



Master of Arts in Clinical Counseling

2017-2018 CLINICAL PLACEMENT MANUAL for Practicum & Internship

Practical Guidelines for Supervisors and Students in Clinical Placement

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I. Philosophy and Objectives of Clinical Placement

Consistent with its philosophy that professional education rests upon integration of theory and practice, the MACC program provides concurrent class instruction and Clinical Placement during the final year of the graduate program. The overall objective of the Clinical Placement is to enable the student to augment and integrate his/her classroom learning by providing counseling service within a social agency or clinical counseling setting. Through this experience, the student will:

- Develop awareness of the relationship between the agency and the social, political, cultural, and spiritual contexts of practice.
- Demonstrate understanding of the role of clinical values and ethics in practice.
- Develop and hone professional knowledge and skills used in clinical counseling, including beginning and advanced counseling skills, integration of counseling theory with practice, self-awareness, therapeutic use of self, and an ability to create an inclusive presence attending to mind, body, and spirit.
- Effectively integrate classroom content into the Clinical Placement.
- Develop an understanding of the process through which an agency changes and develops in response to changes in the community it serves.
- Demonstrate responsible interaction with professional counselors and/or with practitioners from other disciplines.
- Use clinical supervision in a manner that enhances professional development.

II. Overview of Master of Arts in Clinical Counseling (MACC) and Dual Degree Programs

The Master of Arts in Clinical Counseling Program (MACC) combines clinical excellence with an understanding of the spiritual and theological dimensions of individuals and families in a multicultural, multi-religious context. Clinical counselors are counseling professionals whose preparation includes in-depth academic and clinical training combined with study of biblical tradition, theological reflection, and spiritual formation. The MACC degree is for those who want to integrate an inclusive holistic perspective in their counseling work that allows them to work with issues of mind, body, and spirit.

The 62-credit MACC program is designed to meet the academic and practicum/internship degree requirements in Pennsylvania for Licensed Professional Counselors (LPC). Graduates seeking LPC licensure in Pennsylvania must complete 3000 additional clinical hours, half of which must be under the supervision of an experienced LPC and then pass a state-required exam (National Counselor Exam, offered by the National Board of Certified Counselors). MACC students who wish to seek licensure receive intensive advising and guidance concerning coursework and documentation of clinical hours for the academic requirements for the LPC. The MACC program also offers opportunities to complete the academic requirements for Pennsylvania certification in addictions (CADC and CAADC)

Not all MACC students wish to pursue licensure. The MACC degree also prepares counseling professionals who intend to counsel in a parish or agency setting or to pursue accreditation for chaplaincy (which requires additional intensive Clinical Pastoral Education/CPE experience). Bivocational clergy or clergy who wish to further develop their pastoral care and counseling ministry skills also find the MACC program furthers their goals.

The MACC degree is typically completed in three years of full time study. Students must complete the degree within six years. Course work in the 62 credit MACC program is distributed among three areas:

- Theological Disciplines: 13 credit hours (*includes World Religions or Religion in the American Context; Intro to New Testament or Intro to Hebrew Bible*)
- Clinical Courses: 40 credit hours (*includes Clinical Assessment and Treatment Planning; Group Theory and Ethics; Individual Psychotherapy and Counseling Practice; Human and Faith Development; and Practicum/Internship*)
- Electives: 9 credit hours (*includes electives in Marital and Family Counseling; Addictions; Chronic Illness, Disability, Death, and Loss; Individual Spiritual Direction; Counseling Children and Adolescents*)

Dual Degree Program: MACC & Masters of Social Work (MSW)

In 2003, Moravian Seminary entered into a cooperative agreement with Marywood University School of Social Work (Scranton, PA) to offer a dual master's degree in both Social Work and Clinical Counseling.

The MACC/MSW program is ideal for students who seek to integrate a spiritual and theological understanding into their practice of counseling, seek to employ the skills of social work in the clinical setting, or are interested in administrative positions in a social service/mental health organizations.

The MACC/MSW program requires a total of 94 credits, which can be accomplished in 3 years of full-time study, as compared with 4 years if the degrees were taken separately.

Dual Degree Program: MACC & Masters of Divinity (MDiv)

Today's clergy are increasingly seeking ways to be bi-vocational so that they can answer their call to ministry while supplementing income with a second complementary vocation. The MACC/MDiv dual degree program offers ideal training in clinical counseling and completes the academic requirements for counselor licensure in the Commonwealth of Pennsylvania.

The MACC/MDiv dual degree requires 123 credits. Overlapping requirements allow students to complete the MACC/MDiv dual degree in 4 years including three summer terms. The requirement of one unit of CPE in the MDiv program can reduce total MACC clinical practicum/internship hours from 700 to 600, and there is the possibility of satisfying experiential requirements with a dual MACC Internship/MDiv Supervised Ministry setting.

MACC/MDiv Internship time commitment for those who have had CPE:

- Dual Degree MACC/MDiv students who have completed hours of Clinical Pastoral Education (CPE) within the last 3-5 years may use 100 hours toward the required 100-hour practicum and 600-hour internship.
- MACC/MDiv students need to complete 600 internship hours in addition to CPE, as required for licensure.
- Of the 600 internship hours, 240 hours (minimum) need to be direct-client hours (individual, group, family, couple counseling)

III. Clinical Placement

The Master of Arts in Clinical Counseling (MACC) Program at Moravian Seminary has as its stated goal “to integrate the spiritual and theological understanding of humanity with the practice of counseling and psychotherapy in a graduate education program.” Therefore, the MACC Program views class work and Clinical Placement as mutually supportive and complementary. In line with the program’s belief that the Clinical Placement attempts to relate to and support all parts of the curriculum, the Clinical Placement agency is called upon to provide an educational setting in which the student has the broadest possible exposure to all aspects of social agency functioning in addition to direct practice experiences.

Recognizing that the education value of Clinical Placement is enhanced by the very fact of the difference between social agencies and the educational institution, the program seeks to avoid making the Clinical Placement setting an extension of the classroom. Rather, its objective is to develop harmonious working relationships through which the vitality and unique values of the Clinical Placement can enrich, illuminate, and complement the more theoretical classroom learning.

Scope, depth, and breadth of learning must increase throughout the program so that, at the end, the student will have reached a point of competence for practice at the Master’s level. It is in the context of this total objective that this manual addresses the specific requirements for this Clinical Placement experience.

Requirements for Personal Counseling

MACC students are required to participate in at least 5-8 sessions of personal counseling with a licensed professional counselor, psychologist, or pastoral counselor before they graduate. All students will be expected to supply a letter from their therapist indicating that they have completed the required sessions and participated fully in them. This requirement is not for remediation but rather to increase self-awareness and understanding of the therapeutic working process and to help students understand the experience of “sitting in the other chair.”

Clinical Placement Expectations

The MACC program upholds the following standards in both practicum and internship:

- Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
- Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- 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.

IV. Practicum Site Expectations

The practicum experience in the MACC program is a supervised clinical experience designed to help students develop an understanding of how an agency functions and experience the process of counseling.

- Practicum sites shall provide the counseling intern with experience in the following areas of professional knowledge and skills:
- The opportunity to accrue at least 100 clock hours in counseling or counseling-related experience, inclusive of 1 hour of weekly on-site supervision during the practicum period.
- The opportunity to accrue at least 40 clock hours of direct service with clients that contributes to the development of introductory counseling skills.
- The opportunity to work with an agency supervisor who is a counseling professional, certified or licensed in their field, e.g. counselor, psychologist, social worker, psychiatrist, Fellow or Diplomat in the American Association of Pastoral Counselors, or Approved Supervisor in the American Association of Marriage and Family Therapists.
- The opportunity for this supervisor to meet weekly with the practicum student to review cases, offer professional opinions on the student's work, guide the student in applying ethical standards, and advise on other professional counseling issues.
- The opportunity to be introduced to and learn basic professional counseling skills including handling of information, engaging clients, addressing issues of diversity, and professional identity formation.
- The opportunity to receive regular feedback and evaluation of counseling performance throughout the practicum, including a written evaluation discussed with the student at the end of the practicum semester.

V. Internship Site Expectations

The internship experience in the MACC program is a post-practicum, supervised clinical experience designed to allow students to continue developing professional knowledge and counseling skills.

Internship sites shall provide the counseling intern with experience in the following areas of professional knowledge and skills:

- The opportunity to accrue 600 hours in counseling or counseling-related experience, inclusive of 1 hour of weekly on-site supervision during the internship period.
- The opportunity to meet directly with clients in individual or group contexts for 240 clock hours (40% of total on-site hours).
- The opportunity to work with an agency supervisor who is a counseling professional, certified or licensed in their field, e.g. counselor, psychologist, social worker, psychiatrist, Fellow or Diplomat in the American Association of Pastoral Counselors, or Approved Supervisor in the American Association of Marriage and Family Therapists.
- The opportunity for this supervisor to meet weekly with the intern to review cases, offer professional opinions on the intern's work, guide the intern in applying ethical standards, and advise on other professional counseling issues.

- The opportunity to practice professional counseling skills including contracting, handling of information, dealing with transference/ counter-transference, developing referral skills, handling crisis care, doing clinical assessment, writing and revising treatment plans, and applying counseling theory in client cases
- The opportunity to receive regular feedback and evaluation of counseling performance throughout the internship, including written evaluations discussed with the student at the end of each semester of internship.
- The opportunity to become familiar with a variety of professional activities and resources such as record keeping, information and referral, in-service, staff training and meetings, intake procedures and the termination process.
- The opportunity to video or audio tape a limited number of counseling sessions for use in on-site and program supervision.

VI. Practicum & Internship Functions & Responsibilities

Functions

A. The Seminary:

- Determines the criteria for selection of a Clinical Placement agency, student assignment to the Clinical Placement, and assessment of student performance.
- Furnishes the agency/program with information regarding the curriculum of the seminary, the goals of the MACC program, and any changes in the program that may affect Clinical Placement.
- Provides the Seminary Clinical Director, who serves as the link in the seminary/agency relationship.
- Provides liability insurance coverage for the student in Clinical Placement. (This coverage is different from the individual liability insurance coverage that students must purchase.)
- Provides two concurrent courses during the Practicum: *Intro to MACC Practicum* and *MACC Practicum*. Provides five concurrent courses for Clinical Placement students during the internship: *Intro to Internship*, *Internship Supervision I and II*, and *Peer Group I and II*.
- Provides continuing educational opportunities to the agency supervisor, the scope of which is determined by the Seminary.
- Incorporating the recommendation of the agency supervisor, assigns the final grade to the student.

B. The Clinical Placement Setting:

- Provides a setting that gives the student practice in clinical work in accordance with the standards as set forth in this manual.
- Provides the opportunity for a practicum student to accrue 100 counseling hours and an internship student 600 hours in counseling or counseling-related experience, inclusive of 1 hour of weekly on-site supervision during the practicum/internship period.

- Creates the opportunity for a student to meet directly with clients in individual or group contexts (40 hours of direct client work for practicum and 240 clock hours or 40% of total on-site hours for internship).
- Makes available an agency supervisor who is a counseling professional, certified, or licensed in their field, e.g. counselor, psychologist, social worker, psychiatrist, Fellow or Diplomat in the American Association of Pastoral Counselors, or Approved Supervisor in the American Association of Marriage and Family Therapists.
- Provides the opportunity for this supervisor to meet weekly with the intern to review cases, offer professional opinions on the intern's work, guide the intern in applying ethical standards, and advise on other professional counseling issues.
- Keeps the seminary Clinical Director informed about changes in agency function and structure or in community developments that may affect student learning.
- Evaluates the student's performance and shares this evaluation with the student throughout the process, while keeping the Seminary Clinical Director informed regarding performance issues.

C. The Student:

- Takes initiative in using weekly supervision to further his/her learning.
- Acts in a professional manner as a representative of the agency in his contacts with clients, colleagues, and the community.
- Is responsible for securing information with regard to agency function, structure, policies and procedures.
- Maintains confidentiality at all times with regard to knowledge of clients. Also holds in professional regard information pertaining to the agency.
- Functions within the administrative policies and procedures with reference to agency practice.
- Confers with the seminary Clinical Director at regular intervals regarding his/her total educational progress.

Responsibilities

A. Agency/Counseling Center Supervisors:

- Schedules regular supervision meetings/feedback sessions with the Clinical Placement student, typically weekly (the number of sessions being determined by the complexity of the tasks and the abilities of the student—both positive and negative aspects of performance being discussed). Provides contact information for an on site supervisory person, in the case that the supervisor is not available.
- Provides the student with orientation to the agency policies, procedures, and structure, while providing access to necessary information, records, and other materials.
- Provides the student with office space, supplies, equipment, and privacy consonant with duties.
- Arranges for student participation in appropriate agency group meetings or other activities pertinent to his/her learning.

- Participates in Seminary Clinical Director on-site and phone consultations.
- Participates in Supervisor orientation/training as provided by the Seminary.
- Carries responsibility for the student's assignments during student's absence from the Clinical Placement.
- Offers regular feedback and evaluation of counseling performance throughout the clinical placement.
- Reviews and provides comments on student Counseling Incident Reflections (CIRs) (see Appendix F) in accordance with program timeframes.
- During internship, provides opportunity for audio or video taping of a client for purposes of learning.
- Evaluates student's accomplishments on the Clinical Placement Learning Agreement & Supervisor Evaluation (Appendix B for Practicum/Appendix C for Internship). ***These must be submitted to the Clinical Director at the end of each semester, as feedback from this evaluation will be taken into consideration in the student obtaining a Pass/No Pass for the clinical placement.***

B. Seminary Clinical Director:

The Seminary Clinical Director serves as the link in the Seminary/agency relationship, provides consultation to agencies/centers engaged in Clinical Placement, and facilitates two supervisor training sessions during the internship year.

The Clinical Director offers consultation to agencies regarding:

- Expectations of the MACC program for the Clinical Placement experience through regular contacts with the student and the agency/center supervisor, arranging a minimum of one on-site visit with the agency supervisor (additional visits may be arranged on an as-needed basis).
- Criteria for student performance evaluations.
- Any problem situations between the student and the agency.
- Awareness of student needs and maximizing educational opportunities at the agency/center.

C. The Student:

- Maintains regular communication with the agency supervisor through weekly supervision and with the seminary Clinical Director.
- Meets the 100-hour practicum plus the 600 hour internship time requirements for the Clinical Placement experience, with a minimum of one-third of the hours per week being direct client hours.
- Practices professional counseling skills including contracting, handling of information, dealing with transference/ counter-transference, developing referral skills, handling crisis care, doing clinical assessment, writing and revising treatment plans, and applying counseling theory in client cases.
- Conducts a variety of professional activities and resources such as record keeping, information

and referral, in-service, staff training and meetings, intake procedures, and the termination process.

- Participates in weekly on-campus Internship Supervision class and bi-weekly Peer Group class.
- Completes the monthly Clinical Placement Timesheet in their Google Drive folder in an accurate and timely manner. At the end of each month, students must have supervisors sign the timesheet and scan it back into Google Drive. (Appendix E).
- Prepares for conferences and completes the case documentation, counseling incident reflections, and administrative procedures required in the clinical placement setting.
- Participates in on-site visits with the Clinical Director.
- Insures that all required documents are in the possession of the Clinical Director as of *the last day of the Clinical Placement for each semester*.

Clinical Placement students are ultimately responsible for ensuring that the Clinical Placement experiences are meaningful. Students are to initiate communication with supervisors when problems or opportunities arise. It is the responsibility of the student to meet the criteria for acceptable performance articulated in the Clinical Placement Agreement. This often requires assertiveness and initiative. It is also the responsibility of the student to ensure submission of all documents to the Clinical Director in a timely fashion. Untimely submission of documentation may reduce the Clinical Placement student's grade.

Assessment of Student Performance in Clinical Placement

Evaluation Overview

The process of evaluation is a continuous one, and professional judgments about the student's abilities and potentialities as demonstrated in his/her total performance in the clinical placement agency are made throughout the student's experience in the agency. This evaluation becomes educationally meaningful as it grows out of a mutual effort that involves discussion with the student, and suggests to the student how he/she is progressing in professional development. Both the agency/center supervisor and the student focus on the way in which the student can develop his/her capacity to use knowledge and skills appropriate to assigned responsibilities. The emphasis is on the student's performance with the clients, the staff, the agency, etc.

Supervisor Evaluation of Student in Clinical Placement (Appendix B or C)

There is a major evaluation and assessment of the student's progress in clinical placement at the end of each semester.* At the end of each semester, the student and the agency supervisor look at current performance as measured against the criteria for that semester's goals. Ordinarily, the student should be expected to be further along in professional development as the placement progresses. The evaluation process is intended to give the student and the supervisor an opportunity to determine overall progress and the specific areas needing work. At the end of the clinical placement experience, the student is expected to counsel clients and work with a high degree of skill and autonomy. It is intended that the student be equipped to operate in a professional self-directed manner when he/she graduates with a counseling skill level at or above that required for a new hire.

*This evaluation is based on the MACC Program Learning Outcomes (Appendix A).

Student Evaluation of Clinical Placement (Appendix G)

In the normal course of events, evaluation is seen as a two-way process in which student and clinical placement supervisor participate in a mutual evaluation of agency and student as well as the supervisory process itself. The intent is educational and, hopefully, growth-producing for all involved.

APPENDIX A

MACC Program Learning Outcomes

The following is a list of learning outcomes for the Master of Arts in Clinical Counseling Degree at Moravian Theological Seminary. This list is used to evaluate the student's performance in particular academic courses. In order to create a uniform assessment of the student's progress toward the outcomes in all aspects of their program, reference to this list will be made both in the student's learning agreement and in the end of the semester student evaluations.

A. Professional Identity

1. Uses ethical standards (AAPC or ACA) in identifying and addressing ethical issues in casework
2. Integrates clinical skills with spiritual awareness in professional practice and identity
3. Implements self-care on a regular basis for refreshment and renewal
4. Practices counseling proficiencies skillfully including contracting, creating & revising treatment plans, handling information confidentially, recognizing transference/counter-transference, making appropriate referrals
5. Uses theological reflection (use of teaching stories, spiritual themes, secular or sacred literature, Christian scripture, etc.) to deepen own understanding of client issues
6. Interacts with instructors, supervisors, and clients in a professional manner, taking responsibility for accessing needed information, consultation, training, and supervision

B. Social & Cultural Diversity

1. Recognizes multiple sources of diversity (religion and faith, racial, cultural, sexual orientation, disability, gender, social and economic status, etc.)
2. Acknowledges and accommodates social and cultural differences (including one's own) when analyzing and discussing cases
3. Recognizes power imbalances and systemic injustices in client issues and empowers clients to address them when appropriate
4. Recognizes opportunities for counselor advocacy in addressing personal and systemic injustices and takes action where appropriate

C. Human Growth & Development

1. Integrates human and faith development theory (including issues of sexuality) in assessing, conceptualizing, and working with clients
2. Uses relevant racial, cultural, and sexual orientation identity development theory in working with clients

D. Career Development

1. Applies an understanding of call and vocation in working with career transition and discernment
2. Uses current career theory in conceptualizing client cases of career transition and discernment

3. Uses valid and appropriate career assessment resources for career discernment and guidance

E. Helping Relationships

1. Uses basic skills in consistently forming and sustaining caring and therapeutic relationships in one's counseling setting
2. Uses more advanced skills and new techniques as appropriate and seeks feedback from supervisors
3. Provides appropriate crisis care and referrals when indicated

F. Group Work

1. Uses group theory to inform work with groups
2. Recognizes and articulates group dynamics
3. Demonstrates effective group facilitation skills

G. Clinical Assessment, Diagnosis & Treatment Planning

1. Makes accurate clinical assessments based on clinical interviews, relevant & valid assessment instruments, and the DSM-V
2. Uses a holistic overview (mind, body, spirit) in assessing client strengths and weaknesses
3. Formulates treatment goals and a plan based on client input, knowledge of counseling and personality theory, diagnosis, and clinical assessment
4. Follows and adapts the treatment goals and plan throughout the counseling process

H. Research & Methodology

1. Submits all written work well-edited and in final professional form
2. Demonstrates critical thinking in considering and evaluating multiple aspects and opinions in professional literature, cases, reports, research
3. Uses APA style for reports, citations, and references
4. Uses appropriate evaluation tools and methods to evaluate program and therapeutic interventions

APPENDIX B

MACC Program Practicum Placement Learning Agreement & Supervisor Evaluation

Linking the Practicum Learning Agreement to the MACC curriculum

The purpose of the Practicum Learning Agreement is to direct the student's clinical placement experience. The Learning Agreement objectives incorporate specific MACC Program learning outcomes which serve as the organizing principles toward which the overall curriculum is oriented. The specific Learning Agreement goals should reflect collaboration between the student, the clinical placement supervisor, and the school's clinical director.

MACC Program Learning Outcomes

The MACC program has eight Learning Outcomes to be accomplished in the course of instruction and clinical experience. See attached.

Four of the eight MACC Learning Outcomes are to be addressed in the Practicum Learning Agreement. Students are asked to identify one – two tasks to be accomplished for each of these four learning outcomes. Students may additionally identify, with the support of their supervisor, one to two "OTHER GOALS" that are either specific to their practicum site (aka group work) or clinical goals that the student has a particular interest in, and are relevant to the site.

Not every single item under each learning outcome will be addressed in the practicum Learning Agreement, nor do the tasks highlighted on the Learning Agreement need to specifically name these learning outcome items. Each task IS however to address the learning WITHIN each learning outcome category. For example, under the Learning Outcome "Professional Identity" a student might identify the following task: "Implements self-care on a regular basis for refreshment and renewal."

The task addresses item No. 3 "Awareness of the need for self-care and development of a self-care," under the Learning Outcome "Professional Identity."

Evaluation Overview

The process of evaluation is a continuous one, and professional judgments about the student's abilities and potentialities as demonstrated in his/her total performance in the practicum placement agency are made throughout the student's experience in the agency. This evaluation becomes educationally meaningful as it grows out of a mutual effort which involves discussion with the student, and suggests to the student how he/she is progressing in professional development. Both the agency/center supervisor and the student focus on the way in which the student can develop his/her capacity to utilize knowledge and skills appropriate to assigned responsibilities. The emphasis is on the student's performance with the clients, the staff, the agency, etc.

Instructions (Please read very carefully.)

Complete all areas of the evaluation form. A rating scale will be used for each item listed below to assess the competence of your student this past semester. You are asked to rate all items, in part as an opportunity for discussion with your student. Please feel free to make additional comments, in an addendum to this evaluation, to provide helpful information on the student's behalf.

The rating chart below is taken directly from the list of learning outcomes for the Master of Arts in Clinical Counseling Degree at Moravian Theological Seminary. This list is also utilized in the student's learning agreement. These Learning Outcomes are used consistently in order to create a uniform assessment of the student's progress toward the outcomes in all aspects of their program. **If there are items that are not relevant to the student's work at your agency, or for which you cannot provide an evaluation, simply enter the "n/a" option in the box provided.**

Name of Student: _____
 Supervisor: _____
 Practicum Placement Agency/Program: _____
 Address: _____
 Phone Number: _____
 Email address: _____
 Effective Dates of the Agreement: _____
 Specific Days/Times of Placement: _____
 Supervision Day/Time: _____

The Student demonstrates skills in the following areas using the rating scale below:
 1 – Not at all 2 – Rarely 3 – Sometimes 4 – Frequently 5 – Consistently N/A – Not applicable

A. Professional Identity

	Uses ethical standards (AAPC or ACA) in identifying and addressing ethical issues in casework
	Integrates clinical skills with spiritual awareness in professional practice and identity
	Implements self-care on a regular basis for refreshment and renewal
	Practices counseling proficiencies at introductory level including contracting, creating and revising treatment plans, handling information confidentially, recognizing transference/counter-transference, making appropriate referrals
	Uses theological reflection (use of teaching stories, spiritual themes, secular or sacred literature, Christian scripture, etc.) to deepen own understanding of client issues
	Interacts with instructors, supervisors, and clients in a professional manner, taking responsibility for accessing needed information, consultation, training, and supervision
Additional Learning Agreement Goals:	

Comments:

B. Social & Cultural Diversity

	Recognizes multiple sources of diversity (religion and faith, racial, cultural, sexual orientation, disability, gender, social and economic status, etc.)
	Acknowledges and accommodates social and cultural differences (including one's own) when analyzing and discussing cases
Additional Learning Agreement Goals:	

Comments:

C. Helping Relationships

	Uses basic skills in consistently forming and sustaining caring and therapeutic relationships in one's counseling setting
	Provides appropriate crisis care and referrals when indicated
Additional Learning Agreement Goals:	

Comments:

D. Research Design & Methodology

	Uses effective oral, written, and electronic communication skills
	Reviews agency evaluation tools and methods to evaluate program and therapeutic interventions

Additional Learning Agreement Goals:	

Comments:

Other Goals

Learning Agreement Signatures

Date: _____ Signature of Agency Supervisor

Date: _____ Signature of Student

Evaluation

Overall, this student is (please select one):
 ___ Exceeding Standard (90-100) ___ Meeting Standard (73-89) ___ Below Standard (72 or below)

Narrative Evaluation

Discuss strengths and needs in this area; explain ratings that need clarification. Please identify the learning goals for future endeavors, be it for the clinical internship or for life after graduate school. Comment on overall goals that are in progress or have not been addressed, as well as any new goals.

Date: _____ Signature of Agency Supervisor

I have read and discussed this evaluation:
 Date: _____ Signature of Student

To the Student: In the event that you have a different perception of any aspect of the feedback in this evaluation, please indicate your specific comments on an addendum. ***Please submit the original and one copy to the Moravian Seminary Clinical Director***

Clinical Director's Narrative

Date: _____

Signature of Clinical Director

APPENDIX C

MACC Program Clinical Placement Learning Agreement & Supervisor Evaluation for Internship

Linking the Learning Agreement to the Curriculum

The purpose of the Clinical Placement Learning Agreement is to direct the student's clinical placement experience. The Learning Agreement objectives incorporate specific MACC Program learning outcomes which serve as the organizing principles toward which the overall curriculum is oriented. The specific Learning Agreement goals should reflect collaboration between the student, the clinical placement supervisor, and the school's clinical director.

MACC Program Learning Outcomes

The MACC program has eight Learning Outcomes to be accomplished in the course of instruction and clinical experience. *See Appendix A.*

All eight MACC Learning Outcomes are to be addressed in the Internship Learning Agreement. Students are asked to identify two – three tasks to be accomplished for each of these eight Learning Outcomes. Students may additionally identify, with the support of their supervisor, one to three “OTHER GOALS” that are either specific to their Internship site (aka group work) or clinical goals that the student has a particular interest in, and are relevant to the site.

Not every single item under each learning outcome will be addressed in the Clinical Placement Learning Agreement, nor do the tasks highlighted on the Learning Agreement need to specifically name these Learning Outcome items. Each task IS however to address the learning WITHIN each learning outcome category. For example, under the Learning Outcome “Professional Identity” a student might identify the following task:

“To spend 5 minutes centering myself in mindful meditation prior to each session and to review this with my supervisor weekly.” The task addresses item No.3: “Implements self-care on a regular basis for refreshment and renewal,” under the Learning Outcome “Professional Identity.”

Upon completion of the Clinical Placement Experience the student will be able to demonstrate competency in all 8 Learning Outcome areas.

Instructions for the Supervisor Evaluation (Please read very carefully.)

Complete all areas of the evaluation form using the rating scale listed below to assess the competence of your student during the semester just completed. Please note that while the same form will be used for all three semesters, the focus during the first and second semesters will be on the student's willingness to develop the designated item. For the third semester, an appropriate degree of competence is expected for all items.

Keeping in mind that this is a progressive learning experience, some items will be weighted more heavily for evaluation purposes. You are asked to rate all items, in part as an opportunity for discussion with your student. Please feel free to make additional comments, as an addendum to this evaluation, to provide helpful information on the student's behalf.

The rating chart below is taken directly from the list of learning outcomes for the Master of Arts in Clinical Counseling Degree at Moravian Theological Seminary. This list is also utilized in the student's learning agreement. These Learning Outcomes are used consistently in order to create a uniform assessment of the student's progress toward the outcomes in all aspects of their program. If there are items that are not relevant to the student's work at your agency, or for which you cannot provide an evaluation, simply enter the “n/a” option in the box provided.

The student demonstrates a *willingness to develop* (1ST, 2ND semesters) OR *exhibits* competence (3RD semester) in the following areas:

A. Professional & Clinical Identity

1. Uses ethical standards (AAPC or ACA) in identifying and addressing ethical issues in casework

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Integrates clinical skills with spiritual awareness in professional practice and identity

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

3. Implements self-care on a regular basis for refreshment and renewal

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

4. Practices counseling proficiencies skillfully including contracting, creating & revising treatment plans, handling information confidentially, recognizing transference/counter-transference, making appropriate referrals.

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

5. Uses theological reflection (use of teaching stories, spiritual themes, secular or sacred literature, Christian scripture, etc.) to deepen own understanding of client issues.

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

6. Interacts with instructors, supervisors, and clients in a professional manner, taking responsibility for accessing needed information, consultation, training, and supervision

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

B. SOCIAL & CULTURAL DIVERSITY

1. Recognizes multiple sources of diversity (religion and faith, racial, cultural, sexual orientation, disability, gender, social and economic status, etc.)

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Acknowledges and accommodates social and cultural differences (including one's own) when analyzing and discussing cases

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

3. Recognizes power imbalances and systemic injustices in client issues and empowers clients to address them when appropriate

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

4. Recognizes opportunities for counselor advocacy in addressing personal and systemic injustices and takes action where appropriate

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

C. Human Grown & Development

1. Integrates human and faith development theory (including issues of sexuality) in assessing, conceptualizing, and working with clients

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Uses relevant racial, cultural, and sexual orientation identity development theory in working with clients

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

D. Career Development

1. Applies an understanding of call and vocation in working with career transition and discernment

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Uses current career theory in conceptualizing client cases of career transition and discernment

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

3. Uses valid and appropriate career assessment resources for career discernment and guidance

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

E. Helping Relationships

1. Uses basic skills in consistently forming and sustaining caring and therapeutic relationships in one's counseling setting

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Uses more advanced skills and new techniques as appropriate and seeks feedback from supervisors

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

3. Provides appropriate crisis care and referrals when indicated

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

F. Group Work

1. Uses group theory to inform work with groups

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Recognizes and articulates group dynamics

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

3. Demonstrates effective group facilitation skills

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

G. Clinical Assessment, Diagnosis & Treatment Planning

1. Makes accurate clinical assessments based on clinical interviews, relevant & valid assessment instruments, & the DSM-V

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Uses a holistic overview (mind, body, spirit) in assessing client strengths and weaknesses

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

3. Formulates treatment goals and a plan based on client input, knowledge of counseling and personality theory, diagnosis, and clinical assessment

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

4. Follows and adapts the treatment goals and plan throughout the counseling process

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

H. Research & Methodology

1. Submits all written work well-edited and in final professional form

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

2. Demonstrates critical thinking in considering and evaluating multiple aspects and opinions in professional literature, cases, reports, research

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

3. Uses APA style for reports, citations, and references

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

4. Uses appropriate evaluation tools and methods to evaluate program and therapeutic interventions

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Additional Learning Agreement Goals

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

	Consistently 5	Frequently 4	Sometimes 3	Rarely 2	Not At All 1	Not Applicable
Summer						
Fall						
Spring						

Comments:

Learning Agreement Signatures

Date: _____

Signature of Agency Supervisor

Date: _____

Signature of Student

Supervisor's Narrative Evaluation

Overall, this student is (please select one):

Exceeding Standard (90-100) Meeting Standard (73-89) Below Standard (72 or below)

Discuss strengths and needs in this area; explain ratings that need clarification. Please identify the learning goals for future endeavors, be it next semester or life after graduate school. Comment on overall goals that are in progress or have not been addressed, as well as any new goals.

Date: _____

Signature of Agency Supervisor

I have read and discussed this evaluation.

Date: _____

Signature of Student

To the Student: In the event that you have a different perception of any aspect of the feedback in this evaluation, please indicate your specific comments on an addendum. Please submit the original and one copy to the Moravian Seminary Clinical Director

Clinical Director's Narrative

Date: _____

Signature of Clinical Director

APPENDIX D
MACC Program Clinical Placement Timesheet Key

Supervision Hours

- Formal weekly supervision & informal supervision with internship supervisor (individual or in a group)

Direct Client Hours: Individual

- Any clinical time spent face-to-face with a client, whether observing another clinician with a client, working one-on-one, or in a family session. Phone calls with a client may only be counted as direct client hours in the rare event that substantive counseling content occurs on the phone (e.g., crisis phone calls)

Direct Client Hours: Group

- Any time that is spent in a group counseling session. Each group session hour is counted as 1 direct client hour no matter how many participants are in the group.

Other

- Documentation/Case notes
- Staff/team meetings
- Phone calls while at internship, relevant to client work
- Consultation with agency colleagues
- Research regarding client situations (if research is done off premise, supervisor approval is required) Conferences/Trainings relevant to the MACC Profession/your internship, with prior supervisor approval Agency events/activities approved by your supervisor

APPENDIX E
MACC Program Clinical Placement Time Sheet

NAME:					
SITE					
Month/Year	January 2017				
DATE	Supervision Hour(s)	Group Hours	Individual Client Hour(s)	Other Hour(s)	Total Hours for the day
1					0
2					0
3					0
4					0
5					0
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
16					0
17					0
18					0
19					0
20					0
21					0
22					0
23					0
24					0
25					0
26					0
27					0
28					0
29					0
30					0
31					0
January Total	0	0	0	0	0
Year to Date	0	0	0	0	0
	Supervisors Signature _____				Date: _____
	Student Signature _____				Date: _____

APPENDIX F

MACC Program Counseling Incident Reflection Instructions

In three or more typed pages (single spaced within each section, double spaced between sections, headings in bold as seen below), describe an incident or interaction at your counseling placement site this past week. Choose an event in which you were personally involved (usually, but not always in a counseling session), one that triggered feelings within you, gave you satisfaction or gratification, or puzzled you.

Introduction (1/2 - 1 page, single spaced)

Introduce the client/s with a brief description of known facts prior to meeting with the client. This information may come from a staff person at your agency, case notes, a family member, a friend, or from some other outside source. If you have seen the client before this session, summarize the content and tone of previous contacts. Do not include information in this section that is received during the session you are presenting. Such information will be revealed in your verbatim account.

Mask the identity of the client by using initials or a false name. Identify the place and situation in which this incident occurred (for example, “This was our second session in marital counseling. M., the wife, had come in without her husband, G., apparently at his request.”)

At the end of this section, state what your goal is in this session (for example “My goal was to form a clinical diagnosis at the end of the session.” or “My goal was to help the client with assertiveness skills.”).

Verbatim (2 or more pages, single spaced)

Describe the incident or interaction as fully, clearly, and concisely as you can. Record all verbal interchanges in verbatim form, numbering all responses (C1, C2, C3, etc. for what the client says; use your own initials for your responses such as J1, J2, J3, etc.). *See the Verbatim example that follows these guidelines.*

In parentheses () following the relevant responses, describe the emotions you perceived in the client and your feelings and internal reactions during the interaction. Note especially any awareness of internal anxiety. Be aware of other gut-level feelings that could be signs of counter-transference.

Record your observations of the client’s and your own body language in parentheses next to the appropriate verbatim segment (facial expressions, gestures, posture, hand movements, etc.).

Choose the most salient part of the visit, briefly summarizing what happened before and after the verbatim you’ve chosen. Because you are writing the account from memory, it will not be a perfect record. This is okay. Do the best you can. You will be surprised by how much you remember.

Pastoral/Clinical Reflections & Assessment (1 or more page, single spaced)

- Was the goal of the visit achieved? If the purpose of the session changed during the session, note the reason/s for this change and whether or not the new goal was achieved.
- What is your plan for care/treatment plan? What are the client’s needs, including, but not limited to, spiritual care needs. How do you plan to address them in the next session or over the longer term? If a next session is not possible, speculate about what you would have done if you had further sessions?
- How do you interpret clinically and spiritually what was occurring and the meaning of the interaction? What is your initial clinical diagnosis? Even if your agency does not use the DSM-V, please give a preliminary DSM diagnosis.
- Identify what significant theological themes (grace, hope, community, forgiveness, sin, etc.) occur to you as you reflect on this interaction? What biblical characters or stories come to mind

as you reflect on this visit? To what extent does the care you offered fit in with your metaphor/theological theme/biblical story? In what ways does it challenge/contradict/affirm your previous understanding of pastoral counseling and your own pastoral counseling identity? Where might God have been working in this interaction – or not?

Learnings

Reread your verbatim and reflections. What do you like/dislike about what you did? What did you “miss” during the session that you see now? If you are seeing this person for another session, what do you want to do differently? What do you want to continue to do? How will you prepare for the next session professionally? personally? as a person of faith? What is one learning you will take from this experience?

If you are presenting this verbatim in class, please prepare your answers to these questions:

- Why did you choose this verbatim to present? What are you hoping to learn from this presentation?
- On what specific issue or question do you wish the class to focus on for the benefit of your learning?

Please remember to put your name, the CIR number, and the date due at the top of your page!

VERBATIM EXAMPLE

The following example is an example of the way you will record the Verbatim portion of a Critical Incident Report. In this excerpt, Mark (M) is on sick leave from his teaching job and meets with his counselor (C).

M1: I really don't know what to do . . . whether to go back to teaching school. Ah- I can hardly stand the thought . . . but, you know, a stable job—a decent salary . . . Or else make a clean break, likely go back to university—find something I can get excited about. . . . (clasps and unclasps his hands; he seems nervous, anxious and looks around the room without making eye contact)

C1: (I interrupt Mark and lean in closer to him, trying to make eye contact) The closer it gets for you to return to work, the bigger this inner turmoil . . .

M2: I don't know . . . (buries his head in his hands)

C2: (I'm feeling anxious . . . what can I say that will make him feel better? I breathe deeply to calm myself) You say “I don't know” but I wonder whether you really do know what you want to do.

M3: (Looks up and makes eye contact; he look frightened and trapped) Perhaps I am too scared to really say . . . (looking away) that I don't want to go back to teaching.

C3: (I take another breath; I'm feeling a tinge of fear or apprehension) Pretend that you are not scared. Tell people—your dad . . . your wife . . . Right now tell me: “I don't want to go back to school.”

M4: I . . . I . . . don't want to go back . . . to school. (haltingly, looks at the floor) (Silence)

C4: What is happening Mark? (my heart is pounding, am I doing the right thing?)

M5: God—my heart is pounding . . . (begins to cry) I can't even say it.

C5: Perhaps it is not just your job you are disgusted with . . . (oops, here I am putting my own thoughts into his situation)

M6: What do you mean? (looks vulnerable, ashamed, then makes eye contact)

C6: I think I hear you berating yourself, saying that you haven't the guts to quit.

M7: Well should I quit?

C7: (I caught myself before responding to his question. I reminded myself that I need to throw this back to him. My palms are sweaty with anxiety) How important is it for you to know what others think is best for you, and how concerned are you not to disappoint them?

M8: It wouldn't be the first time that I disappoint people, especially my family . . . (sniffs and wipes nose)

C8: I think, Mark, these are the scariest things in life—to leave, or disappoint others. (oops, now I see how I keep putting my own interpretations into my responses—I am anxious to look like I know what I'm doing)

APPENDIX G
Student Evaluation of Clinical Placement

Name: _____ Date: _____

Agency Placement: _____

Placement Supervisor: _____

1. In what way did your Clinical Placement and assignment either meet or not meet your expectations? If it did not meet your expectation, what would you have preferred to receive?

2. What changes could be instituted in order to improve experiences provided by this placement?

3. What might improve the educational opportunities provided in this setting)?

4. Do you have any particular comments relating to the strengths/weaknesses or potentials/limits involved in this clinical placement or your particular clinical supervisor?

5. Do you have any recommendations concerning this clinical placement and/or clinical supervisor?

6. On a scale from 1 to 5 (5 being excellent and 1 being unsatisfactory), how would you rate this clinical placement (circle one)? 1 2 3 4 5

