor:

Print Name	Signature	Date

Training Office: (to sign upon approval of application)

Print Name	Signature	Date

Instructor:

Print Name	Signature	Date

Supervision Agreement

I, _____ (site supervisor), agree to provide the equivalent of minimum of one (1) hour per week of individual or triadic supervision to _____ (student) related to their internship activities during the internship experience in the PhD in Mental Health Counseling (Counselor Education and Supervision) program at Pace University.

I understand that the dates for this experience are from _____ through _____.

I also agree to provide the Pace University Course Instructor with any feedback related to significant supervisee deficiencies in an online meeting with the student and course instructor one time each semester and at any point throughout the Internship experience, as well as a final written evaluation of the supervisee's performance upon the completion of each semester.

NOTE: Please attach a verification of supervisor's credentials, including a CV/Resume.

Required Signatures

Site Supervisor:

Print Name	Signature	Date

Instructor:

Print Name	Signature	Date

APPENDIX C

Doctoral in Mental Health Counseling Internship Weekly Hour Log

PACE UNIVERSITY
Dyson College of Arts and Sciences

Doctoral In Mental Health Counseling Internship Weekly Hour Log

Student Name _____

Site Name _____

Site Supervisor Name _____

Semester Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Internship Experiences																
1) Teaching / Co-Teaching / TA **Direct Hours**																
2) Teaching / Co-Teaching / TA Indirect Hours and Preparation																
3) Supervising **Direct Hours**																
4) Supervising Indirect Hours																
5) Counseling / Clinical-related **Direct Hours**																
6) Counseling / Clinical-related Indirect Hours																
7) Research and Scholarship **Direct Hours**																
8) Research and Scholarship Indirect Hours																
9) Leadership and Advocacy **Direct Hours**																
10) Leadership and Advocacy Indirect Hours																
14) Other (specify):																
SUBTOTAL - Internship Experience Hours																
Supervised, Seminar, Online, and Consultation Hours																
15) Supervised Hours (from "site" supervisor)																
16) University-Based Group Supervision Meetings and Online Hours																
17) Other Consultation Hours (non-seminar / non-site supervisor)																
SUBTOTAL - Supervised, Seminar, Online, and Consultation Hours																

GRAND TOTAL HOURS																

Student's Signature _____ **Date** _____

Supervisor's Signature _____ **Date** _____

Course Instructor's Signature _____ **Date** _____

Course Instructor's Name (Print) _____

Appendix D

Internship Semester End Hour Log

INTERNSHIP SEMESTER-END TOTAL HOUR LOG

Pace University

PhD in Mental Health Counseling

Student Name: _____ Course: **Doctoral Internship**

Site Name(s): _____ Site Supervisor: _____

Semester: Period Covered: ___ /___ /___ to ___ /___ /___

Directions:

1. Record the total number of hours for direct, indirect, and the grand total number of hours for the contracted Supervised Internship experience(s) below. **(One form per Supervisor per Semester regardless of activities.)**
2. You and your site supervisor must sign and date this document.
3. Return this Internship Total Hour Log to the Internship Coordinator by the end of the registered Semester.

Activities	**Totals for Semester**
Internship Experiences	
1) Teaching/Co-Teaching/TA **Direct Hours**	
2) Teaching/Co-Teaching/TA Indirect Hours	
3) Supervising **Direct Hours**	
4) Supervising Indirect Hours	
5) Counseling/Clinical-related **Direct Hours**	
6) Counseling/Clinical-related Indirect Hours	
7) Research and Scholarship **Direct Hours**	
8) Research and Scholarship Indirect Hours	
9) Leadership and Advocacy **Direct Hours**	
10) Leadership and Advocacy Indirect Hours	
11) Other (specify):	
Sub-Total Internship Experience Hours	
Supervised, Seminar, On-Line, and Consultation Hours	
12) Supervised Hours (from "site" supervisor)	
13) Seminar Meetings and On-Line Hours	
14) Other Consultation Hours (non-seminar/non-site supervisor)	
Sub-Total Supervised, Seminar, On-Line, and Consultation Hours	

GRAND TOTAL HOURS	

Supervisor's Signature: _____ Date _____

Student's Signature: _____ Date _____

Course Instructor's Signature: _____ Date _____

Course Instructor's Name (Print): _____

Appendix E

Internship Supervisor's Evaluation of Student Form

DOCTORAL INTERNSHIP

SUPERVISOR'S EVALUATION OF STUDENT

Pace University

PhD in Mental Health Counseling

Student: _____

PROFESSIONAL INTERNSHIP ACTIVITY: _____

Site: _____ **Supervisor:** _____

Semester (please circle one): FALL SPRING SUMMER

Period Covered: _____ /_____ /_____ to _____ /_____ /_____

The purpose of this form is to provide supervisors with the opportunity to evaluate doctoral supervisees. This evaluation is particularly important to the Mental Health Counseling Program in order to receive written feedback about students' competencies and to evaluate their current and potential work in the counseling professional field.

Please evaluate this student from a developmental perspective (based on expectations commensurate with doctoral level of professional development).

5 = Exceeds Professional Standards
4 = Expected Professional Standards
3 = Minimally Meets Basic Standards
2 = Overall Unprofessional Performance
1 = Very Unprofessional Performance
N/A = Not applicable or insufficient opportunity to observe

I. PROFESSIONALISM and ETHICS

Committed to professional development	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Is aware of and complies with ACA's and other professional ethical standards	1	2	3	4	5	N/A

Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Student was punctual and appropriately attired	1	2	3	4	5	N/A

Comments:

II. SUPERVISION OF DOCTORATE STUDENT

Prepares for supervision	1	2	3	4	5	N/A
Is open and honest in supervision sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/ guidance appropriately	1	2	3	4	5	N/A

Comments:

III. PROFESSIONAL INTERNSHIP ACTIVITY (please specify):

Level of self-conduct in activity	1	2	3	4	5	N/A
Engagement with "audience / attendees"	1	2	3	4	5	N/A
Collaboration with others	1	2	3	4	5	N/A
Demonstration preparedness for the activity	1	2	3	4	5	N/A
Ability to work with diverse populations	1	2	3	4	5	N/A

Comments:

IV. OVERALL PERFORMANCE RATING

Circle One:

5 = Exceeds Professional Standards

4 = Expected Professional Standards

3 = Minimally Meets Basic Standards

2 = Overall Unprofessional Performance

1 = Very Unprofessional Performance

N/A = Not applicable or insufficient opportunity to observe

Additional Comments: _____

_____

_____

_____

V. If Teaching was part of this experience, please check the appropriate area below and complete a brief rationale:

____ The Doctorate Student was a Level I – TA and should continue gaining further experiences at this Level I – TA

____ The Doctorate Student was a Level I – TA and demonstrated abilities and practice to advance to the Level II – Co-Teaching

____ The Doctorate Student was a Level II – Co-Teacher and should continue gaining further experiences at this Level II – Co-Teaching

____ The Doctorate Student was a Level II – Co-Teacher and demonstrated abilities and practice to advance to the Level III – Teaching

____ The Doctorate was a Level III – Teaching

Provide a brief rationale for your above teaching specific evaluation: _____

_____

_____

SIGNATURES

Site Supervisor: _____ **Date:** _____

Student: _____ **Date:** _____

My signature indicates that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my site supervisor and the Mental Health Counseling Internship Coordinator.

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

---

Course Instructor Name

Course Instructor Signature

Date

Appendix F

Counseling Internship-Student's Evaluation of Site

COUNSELING INTERNSHIP - STUDENT'S EVALUATION OF SITE

Pace University

PhD in Mental Health Counseling

Student Name: _____ **Date:** _____

Site Name: _____ **Site Supervisor:** _____

Semester: _____ **Period Covered:** From _____ to _____

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Very Satisfactory **2** = Satisfactory **3** = Unsatisfactory

4 = Very Unsatisfactory **N/A** = Not Applicable

1. ____ Orientation to site's administrative policies, practices, and procedures
2. ____ Exposure to the various professional roles/functions within the site
3. ____ Orientation to other resources (e.g., referral resources in community)
4. ____ Opportunity to participate in staff's professional events, such as staff meetings, case conferences, professional development activities
5. ____ Quality of informal interaction with, and availability of, staff (other than your site supervisor)
6. ____ Adequacy of physical space, supplies, etc.
7. ____ Ease of audio taping and/or videotaping counseling sessions
8. ____ Adequacy of client population numbers for sufficient appropriate cases
9. ____ Quality of intake interviewing experience
10. ____ Quality of individual counseling experience
11. ____ Quality of group counseling experience
12. ____ Quality of family/couple counseling experience
13. ____ Quality of career counseling experience
14. ____ Quality of consultation experience
15. ____ Quality of psycho-educational activity experience
16. ____ Quality of testing experience (administration and interpretation)
17. ____ OVERALL EVALUATION OF THE SITE

18. Will you recommend the site to other students for their field training? Yes ___ No ___

If your answer is "No," please specify your reason(s):

_____

_____

Additional comments/suggestions (use additional sheet is necessary)

_____

_____

_____

_____

Student's Signature: _____ Date: _____

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

_____

Course Instructor Name

_____

Course Instructor Signature

Appendix G

Internship-Student's Evaluation of Site (Teaching, Counseling Supervision, Research & Scholarship, Leadership & Advocacy)

INTERNSHIP – STUDENT'S EVALUATION OF SITE (Teaching, Counseling Supervision, Research & Scholarship, Leadership & Advocacy)

Pace University

PhD in Mental Health Counseling

Student Name: _____Date: _____

Site Name: _____Site Supervisor_____

Semester: _____Period Covered: From _____to ____

Activities:

____Teaching

____Counseling Supervision

____Research& Scholarship

____Leadership & Advocacy

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Very Satisfactory **2** = Satisfactory **3** = Unsatisfactory

4 = Very Unsatisfactory **N/A** = Not Applicable

1. ____Orientation to site's administrative policies, practices, and procedures
2. ____Contribution of internship experience to your professional development
3. ____Quality of interaction, and availability of, staff (other than your site supervisor)
4. ____Adequacy of physical space, supplies, etc.
5. ____Overall evaluation of the site

6. Would you recommend the site to other students for their field training? Yes ___ No ___

If your answer is "No," please specify your reason(s):

_____

_____

Additional comments/suggestions (use additional sheet is necessary)

Student's Signature: _____ Date: _____

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

Course Instructor Name

Course Instructor Signature

Appendix H

Internship-Student's Evaluation of Site Supervisor

INTERNSHIP - STUDENT'S EVALUATION OF SITE SUPERVISOR

Pace University

PhD in Mental Health Counseling

Student Name: _____Date: _____

Site Name: _____Site Supervisor_____

Semester: _____Period Covered: From _____to ____

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Strongly Agree **2** = Agree **3** = Disagree **4** = Strongly Disagree **N/A** – Not applicable

TIME/STRUCTURE

1. ____ Helps me define and structure the goals and objectives for my overall Internship experience
2. ____ Is consistent in providing the agreed-upon supervision time
3. ____ Is available (or has provided appropriate back-up resources) for consultation between supervision sessions, if needed
4. ____ Gives time and energy to observing me and/or processing my session recordings
5. ____ Structures supervision appropriately

SUPERVISORY RELATIONSHIP

6. ____ Helps me recognize and explore the dynamics of supervisor/supervisee relationship
7. ____ Accepts and respects me as a person
8. ____ Recognizes when I do something well and encourages the development of my strengths and capabilities
9. ____ Recognizes and addresses my weaknesses/deficiencies in an appropriate and direct manner
10. ____ Encourages me to express opinions, questions and concerns about my work
11. ____ Allows me to discuss appropriate personal issues related to my Internship activities
12. ____ Allows me to discuss problems I encounter in my Internship setting
13. ____ Conveys competence
14. ____ Maintains appropriate confidentiality about material discussed in supervisory sessions

15. ____ Accepts feedback from me about the supervisory process

INTERNSHIP ACTIVITIES RELATED SKILLS

16. ____ Provides me with the opportunity to adequately discuss any major difficulties I am facing related to my Internship activities
17. ____ Encourages me to consider and use new and different approaches related to my Internship activities
18. ____ Gives me useful feedback related to my work and process
19. ____ Helps me further understand and maintain ethical adherence with my work
20. ____ Provides suggestions and specific help in the areas I need to work on
21. ____ Helps me develop increased skill in critiquing and gaining insight from my work
22. ____ Encourages me to be involved in activities and organizations that foster my professional development (e.g.; joining ACA)
23. ____ Addresses issues relevant to my current concerns as a future Counselor Educator and Supervisor

Evaluation

24. ____ Allows and encourages me to evaluate myself
25. ____ Explains the criteria for evaluation clearly and in behavioral terms
26. ____ Applies criteria fairly in evaluating my performance

Additional comments, thoughts, and/or suggestions:

_____

_____

_____

Student's Signature _____ **Date** _____

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

Course Instructor Name _____

Course Instructor Signature _____ **Date** _____