

CLINICAL MENTAL HEALTH COUNSELING

CLINICAL EXPERIENCE

Placement Manual



D'YOUVILLE
UNIVERSITY

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Introduction to CMHC Clinical Placement Manual

This manual is designed to explain clinical placement procedures and expectations for both students and site supervisors.

Ethical Behavior and Professional Decorum

Students must recognize that they are to exhibit the professional behavior of responsible and ethical professionals and good helpers. One's professional behavior at the site (as observed by the faculty supervisor and site supervisor) will be evaluated. Knowledge, skills, and professional disposition are assessed in many ways (e.g., coursework, placements, advisement, examinations, recorded sessions, and mock counseling observations). Other indicators of professionalism include promptness and adequacy of written work; courtesy displayed toward clients, employees of the site, and fellow students; and overall maturity regarding the role of the counselor.

All students are obligated to operate under the highest of ethical standards as reflected in the Code of Ethics of the American Counseling Association (ACA-2014) and other ethical codes and policies/procedures specific to the student's program and site. Issues of ethical misconduct, egregious behavioral misconduct, impairment, and problems with professional competence will be dealt with swiftly and fairly. Egregious behaviors are behaviors that are considered highly offensive and/or aggressive (including criminal acts, such as assault or theft) and that threaten or jeopardize the health and safety of the site, staff, and clients. Other forms of egregious behaviors may include:

- physical, verbal, or written harassment, threats, insults, or altercations; property destruction; discrimination;
- boundary violations (psychological, emotional, or physical);
- disruptive behavior with staff, supervisors, and clients; or
- coming to a clinical placement under the influence of a substance or alcohol.

Violations outlined in the 2014 ACA Code of Ethics or D'Youville University's Clinical Mental Health Counseling (CMHC) program policies/procedures may result in immediate failure of the Practicum or Internship course, and review by the CMHC Program Faculty for dismissal from the program.

It is the student's ethical obligation to safeguard the welfare of his/her clients. It is the purpose of supervision to provide a learning opportunity for the student, while recognizing the student's limitations. The dilemma of how to provide freedom for the student to practice counseling, while protecting the client, is resolved in supervision by asking the student to monitor his/her ethical obligation in the following ways:

1. To request consultation concerning anything about which (s)he is unsure.
2. To inform site supervisors regularly of all cases, and to keep the faculty supervisor up to date on the practicum or internship placement.
3. To notify faculty and site supervisors immediately of any situation concerning which (s)he has some question of his/her competency to handle, or that may be impacting a client's or his/her own welfare.
4. To follow the directives of one's supervisors to the best of one's ability.

Liability Insurance

As part of the placement experience, students are required to carry student professional liability insurance for the full duration of their field placement work, which can be obtained through a student's professional counseling organization membership. It is up to the student to select the organization that meets their professional needs the best and to pay for the liability insurance themselves. Here are three choices for professional counseling organization memberships, all of which offer insurance coverage:

[American Counseling Association](#)

[New York Mental Health Counseling Association](#)

[American Mental Health Counseling Association](#)

Section 1:

CACREP STANDARDS AND DEFINITIONS RELATED TO SUPERVISED PRACTICUM AND INTERNSHIP

Practicum in Clinical Mental Health Counseling

The Practicum in Clinical Mental Health Counseling (i.e., practicum) is intended to combine faculty and site supervision with clinical experience. This represents the first opportunity for students to engage in direct service with "real" clients. Counseling skill development is stressed; therefore, individual and small group counseling activities (rather than other professional activities) must be the student's primary focus while on site. Students will have one full semester or 4 months to complete 100 total hours, including 40 direct service hours. Students are required to complete practicum before beginning their Internship experience. If practicum is not completed, students may not move forward to their internship.

Requirements to Complete Practicum

1. The student must attend the practicum course (MHC 610) as outlined in the course syllabus.
2. The student must complete at least 100 clock hours at the site over one full semester, about four months, to meet the requirements of practicum.
3. Of the 100 hours, a minimum of 40 must be direct service hours. Direct service hours are defined as face-to-face interaction with clients that include the application of counseling, consultation, or human development skills. Direct service hours are noted on a student's timesheet under the categories: Intake Interview, Assessment Session, Individual Counseling Session, Group Counseling Session, Family Counseling Session, Shadowing with Clinical Engagement, Other (as supported by the site supervisor).
4. Weekly meetings that average at least one hour per week of individual and/or triadic supervision throughout the practicum led by a CMHC program faculty member teaching MHC 610: Practicum, or a site supervisor who is working in consultation with the faculty supervisor in accordance with the supervision contract.
5. The site must provide supervision by a supervisor deemed qualified by the New York State Office of Professions.
6. An average of 1.5 hours per week of group supervision (often delivered 3 hours bi-weekly) that is provided by a faculty supervisor who will also serve as your instructor for MHC: 610 Practicum.
7. The development of program-appropriate audio/video sessions for use in supervision, or live supervision of the student's interactions with clients (when permissible).
8. Evaluation of the student's professional disposition throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.
9. The site must permit the student intern to participate in professional activities, in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would perform.
10. The site must support the student leading or co-leading a group counseling experience in either their practicum or internship experiences (or both). CMHC requires students to facilitate a group counseling session that meets between six and eight sessions during the practicum and/or internship experience, or as is deemed appropriate by the site supervisor. The group counseling experience is documented on the students' clinical time sheets under Direct Hours under the category of Group Counseling.

Group Supervision in Practicum

The faculty group instructor teaching MHC 610: Practicum is responsible for providing group supervision (the academic course that is connected to the practicum experience) that meets on average 1 ½ hours each week for the duration of the practicum experience. Students are required to attend all classes, and all SIMS activities and course work as outlined in the course syllabus.

Individual Supervision in Practicum

The Practicum site supervisor is the primary professional who delivers individual and/or triadic supervisor to the practicum student. The roles and responsibilities of a site supervisor of a Practicum experience include but are not limited to the following:

1. Organize the practicum experience and ensure that the student will have an opportunity to work with clients in individual, as well as group counseling (as appropriate)
2. Complete the CMHC Site Supervisor Training, CORE Training, CMHC Site Supervisor Roles and Responsibilities
3. Help orient the student to the site
4. Provide appropriate space for the student to meet with clients
5. Monitor the practicum to determine that the student's needs and the clients' needs are being met
6. Consult with the faculty instructor teaching MHC 610: Practicum course regularly (minimum of once a month) to discuss student's progression in the placement experience
7. Complete an evaluation of the student's overall performance and professionalism during the practicum experience
8. Deliver weekly individual and/or triadic clinical supervision
9. Review and approve practicum timesheets
10. Participate in the Collaborative Clinical Progression Log joint meeting at the end of the placement experience between the student, the faculty instructor, and the site supervisor
11. Be available to the student in case of emergency
12. Provide any additional supervision for reasons of necessity or preference

Student Roles and Responsibilities in Practicum

CMHC student roles and responsibilities in their practicum experience must include, but are not limited, to the following:

1. Students will carry their own individual student professional liability insurance
2. Students must anticipate at least a one to two day per week commitment to the site, averaging 6-8 hours per week
3. Students must be as flexible as possible to accommodate the time, energy, and professionalism needed to complete the 100 total service hours (minimum 40 direct service hours)
4. Students must maintain a time schedule, agreeing to formally notify the site supervisor if there are changes to the schedule
5. Students must carry out the specified activities and responsibilities that meet placement requirements as related to the specific placement site, and as outlined in the Clinical Placement Manual
6. Students must maintain and upload timesheets into CORE that record all clinical hours, which will be reviewed and approved by their site supervisor, and then submitted to faculty supervisor for review
7. Students must attend required group supervision provided in the practicum course
8. Students must participate in weekly individual and/or triadic supervision with site supervisor
9. Students must upload all placement documentation into CORE (timesheets, placement contract, evaluations)
10. Students must follow clinical documentation requirements and protocol at the placement site
11. Students must organize and participate in completing the Collaborative Clinical Progression Log, which is a collaborative experience between the student, the faculty instructor, and the site supervisor

Evaluation for Practicum

The practicum experience has three evaluative processes:

1. **Evaluation of the clinical placement process:** The process begins two weeks prior to the end of the practicum experience, when the student will receive an automated email from CORE with a link to and directions for filling out the CMHC Student-Intern Evaluation of the Practicum Placement Process. This evaluation is part of CMHC's ongoing efforts to enhance the quality of the CMHC program, which is designed to gather student feedback regarding the placement process. Responses are kept confidential and solely used to provide CMHC with a comprehensive understanding of the strengths and areas in need of improvement in the placement process. Data is aggregated.
2. **Evaluation of the internship site and site supervisor:** The process begins two weeks prior to the end of the practicum experience, when the student will receive an automated email from CORE with a link to and directions for filling out the CMHC Student-Intern Evaluation of Placement Site and Supervision Survey. This evaluation is part of CMHC's ongoing efforts to gather student insights and experiences regarding their placement site and the supervision provided by their site supervisors. Student responses are kept confidential and solely used to provide CMHC with a comprehensive understanding of the strengths and areas in need of improvement within our program. Data is aggregated.
3. **Course Grade:** The faculty instructor teaching MHC 610: Practicum is responsible for determining the final course grade (Satisfactory or Unsatisfactory or Incomplete). Grades will be based on direct service skills, completion of required hours and activities, completion of all internship paperwork, and other requirements determined by the faculty instructor and as outlined in the course syllabus. Included in the final grade is the outcome of a collaborative meeting between the student, the internship site supervisor, and the internship faculty group supervisor, which discusses and assesses the student's progression in the placement experience. The meeting is documented in the Collaborative Clinical Placement Progression Log and submitted to CORE.



Internship in Clinical Mental Health Counseling

There is a fundamental difference in emphasis between practicum and internship. Internship builds on the counseling skill development emphasized in practicum and is intended to provide students with broad-based practical experience. Internship is designed to have students relate their academic and theoretical learning to their clinical experiences. Interns are expected to assume a broad spectrum of counseling roles and functions and are asked to participate in as many activities (as feasible) that are like the responsibilities of the employed counselor. Internship also provides students with evaluative feedback on their knowledge, attitudes, and skills with specific client populations. Since interns have previously received training in counseling, the staff and clientele at the placement site should benefit from the services. Internship is delivered via two courses: MHC 620 Internship I and MHC 630 Internship II. Students complete these courses concurrent to being in their internship placement in the field. The internship is designed to begin after the successful completion of a practicum experience and is completed consecutively over two full semesters, about eight months.

Requirements to Complete Internship

1. The student must attend the internship courses (MHC 620/MHC 630) as outlined in the course syllabus.
2. The student must complete a minimum of 600 clock hours at the site over the course of approximately eight months to meet the requirements of internship (about 300 hours per semester).
3. Of these 600 hours, a minimum of 240 must be direct service hours. Direct service hours are defined as face-to-face interaction with clients that include the application of counseling, consultation, or human development skills. Direct service hours are noted on a student's timesheet under the categories: Intake Interview, Assessment Session, Individual Counseling Session, Group Counseling Session, Family Counseling Session, Shadowing with Clinical Engagement, Other (as supported by the site supervisor).
4. The site must provide supervision by a supervisor deemed qualified by the New York State Office of Professions.
5. The site must permit the student intern to participate in professional activities, in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would perform.
6. The site must support the student leading or co-leading a group counseling experience in either their practicum or internship experiences (or both). CMHC requires students to facilitate a group counseling session that meet between six and eight sessions during the practicum and/or internship experience, or as is deemed appropriate by the site supervisor. The group counseling experience is documented on the students' clinical time sheets under Direct Hours under the category of Group Counseling.

Note: Any student who plans to seek LMHC in New York State should seek available guidance from the Clinical Director regarding appropriate clinical experiences. The Clinical Director can provide guidance with respect to out-of-state licensure, education, and internship criteria; however, it remains the responsibility of the student to evaluate requirements for the state or country in which he or she intends to work. Students will want to save all syllabi, books, and materials from their Clinical Mental Health Counseling Program, as the out-of-state licensing boards often need copies of these materials. D'Youville University makes no guarantee that the completion of a degree or coursework for graduate credit will permit the student to obtain licensure in their particular location.

Group Supervision in Internship

The faculty group instructor teaching MHC 620: Internship I or MHC 630: Internship II is responsible for providing group supervision (the academic course that is connected to the practicum experience) that meets on average 1 ½ hours each week for the duration of the internship experience. Students are required to attend all classes, and complete course work as outlined in the course syllabus.

Individual Supervision in Internship

As the primary supervisor, the site supervisor should commit at least one hour of weekly individual and/or triadic supervision to the intern. Clinical supervision should include supervision of counseling cases and related professional activities and anything else the supervisor may be reviewing as part of the student's placement experience. The roles and responsibilities of a site supervisor of a Internship experience include but are not limited to the following:

1. Organize the internship experience and ensure that the student will have an opportunity to work in a full complement of site activities
2. Complete the CMHC Site Supervisor Training, CORE Training, CMHC Site Supervisor Roles and Responsibilities
3. Help orient the internship student to the site
4. Consult with the faculty instructor teaching MHC 620/630 course regularly (minimum of once a month) to discuss student's progression in the placement experience
5. Provide appropriate space for the student to meet with clients
6. Provide at least one hour per week of individual and/or triadic supervision to ensure that the student is successfully implementing the site's case management practices and that clients are being served professionally.
7. Monitor the internship experience to ensure CACREP standards are being met

8. Be available to the intern in case of emergency at the site
9. Review and approve practicum timesheets
10. Participate in the Collaborative Clinical Progression Log joint meeting at the end of the placement experience between the student, the faculty instructor, and the site supervisor
11. Provide any additional supervision for reasons of necessity or preference

Student Roles and Responsibilities in Internship

CMHC students must complete an internship experience as part of their degree requirements, and must include, but is not limited, to the following:

1. Students will carry their own individual student professional liability insurance
2. Students are to anticipate at least a two to three day per week internship commitment to the site, averaging 18-20 hours per week.
3. Students are to be as flexible as possible to accommodate the time, energy, and professionalism needed to complete the 600 total service hours (minimum of 240 direct service hours)
4. Students must maintain a time schedule, agreeing to formally notify the site supervisor if there are changes to the schedule.
5. Students must carry out the specified activities and responsibilities that meet placement requirements as related to the specific placement site, and as outlined in the Clinical Placement Manual.
6. Students must maintain and upload timesheets into CORE that record all clinical hours, which will be reviewed and approved by their site supervisor, and then submitted to faculty supervisor for review.
7. Students must attend the required group supervision provided in the internship courses.
8. Students must participate in weekly individual or triadic supervision with site supervisor.
9. Students must upload all placement documentation into CORE (timesheets, placement contract, evaluations).
10. Students must follow clinical documentation requirements and protocol at the placement site
11. Students must organize and participate in completing the Collaborative Clinical Progression Log, which is a collaborative experience between the student, the faculty instructor, and the site supervisor

Evaluation

The internship experience has three evaluative processes:

1. **Evaluation of the clinical placement process:** The process begins two weeks prior to the end of the internship experience, when the student will receive an automated email from CORE with a link to and directions for filling out the CMHC Student-Intern Evaluation of the Internship Placement Process. This evaluation is part of CMHC's ongoing efforts to enhance the quality of the CMHC program, which is designed to gather student feedback regarding the placement process. Responses are kept confidential and solely used to provide CMHC with a comprehensive understanding of the strengths and areas in need of improvement in the placement process.
2. **Evaluation of the internship site and site supervisor:** The process begins two weeks prior to the end of the internship experience, when the student will receive an automated email from CORE with a link to and directions for filling out the CMHC Student-Intern Evaluation of Placement Site and Supervision Survey. This evaluation is part of CMHC's ongoing efforts to gather student insights and experiences regarding their placement site and the supervision provided by their site supervisors. Student responses are kept confidential and solely used to provide CMHC with a comprehensive understanding of the strengths and areas in need of improvement within our program. All data is aggregated.
3. **Course Grade:** The faculty instructor teaching MHC 620: Internship I and MHC 630: Internship II are responsible for determining the final course grade (Satisfactory or Unsatisfactory). Grades will be based on direct service skills, completion of required hours and activities, completion of all internship paperwork, and other requirements determined by the faculty instructor and as outlined in the course syllabus. Included in the final grade is the outcome of a collaborative meeting between the student, the internship site supervisor, and the internship faculty group supervisor, which discusses and assesses the student's progression in the placement experience. The meeting is documented in the Collaborative Clinical Placement Progression Log and submitted to CORE.



Section 2:

SUPERVISION QUALIFICATIONS AND PLACEMENT AGREEMENT

CMHC Site Supervisor Qualifications

CMHC site supervisors are required to meet the minimum standards:

1. The site supervisor must have a minimum of a master's degree in mental health counseling, preferable, or a related profession.
2. The site supervisor must have an active professional license in state in which they are delivering the clinical supervision, preferably in mental health counseling, or a related profession.
3. The site supervisor must have a minimum of two years post-master's professional experience with a focus on delivering mental health counseling services to diverse community populations.
4. The site supervisor must be able to provide evidence of having relevant training for in person and/or distance clinical supervision, which is defined as having completed at least one of the following: previous successful experience conducting supervision in a clinical environment; a professional workshop on clinical supervision, a graduate course on clinical supervision, or an equivalent training in clinical supervision.
5. The site supervisor must be familiar with CORE. If delivering distance counseling supervision, the site supervisor must demonstrate relevant experience with distance technology such as Zoom, Teams, Webex, or equivalent technology.
6. The site supervisor must demonstrate they have knowledge of CMHC's student and program expectations, requirements, and evaluation procedures, by reviewing the CMHC Student Handbook and the CMHC Clinical Placement Manual.

Site Supervisor Placement Agreement for Practicum and Internship

1. Provides an orientation to the structure, operation, and policies of the setting necessary for an understanding of the organization within which the placement will take place.
2. Provides an orientation to the safety protocols of the site, to include but not limited to: crisis identification (clinical or environmental) and all agency-based response policies; communication protocols when there is a safety concern, communication protocol with clients within and outside of office hours, documentation requirements when a safety incident has been experienced, and any trainings that may aid the intern is best preparing for a safety concern.

3. Facilitates and provides resources required by the student to meet the placement requirements, including: (a) arranging for appropriate space (as feasible) within which to meet clients for individual and group counseling; (b) assisting the student in developing a counseling case load; (c) helping the student take steps for recording counseling session; (d) assisting the student as needed throughout the placement experience; and (e) reviewing, approving, and signing time sheets.
4. Agrees to work with the student to meet all practicum and/or internship placement requirements, as outlined in Section 1 of the Clinical Placement Manual.
5. Is available to the student in case of emergency at the site and to provide consultation.
6. Is available to provide at least one hour per week of individual or triadic supervision to the student for the duration of the placement experience.
7. Is available to schedule a regular and ongoing time (minimum once a month) to consult with the faculty supervisor to discuss the student's overall performance, progress, and professionalism in their placement.

Supervision Note – When Placement Experience Goes Beyond Semester

D'Youville students can continue at their current placement in the weeks between semesters if the placement site is willing to assume full supervisory responsibility for the student's work with clients during that brief period. There may be periods of two or three weeks between fall and spring semesters, between spring and summer semesters, or between summer and fall semesters, when a student is not being supervised by a faculty member, designated D'Youville University supervisor, or course instructor. At these times, the placement site must agree in writing to assume temporary full supervision of the student's clinical practice for them to continue accrue hours of direct client service during these periods.

Technology Requirements

Students must use Electronic Health Records (EHRs) for clinical documentation as is available at their placement site. For any telehealth sessions, students will work with their placement sites to ensure telehealth technology is HIPPA compliant.

Students will utilize CORE ELMS software to upload and manage all paperwork required for placement. CORE ELMS is a learning management software that supports clinical and experiential learning and the management of required placement paperwork for students in healthcare education programs.

Recording Requirements

The CMHC Clinical Placement Manual clearly states that recording counseling sessions and other activities are vital components of D'Youville's training model, and students are expected to submit recorded counseling sessions to their faculty supervisors for review and critique. However, when it is not possible to audio/video record a counseling session due to concerns associated with HIPPA violations at the practicum and internship sites, the site supervisor agrees to directly observe a counseling session, which will be utilized for supervision, consultation, and evaluation purposes. Additionally, as part of a student's practicum and internship counseling experience, students may submit a mock audio/video recording session to their site supervisor to be utilized for supervision, consultation, and evaluation purposes. Students will utilize available technology at D'Youville University to record counseling sessions.

Section 3:

EVALUATION PROCEDURES AND REQUIREMENTS

There are three evaluative processes that are completed for each of the three placement courses students complete as part of their field placement work: MHC 610: Practicum, MHC 620: Internship I, MHC 630: Internship II.

1. **Evaluation of the clinical placement process:** Two weeks prior to the end of a placement experience, students receive an automated email from CORE with a link to and directions for filling out the CMHC Student-Intern Evaluation of the Internship Placement Process. This evaluation is part of CMHC's ongoing efforts to enhance the quality of the CMHC program and is designed to gather student feedback regarding the placement process. Responses are kept confidential and solely used to provide CMHC with a comprehensive understanding of the strengths and areas in need of improvement in the placement process. Data is aggregated.
2. **Evaluation of the placement site and site supervisor:** Two weeks prior to the end of a placement experience, students receive an automated email from CORE with a link to and directions for filling out the CMHC Student-Intern Evaluation of Placement Site and Supervision Survey. This evaluation is part of CMHC's ongoing efforts to gather student insights and experiences regarding their placement site and the supervision provided by their site supervisors. Student responses are kept confidential and solely used to provide CMHC with a comprehensive understanding of the strengths and areas in need of improvement within the program. Data is aggregated.

3. **Course Grade:** The faculty instructor teaching MHC 610: Practicum, MHC 620: Internship I or MHC 630: Internship II is responsible for determining the final course grade (Satisfactory or Unsatisfactory or Incomplete). Grades will be based on direct service skills, completion of required hours and activities, completion of all internship paperwork, and other requirements determined by the faculty instructor and as outlined in the course syllabus. Included in the final grade is the outcome of a collaborative meeting between the student, the internship site supervisor, and the internship faculty group supervisor, which discusses and assesses the student's progression in the placement experience. The meeting is documented in the Collaborative Clinical Placement Progression Log and submitted to CORE.

Students Receive a S (Satisfactory) when: The student has met all the requirements of the placement experience in either MHC 610 Practicum, MHC 620 Internship I, and MHC 630 Internship II. This includes service hours, course assignments, collaborative clinical progression log, group supervision logs, student and site evaluations, and anything else the faculty instructor has deemed relevant for the course.

Student Receive a U (Unsatisfactory) when: The student didn't meet all the requirements (see below) of the placement experience for either MHC 610 Practicum, MHC 620 Internship I, or MHC 630 Internship II. The student will meet with the Clinical Director and the CMHC Program Director to determine what requirements were not met, and to determine if those requirements can be met by the student or if the student will be terminated from the program.

1. A student receives four (4) ratings of "disagree" or "strongly disagree" on the Site Supervisor's Student Evaluation, the student will automatically fail the placement experience for the semester.
2. A student receives two (2) ratings on the Professional Disposition scale that are below two.
3. One "disagree" or "strongly disagree" rating may be enough to fail a student in the placement experience in given severity of deficiency.
4. A serious deficiency in one or more of the following areas that may be sufficient to fail or receive a grade of "Unsatisfactory" (U) or have the student removed from the program:
 - Poor clinical judgment
 - Ethical misconduct
 - Deficits in basic clinical skills
 - Problems using supervision
 - Other matters at the sole discretion of the faculty supervisor
 - One or more unexcused absences from the group supervision course for MHC 610/620/630
 - Two consecutive Unsatisfactory grades in MHC 610/620/630

Students Receive an I (Incomplete) for reasons such as:

- MHC 610: Practicum – students completed less than 100 total hours of which there were less than 40 direct service hours
- MHC 620: Internship I - students completed less than 300 total hours of which there were less than 120 direct service hours
- MHC 630: Internship II – students completed less than 600 total hours of which there were less than 240 direct service hours (this is cumulative from Internship I)
- Missing paperwork
- Other matters at the sole discretion of the CMHC faculty member teaching the placement course

Note: Failure to complete clinical placement hours in three (3) semesters will force the student to take an additional internship semester at an additional cost. Failure to complete these hours on time may result in a delay of graduation.

Section 4:

POLICY FOR STUDENT RETENTION, REMEDIATION, AND DISMISSAL FROM THE PROGRAM

Professionalism and Behavioral Expectations

D'Youville University's Clinical Mental Health Program utilizes a competency-based training approach that can be demonstrated through the successful attainment of knowledge and clinical skills, along with the personal behavior and professional conduct expected of a mental health counselor. As such, the Clinical Mental Health Counseling Program expects students to maintain their integrity and professionalism as both students and prospective counselors.

CMHC students must abide by the Student Professionalism Agreement they will sign at the beginning of their program. In addition, students are expected to be interpersonally effective. They must be able to engage with peers, faculty, colleagues, clients, and professionals in a healthy and responsible manner, and give and receive feedback.

Students are expected to achieve academically at the graduate level and manage themselves throughout the program as ethical counselors-in-training. Issues of ethical misconduct, behavioral misconduct, and challenges with professional competence will be dealt with swiftly and fairly.

To support a respectful, meaningful, non-disruptive, and appropriate learning environment, students are expected to:

- arrive on time and be prepared to participate fully in class discussions;
- conduct themselves in a polite, mature, and professional manner during all interactions with peer, students, and faculty;
- maintain a respectful silence when a faculty member or fellow student is talking, and be respectful of others' opinions;
- refrain from acting in a disruptive, disrespectful, intimidating, or rude manner; and
- refrain from working on assignments, engaging in non-class related activities, surfing the web, or answering texts or phone calls during class.

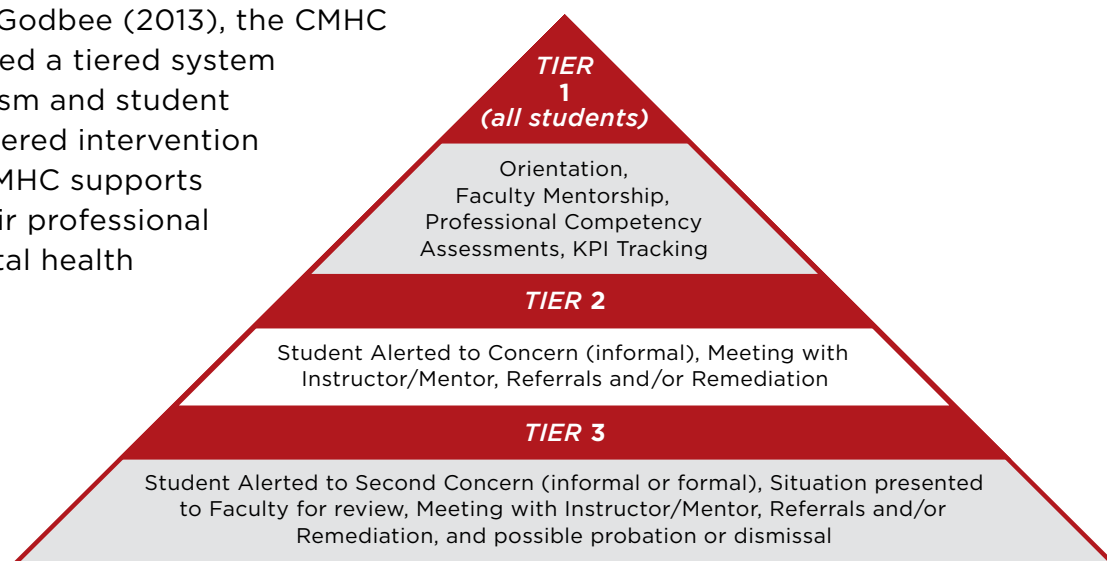
Students who struggle to develop an acceptable standard of personal and professional functioning, and who engage in egregious behaviors will require intervention from faculty, supervisors, and potentially D'Youville University's Title IX Office or the Office of Campus Security. Egregious behaviors are behaviors that are considered highly offensive and/or aggressive (including criminal acts, such as assault or theft) and that threaten or jeopardize the health and safety of faculty, students, or staff. Other forms of egregious behaviors may include:

- physical, verbal, or written harassment, threats, insults, or altercations;
- property destruction;
- discrimination;
- boundary violations (psychological, emotional, or physical);
- disruptive behavior with other students or faculty;
- coming to class or to a clinical placement under the influence of a substance or alcohol.

Three-Tiered Intervention for Supporting Student Success

D'Youville University takes the sanctity of the learning environment and the safety and comfort of its students and instructors very seriously. Students who are unable to conduct themselves in an appropriate manner (as defined by this Handbook, by Student Professionalism Agreement, and by the [American Counseling Association Ethical Codes and Standards of Practice](#)) will be subject to a supportive remediation plan.

Informed by ACA Code of Ethics, Homrich, DeLorenzi, Bloom, & Godbee (2013), the CMHC program has developed a tiered system to track professionalism and student success. The 3-part tiered intervention system tracks how CMHC supports students through their professional development as mental health counseling students.



The various supports provided throughout the program, and listed above, are identified and tracked, in order determine what has helped or impacted the outcomes for all students throughout the tiers.

Individual student successes are tracked to help inform faculty of the good work students are accomplishing throughout their program and is used to support stakeholder requests for student recognition purposes. The tracking provides collective insight into the program/faculty's role in supporting the students and achieving the professionalism necessary to be successful in the field.

Program Dismissal

Students may be dismissed from the program for two reasons:

1. Unprofessional or unethical behavior or students may be dismissed for “personal unsuitability for the profession,” such as:
 - consistent inability to assess/identify problem situations in a mental health or educational settings and inability to negotiate/compromise in difficult or conflicting situations
 - consistent inability to recognize personal boundary/power issues which inhibit or prevent the student from learning appropriate professional behavior/counseling skills
 - consistent inability to work as a team member in a group setting
 - consistent inability or refusal to participate in learning activities designed to promote and improve the student's self-understanding, self-analysis skills and interpersonal skills
 - consistent inability to receive constructive feedback about one's progress, skills, abilities, effectiveness and professional behavior
 - consistent inability to respect or tolerate differences in perspectives, opinion, thought process, belief systems, value systems or ideologies
 - consistent inability to understand the negative impact that one's behavior has on others
 - students may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice (as per signed Student Professionalism Agreement).

Note: “consistent” is equivalent to two observable behaviors by faculty or students.

Professional behavior is expected in all settings and activities related to D'Youville University and counseling. These settings include the classroom, other on-campus meetings, and off-campus settings (i.e., out of classroom projects, on/off-campus professional activities or gatherings, internship settings, and other school-related events). Please note that information with respect to academic decorum, class conduct, academic dishonesty, and grievance policies and procedures are outlined in the [DYU Graduate Student Handbook](#).

2. Poor academic performance
 - a. Students must maintain a 3.0 GPA.
 - b. Students must earn a minimum grade of a “B” or better in every course. If a student does not earn a “B” in a course, then they are placed on academic probation in

accordance with Tier 3 of the Three-Tiered Intervention for Supporting Student Success as outlined in the CMHC Student Handbook, Section 7. If they still do not earn a “B” or better, then they are dismissed from the program. (Likewise, the same policy applies to Practicum and Placement courses, only the student must earn an “S” (i.e., Satisfactory). Additionally, the student will be allowed to repeat the course once to improve their grade. If they still do not earn a “B” or better, then they will be dismissed from the program. Likewise, the same policy applies to Practicum and Internship courses, only students must earn an “S” (i.e., Satisfactory) to pass those courses.

When the Site is not Meeting the Requirements for Placement: A site may be identified as deficient due to, for example, inadequate supervision, inappropriate use of students, insufficient workload for students, failure to fulfill the program requirements, or unethical behavior on the part of the supervisor. When this occurs, the Clinical Director will:

- Intervene by speaking with the supervisor or agency representative to highlight the problematic area(s) and work to address the issue.
- May develop a remediation plan with the site, if appropriate
- If attempted remediations aren’t working, the Clinical Director, in consultation with the CMHC Program Director may terminate use of the site
- If the problems are egregious, the Clinical Director, in consultation with the CMHC Program Director, may remove students immediately
- If problems are discovered at the end of the placement semester, the Clinical Director, in consultation with the CMHC Program Director, may terminate affiliation with the site.

When the Student is not Meeting the Requirements for Placement:

- A site may identify a student intern as ineffective due to, for example, inadequate flexibility, inappropriate use of time, insufficient attention to feedback given, failure to fulfill the site requirements, or unethical behavior on the part of the student.
 - When this occurs, the CMHC faculty member teaching MHC 610/620/630 may intervene by speaking with the site supervisor or to highlight and document the problematic area(s) and work to address the issue.
 - If appropriate, the CMHC faculty (in consultation with the Clinical Director) member may develop a remediation plan with the student.
 - If change does not occur or is insufficient, the CMHC faculty member, in consultation with the CMHC Program Director and Clinical Director, may be terminated the student from the site and placed on probation.
- If the problems are egregious, the CMHC faculty member teaching MHC 610/620/630 in consultation with the CMHC Program Director/Clinical Director, Department Chair, may dismiss the student immediately from the program.
- If problems are discovered at the end of the placement year, the CMHC faculty member teaching MHC 610/620/630, may make a note in the student’s file.

Section 5:

CLINICAL PLACEMENT PROCESS

Clinical Site Selection Process, Approval, and Timeline

Students are responsible for finding and securing their clinical placement sites. The Clinical Director will support this process with mandatory meetings to disseminate information to the students and guide them in securing a placement. All sites and site supervisors must be pre-approved before a student may start their placement experience. The CMHC Clinical Director maintains and updates placement site information in CORE that students can reference when they are looking for an approved placement site. The Clinical Director introduces students to CORE in a mandatory meeting during their second semester in the program.

Clinical Placement Timeline

Semester 1: Students are introduced to placement requirements during their general program orientation and in more detail during MHC 500: Foundation of Counseling and Consultation, which introduces them to the counseling profession.

Semester 2: The Clinical Director notifies students of the mandatory clinical placement meeting to review in more detail all placement requirements such as the Student Placement and Supervision Agreement and the Clinical Placement Manual, which includes an overview of site supervision, direct and indirect service hours required, the utilization of CORE for tracking documentation, and other placement information. Students are asked to begin identifying placement settings they want to pursue and discuss with the Clinical Director. Should a student encounter any challenges securing a placement setting, the Clinical Director will help the student sort through the challenges. All students must meet individually with the Clinical Director to confirm their sites by the end of the semester.

Semester 3: Clinical Director notifies students of a second mandatory clinical placement meeting (set for the beginning of the semester) to confirm placement sites and start dates and address any placement questions. Additionally, the Clinical Director reviews submitted contracts for final review and approval of placement site supervisors and completes review of student placement documents.

Semester 4: Students begin their Practicum experiences.

Semester 5: Students begin their Internship experience.

Semester 6: Students continue and then complete their Internship experience.

Placement Site Approval

Once the student identifies a site they alert the Clinical Director via CORE to approve. If the site is already on the approved site list, then the Clinical Director approves. If it is not on the list, then the student must complete the site placement request form and submit via CORE for the Clinical Director to review. Below are the types of placements that meet the New York State requirements for a placement:

Types of CMHC approved placement sites includes:

- state mental health facilities
- outpatient behavioral health clinics (city, suburban, rural)
- group private practice settings (in conjunction with a placement at a behavioral health agency and at the discretion of the clinical director)
- private psychiatric hospitals
- psychiatric units in general and community hospitals
- schools and treatment centers for children and adults with developmentally disabilities or behavior/mental health diagnoses/disorders,
- chemical dependence treatment programs
- specialized programs, such as PROS, Partial Hospital, Eating Disorders and Neuropsychiatric Rehabilitation Programs
- any site that the NYS Office of Professions deems appropriate

According to New York State Education Department, “The setting must be a location at which legally authorized individuals provide services that constitute the practice of mental health counseling, as defined in section 8402(1) of the Education Law.”

- A professional corporation
- A registered limited liability partnership, or professional service limited liability company authorized to provide services that are within the scope of practice of mental health counseling
- A sole proprietorship owned by a licensee who provides services that are within the scope of his or her profession and services that are within the scope of practice of mental health counseling
- A professional partnership owned by licensees who provide services that are within the scope of practice of mental health counseling a program or service operated, regulated, funded, or approved by the department of mental hygiene, the office of children and family services, the department of corrections and community supervision, the office of temporary and disability assistance, the state office for the aging and the department of health or a local governmental unit as that term is defined in section 41.03 of the Mental Hygiene Law or a social services district as defined in section 61 of the Social Services Law
- An entity holding a waiver issued by the Department pursuant to section 6503-a or 6503-b of the Education Law to provide services that are within the scope of practice of mental health counseling
- A program or facility authorized under federal law to provide services that are within the scope of practice of mental health counseling
- An entity authorized under New York law or the laws of the jurisdiction in which the entity is located to provide services that are within the scope of practice of mental health counseling.

Site Supervisor Approval

If the site supervisor is already on the approved site supervisor list, then the Clinical Director approves. If the site supervisor isn't on the list, then the Clinical Director will complete the vetting, orienting, and approval process as outlined in Section 2 of this manual.

STUDENT CLINICAL PLACEMENT AND
SUPERVISION AGREEMENT

Clinical Mental Health Counseling Program



The Student Clinical Placement and Supervision Agreement formalizes the agreement between the CMHC student and the site supervisor to complete the required clinical training hours for their master's degree in Clinical Mental Health Counseling at D'Youville University. The agreement is located in the student's CORE profile where it is completed by the student and site supervisor and approved by the Clinical Director. A copy of the completed agreement is kept in both the Site Supervisor's and student's CORE profiles.

Contact Information

Student Name, Address, City/State/Zip, Phone, Email

Placement Site Name, Address, City/State/Zip, Phone

Placement Site Supervisor Name (Professional Credentials), Phone, Email

Dates of Placement: Start Date (Semester/Date) _____ End Date (Semester/Date)

Site Supervisor Roles and Responsibilities for Practicum and Internship

1. Provides an orientation to the structure, operation, and policies of the setting necessary for an understanding of the organization within which the placement will take place.
2. Provides an orientation to the safety protocols of the site, to include but not limited to: crisis identification (clinical or environmental) and all agency-based response policies; communication protocols when there is a safety concern, communication protocol with clients within and outside of office hours, documentation requirements when a safety incident has been experienced, and any trainings that may aid the intern is best preparing for a safety concern.
3. Facilitates and provides resources required by the student to meet the placement requirements, including: (a) arranging for appropriate space (as feasible) within which to meet clients for individual and group counseling; (b) assisting the student in developing a counseling case load; (c) helping the student take steps for recording counseling session; (d) assisting the student as needed throughout the placement experience; and (e) reviewing, approving, and signing time sheets.
4. Agree to work with the student to meet all practicum and/or internship placement requirements, as outlined in Section 1 of the CMHC Clinical Placement Manual, including:
 - a. 100 service hours, a minimum of 40 must be direct service hours for Practicum
 - b. 600 service hours, a minimum of 240 cumulative direct service hours for Internship I & II
5. Is available to the student in case of emergency at the site and to provide consultation.
6. Is available to provide at least one hour per week of individual or triadic supervision to the

student for the duration of the placement experience.

7. Is available to schedule a regular and ongoing time (minimum once a month) to consult with the faculty instructor to discuss the student's overall performance, progress, and professionalism in their clinical placement.

Supervision Note – When Placement Experience Goes Beyond Semester

D'Youville students can continue at their current placement in the weeks between semesters if the placement site is willing to assume full supervisory responsibility for the student's work with clients during that brief period. There may be periods of two or three weeks between fall and spring semesters, between spring and summer semesters, or between summer and fall semesters, when a student is not being supervised by a faculty member, designated D'Youville University supervisor, or course instructor. At these times, the placement site must agree in writing to assume temporary full supervision of the student's clinical practice for them to continue accrue hours of direct client service during these periods.

Technology Requirements

Students will utilize CORE ELMS software to upload and manage all paperwork required for placement. CORE ELMS is a learning management software that supports clinical and experiential learning and the management of required placement paperwork for students in healthcare education programs at D'Youville University.

Recording Requirements

The CMHC Clinical Placement Manual clearly states that recording counseling sessions and other activities are vital components of D'Youville's training model, and students are expected to submit recorded counseling sessions to their faculty supervisors for review and critique. However, when it is not possible to audio/video record a counseling session due to concerns associated with HIPPA violations at the practicum and internship sites, the site supervisor agrees to directly observe a counseling session, which will be utilized for supervision, consultation, and evaluation purposes. Additionally, as part of a student's practicum and internship counseling experience, students may submit a mock audio/video recording session to their site supervisor to be utilized for supervision, consultation, and evaluation purposes. Students will utilize available technology at D'Youville University to record counseling sessions.

Student Roles and Responsibilities for Practicum and Internship

CMHC student roles and responsibilities in their practicum experience must include, but are not limited, to the following:

1. Students will carry their own individual student professional liability insurance
2. Students will anticipate at least 6-8 hours per week to be in their practicum and 18-20 hours per week for their internship

3. Students agree to meet all practicum and/or internship placement requirements, as outlined in Section 1 of the CMHC Clinical Placement Manual, including:
 - a. 100 service hours, a minimum of 40 must be direct service hours for Practicum
 - b. 600 service hours, a minimum of 240 cumulative direct service hours for Internship I & II
4. Students will maintain a time schedule, agreeing to formally notify the site supervisor if there are changes to the schedule
5. Students will carry out the specified activities and responsibilities that meet placement requirements as related to the specific placement site, and as outlined throughout the Clinical Placement Manual
6. Students will maintain and upload timesheets into CORE that record all clinical hours, which will be reviewed and approved by their site supervisor, and then submitted to faculty supervisor for review
7. Students will attend required group supervision provided in the practicum and internship courses
8. Students will participate in weekly individual and/or triadic supervision with site supervisor
9. Students will upload all placement documentation into CORE (timesheets, placement contract, evaluations)
10. Students will follow clinical documentation requirements and protocol at the placement site
11. Students will organize and participate in completing the Collaborative Clinical Progression Log, which is a collaborative experience between the student, the faculty instructor, and the site supervisor

By signing below, I am stating that I understand the statements above and agree to complete as required to complete the placement components for the master's degree in clinical mental health counseling.

Student Signature/Date:

Placement Site Supervisor Signature/Credentials/Date:

