



# CROWN COLLEGE

Master of Arts in Counseling  
Practicum/Internship Manual

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## Introduction

The following manual provides students with information for the MA Counseling Practicum and Internship process. Practicum and Internship are integral steps in becoming an effective helping professional. This fieldwork experience is a time when students take their classroom and textbook knowledge and apply it to the real world of counseling. The practicum/internship can be an exciting, yet somewhat stressful, time for many students. Crown College staff and faculty are here to support students during this time of educational and occupational growth.

**It is important that students fully read this manual and become aware of the expectations and processes to become fully prepared for licensure.** Crown College wants to ensure that students are having the best experience possible and are learning, as well as building on, skills and creating professional networking opportunities.

Students should reach out to the following people with questions, concerns, or when needing assistance.

Main contacts for Crown's MA Counseling program are as follows:

**Internship Coordinator:** Dr. Troy Backhuus ([backhuust@crow.edu](mailto:backhuust@crow.edu))

The coordinator works with students as they prepare for the practicum/internship experience and helps students understand the necessary steps to obtain licensure after they complete their internship. Contact Dr. Backhuus with concerns about internship sites/supervisors.

**Program Director:** Dr. Jim Zapf ([zapfj@crow.edu](mailto:zapfj@crow.edu))

The Director oversees the courses and internship process for the MA Counseling program at Crown College. Contact Dr. Zapf with broader questions or concerns about coursework, program faculty and staff, or licensure.

**Program Advisor:** Krystal Wiersma ([wiersmak@crow.edu](mailto:wiersmak@crow.edu))

The Advisor works with students by providing academic and course guidance, aids in determining educational solutions, and tracks student progress throughout the entirety of the program. Contact Krystal with questions regarding academic standing, program progression, or any other academic questions or concerns regarding course scheduling, degree procurement, or general advising.

Additional contacts for practicum/internship include:

**Internship Site Supervisor**

Students must find an internship site that has a qualified supervisor who will oversee their work. This person must meet the criteria explained in the Supervisor Requirements section and be approved by the Internship Coordinator.

### **Internship Instructor (Faculty)**

Once you begin the internship process, your Crown internship class instructor will be your main person of contact for any questions or concerns you may have. The instructor will guide you through the coursework and practicum/internship process.

### **Practicum Course Overview**

Students will complete one 14 – 16-week course (COU 6260 Practicum). Students may **NOT** take Internship I concurrently (within the same semester) as Practicum. In most cases, students will take Practicum, Internship I, and Internship 2 in three consecutive semesters. A "skipped" semester between any of these courses must be approved by the Internship Coordinator. Students who complete their required direct, indirect, and individual supervision hours before the end of Practicum will remain in the course until it concludes.

**Students must complete the minimum 40 direct hours and 100 total hours in Practicum before moving into Internship I.**

### **Internship Course Overview**

Students will complete two 16-week courses, Internship I and Internship II (Summer semester is 14 weeks). Students may **NOT** take Internship I and Internship II concurrently (within the same semester). Internship I will be taken one semester, and Internship II will be taken the following semester. A "skipped" semester between Internship I and II must be approved by the Internship Coordinator. Students who complete their required direct, indirect, and individual supervision hours before the end of Internship II will stay in the course until it concludes. In that situation, if the student produces a letter from their supervisor which gives them permission to discontinue their work at the internship site once they have completed their required hours, they may cease working at the site, but will still need to attend group supervision, attend 16 weeks (one hour per week) of supervision at the site, and submit assignments until the end of Internship II's semester. Students' degree will only be conferred at the end of their Internship II semester and only if they have satisfactorily completed all assignments within the course, as well as all of the courses in their program.

### **MA Counseling Expectations**

There are certain expectations that need to be met in order to successfully complete both the practical and academic components of your internship. If you are seeking dual licensure (both LPC(C)/LADC), please see Dual Licensure Expectations below.

### **Hours**

#### **Total Hours**

Students must complete 700 hours of counseling experience between Practicum, Internship I, and Internship II. Please note that to complete hours in the two 16-week courses (Summer semester is 14 weeks), a student would need to average 20-25 hours per week of internship related work. Practicum would be approximately 10 hours per week.

### **Direct Hours**

Within the 700 total hours of practicum and internship, students must complete a minimum of 280 hours of direct client contact, 40 for Practicum and 240 for both sessions of Internship. Direct hours include therapeutic service where a client is present. This includes shadowing, group sessions, individual sessions, intake/assessment, etc.

**NOTE:** Shadowing should include hands-on experience and not just observation. If a student intern is asked to only observe, that hour will count as indirect.

### **Individual Supervision**

For Practicum, Internship I, and Internship II courses, students need a minimum of 16 hours of individual supervision (approx. 1 hour per week). If a student misses an hour of supervision one week, they can make up that hour in any increments over the course of the internship. Individual supervision includes meetings with just student and supervisor to discuss cases, questions, and look for areas of growth.

### **Group Supervision\***

In addition to weekly individual supervision, a minimum of 15 hours of faculty group supervision is also required. This includes your Faculty Group Supervision meetings with Crown and any supervision that occurs on your site where your supervisor meets with you and other interns/supervisees.

### **Indirect Hours**

Anything that is not mentioned in the sections directly above count toward indirect hours. These include documentation, preparation/research for sessions, internship course assignment time, trainings, etc. There is no required amount of indirect hours needed.

**NOTE:** Shadowing should include hands-on experience and not just observation. If a student intern is asked to only observe, that hour will count as indirect.

In order to move from Internship I, students need to complete **a minimum of 300 hours**. Any remaining hours to reach 700 total hours can be completed in Internship II.

## **Dual Licensure Hours [LPC(C) & ADC]**

### **Total Hours**

Students must complete at least 880 hours of counseling experience between Practicum, Internship I and Internship II. Please note that to complete hours in the two 16-week courses (Summer semester is 14 weeks), a student would need to average 28-30 hours per week of internship related work. Practicum would be approximately 10 hours per week

### **Direct Hours**

Within the 880 total hours of internship, students must complete a minimum of 280 direct hours of client contact, 40 for Practicum and 240 for both sessions of Internship and at least 10 hours in each of the 12 core functions. Direct hours include therapeutic service where a client is present. This includes shadowing, group sessions, individual sessions, intake/assessment, etc.

**NOTE:** Shadowing should include hands-on experience and not just observation. If a student intern is asked to only observe, that hour will count as indirect.

### **Individual Supervision**

For Practicum, Internship I, and Internship II courses, students need a minimum of 16 hours of individual supervision (approx. 1 hour per week) with a dual-licensed supervisor. If students do not have a dual-licensed supervisor, they must receive at least 1 hour of supervision per week from both a LADC supervisor and a mental health professional (e.g., LPC/C, LICSW, LP, MFTF). If a student misses an hour of supervision one week, they can make up that hour in any increments over the course of the internship. Individual supervision includes meetings with just student and supervisor to discuss cases, questions, and look for areas of growth.

### **Group Supervision\***

In addition to weekly individual supervision, a minimum of 15 hours of faculty group supervision is also required. This includes your Faculty Group Supervision meetings with Crown and any supervision that occurs on your site where your supervisor meets with you and other interns/supervisees.

\*Some states may require more group supervision. Please check your state for regulations regarding group supervision during internship.

## Tevera

Tevera is the online system the Crown MAC program uses to track everything needed for a student's field experience. Documentation, contracts, assignments, tracking sheets, evaluations, and more will all be completed and stored through Tevera. Tevera will need to be purchased at a cost of \$228 before beginning Internship. This is a one-time fee, which will provide students with lifetime access. Typically, the purchase of Tevera will be completed prior to practicum/internship.

After you have secured your site and are ready to begin collecting contracts and other documentation for your supervisor and site, you will need to contact the Internship Coordinator by email (Dr Backhuus, [backhuust@crown.edu](mailto:backhuust@crown.edu)). **Remember, do not accept the internship position until after approval.**

### The Tevera Process

**NOTE:** This process may begin before registration opens for the semester. This process must be completed **before** you can register for class. Once everything is completed **AND** approved, students are free to register if registration is open.

1. Contact the internship coordinator when you are ready to open your Tevera account.
2. **It is strongly advised you go through ALL the tutorials in Tevera to have a good understanding of how it works.** If you do not, you will be confused.
3. Once you have completed the tutorials, you will need to complete EVERYTHING in your profile.
4. Site Placement
  - 1) For the pre-application process:
    - Complete practicum/internship interview with potential site supervisor.
      - ◆ This is a check box in Tevera.
    - Complete the MAC Field Application.
      - ◆ This is completed in Tevera.
    - Upload Resume
      - ◆ Need to have ready to be uploaded into Tevera.
    - Upload Criminal Background Check.
      - ◆ Need to have ready to be uploaded into Tevera.
  - 2) Confirm your site
    - If your site is listed in the approved sites, follow the instructions and move to selecting your supervisor.
    - If your site is NOT listed, choose "suggest a site," complete all the information, and send it to the authorized person at the site for a signature. This is usually the supervisor but could be a site representative.
  - 3) Confirm your supervisor
    - If your supervisor is listed in the list, select, follow the directions, and send off when completed to the supervisor for signature.
    - If your supervisor is NOT listed, follow the instructions, and send off to the supervisor when completed for signature.
  - 4) Final Approval



- Once all documentation and forms are completed, the Internship Coordinator will approve or not approve the site and/or supervisor.
  - ◆ A notice will be emailed to state approval and next steps.
  - OR
  - ◆ A notice will be emailed if not approved with details for what needs to be completed or redone.
- 5) Upload proof of insurance
  - Do this about a month before starting your internship.
  - See “The Process” below for details.

## Responsibilities & Expectations Student, Site, Program

### Student's Responsibilities

**Documentation:** Students are responsible to record their internship hours on the tracking form in Tevera. Hours must be recorded on a weekly basis. Site supervisors will sign off on your hours twice during each semester.

**Criminal Background Check:** The student is responsible for acquiring and submitting a criminal background check. Look in "The Process" section below for how to complete the background check. This will be uploaded into Tevera.

**Professionalism: Professionalism is a must at all times.** This means students dress professionally for the site, have your best manners at the site, are being respectful of the assigned role by the site, and are respectful at all times to the site staff and supervisors. Students should never make off-handed comments about clients, joke inappropriately, or take on tasks that are outside of your area of competence or expertise as a student intern. If you have more questions on what professionalism looks like in an internship setting, please contact your Internship Instructor. Crown students are expected to go above and beyond in professionalism and character as commended by the teachings Jesus Christ.

**Lead a Group:** 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. Eight to twelve sessions is suggested.

**Emotional Health:** There are times when you may be experiencing issues of your own similar to a current client. The emotional stress of your school and internship experience can also be difficult for some. You may also be having difficulties or family situations similar to those of a client's. It is important to speak with your Internship Instructor and Site Supervisor to discuss what is happening with you. As interns, and as counselors, it is vital we are bringing the healthiest version of ourselves to our work; if we cannot, then we have an ethical responsibility to take a break, take care of ourselves, and then return to the counseling practice if and when we are ready.

**Insurance:** Students are required to purchase a yearlong membership to the American Counseling Association. A benefit of this membership is liability insurance. Students can apply at <https://www.counseling.org>. Students must upload the Malpractice Insurance Face Sheet to the Internship course in Canvas as well as email it to the Counseling Internship Coordinator before they begin internship.

**Confidentiality:** Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in internship classes. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation. Rather, pseudo-names will be used.

**Terminating an Internship Placement:** When leaving an internship site, students are expected to conduct themselves in a professional manner. This includes, but is not limited to:

- Communicate clearly with internship site supervisors AND Crown professors/Coordinator verbally and in writing.
- In the case of terminations, which occur according to plan, confirm plans with site supervisors and provide clients with appropriate notice (2-4 weeks).
- Execute termination plans with clients according to professional standards and supervisor expectations and with your site supervisor.
- In the case of a termination occurring before the end of the predetermined timeframe, discuss all appropriate issues/concerns with Crown internship faculty, the Internship Coordinator, and your Site Supervisor(s). If needed, Crown faculty can help facilitate discussions of concerns. Please be sure to speak to your Internship Instructor or Coordinator prior to terminating a placement. If there are issues, please inform Crown internship faculty prior to sharing with the site so we can seek resolution and create a plan of action that is professional and respectful to all parties involved.

**Evaluations:** Before leaving a site, students will complete a "Site/Supervisor Evaluation" found in Tevera. Students can choose to complete their internship hours at two different sites. Students who chose this option must submit an evaluation for each site and each supervisor.

## **Supervisory and Site Requirements**

NOTICE: Interns' work must be supervised at all times. When completing documentation such as treatment plans, progress notes, etc., all paperwork must be signed by the student intern identifying them as an Intern. Immediately following the student's signature must be the Supervisor's name, signature, and license identification or some variant of this format (ex: Jane Smith, Intern, Bob Johnson LPCC Clinical Supervisor). **It is your ethical responsibility to identify yourself as a student intern when working with clients.**

### **Supervisor Requirements**

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications including appropriate certifications and/or licenses.
- Must have a minimum of two-years professional experience.
- Knowledge with program requirements and procedures for evaluations.
- Appropriate training in counseling supervision.
- Must hold a valid state license at an independent level of practice (i.e., supervisors must be able to practice without being under supervision).
- Must be in good standing in the profession. For any potential supervisors with a listed disciplinary action against their license (past or present), Crown College reserves the right to approve or deny the potential supervisor based on the nature of the violation and the disciplinary action taken by the board.
- Must hold a license that qualifies the individual to provide clinical supervision.

### **Qualifying Licenses\***

- Licensed Professional Counselor (LPC)
- Licensed Mental Health Counselor (LMHC)
- Licensed Marriage and Family Therapist (LMFT)
- Licensed Clinical Psychologists (LCP)
- Licensed Clinical Social Worker (LCSW)
- Psychiatrists (MD)

The following licenses that do not qualify include:

- School Counselor
- Certified Teacher
- Limited Licensed Professional Counselor (LLPC) or provisionally licensed.
- Licensed Master Social Worker (LMSW)
- National Licenses or Certifications
- Pastoral Counselors, Master of Divinity, and/or Licenses related primarily to ministerial/pastor duties
- Doctor degrees that are not in the counseling field or are not from an accredited university.

### **Supervisor Responsibilities**

The following are responsibilities that are expected to be carried out by intern site supervisors:

- Provide opportunities for different forms of counseling. Such as but limited to individual, family, couples, group, etc.
  - **PLEASE NOTE:** In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group.
- Provide an orientation with the agency and staff for the student unless the supervisor is off-site. This should include such items as agency policies, structure, personnel, and resources.
- Provide office space within which to work.
- Ensure access to agency manuals, policy statements, and files as needed for the student.
- Assist the student to refine details of internship activities appropriate to the specific setting.
- Provide structure for the student to achieve internship objectives.
- Establish a weekly supervisory meeting with the student. The supervisor uses this time to hear student's self-report of internship activities, listen to session recordings, provide feedback, plan tasks, and discuss other aspects of the internship experience with the student.
- Provide evaluations of the student's counseling skills and progress, review these with the student, and give the original evaluations to the student.
- Initiate immediate contact with the student's professor if problems are encountered with the student during placement.

**\*While Crown's program is designed to meet the requirements for licensure in Minnesota, all students who plan to acquire state licensure upon graduation are responsible to know and understand any unique supervision requirements of their state licensure board,**

particularly those who plan to become licensed in a state other than Minnesota.

### **Program Responsibilities**

The counselor education program provides on-going support to help students find field experience sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their specialized practice areas.

#### **The MAC program agrees:**

- To assign an Internship Director/Coordinator to facilitate communication between the Crown College MAC program and the student's local supervisor.
- To provide assistance and consultation to the site supervisors.
- To assign a Faculty Internship Supervisor who will provide small group supervision, a minimum of one-and-a-half hours per week for no more than 12 students.
- To ensure that the Faculty Internship Supervisor is responsible for assigning a grade upon the student's completion of the internship.

The Faculty Internship Supervisor should be immediately contacted should any problem or change in relation to student, local supervisor, or Crown college occur.

## The Process

### Picking Your Internship Site

Students have the opportunity to complete their internship hours all in one location, or to complete hours at two sites simultaneously. The ability to split the internship between two sites may be beneficial for students wanting to experience both a residential setting as well as an out-patient setting, or an adult and an adolescent placement, etc.

You must be in contact with the Internship Coordinator regarding your placement. Crown College does not find internship placement for you but will supply placement guidelines and a list of potential sites when possible.

Once you have found an internship site, you will need to email the Internship Coordinator to open an account on Tevera. If you have purchased a Tevera account previously, start working to complete proper documentation. Instructions and forms will be in Tevera.

Once you have found a placement, it **MUST** be approved by the Internship Coordinator to ensure the site and supervisor meet all of the required items for an approved site. Do not **formally accept an internship offer before the Internship Coordinator has approved the site and supervisor.**

### Steps to Pick Your Site

**Note:** All course requirements must be met before internship can start (except for elective courses, which can be taken during internship). Practicums and internships begin at the beginning of the semester/term that you are eligible for internship (i.e., fall, spring, or summer). Practicum, Internship I, and Internship II are separate, 3-credit courses lasting one 16-week semester each (three semesters total).

1. Consider the population(s) you would like to counsel (i.e., individuals, couples, families, children, groups, etc.) and what kind of placement you would like to experience (i.e., faith-based, private practice, schools, mental health hospitals, counseling agencies, rehabilitation centers, correctional settings, etc.) Consider populations and placements with which you are not familiar. While it may feel safer to "go with what you know," this is your learning experience; try to challenge yourself to grow in your learning and broaden your experience.
2. Email the Counseling Internship Coordinator (Dr. Troy Backhuus; backhuust@crowncollege.edu) to discuss your interests and potential internship sites.
3. After you have selected a few potential sites, contact them for more information about their application process for internships.
4. Create a resumé (this will be submitted in Tevera).
5. Know that most programs will go through an interview process just like if you were applying for a counseling job. Treat this with the same level of preparation you would any job interview. This means:
  - Read and know as much as you can about the program to which you are applying.
  - Come up with some ways your experience would be helpful and what you would want to gain from your internship experience.
  - Have a professional resumé ready to submit. Students can refer to the Crown College

- Career Services website for resumé building tools and information on interviewing.
- Dress professionally and appropriately for the interview.
  - Have a plan in place for how you want your internship learning to play out.
  - Lastly, don't overcommit. Be honest about what you can deliver.
6. Apply for an internship position. If the site is interested, they will invite you to interview for it.
  7. Prepare for your interview in the following ways:
    - Based on the research you have done, consider why you are interested in this site and what you hope to learn.
    - Practice some basic interviewing skills.
    - Finalize your resume and cover letter.
    - Prepare 5-8 questions for the interviewer.
  8. While interviewing, consider the following:
    - Do you think you will work well with the supervisor? Your relationship with your site supervisor will be critical to your learning experience and future employment. Are they an agency with enough clients for you to get your hours?
    - Have they had interns before?
    - Do they only allow practicum students or interns to observe or limit actually counseling?
      - ◆ This is the time to start practicing what you have learned in class. Consider a different place if they limit your counseling time. Some places may limit practicum students but even so, these students should start practicing after a month or so.
    - Is a paid internship an option?
      - ◆ Internships are often unpaid positions but in some states there are positions that require hires to be individuals with some master's level training in counseling and these positions may be paid jobs.
    - Is the location suitable/reasonable with your schedule?
      - ◆ Think about drive time to-and-from.
    - How much experience does the supervisor have in supervising internships or new counselors?
    - Additional clinical responsibilities where students need experience:
      - ◆ Diagnostic assessments, treatment planning, ongoing counseling with individuals, families, couples, or groups, psychoeducation, progression notes, crisis counseling, referral, and case closure.
    - If you are currently working in a mental health or alcohol and drug counseling-related position, you will need to submit a paragraph explanation of what additional clinical responsibilities you will be adding to your current work to justify this being a new level of learning that is appropriate for an internship experience. This may be submitted by email to the internship coordinator.

### **Criminal Background Check Report**

- Students can submit a recent background check (within 6 months) from an employer or the internship site. Or they can purchase a new background check through the agency Crown partners with for background checks.
- Crown College has partnered with One Source to provide an easy, affordable

solution to obtain this background check. Instructions:

- ◆ Please follow this link to find the secure portal:  
<https://onesourcebackground.com/crown-college/>
- ◆ Select “Masters of Arts in Counseling”
- ◆ Follow the directions to enter your order, sign the electronic release and pay for your background check.
- If you have any questions regarding the background check, entering your information or signing the release, please contact: One Source The Background Check Company; 800.608.3645; [cr@onesourcebackground.com](mailto:cr@onesourcebackground.com)
- Students who complete their internship at a DHS-licensed facility will complete a DHS background screening and submit to Crown to meet this requirement. You will not be required to complete the additional Crown background check if you submit the DHS background check.

### Registration for Class

- Once you have all your documents submitted in Tevera and signed, contact the internship coordinator for final approval (i.e., Dr. Backhuus, [backhuust@crown.edu](mailto:backhuust@crown.edu)). You will receive an email stating approval, or that you need to correct or add something and re-submit.
- Your MAC program advisor will be notified once approved. Once you receive notice from your advisor, you can register for class.

### Proof of Liability Insurance

- Upload the insurance face-sheet into Tevera the month before you begin your internship.
- Liability insurance is good for one year.
- ACA
  - ◆ Students are required to purchase a yearlong membership to the American Counseling Association. A benefit of this membership is liability insurance.
  - ◆ Apply for membership here: <https://www.counseling.org>
- For more information or other companies about obtaining coverage, contact the Internship Coordinator.
- ***STUDENTS WILL NOT BE ABLE TO START INTERNSHIP WITHOUT THIS INSURANCE!***

### During Internship Process

- Begin MA Counseling Internship courses while completing internship hours
  - ◆ Students will complete two, 16-week courses (Internship I and Internship II). Students may NOT take Internship I and Internship II concurrently within the same semester. Internship I will be taken one semester, and Internship II will be taken the following semester.
  - ◆ Students who complete their required direct, indirect, and individual supervision hours before the end of Internship II will stay in the course until it concludes. In that situation, if the student produces a letter from their supervisor which gives them permission to discontinue their work at the internship site once they have completed their 700 or 880 hours, they may cease working at the site, but will still need to attend group supervision and submit assignments until the end of



the internship 2 semester. Students' degrees will only be conferred at the end of their Internship II semester and only if they have satisfactorily completed all assignments within the course, as well as all of the courses in their program.

- Document Internship Hours
  - ◆ Students must document their internship hours on a weekly basis using Tevera. Their site supervisor will sign off on them as per the schedule in Tevera.
  - ◆ Internship hour logs must be submitted two times during each internship course. Evaluations must be completed and submitted at week 8 and 16 of each Internship.
  - ◆ Ask the supervisor to complete Evaluation Form using Tevera.
- Students may choose to complete their 700 hours at two internship sites. Students must complete a learning contract, student evaluation form and internship site evaluation form for each site.

### For Minnesota Students/Supervisors

In response to the new MN statutes [CORE Implementation Plan - Covered Mental Health Services 40 New Requirements in Minnesota Statutes, chapter 245I (effective July 1, 2022)], Crown College is attesting to providing the following instruction within courses at Crown College.

(d) Within 90 days of first providing direct contact services to an adult client, a clinical trainee, mental health practitioner, mental health certified peer specialist, or mental health rehabilitation worker must receive training about:

- (1) trauma-informed care and secondary trauma; (COU 6220)
- (2) person-centered individual treatment plans, including seeking partnerships with family and other natural supports; (COU 6216)
- (3) co-occurring substance use disorders; and (COU 5216)
- (4) culturally responsive treatment practices. (COU 6010)

(e) Within 90 days of first providing direct contact services to a child client, a clinical trainee, mental health practitioner, mental health certified family peer specialist, mental health certified peer specialist, or mental health behavioral aide must receive training about the topics in clauses (1) to (5). This training must address the developmental characteristics of each child served by the license holder and address the needs of each child in the context of the child's family, support system, and culture. Training topics must include:

- (1) trauma-informed care and secondary trauma, including adverse childhood experiences (ACEs); (COU 6220)
- (2) family-centered treatment plan development, including seeking partnership with a child client's family and other natural supports; (COU 6212)
- (3) mental illness and co-occurring substance use disorders in family systems; (COU 5216)
- (4) culturally responsive treatment practices; and (COU 6010)
- (5) child development, including cognitive functioning, and physical and mental abilities. (COU 5016)

## Student Evaluation, Retention, and Remediation Policies and Procedures

The profession of counseling maintains high standards and expectations for its practitioners. Counselor educators are the first “gate” in the gatekeeping process. The purpose of gatekeeping is to intentionally ensure that students are well prepared to serve clients ethically and competently. It is the professional obligation of all counselor education faculty and clinical site supervisors to evaluate students for clinical and/or professional competence during their entire course of study. The Director of the MAC and faculty evaluate academic progress and students’ disposition regularly, communicate these to students, and determine their retention status in the department. For more information regarding where each area of development is measured and how, students may refer to the Program Assessment Annual Results Chart on the MAC Program website.

Faculty members are to discuss concerns about academic, professional, or dispositional competence directly with students. Following these discussions, if the faculty is still concerned about the student’s professional development, a T47 alert form may be completed. **The MAC faculty assess students on the prescribed Critical Competencies, Key Performance Indicators, and Counseling Dispositions** on an ongoing basis. Evaluation of competence for the profession occurs during courses and other program-related interactions students have with faculty and staff, such as residencies, meetings with students, and field experiences.

Students occasionally need additional assistance and support to develop these professional competencies. Crown is committed to providing assistance and support beyond the general curriculum as needed to prepare competent counselors. The evaluation of students and remediation policies and procedures of Crown College reflect a commitment to the ACA Code of ethics, sections F.9.a. and b.

### Student Evaluation

1. Critical Competencies
  - a. **Counseling Content Knowledge** - Students are expected to demonstrate competency in their knowledge of counseling, specifically in the 8 core content areas of counseling (as recognized by ACA and CACREP).
  - b. **Counseling Skills** - Students are expected to demonstrate competency in counseling skills.
  - c. **Case Presentation** - Students are expected to be able to present a case professionally and efficiently.
  - d. **Counseling Ethics** - Students are expected to understand and adhere to the American Counseling Association’s Code of Ethics and the Crown College Learner Code of Conduct.
  - e. **Multiculturalism** - Students are expected to develop respect for culture and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.
2. Key Performance Indicators
  - a. KPI 1 - Students/Graduates will demonstrate understanding and application of professional counseling legal and ethical standards as prescribed by professional counseling organizations (i.e. ACA, AACC, NBCC). CACREP (j)
  - b. KPI 2 - Students/Graduates will demonstrate understanding and

- implementation of multicultural competence in working with individuals with diverse cultural and disability identities. CACREP (k)
- c. KPI 3 - Students/Graduates will demonstrate understanding of working with clients at all developmental levels based on theories of individual and family development across the lifespan. CACREP (a)
  - d. KPI 4 - Students/Graduates will demonstrate understanding and implementation of career development and decision-making theories and models. CACREP (a)
  - e. KPI 5 - Students/Graduates will demonstrate understanding and implementation of essential interviewing, attending, and listening skills. CACREP (i)
  - f. KPI 6 - Students/Graduates will demonstrate understanding and implementation of group process and the therapeutic factors contributing to group effectiveness. CACREP (c)
  - g. KPI 7 - Students/Graduates will demonstrate understanding of ethical and legal considerations for selecting, administering, and interpreting assessments. CACREP (f)
  - h. KPI 8 - Students/Graduates will demonstrate the ability to identify and evaluate the evidence-base for counseling theories, interventions, and practices. CACREP (b)
  - i. KPI 9 - KPI 9: Students/Graduates will demonstrate understanding of etiology, nomenclature, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. CACREP (a)
  - j. KPI 10 - Students/Graduates will demonstrate the ability to work with techniques and interventions for prevention and treatment of a broad range of mental health diagnoses and issues. CACREP (e)
  - k. KPI 11 - Students/Graduates will demonstrate the ability to evaluate and identify individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery. CACREP (f)
3. Counselor Dispositions and Behaviors
    - a. **Professional Behavior** - Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and can effectively collaborate with others.
    - b. **Professional and Personal Boundaries** - Maintains appropriate boundaries with supervisors, peers, & clients.
    - c. **Emotional Stability and Self-Control** - Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.
    - d. **Openness to Feedback** - Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.
    - e. **Congruence and Genuineness** - Demonstrates ability to be present and "be true to oneself"

## Retention

To be retained in the MAC program, students must demonstrate adequate achievement in each area of student learning evaluated (see Student Evaluation section above). Or, students must show

progress in remediation of any or all of the above areas. Students who do not demonstrate achievement or progress in remediation are at risk of dismissal from the program.

## Remediation

Students identified with deficiencies in areas 1-3 (above) will be referred to the Counseling Student Support Committee (CSSC). This committee exists to assist students in their professional development. The CSSC will consist of the Program Director, 2 or more core faculty members, the MAC Program Advisor, and a program alumni. This committee will meet on an as needed basis whenever a concern about a student is submitted by a faculty member (or other concerned party) regarding the Student Evaluation criteria above.

## Remediation Plans

Remediation plans will be prescribed for students who are found to be deficient in professional development and competencies. Remediation plans will include academic and/or behavioral outcomes, consequences for failure to complete the plan, a date for completion, and a process for monitoring. Program advisors will monitor timely completion of remediation plans. Remediation plans will be included in student files and will be reviewed with the student in a live meeting on campus or through video conference.

### Remediation plans could include:

1. utilization of the writing resources
2. review of papers before submission
3. completion of particular assignments a second time to ensure adequate level of competence
4. retaking a course
5. reducing the number of courses taken at one time
6. taking a break from the program
7. checking in periodically with his or her advisor
8. additional assignments
9. delay of field experiences
10. referral to outside resources
11. probation
12. personal counseling
13. increased supervision
14. failing course grade
15. reduced practicum or internship
16. leave of absence
17. dismissal from the program
18. other requirements as determined by the Counseling Department
19. immediate interventions: In the event of a candidate's disclosure, either verbally or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly, or disabled person, or current involvement in criminal activity; the faculty, staff, administrator or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of campus security, appropriate state law enforcement, social services personnel, emergency contacts, and notification of the program chair, associate dean, and/or dean. The incident and action taken will become part of the candidate's permanent record.

If the student does not successfully complete the remediation plan outlined by the MAC program, the faculty reserves the right to remove the student from the Counseling Program.

## **CSSC Purpose and Process**

The Counseling Student Support Committee (CSSC) is responsible for monitoring the academic progress, professional development and competencies, and dispositions and behaviors of students enrolled in the MAC program. Students who do not meet the academic standards of their program or whose

behaviors raise concerns about professional competence and/or dispositions, may be referred to the CSSC. The primary purpose of the CSSC is to review submitted information related to concerns about students' academic progress, dispositions and behaviors, professional development and/or competence, and to determine appropriate steps for remediation or dismissal from the program.

## **Referral Procedure**

Any member of the academic community who wishes to bring a student concern before the CSSC must submit a T47 alert, which will be forwarded to the Program Director. Concerned parties outside the academic community may submit an email or letter to the Program Director. The alert or letter should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence, dispositional deficiency, and/or professional conduct. If a student serving at an internship, practicum, or clinical placement is dismissed by the site, asked not to return, or fails a site supervisor evaluation, the student's faculty supervisor will request the CSSC to convene for investigation of the circumstances. The focus of the investigation will be to determine what happened and appropriate steps for remediation or dismissal from the program. Once a referral is received, the committee is convened and follows established procedures.

## **CSSC Procedures**

The following procedures govern the actions of the CSSC:

1. The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting, and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the referral. The committee will be convened in a suitable, secure, electronic environment.
2. In advance of the meeting, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance.
3. The student may submit written information relevant to the situation to the committee chair up to 48 hours prior to the meeting. All written documentation should be made available for review by the student, the involved faculty, and the committee in advance of the meeting. In cases when the situation warrants an immediate convening of the CSSC, the 48 hours for review of documentation is waived and the student may present relevant documentation to the committee at any time prior to or during the meeting.
4. If a student is notified of the meeting and does not attend, the CSSC may continue its action and render a decision.
5. The student is not permitted to bring legal counsel to committee meetings.
6. Verbatim transcription or electronic recording of the meeting is not permitted.
7. The committee will ensure that the student has been apprised of the concerns and has had an opportunity to respond.
8. Within ten (10) business days of the meeting the committee members shall render a

decision on what course of action is required. (The committee should also consider whether the program or student should take any follow up action with an internship or practicum site, with an instructor, or with another student in order to preserve or reconcile a professional relationship.)

9. The committee chair (or Program Director) shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within ten (10) business days of the committee's decision. In all cases, the faculty should describe the problems resulting in referral and the recommended solutions in specific detail.
10. If and when the student has met the terms of the remediation plan, the committee will notify the student in writing and a copy of this notification will also go in the student's permanent electronic file.
11. If the terms of the plan are not met, the committee will consult with the program director and/or the counseling faculty as to next steps, to include the possibility of dismissal from the program.

## Monitoring Progress

The CSSC Committee uses the following procedures for monitoring the progress of students referred for concerns about academic and/or behavioral competencies.

1. Remediation Plans will contain specific information regarding the timing for completion of the plan. The Committee Chair or Program Advisor will follow up with a student one week prior to the required completion date to inquire about the student's progress. The student will communicate with the Committee Chair or Program Advisor for questions related to the requirements and will submit all documentation of compliance to the chair or advisor by the established date. Within ten business days of receipt of the student's documentation of completion of the plan, the Committee Chair will notify the student in writing that the documentation or actions taken by the student do or do not meet the agreed upon criteria. If the criteria has been met, the issue is resolved and no further action by the CSSC or the student is needed at this time. Notice of resolution will be placed in the student's permanent electronic file. (Resolving a competency does not preclude the student from being referred to the committee at another time for further concerns about the same or other competencies.) If the documentation is not submitted by the required date or the actions taken by the student do not meet the criteria specified by the CSSC, the committee will reconvene to determine the next course of action, which can include dismissal from the program.
2. When a student has been referred to outside resources, the student will be provided with a date for providing a progress report to the CSSC on the outcomes of the referrals. The progress report should be in the form of a letter from the outside source(s) that provides an update of the student's progression in the competency or behavior that was cited as a concern in the remediation plan. While the CSSC does not require the student to waive confidentiality, the student will be required to sign a limited waiver of confidentiality with the outside source, allowing the Committee Chair or Program Advisor to ascertain that the student, with the help of the outside referral source, are remediating the identified competency and that the student is making progress. While the student is working with an outside referral source, should the student demonstrate ongoing issues/concerns regarding the identified concern or other competencies before that time, the CSSC will reconvene to determine the next course of action, including remediation, probation, or dismissal from the program.

## **Appeal Process**

Students who are not satisfied with the decision of the CSSC committee may submit a written appeal of the decision to the Dean of the School of Online Studies within ten (10) business days of receiving the written documentation from the CSSC. Within ten (10) business days of the receipt of the appeal, an “Appeals Committee” comprised of the Dean and at least two faculty members from the college community outside of the MAC will convene to consider and render a decision regarding the student’s appeal. Any results of the CSSC proceedings will remain in place until the Appeals Committee renders a decision otherwise. The student must obey the terms of the CSSC decision pending the outcome of the appeal.

## CACREP Requirements for Practicum and Internship

Note: While Crown is currently not CACREP-accredited, the MAC program is seeking accreditation and does follow the practicum/internship requirements given by CACREP. The following information is required to be given in this manual.

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients. The following standards apply to entry-level programs for which accreditation is being sought.

### Entry-Level Professional Practice

The counselor education program provides on-going support to help students find field experience sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their specialized practice areas.

Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

Supervision of practicum and internship students includes program-appropriate cyber-secure audio/video recordings and/or live supervision of students' interactions with clients for all program delivery types.

Students have the opportunity to become familiar with a variety of professional activities and resources, including technology resources, during their practicum and internship.

Programs provide a fieldwork handbook to all students and site supervisors, in all program delivery types, detailing requirements, expectations, policies and procedures including:

- CACREP standards and definitions related to supervised practicum and internship,
- Supervision agreement,
- Evaluation procedures and requirements, and
- Policy for student retention, remediation, and dismissal from the program.

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.

### Supervisor Qualifications and Expectations

#### MAC Faculty

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

- Relevant experience for in-person and/or virtual supervision,
- Relevant professional counseling credentials, and
- Proficiency in the use of technology utilized for supervision.

#### Doctoral Student



Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:

- Have completed entry-level counseling degree requirements consistent with CACREP standards,
- Have completed or are receiving preparation in counseling supervision, and
- Be under supervision on a regular schedule from counselor education program faculty.

### **Site Supervisor**

Must have:

- A minimum of a master's degree, preferably in counseling, or a related profession;
- Relevant certifications and/or licenses;
- A minimum of two years post-master's professional experience in the specialized practice area in which the student is enrolled;
- Proficiency in the use of technology utilized for supervision;
- Knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- Relevant training for in-person and/or virtual counseling supervision.

### **The MAC Program**

The counselor education program provides orientation to site supervisors regarding program requirements and expectations.

Consultation and professional development opportunities are provided by counselor education program faculty to site supervisors for all program delivery types.

Written supervision agreements:

- Define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship,
- Include emergency procedures, and
- Detail the format and frequency of consultation to monitor student learning when individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty.

### **Practicum**

Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of 8 weeks consistent with the institution's academic calendar.

Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

### **Practicum Supervision**

Throughout the duration of practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

- A counselor education program core or affiliate faculty member, or
- A doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
- A site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Throughout the duration of practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

- A counselor education program core or affiliate faculty member, or
- A doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
- A site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

## Internship

After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their specialized practice area.

Internship students complete at least 240 hours of direct service with actual clients.

## Internship Supervision

Throughout the duration of internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

- a counselor education program core or affiliate faculty member, or
- a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
- a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Throughout the duration of internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:  
 a counselor education program core or affiliate faculty member, or  
 a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or  
 a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

## Practicum and Internship Course Loads

When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty/student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load

assignment.

When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty/student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

Practicum and internship students are not combined for group supervision.

Group supervision for practicum and internship students should not exceed a 1:12 faculty/student ratio.

When counselor education program faculty provide supervision of doctoral students, providing supervision to entry-level students, a 1:6 faculty/student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.