



***Division of Counseling & Psychology
Fieldwork Manual***

Clinical Rehabilitation and Mental Health Counseling Program:

RCE 650 – Practicum (100 clock hours)

RCE 651 – Internship I (300 clock hours)

RCE 652- Internship II (300 clock hours)

RCE 653 – Internship III (300 clock hours)

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PROGRAM MISSION

The mission of the graduate program in **Clinical Rehabilitation & Mental Health Counseling** is to create a dynamic learning environment that advances the intellectual and personal development goals of our students to work as professionals in the field of rehabilitation and mental health counseling and to train students to effectively advocate on behalf of the clients they serve. This includes preparing each student to pass the national **Certified Rehabilitation Counselor (CRC)** exam, as well as providing students with the academic and clinical fieldwork requirements necessary to sit for the professional counselor credential in the state in which they reside. The Clinical Rehabilitation and Mental Health Counseling program accomplishes this mission through the following objectives:

- Faculty will provide rigorous and intellectually challenging studies that require creativity, discipline, and personal responsibility.
- Students will become competent in a variety of counseling areas including but not limited to, theoretical foundations and techniques, community services and resources, ethical practice, case management, group work, crisis counseling, diagnostic procedures, and cultural awareness through 60 credit hours of coursework.
- Students will learn through classroom, practicum, internship, and community experiences how to address the needs of persons with physical and mental disabilities and chronic illnesses in a manner that is consistent with the program's mission of advocacy and awareness.
- The Division will provide students with the curriculum content that abides by CORE requirements for CRC certification and students will be eligible to sit for the CRC exam as soon as they have successfully completed 75% of the Master's program. This exam is administered by the Commission on Rehabilitation Counselor Certification.
- Graduates of the Clinical Rehabilitation and Mental Health Counseling graduate program will also meet state licensure requirements upon graduation and may sit for the professional counselor credential in their state. Students need to make sure that state requirements for licensure and supervision are met prior to graduation for the state in which they reside.

PURPOSE AND OBJECTIVES OF FIELDWORK PREPARATION

Purpose of Clinical Training

The clinical training experience is a critical component of educating future professional counselors. Students enter into a relationship with their agency, whereby they exchange work for supervision and training fundamental to their career development. Thomas University strives to promote strong community relationships around the country at facilities that meet student placement criteria and plays a supportive role in the fieldwork training of our students. The goal of the clinical experience is to help students build a professional identity compatible with their strengths and values and to graduate students who have developed a sense of competence to advocate and provide services on behalf of their clients. The fieldwork placement is the first time students will have the opportunity to integrate their learning into practice and this transition is closely monitored by faculty supervisors who are credentialed in their field.

The clinical internship involves participation of the students, Thomas University's Division of Counseling & Psychology, and community service agencies. Objectives of each are as follows:

Objectives for the Graduate-Level Student

- To gain first-hand experience in a counseling setting that serves persons with physical/mental/emotional/substance abuse disabilities and/or those who need counseling services.
- To acquire direct contact hours that promotes the development of professional competency (e.g., face-to-face; or facilitating a group counseling session). Each semester, 40% of the student's experience is required to be direct contact time with persons with physical and/or mental disabilities or chronic illness.
- To become familiar with the roles and functions of the counselor.
- To become acquainted with the structure and functions of a service agency.
- To acquire direct experience regarding the dimensions of the counselor-client relationship and ethical practice.
- To merge academic training with practical experience.
- To gain insight and confidence in the application of skills.
- To receive an evaluation of his or her strengths and weaknesses as a professional.

- To learn how to integrate community resources into case development.
- To practice in an environment in which one may develop skills while receiving feedback from trained practitioners.

Objectives for the Clinical Rehabilitation and Mental Health Counseling Program

- To gather feedback from the service agencies regarding student competencies.
- To evaluate the appropriateness and effectiveness of classroom instruction as it translates to the acquisition of skills.
- To establish a mutually beneficial relationship between the specific counselor training program and community agencies, so that each may contribute to and enhance the other.

Objectives for the Counseling or Service Agencies

- To acquire student assistance in carrying out its functions through a reciprocal relationship in which students work in exchange for professional experience under supervision.
- To become acquainted with potential future employees who come highly trained from an accredited graduate program.
- To provide students with an additional source of creative ideas and methodology for serving their community.
- To provide a means for mutual exchange of information that benefits both parties.
- To serve as a vehicle for encouraging agency personnel to seek additional professional training.

FIELDWORK ACCREDITATION STANDARDS

In accordance with CORE and CACREP accreditation standards, 40% of the acquired hours for each fieldwork course must be direct service to persons with physical and/or mental disabilities. Direct contact experiences include:

- Individual, group, couple, and family counseling sessions
- Consultation with other professionals about your client. This does not include supervision meetings.
- Staffing and team meetings only for the amount of time that the intern's client is being discussed.
- Trainings or workshops facilitated or co-facilitate by the intern
- Career fairs
- Assessment administration that require the intern to be present and administer or co-administer the test.
- Program planning and implementation
- Community education
- Classroom presentation
- Parent or family consultations
- Parent-teacher conferences

In addition, site supervisors must meet specific requirements that demonstrate their experience in the field. These include:

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
- Knowledge of the program's expectations, requirements and evaluation procedures for students.
- Relevant training in counseling supervision.

Faculty supervisors must meet the following standards:

- A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
- Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling. Per CORE standards, faculty supervisors must have a CRC.
- Relevant supervision and training experience.

ACCREDITATION STANDARDS FOR FIELDWORK

Thomas University strictly abides by the following CORE/CACREP accreditation standards as they apply to the provision of fieldwork courses:

PRACTICUM: Students must complete a supervised practicum experience that totals a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service to persons with physical and/or mental disabilities, that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in bi-weekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule through the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNSHIP: The program requires the completion of a supervised internship in the student's designated program area of 600 clock hours, begun after the successful completion of practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service to persons with physical and/or mental disabilities or substance abuse disorders, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member who is a CRC.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g. record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio-video recordings for use in supervision or to receive live supervision of his or her interaction with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

GENERAL FIELDWORK INFORMATION

Thomas University's Fieldwork Coordinator is the point of contact for all students enrolling in practicum and internship.

The Division's fieldwork coordinator is:

Stacie Reilly: sreilly@thomasu.edu

P: 1-800-538-9784

F: 229-227-6947

The breakdown of fieldwork hours, by semester of completion is noted below.

Practicum Hours

Semester	Fall	Spring	Summer
Total Hours	100	100	100
Average Hours Per Week	6.5	6.5	10
Weeks Per Semester	16	16	10

Internship Hours

Semester	Fall	Spring	Summer
Weeks Per Semester	16	16	10
Total Hours (graduate)	450	450	450
Average Hours Per Week	29	29	45
Total Hours (undergraduate)	150	150	150
Average Hours Per Week	10	10	15

Occasionally, students enroll in two internship courses during one semester (e.g., Internship I and II). This approach is only allowed if all pre-requisites are met, and the student is available to work the required number of hours to fulfill both course requirements in the same semester. The student will have to attend faculty supervision for both courses and complete all classwork, in addition to their total hours, for both courses to satisfactorily pass the class.

Practicum must be taken and successfully completed prior to enrollment in any Internship course.

(Note: Practicum may not be combined with Internship in the same semester)

THE FIELDWORK ENROLLMENT PROCESS

Students need to work closely with Division advisors to plan field coursework. Each student's needs are different, and it is up to the student to communicate with their advisor and the TU Fieldwork Coordinator to decide on the best placement for their career goals.

If a student is planning on enrolling in a fieldwork course, he/she must fill out an on-line Intent form no later than eight weeks prior to the start of the semester. The Intent form is to be filled out thoroughly addressing all applicable sections. Students must complete an on-line form for each enrolled semester. The on-line form is located at the Division's Fieldwork Information webpage:

<http://www.thomasu.edu/Content/Default/109/4976/0/0/0/0/0/counseling-and-psychology/fieldwork-information-for-site-supervisors-and-students.html>

TU's Fieldwork Student Tracking System-Typhon

Students will be required to use an online time and case note documentation system, Typhon, to record their fieldwork hours and case notes. A mandatory one-time fee will need to be paid prior to the beginning of Practicum, and this fee will cover the student's access to the system up to three years post-graduation. The system is a streamlined way for our fieldwork student's faculty and site supervisors to oversee the documentation process and monitor hours to ensure that students are completing the course requirements in a timely manner.

Graduate students must submit and receive site supervisor approval for practicum and internship hours using Typhon. Site supervisors will be assigned accounts during the first week of classes and it is the student's responsibility to make sure that all of the site supervisor and facility information is inputted accurately in the Typhon system. The site administrator will then make sure that all site supervisors receive their log in information so that each student's case notes and time can be approved by the site in an efficient and timely manner.

In addition, all course evaluations (midterm and final) will be completed by the site supervisor through Typhon. The process of completing these evaluations will be communicated via the faculty supervisor to the site supervisor directly.

Any questions related to Typhon can be directed to:

Cristina Jones, Ph.D., CRC: cjones@thomasu.edu

The Process:

1. Student registers for a fieldwork course with his/her Division advisor and conducts research within their local community for possible site selections. The Thomas University (TU) Counseling Fieldwork Coordinator is available to consult on site options.

The designated Site Supervisor must have the following qualifications:

Graduate:

- Hold a master’s degree in counseling or a related profession with equivalent qualifications
 - Hold appropriate professional licenses and/or certifications
 - Have **two years** of professional experience in alignment with the student’s program
 - Obtain knowledge of the program’s expectations (through completion of the Fieldwork Agreement form)
 - Have appropriate training in counseling supervision (the Division offers a training module)
2. Student submits an on-line Fieldwork Intent form (no later than eight weeks prior to the start of the semester.)
 3. The TU Field Coordinator will review the Intent form to assure suitability and will notify the student if approval is granted and will initiate a Memorandum of Understanding with the site director.
 4. Upon site approval, the student will proceed with completion of the Fieldwork Agreement form. This form requires signatures of the student and the site supervisor. It must be completed no later than the end of the first week of class.
 5. Students will have Typhon access in order to submit and obtain approval of weekly fieldwork hours and summaries.
 6. The student will join the faculty supervisor’s on-line course on the first day of the semester and will participate in required, weekly, supervision sessions throughout the semester. Attendance policies will be discussed on the first day of class.

LIABILITY INSURANCE

All students must purchase professional liability insurance prior to fieldwork initiation. Professional liability insurance protects professional practitioners against the unlikely event of negligence claims made by patients/clients. One year of coverage can be purchased at a student rate for a nominal charge. Students may look into discount options for professional liability insurance through association membership (NRA, NRCA, ACA). The following are provided as options to consider:

<http://www.counseling.org/membership/aca-and-you/students>

<http://nrca-net.org/insurance.html>

<http://www.hpsso.com/students/studentindex.php3>

www.proliability.com

Students must upload a copy of their liability certificate of insurance into Typhon prior to the semester start and it must be made available upon request to the fieldwork host agency. The student is responsible for their yearly renewal of liability insurance and update certificates of insurance in Typhon.

SITE SELECTION

All students are required to be placed in an agency or facility that meets the practicum/internship requirements for a Clinical Rehabilitation and Mental Health Counseling graduate program. In addition, all site supervisors must meet the minimum criteria for site supervision as outlined in the CACREP requirements in this Fieldwork Manual. The agency/facility must provide students with the opportunity to obtain individual and group counseling experiences in the rehabilitation, mental health, and/or substance abuse field where they can develop skills pertinent to becoming a successful practitioner. All site placements have to meet the approval of the Fieldwork Coordinator prior to placement.

While some students have a planned site at which to conduct Practicum or Internship, others do not. After completing the Intent form online, the Field Coordinator will begin work with those students who have not determined a site. It is the job of the Field Coordinator, upon request, to provide suggestions to the student as to where to do fieldwork. It is the student's responsibility to reach out to the agencies in their community to set up a site, determine orientation procedures, etc. It is important to note that the student must be able to begin their field hours at an approved site **by the first week of class** with few exceptions.

Each agency has unique procedures related to fieldwork students and processes can take several days – sometimes weeks. If a student is not in a position to begin fieldwork hours the first week of school, the student may be asked to drop the class.

Occasionally, employed students are able to customize work duties with their supervisor's approval allowing fieldwork to take place at the employment site. It is important to note that this type of arrangement can only be approved if alternative duties (different from the regular work assignment) can be implemented providing new learning opportunities for the student.

Site Requirements

Appropriate sites will have programs of counseling and/or rehabilitation services designed to ameliorate the conditions of individuals with behavioral health diagnoses and/or disabilities (physical, developmental, emotional, mental, forensic, substance abuse, dual diagnosis, etc.) as well as individuals from other at-risk populations (ex-

offenders, delinquents, the elderly, persons who are socio-economically disadvantaged). The site must offer supervision by a credentialed counselor meeting the accreditation criteria on page 7 of this manual. The site must provide the students with opportunities to work with clients in supervised counseling settings, whether group or individual, and provide feedback on these experiences in a meaningful way, providing students with experiences that facilitate the development of basic counseling skills. This may include video or audio taping sessions for instruction/feedback in supervision sessions afterward.

Students with a Site Selection

If a student has already conducted research into a site that will be appropriate for their practicum or internship experience, the student must specify this on the Intent form. It is imperative that students provide the agency information on the Intent form and fully describe anticipated duties. Even if a student continues with the same agency for another semester, the student will still need to complete an Intent form for each new semester.

Site Undetermined

If a student does not have a site selected or pre-arranged, the student will need to indicate potential sites in their community on the Intent form. The Field Coordinator will work with the student to make initial contact to solidify a practicum or internship site. If the student does not have any resources or ideas for a potential site, the student must indicate so on the Intent form. The Field Coordinator will then attempt to assist the student in coming up with a list of potential sites that fit with student interest, geographical location, etc. The primary responsibility for site arrangement rests with the student, but the Field Coordinator is there to assist.

RSA Scholars

If a student is an RSA Scholarship recipient, he or she MUST be placed with a State Vocational Rehabilitation agency for practicum and internship or face paying back the funds received. The student must also commit to one year of employment per semester that grant funds were received upon graduation from Thomas University.

Things to Keep in Mind

For students just beginning to explore fieldwork options, consider calling the agencies of interest from a vocational perspective. Mental health centers, vocational programs for persons with developmental disabilities, substance abuse programs, public and private vocational rehabilitation – all of these are examples of places to consider and contact in preparation for fieldwork courses. The most challenging fieldwork

opportunities to set up are those that need to take place at night or on the weekends (to accommodate a student's full time employment schedule). Students in this situation are advised to build in extra time to secure a site.

Many students may be interested to know that most states have internship programs within their public vocational rehabilitation (VR) system. These programs do require lead-time and chances for participating in an internship are stronger for students willing to work in a variety of offices. Again – the key is to prepare and act early.

Please note that state VR programs often prefer to accept an intern in the final semester of the graduate program.

ADDITIONAL INFORMATION

Some sites have additional requirements for fieldwork participation (e.g., First Aid Certification, Immunizations, Background Checks). Fees associated with site requirements must be covered by the student.

Fieldwork students will participate weekly with both the site as well as the faculty supervisor. To participate with fellow students in weekly, on-line faculty supervision, students need the necessary computer hardware/software. Specifically, students must be able to run the TU professor's on-line platform for the course and should have an available webcam. Students with questions related to these hardware/software requirements should check with the University's student IT support division.

NOTE: Students who do not file an Intent form in accordance with the required timeframes may jeopardize options for practicum or internship fieldwork in the upcoming semester. If accommodations are needed to complete practicum or internship fieldwork, a letter specifying the type of accommodation(s) needed should be provided along with the Intent form. Students without a fieldwork site initiated and underway by the 5th day of class during the applicable semester may need to drop the course.

Questions should be communicated through e-mail to the TU fieldwork coordinator.

ROLES AND RESPONSIBILITIES

The student will complete three hours of practicum followed by 12 credit hours of internship. The student will spend a minimum of 100 clock hours at an approved practicum site and 600 clock hours at approved internship sites. The practicum and internship experiences will be comprised of orientation, observation, and participation. The student will be required to maintain a daily log of activities and write daily reports pertaining to fieldwork experiences in an on-line fieldwork-tracking program called Typhon. Part of the intern's experience is meeting with their agency site supervisor one time each week to debrief. This debriefing experience must be documented.

A. Agency and Agency Site Supervisor Responsibilities

1. Providing the student with the minimum hours of internship/practicum placement during the semester with direct service hours incorporated as follows:
 - Practicum – 100 hours with at least 40 hours of direct service to individuals with physical and/or mental disabilities.
 - Internship – 300 hours with at least 120 hours of direct service to individuals with physical and/or mental disabilities or substance abuse disorders (per internship).
2. Providing the student with opportunities to gain experiences in direct mental health counseling and/or rehabilitation counseling with planned, direct observation sessions and subsequent feedback
3. Guiding and gauging the student's professional development as a beginning level generalist practitioner
4. Providing professional supervision (at the master's level) of the student's performance on a regular, weekly basis (one hour per week)
5. Evaluating the student's performance at the midterm and at the end of the semester
6. Notifying the TU Faculty Supervisor or TU Fieldwork Coordinator if problems arise
7. Providing the student with desk space, work phone use, clerical and other office equipment and support as appropriate
8. Providing an orientation to the agency
9. Assisting student to assume an appropriate caseload

B. Division of Counseling and Psychology Faculty Responsibilities

1. Providing a copy of the Fieldwork Manual describing the field placement component of the curriculum
2. Designating a faculty member to serve as a Faculty Supervisor for the intern/practicum student, Agency Site Supervisor, and Division of Counseling and Psychology

3. Integrating experiential learning in the field placement with academic theory
4. Evaluating the student by assigning a grade for the field placement in consultation with the Agency Site Supervisor, placing major emphasis on the Agency Site Supervisor's evaluation
5. Providing supervision training for the Agency Site Supervisor, upon request
6. Providing a minimum of two appointments per semester to ascertain the student's progress

C. Field Student Responsibilities:

1. Informing the Agency Site Supervisor of the program curriculum, required courses, previous work experience, and expected student outcomes
2. Negotiating an appropriate schedule for the internship/practicum to complete a total of 300 hours (internship) or 100 hours (practicum)
3. Arranging reliable transportation to and from the agency
4. Developing agendas for weekly conferences with the Agency Site Supervisor
5. Taking an assertive and responsible attitude in developing and achieving learning objectives
6. Abiding by Agency policies and practices
7. Abiding by the Code of Ethics governing applicable professional practice (CRCC, ACA, etc.)
8. Notifying the TU Faculty Supervisor and/or TU Fieldwork Coordinator if problems arise

THE FIELDWORK EXPERIENCE

Student-Agency Relationship

The agency site supervisor and fieldwork student will discuss and agree upon fieldwork expectations as outlined in the TU Fieldwork Agreement. It is important that both parties realize that the students in training will receive maximum benefit from the experience if treated as professionals. Students, likewise, should behave in a professional manner. In this regard, the student is expected to adhere to the schedule, conform to agency procedures, maintain high ethical standards, and complete all assigned tasks promptly. The student whose performance is either unsatisfactory or unethical will be withdrawn immediately from the internship. Students violating standard ethical principles risk being dismissed from their academic training program. The fieldwork student's behavior will be guided by a number of factors:

- Maintenance of a schedule mutually agreed upon by student and agency site supervisor.
- Adherence to agency regulations, policies and procedures, including the Health Insurance Portability and Accountability Act (HIPAA).
- Compliance with professional standards of conduct (ethical behavior, cooperation with agency personnel, responsible performance of duties, and appropriate attire).
- Maintenance and assessment of daily activities, logs, and weekly summaries in Typhon.
- Consistency in meeting weekly with agency site and faculty supervisors.

Supervision

Supervision will be a joint function of both the agency and faculty supervisors. Both supervisors should discuss the student's strengths and weaknesses and the goals they expect to accomplish. Once these goals have been established, a caseload should be developed for each fieldwork student that is consistent with the goals. Supervision can require audio or tape recordings, role-plays, and direct observations.

Each fieldwork student will be supervised on-site as well as by a faculty supervisor from the Clinical Rehabilitation and Mental Health Counseling Program. The student will meet with the agency site supervisor for at least one hour per week. Students are expected to complete weekly case summaries and time logs through Typhon and assure timely site supervisor approvals.

Site Supervisor Contact/Documentation for all field experiences including Practicum and Internships

Faculty supervisor contact with site supervisors is key to identifying issues early on. A minimum of three contacts between faculty and site supervisors are expected during a fieldwork semester -- 1) within the first two weeks of the semester, 2) at mid-term and 3) at the conclusion of the semester. Contacts are expected to take place person to person (by phone or web conferencing) whenever possible. During site supervisor visits or contacts, the agency site supervisor will review the student's progress and determine any additional experience that may be helpful. Feedback from these discussions will be shared with the student.

The method for logging site supervisor contact into the Comment section of Typhon is as follows:

- > go to administrative functions
- > site supervisor list
- > select a site supervisor
- > and click on the edit button
- > At the bottom left portion of the screen is a location to create a comment. Each comment is date stamped with the time/date as well as the author of the comment.

Each faculty supervisor comments should include (1) the type of outreach (phone call, web conference, in-person visit, etc.) as well as (2) the content for the contact including the name of the supervised fieldwork student.

During these three contacts, faculty supervisors will ask about any concerns, with Thomas University, with the faculty member, or with the student. If there are students who are having difficulty of any kind in their site experience, these issues will come to light during these faculty/site supervisor contacts. The steps taken will be as follows:

ADDRESSING STUDENT CONCERNS

Evaluation of Practicum/Internship Performance

Both the faculty and agency site supervisors will evaluate the fieldwork student. The faculty supervisor will base evaluations on a combination of factors including attendance and participation at supervision sessions, time logs, weekly documented summaries and any other course requirements of the class. The agency site supervisor will complete a fieldwork evaluation during the midterm and final examination weeks. The agency site supervisor will assess the student's performance on a number of dimensions including work habits, diagnostic abilities, case management, counseling (personal and vocational), job development skills, utilization of community resources, and professionalism. This evaluation will serve both to give feedback to the students and as a basis for final grades in the practicum or internship course.

Remediation Policy

In the event that a student demonstrates below average skills or professional conduct on their site, a remediation plan may be implemented. Faculty supervisors are required to check all midterm evaluations for any areas of deficiencies and inquire about the severity of the behavior with the site supervisor. If it is determined that the student can be trained and remediated while remaining on the same site, the policies below will be implemented.

PRACTICUM

The practicum experience is meant to be a time of learning and training of students who undertake mostly an observer's role. Though students are required to have 40 direct contact hours with agency clients, they are still under the supervision of a site supervisor, who will model and teach counseling skills to the student. Since the practicum placement is the first time students will be working in the field, some flexibility may be given to students who are having difficulty mastering skills, but show that they are committed to learning and participating fully in the fieldwork experience. The following steps will be followed in this instance:

1. Contact will be made by the faculty supervisor with the site supervisor to determine what areas are in need of remediation. A summary of this discussion will be inputted into the student's Typhon account.
2. The faculty supervisor will implement a training module that targets the areas of deficiency for the student to complete. This will serve to close the gap between knowledge and practice for the student.
3. The faculty supervisor will monitor the student's progress on these activities with weekly private supervision, so that progress can be monitored.
4. The faculty supervisor will check in with the site supervisor as needed to document

- whether the deficiency has been resolved.
5. Training and communication will continue until all parties feel comfortable with the student's progress.
 6. A note will be inputted in the student's Typhon account documenting the outcome.
 7. No formal Plan of Action will be needed and the student may receive a satisfactory grade.
 8. The student will be advised as to whether he or she is ready to enroll in Internship or whether it is necessary to undergo additional training prior to registration.

However, if it is determined that the student is not acquiring skills at a sufficient pace, demonstrates unprofessional behavior or conduct, or has excessive absences from the fieldwork placement site, the follow steps will be followed:

1. Contact will be made by the faculty supervisor with the site supervisor to determine the areas in need of remediation. A summary of this discussion will be inputted on the student's Typhon account for documentation.
2. The site supervisor will be encouraged to address areas of concern with the student directly in one-on-one supervision. If this does not resolve the concern(s), the student will be contacted by the faculty supervisor to set up a meeting that will be attended by the student, the faculty supervisor, the Fieldwork Coordinator, the Program Coordinator and the Division Chair.
3. During this meeting, the issues that have to be addressed will be discussed and a remediation Plan of Action will be drafted.
4. The student will have to adhere to the Plan of Action for the remainder of the semester, and the faculty supervisor may require more frequent communication with the site supervisor to determine if remediation goals are being met. All contact between the site supervisor and the faculty supervisor will be documented in the student's Typhon account.
5. If remediation goals are being met, the student will continue on in their site with close supervision by the faculty supervisor. If the student is not satisfactorily meeting remediation goals, per the site supervisor report, the student will receive an Unsatisfactory grade and will either be required to repeat the course, undergo further remediation before re-enrolling in the course, or be dismissed from the program, at the Division Chair's discretion.

INTERNSHIP

By the time a student is enrolled in Internship, it is expected that they have developed professional behavior and independence as it relates to participating in the fieldwork experience. Students are required to demonstrate an assertive willingness to learn and engage in agency roles and responsibilities in a manner that is expected by Thomas University graduate students. If it is determined, through communication between the

faculty supervisor and the site supervisor that the student is having difficulty progressing on site but demonstrates a willingness to learn and gain experience, the following steps will be followed:

1. Contact will be made by the faculty supervisor with the site supervisor to determine what areas are in need of remediation. A summary of this discussion will be inputted into the student's Typhon account.
2. The faculty supervisor will implement a training module that targets the areas of deficiency for the student to complete. This will serve to close the gap between knowledge and practice for the student.
3. The faculty supervisor will monitor the student's progress on these activities with weekly private supervision, so that progress can be monitored.
4. The faculty supervisor will check in with the site supervisor as needed to document whether the deficiency has been resolved.
5. Training and communication will continue until all parties feel comfortable with the student's progress.
6. A note will be inputted in the student's Typhon account documenting the outcome.
7. No formal Plan of Action will be needed and the student may receive a satisfactory grade.
8. The student will be advised as to whether he or she is ready to enroll in Internship II or whether it is necessary to undergo additional training prior to registration.

However, if it is determined that the student is not acquiring skills at a sufficient pace, demonstrates unprofessional behavior or conduct, or has excessive absences from the fieldwork placement site, the following steps will be followed:

1. Contact will be made by the faculty supervisor with the site supervisor to determine the areas in need of remediation. A summary of this discussion will be inputted on the student's Typhon account for documentation.
2. The site supervisor will be encouraged to address areas of concern with the student directly in one-on-one supervision. If this does not resolve the concern(s), the student will be contacted by the faculty supervisor to set up a meeting that will be attended by the student, the faculty supervisor, the Fieldwork Coordinator, the Program Coordinator and the Division Chair.
3. During this meeting, the issues that have to be addressed will be discussed and a remediation Plan of Action will be drafted.
4. The student will have to adhere to the Plan of Action for the remainder of the semester, and the faculty supervisor may require more frequent communication with the site supervisor to determine if remediation goals are being met. All contact between the site supervisor and the faculty supervisor will be documented in the student's Typhon account.
5. If remediation goals are being met, the student will continue on in their site with close supervision by the faculty supervisor. If the student is not satisfactorily

meeting remediation goals, per the site supervisor report, the student will receive an Unsatisfactory grade and will either be required to repeat the course, undergo further remediation before re-enrolling in the course, or be dismissed from the program, at the Division Chair's discretion.

Removal From A Site

If a student's professional conduct results in removal from their site, an investigation into the case will take place by the faculty supervisor. The faculty supervisor should be made aware by the site supervisor of any issues involving Thomas University students immediately after they occur. This will ensure that prompt attention is given to this matter. Students who are dismissed from their sites will be required to submit a letter of apology to their site and follow through with the remediation steps above if the student is determined to be trainable in correcting unprofessional behavior.

Removal from a site may result in an unsatisfactory grade or dismissal from the program at the Division Chair's discretion.

Unsatisfactory Grade

The student attendance policy for practicum and internship is documented in course syllabi. Attendance to faculty supervision is of utmost importance and excessive absences will not be tolerated. Any student who misses two or more classes due to an unexcused circumstance will receive an unsatisfactory grade for the course and will be required to repeat it the following semester.

Appeals Process

If a student receives an unsatisfactory grade due to a site supervisor evaluation or attendance concerns and wishes to appeal the issue, the student shall:

1. Submit a written request initiating an appeal to the Chair of the Division of Counseling & Psychology within 5 days of the course grade.
2. A meeting will be scheduled to examine relevant information, fieldwork documentation, etc.
3. As appropriate, the Division Chair and/or the Faculty Supervisor may seek additional information from the agency site supervisor.
4. A decision will be rendered in response to the filed appeal within 10 days.

Student Evaluation of Practicum/Internship Placement

At the conclusion of practicum or internship experience, the student will also be asked to complete a self-evaluation which includes a critique the fieldwork agency. This will be done to provide feedback to the agency and serve as a basis for the development of subsequent

sites for practicum and internship experiences for future clinical fieldwork students. The student will be asked to describe the strengths and weaknesses of the placement experience and to make suggestions on how this experience can be made more meaningful. Feedback based on the critique will then be provided to the agency site supervisor.

PART II

PHASES OF CLINICAL PRACTICUM/INTERNSHIP TRAINING

The practicum or internship experience will be divided into three overlapping phases: 1) orientation, 2) observation, and 3) participation. It is anticipated that the orientation and observation phases will be fairly brief compared to the participation phase. However, before entering the participating phase, students must clearly demonstrate readiness to provide direct service to clients. Past experience has shown that devoting part of the first week to orientation, the first through the third week to observation, and the remaining time to participation is a reasonable schedule. The participation phase will primarily depend upon the readiness of the intern. The activities involved in each of these three phases should include, but not be limited to, the following components:

PHASE 1: ORIENTATION

Most of the activities in this phase are to be covered by the first week of practicum/internship. The orientation should include:

A. Agency Functions and Services

1. Historical
2. Goals and Objectives
3. Overview of Services Provided
4. Administrative Structures and Organizations
5. Inter- and Intra-Agency Program Relationships
6. Source(s) of Income or Support Structure
7. Target Population(s)
8. Referral Sources/Network
9. Reporting and Statistical Procedures
10. Professionalism, Confidentiality, and Ethical Policies including the Health Insurance Portability and Accountability Act (HIPAA)

B. Staff Orientation

1. Administration
2. Managerial
3. Supervisory
4. Professional Counseling Services
5. Secretarial and/or Clinical Staff
6. Other Agency Professionals
7. Personal interviews with administrative and department heads if necessary and feasible, for example: Counseling Staff, Supervisors, Case Managers, Disability Determination, Social Welfare, Social Services, Occupational Therapy, Physical Therapy, Speech Therapy, Nursing, Vocational Evaluation, Work Adjustment, Medicine, Psychology,

Independent Living, Dormitory Supervision, Recreation, etc.

C. Clients

Study and analyze the following:

1. An overview of the Agency function
2. Individuals served, and
3. The counselor's role with:
 - a. Typical cases
 - b. New referrals
 - c. Cases involving persons with severe disabilities
 - d. Current cases
 - e. Closed cases

D. Physical Facilities

1. Supply room: Supplies, equipment, forms, resources, etc.
2. Files: Charts, files, case folders, etc.
3. Record room, storage area, etc.
4. Reference Material: State-Federal manuals, agency manuals, library, on-line or resource materials, vocational testing materials, Physician Desk Reference (PDR), Occupational Information Network (O-NET), career inventories, etc.

E. Routine and Office Regulations

1. Hours of work
2. Lunch time
3. Break times
4. Holidays
5. Signing in and signing out procedures
6. Use of telephone, local and long distance
7. Use of Xerox or copy machine
8. Use of clerical services
9. Use of equipment
10. Use of cars (if applicable)
11. Travel expenses (if applicable)
12. Agency report schedules and their significance in agency administrative goals and objectives

PHASE 2: OBSERVATION

Observation of appropriate role models helps the fieldwork student emulate and also strengthens and facilitates a positive learning experience. The observation period may depend on the amount of time the student is at the agency, previous exposure to mental health or rehabilitation settings, and readiness to provide direct services. During this phase, the student will be exposed to the following range of activities:

A. Interviewing

1. Intake or Screening Interviews
2. Counseling interviews – individual or group
3. Social or psychological interviews

B. Procedures Involved in Evaluation Services

1. General medical
2. Specialized medical
3. Psychological/psychosocial
4. Behavioral
5. Educational
6. Vocational
7. Social
8. Economical/Financial
9. Environmental

C. Case or Team Conferences

1. Inter-agency conferences
2. Intra-agency conferences

D. Staff Meetings/Trainings

1. Administrative and/or supervisory meetings
2. Team meetings
3. Continuing education and/or in-service training

E. Case Recording

1. Individual client records
2. Case reports and monitoring systems
3. Case load management systems
4. Time management systems

F. Agency Field Visits

1. Home visits (when applicable and following agency procedures)
2. Employer visits: employer contacts, job development, job analysis, job structuring or modification, placement, follow-up, and follow-along services.
3. Community resources: hospitals, independent living centers, schools, vocational evaluation centers, rehabilitation facilities or centers, on-the-job training sites, state employment services, mental health care centers, and others.

G. Treatment and Programming Services

1. Occupational therapy
2. Physical therapy
3. Speech therapy
4. Vocational evaluation
5. Addictions counseling

6. Career counseling
7. Individual counseling
8. Family counseling
9. Group counseling
10. Physical medicine services
11. Recreation
12. Other

PHASE 3: PARTICIPATION

The goal of this phase is to bring the students to the point where they will function independently as direct service providers and members of treatment teams. To accomplish this, students would initially be assigned simple cases that are well within their capabilities to handle competently.

This would ensure early success experiences and help to build their confidence levels. As students progress, they would be given cases of increasing complexity building on the skills developed previously. Caseloads will also be sufficiently varied so that students will have an opportunity to work with as wide a variety of clients as possible and learn a maximum number of different skills. It is further expected that during the course of the internship, the student will have a chance to go through all phases of the treatment process from intake interviews through the evaluation process to service provision and eventual successful closure of the case and follow-up.

Ethical considerations: The primary responsibility of the counseling service provider is to their clients. Any information divulged during the counseling session is considered strictly confidential. No information is to be released without the written consent of the client.

Violation of this rule is grounds for dismissal from the practicum or internship and possibly from the TU Clinical Rehabilitation and Mental Health Counseling Program.

Fieldwork students should be permitted to engage in as many activities with clients the agency serves as individual readiness and time permit. The interns are expected to show improvement during the clinical practice and should be ready for entry-level counseling provider positions.

- A. Participation with Clients
 1. Screening interviews
 2. Intake interviews
 3. Counseling interviews focusing on:
 - a. Personal, family, and/or couple needs
 - b. Behavioral problems
 - c. Vocational goals
 - d. Treatment or rehabilitation plans
 - e. Decision-making and problem solving issues

- f. Vocational preparation
- g. Work Adjustment
- h. Vocational development and job placement
- i. Personal and social adjustment issues and problems
- j. Independent Living
- k. Follow-ups on counseling, training, or placement outcomes

B. Participation with Facilitating Personnel and Agencies

Individual consultation concerning assigned cases with other professionals (physician, psychologist, psychiatrist, professional counselors, vocational evaluator, work adjustment specialist, therapists, social case worker, employer, assistive technology providers, and other relevant community resource personnel) either intra-agency or inter-agency is recommended.

Intra-agency team conference, including educational training agencies, departments of health, mental health, family-service agencies, or state employment services is recommended.

C. Guidelines for Case Selection (a minimum of six cases)

1. Typical or representative cases served by the agency
2. Representing the different types of services rendered by the agency
3. Reasonably clear responsibility for the fieldwork student
4. Balance of new and old cases
5. Balance of easy and difficult cases
6. A reasonable expectation that the fieldwork student will be able to see the client several times during the practicum or internship
7. Signed agreement to participation by the client and acknowledgement of fieldwork student credentials
8. Cases of increasing complexity may be assigned as student's growth, capacity and effectiveness increases
9. Cases that are in various counseling phases such as Evaluation, Treatment, and Termination

FIELDWORK DOCUMENTATION – CASE/TIME LOGS AND SUMMARIES

Regular completion of case logs and fieldwork experience summaries are required throughout the fieldwork semester.

The Benefits of Keeping Case Logs

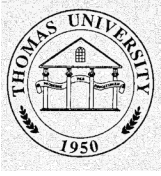
1. Provides an on-going evaluation for your development as an effective counseling service provider.
2. Provides an assessment as to whether you are meeting your personal and professional goals.
3. Provides an assessment as to whether you are meeting the goals of the agency providing fieldwork experiences.
4. Provides an assessment tool for accountability.
5. Provides a balance sheet approach to determine which activities are performed more and which need attention in order to gain an all-around experience.
6. Provides evidence that the student met the required hours of practicum and/or internship, a criterion for determining the final grade.

Summaries

Describe the major activities of the week and experiences gained. List any expectations that have not been fulfilled. Discuss your own performance, counseling behaviors, feelings and reactions, drawbacks and achievements, and interactions with clients. Give an assessment of your current functions and provide a plan for improvement including methods for reducing undesirable behaviors. This weekly concise summary becomes another vehicle of communication with the agency site supervisor and faculty supervisor. Both of these supervisors are responsible for assisting you as you work to alleviate any problems encountered during the practicum/internship.

Your summaries are an appropriate place to voice your concerns. Questions that arise may not be adequately answered by your agency site or faculty supervisor. Noting them will prevent them from being forgotten and give your supervisors a chance to respond. A well-kept summary has many lasting effects for a fieldwork student as well as a professional. It is your personal record of the proceedings of the week.

APPENDICES



Thomas University
Division of Counseling and Psychology
1501 Millpond Road
Thomasville, GA 31792-7499

Practicum/Internship Fieldwork Agreement

(Please complete the following expandable form fields)

Intern Name: _____

TU Faculty Supervisor: _____

TU Faculty Supervisor E-Mail Address: _____

Agency Name: _____

Agency Site Supervisor: _____

Site Supervisor Credentials (please list all degrees, licensures, certifications): _____

Site Supervisor Years of Experience (Human Services): _____

Position (Job Title): _____ Phone Number: _____ - _____ - _____

E-Mail Address: _____

Term (check all that apply): Fall Spring Summer

Dear Agency Supervisor:

Thank you for providing a learning and educational development opportunity for a Thomas University (TU) graduate student. The Division of Counseling and Psychology at TU is committed to developing students into strong human service professionals ready to provide effective services to individuals and families in need.

TU practicum students in the Clinical Rehabilitation and Mental Health Counseling masters program are expected to complete 100 hours of total fieldwork experience, with 40 hours being direct service to individuals with physical and/or mental disabilities or substance abuse disorders (average of 6.5 hours per week during a fall or spring semester, 10 hours per week during a summer semester). TU internship students are expected to complete 300 hours of total internship experience for both Internship I and Internship II, with 120 hours (per course) being direct service to individuals with physical and/or mental disabilities or substance abuse disorders (average of 20 hours per week during a fall or spring semester, 30 hours per week during a summer semester). The practicum/internship will run the full semester to include finals week.

PLACEMENT SCHEDULE

The following dates of placement and field hours are mutually agreed upon by all parties:

Practicum/Internship dates: _____ to _____

Hours of Placement:

Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Saturday _____ Sunday _____

Designated Time for Agency Supervision: _____

SCHOOL BREAKS AND HOLIDAYS

School breaks and agency holidays are to be negotiated with the agency site supervisor based on agency needs.

SITE PLACEMENT

All students are required to be placed in an agency or facility that meets the practicum/internship requirements for a Clinical Rehabilitation and Mental Health Counseling graduate program. In addition, all site supervisors must meet the minimum criteria for site supervision as outlined in Thomas University's Fieldwork Manual. The agency/facility must provide students with the opportunity to obtain individual and group counseling experiences in the rehabilitation, mental health, and/or substance abuse field where they can develop skills pertinent to becoming a successful practitioner. All site placements have to meet the approval of the Fieldwork Coordinator prior to placement.

CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM OBJECTIVES

- Faculty will provide rigorous and intellectually challenging studies that require creativity, discipline, and personal responsibility.
- Students will become competent in a variety of counseling focus areas including but not limited to, theoretical foundations and techniques, community services and resources, ethical practice, case management, group work, crisis counseling and diagnostic procedures and cultural awareness through 63-credit hours of coursework.
- Students will learn through classroom, practicum, internship, and community experiences how to address the needs of persons with physical and mental disabilities and chronic illnesses in a manner that is consistent with the program's mission of advocacy and awareness.
- The Division will provide students with the curriculum content that abides by the CORE requirements for CRC certification, and students are eligible to sit for the CRC exam as early as after successfully completing 75% of the Master's program. This exam is administered by the Commission on Rehabilitation Counselor Certification.

- Graduates of the Clinical Rehabilitation and Mental Health Counseling graduate program will also meet state licensure requirements upon graduation and may sit for the professional counselor credential in their state. Students need to make sure that state requirements for licensure in the state in which they reside are completed prior to graduation
- For students who previously graduated from a 48 credit hour program and are looking for additional coursework to apply for CRC certification, Thomas University offers a **Bridge Program** that can help non-degree seeking students complete the academic requirements for certification and licensure. **(See video on Bridge Program)**

RESPONSIBILITIES OF FIELD PLACEMENT PARTICIPANTS

The designated agency site supervisor and agency agree to engage the student in observing, assisting with, and conducting the functions of a beginning level generalist practitioner. Learning activities should include: individual and group counseling, client assessment/evaluation, client advocacy, client assistance, documentation, attendance at the agency's required meetings, and other related services that facilitate the development of rehabilitation and mental health counseling skills.

D. Agency and Agency Site Supervisor Responsibilities

10. Providing the student with the minimum hours of practicum/internship placement during the semester with direct service hours incorporated as follows:
 - **Practicum** – 100 total hours with at least 40 hours of direct service to individuals with physical and/or mental disabilities or substance abuse disorders
 - **Internship I** – 300 total hours with at least 120 hours of direct service to individuals with physical and/or mental disabilities or substance abuse disorders
 - **Internship II** – 300 total hours with at least 120 hours of direct service to individuals with physical and/or mental disabilities or substance abuse disorders
11. Providing the student with opportunities to gain experiences in direct individual and group rehabilitation counseling, mental health counseling, and/or substance abuse counseling with planned, direct observation sessions and subsequent feedback.
12. Guiding and gauging the student's professional development as a beginning level generalist practitioner.
13. Providing professional supervision (at the master's level) of the student's performance on a regular, weekly basis (one hour per week). Direct observation and review of audio/videotape of student sessions are required for site supervision.

14. Evaluating the student's performance at midterm and at the end of the semester.
15. Notifying the TU Faculty Supervisor or TU Fieldwork Coordinator if problems arise that are in need of immediate remediation.
16. Providing the student with desk space, work phone use, clerical and other office equipment and support as appropriate.
17. Providing an orientation to the agency.
18. Assisting the student to assume an appropriate caseload.

E. Clinical Rehabilitation and Mental Health Counseling Faculty Responsibilities

7. Providing a copy of the Fieldwork Manual, Thomas University orientation materials, site supervisor training module, and Typhon instructions to the agency site supervisor by the first week of student placement.
8. Designating a properly credentialed (CRC) faculty member to serve as faculty supervisor for the practicum/internship student, and a point of contact for the agency site supervisor.
9. Integrating experiential learning in the field placement with academic theory.
10. Evaluating the student by assigning a grade for the field placement in consultation with the agency site supervisor, placing emphasis on the agency site supervisor's evaluation.
11. Providing a minimum of two appointments per semester with the site supervisor to ascertain the student's progress.
12. Implementing a plan of remediation as soon as concerns with student behavior/performance is noted.

F. Field Student Responsibilities:

9. Informing the agency site supervisor of the program curriculum, required courses, previous work experience, and expected student outcomes of the fieldwork experience.
10. Negotiating an appropriate schedule for the practicum/internship to complete a total of 100 hours for practicum, and 300 hours for Internship I and II, with 40% of those hours being in direct service to persons with physical and/or mental disabilities or substance abuse disorders.
11. Notifying the faculty and site supervisor of the specific supervision requirements for licensure in the state in which the student resides so that compliance with these requirements can be made throughout the semester.

12. Arranging reliable transportation to and from the agency.
13. Developing agendas for weekly consultation with the agency site supervisor and providing sufficient audio/videotape and/or direct observation opportunities for the site supervisor to provide sufficient feedback on the student's clinical progress.
14. Inputting case notes and time logs promptly and completely in Typhon for site supervisor review and approval.
15. Taking an assertive and responsible attitude in developing and achieving learning objectives.
16. Abiding by TU's Standards of Professional Conduct.
17. Abiding by agency policies and practices.
18. Abiding by the Code of Ethics governing applicable professional practice (CRCC, ACA, etc.).
19. Notifying the TU Faculty Supervisor and/or TU Fieldwork Coordinator if problems arise.

UNSCHEDULED TERMINATION

In unusual circumstances, it may be necessary to terminate a practicum or internship placement. Every attempt will be made to avoid this circumstance by actively seeking to resolve problems that arise during the course of the fieldwork experience, per TU's Clinical Rehabilitation and Mental Health Counseling fieldwork remediation policy. The following conditions constitute reasons for unscheduled terminations:

1. Student's disregard for agency protocol and philosophy.
2. Student's lack of adherence to the Fieldwork Agreement.
3. Agency's inability to provide appropriate and adequate learning opportunities for the student to observe, assist in, and conduct counseling interventions, evaluations, and advocacy with and on behalf of clientele.
4. Agency's inability to provide suitable and/or adequate levels of supervision.
5. Student's failure to submit assignments required by the Clinical Rehabilitation and Mental Health Counseling graduate program or agency in a timely and satisfactory manner.
6. The TU Faculty Supervisor or Fieldwork Coordinator's failure to provide adequate support and consultation to the student and/or agency site supervisor

Thank you for your commitment, time, and interest in working with the TU Fieldwork program.

Sincerely,

Stacie R. Reilly

Stacie R. Reilly, M.S., CRC

TU Fieldwork Coordinator, Division of Counseling and Psychology

(229) 977-7673

sreilly@thomasu.edu

The undersigned parties hereby agree to all stipulations of this Fieldwork Agreement:

Student: _____

Date: _____

Agency Supervisor: _____

Date: _____

NOTE: Upon completion, please scan and return to sreilly@thomasu.edu

MEMORANDUM OF UNDERSTANDING CONCERNING AFFILIATION OF STUDENTS IN PRACTICE SETTINGS

This is a Memorandum of Understanding on the part of _____ hereinafter referred to as "Facility," and Thomas University, hereinafter referred to as "University."

A. PURPOSE:

- (1) The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship to provide high quality practice settings for Thomas University's students, while at the same time enhancing the resources available to the Facility for the providing of health care services to its clients/patients.
- (2) Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

B. GENERAL UNDERSTANDING:

- (1) The courses of instruction to be provided will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each clinical experience shall be agreed upon at least one month before the program commences.
- (2) The number of students designated for participation in a practical experience will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility or the University, or, for any other reason where either party reasonably believes that it is not in the best interest of the program for the student to continue.
- (3) There shall be no discrimination on the basis of race, color, national origin, religion, creed, gender, age, sexual orientation, veteran status, disability, or other status protected by law in either the selection of students for participation in the program, or as to any aspect of the practice setting; provided however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the student's effective participation in the program.

C. FACILITY RESPONSIBILITIES:

- (1) The Facility will retain responsibility for the supervision of clients/patients and will maintain administrative and professional supervision of students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of clients/patients.

- (2) The Facility will provide adequate workspace for participating students in accordance with the course objectives developed through cooperative planning by the University's departmental faculty and the Facility's staff.
- (3) The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with the educational experience.
- (4) Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students. Social Work and Clinical Rehabilitation Counseling field instructors will provide on-site field instruction supervision time of not less than one hour per week for field students.
- (5) The Facility shall provide for the orientation of both University faculty and participating students as to the facilities, philosophies, rules, regulations and policies of the Facility.
- (6) All medical and health care (emergency or otherwise) that a student or University faculty member receives at the Facility or its affiliates will be at the expense of the individual involved. Student or University faculty will not be entitled to Worker's Compensation under the Facility's coverage, or health care insurance under the plan provided by Facility for its employees, or other benefit programs of the Facility.

D. UNIVERSITY RESPONSIBILITIES:

- (1) The University will use its best efforts to see that students selected for participation in the practice settings be prepared for effective participation in the practicum phase of their overall education. The University will retain ultimate responsibility for the education of its students.
- (2) The University will use its best efforts to see that the clinical/practicum/internship experiences at the Facility are conducted in such a manner as to enhance the goals of that setting. Only those students who have satisfactorily completed the pre-requisite didactic portion of their curriculum will be selected for participation in a clinical/practicum/internship.
- (3) The university will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified and appointed by the academic program. Evidence of professional licensure, if required of assigned faculty, will be maintained on file with the Facility at all times.
- (4) The University will inform the Facility of accreditation status and standards pertinent to the academic program.
- (5) The University will provide the Facility preceptor/field instructor orientation to the curriculum, learning outcomes, and responsibilities of students, faculty, and preceptors/field instructors.

- (6)
 - (a) The University will require all participating nursing, clinical laboratory science, clinical rehabilitation counseling, and social work students and faculty to show proof of liability insurance in an amount not less than \$1,000,000 per occurrence / \$3,000,000 aggregate claim. Upon request, evidence of such insurance will be provided.
 - (b) The University will require all participating nursing students to show proof of a current AHA BLS Health care provider card. Upon request, evidence of such will be provided.

- (7) The University will encourage student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility:
 - (a) To follow the administrative policies, standards and practices of the Facility when the student is in the Facility.
 - (b) To provide the necessary and appropriate attire and supplies required where not provided by the Facility.
 - (c) To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
 - (d) To conform to the standards and practices established by the University while training at the Facility.
 - (e) To keep in confidence all medical and health/mental information pertaining to particular clients/patients. Students and faculty of the University understand and agree that they will be exposed to personal and confidential information related to the operations of the Facility and the clients thereof. Students and faculty agree that personal health information of the clients/patients is subject to privacy regulations including but not limited to the Health Insurance Portability and Accountability Act (HIPAA), as well as any other confidentiality compliance policies of the facility. Students and faculty agree to comply with such policies and regulations that ensure that the use of personal health information only on a "need to know" basis and for the sole purpose of rendering treatment and consultation in the course of providing care to the clients/patients of the Facility.
 - (f) To wear a Thomas University name pin and uniform, if required by the academic program, that clearly identifies him or her as a student or faculty member of the University whenever acting in such a capacity at the Facility.
 - (g) To understand, agree, and acknowledge that the student is not an employee of the facility during his/her tenure for clinical placement as a student and is not covered for liability protection, worker's compensation benefits, life insurance, or other similar benefits eligible to an employee.

- (8) The University will require each participating nursing or clinical laboratory science student to furnish proof a current physical examination and a health report (including measles, mumps, rubella, and chicken pox immune status; and tetanus/diphtheria immunization documented within the last 10 years, and annual

TB skin test), the results of which shall, upon written request, be made available to the Facility.

- (9) The University will require a criminal background check of students prior to enrollment in a practicum/internship course. Results, which are confidential, shall be sent directly from an agency authorized to conduct such criminal background checks to a designated representative at the Facility upon request. Thomas University faculty shall not have access to the report and the results shall not be maintained in the student's University file.
- (8) The University will provide training in the Universal Precautions against infection and the Health Insurance Portability and Accountability ACT (HIPAA) for all students prior to their arrival at the Facility.

E. MUTUAL RESPONSIBILITIES

- (1) The parties will work together to maintain an environment of quality practice setting learning experiences and quality practice. At the request of either party a meeting or conference will promptly be held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated practice settings experience.
- (2) The term of this affiliation shall commence on August 15, 2016 and shall be automatically renewed for one-year consecutive terms thereafter unless either party requests a change or termination of this agreement in writing. It may also be canceled at any time by either party upon not less than ninety (90) days written notice in advance of the next clinical/practicum/internship experience.

SIGNED:

CLINICAL FACILITY:

By: _____
(insert)
Director

UNIVERSITY:

Thomas University
1501 Millpond Road
Thomasville, Georgia 31792

By: _____
Dr. Ann Landis
Executive Vice President and Provost

How To Use Typhon-Instructions for Students

Logging Practicum, Internship I, Internship II, and Internship III hours

- Once your account is established and your one-time fee of \$80 is paid, you will be supplied with a log in and password that you will use to access the system. Throughout each of your fieldwork courses
- Once you log in, you will be brought to a screen that has menus for the different functions your account allows you access to.
- At the start of the semester, and with each new fieldwork experience, you need to click on “Set Default Choices” under the “Your Account” menu. This will allow you to enter in your site supervisor’s name and email, as well as, add your clinical site to our database. **NOTE:** If you are returning to an existing site and/or site supervisor, you will not need to do this step.
- If you do not see your site or your site supervisor listed in the drop down menu, follow the instructions in the bulleted information above to initiate a new site/site supervisor. You will enter the information in the fields provided and click on the blue link for “Request Addition.” An email will be sent to the system administrator to approve your entry, and an email and login will be sent to your site supervisor to create an account.
- **NOTE-**Passwords are only valid for seven days so make sure to inform your site supervisor to check their email for this information.
- Once you are ready to input your fieldwork hours, log in to your account and click on “Add New Case Log” under the “Case Log Management” menu.
- The expectation is for students to create a daily summary with hours logged by category. Keep up with these, as your faculty supervisor will be checking then at least weekly. Choose the date of the encounter (date of service) you wish to enter information for and click “Save Data”

- You will then be brought into Thomas University’s Case Log template for fieldwork courses.
- Choose your semester, your course, your clinical supervisor and clinical site from the drop down menus under “Student Information.”
- NOTE-If you are taking Internship I and Internship II in the same semester, you will start off by choosing “Internship I” under the Course field until you complete those hours. Once those hours are done, you will then start choosing “Internship II” under the course drop down menu to log those new hours.

- The next field you will see on the case log is “Patient Demographics.” Click on the “Group Encounter” box to close this field, as this is not information we need for our purposes but is a default menu in the system that cannot be removed. By clicking on “Group Encounter” it will collapse that field.

- Under “Clinical Information” you will input “Time with Patient” as the total direct individual client contact hours you accrued for that day. **NOTE:** you will need to enter the time duration in the format of minutes.
- Under “Consult with Clinical Supervisor” you will log the hours you spent obtaining clinical supervision/consultation from your site supervisor. You will want to make sure you are receiving and logging at least one hour of this type of supervision each week.
- Under “Student Participation” choose what descriptor best accounts for the majority of your day’s activities. When deciding between “basic” and “Complex,” consider that if the bulk of your day was spent using your clinical counseling skills in individual/group interventions or reviewing medical records, you should pick “Complex.” If you spent the bulk of the day in activities such as case noting, staff meetings, in-service training etc. you may determine that “Basic” best fits your type of participation for that day.
- A box for “Patient Education/Training” appears in this section. Use this box to briefly capture any relevant client education (If applicable). An example might be “taught self-advocacy to a group of clients as part of a weekly skill acquisition course.”

- Under the “Other Questions About This Case” field, you will log the total direct group client contact hours you accrued for the day (in the format of minutes)

under the “Group Counseling-Direct” field.

- In the “Indirect Services-Other” field you will log the time you spent doing activities other than those accounted for in the other three time fields. **NOTE:** Indirect time does not include breaks.
- The total of minutes for (1) Time with Patient, (2) Consult with Clinical Supervisor, (3) Group Counseling-Direct, and (4) Indirect Services should equal your total shift time for the day, less lunch or other breaks.
- For “Week of,” type in the week. (I.e. week of Monday, January 18, 2016)

- On the right side of the case log, you will see a field called “Procedures/Skills (Observed/Assisted/Performed.” Click on the “Indirect Services-other” link and a list of activities that account for indirect services will be revealed. Simply check off the tasks you have completed on your site that day by checking the box for whether you observed, assisted or performed that task. Those activities will account for the time you have logged as “Indirect Service hours”

- Lastly finish up by documenting your daily case summary in the Clinical Notes section according to the instructions of your faculty supervisor (See Below). Once done, click “Save Data” and your log will be saved for both your faculty and site supervisor’s review!

Standards for Documentation of Case Log Notes in Typhon

- Briefly describe for each entry the category that took place at your site. (Ex- Direct-individual-1/13/16- I met with XXX (client/patient/individual initials) for 1 hour to complete intake assessment. The XXX (client) identified two treatment goals- to find employment and manage finances better.)

<ul style="list-style-type: none">• Descriptions should be complete sentences and do <u>not</u> use the name of the client/patient.
<ul style="list-style-type: none">• Provide time allotments and dates when describing content of different categories. (Ex- <u>Supervision</u>- 1/15/16- I met with supervisor for 30 minutes to discuss and finalize preparation for group tomorrow. She provided additional resources for local addiction services. She also provided direction on group confidentiality and respectful confrontation.)
<ul style="list-style-type: none">• Entries should attempt to focus on student outcomes (skills development, ethical decision-making, documentation, supervision, etc.) This will be supported by the faculty supervisor throughout the semester.
<ul style="list-style-type: none">• Entries in Typhon are made at a minimum weekly and approved by the site supervisor weekly.

How to use Typhon-Instructions for Site Supervisors

Checking Student Accounts, Commenting on Progress, Approving Hours, and Completing Evaluations

- All site supervisors who are overseeing the work of a Thomas University fieldwork student will receive Clinical Supervisor access in the Typhon system. This allows site supervisors to monitor student accounts, check hours and case notes, keep track of student progress at their site and approve the hours the student has logged. Once your student has inputted your information into Typhon, the system administrator will send you log in information that must be accessed within 24 to remain valid. Should you not access the system in time, reply to the site administrator and a new password will be provided.
- Log in to the website www.typhongroup.net and click on the EASI button in the middle of your screen.
- Input your username and password.
- To access your student's account, click on "Case Log Details."
- Right click on the case ID # that is highlighted in blue and choose "Open in a New Window."
- Review the student's entry by checking to make sure the correct site and supervisor is identified, that the hours are reasonable and entered correctly, that the student's case notes adheres to the proper format and that identifying information is not revealed.
- Click on "Add/Edit Case Status/Comments" in the upper left hand corner of your screen.
- You may see that the student's faculty supervisor has already checked the case log and is awaiting your approval. Feel free to enter any additional feedback you wish to document, without deleting the faculty supervisor's comments.
- Click on Approve or Not Approve, based on your sense of accurateness of the case log.
- Close out the window and your comments will be saved.
- Site supervisors are required to complete a midterm and final evaluation on their fieldwork student.

How to use Typhon-Instructions for Faculty Supervisors

Checking Student Accounts and Commenting on Progress

- All faculty members who are teaching a fieldwork course will receive “Sub-Administrator” status in the Typhon system. This allows them to monitor student accounts, check hours and case notes and keep track of student progress at their site.
- To monitor student accounts, log in as a Sub-Administrator and click on “Case Log Highlights (by Day/Week/Month)”
- Select the student from your course whose account you wish you check.
- Choose the date range you are interested in.
- Click on “Apply Filters.”
- Click on the case ID # that is highlighted in blue.
- Review the student’s entry by checking to make sure the correct site and supervisor is identified, that the hours are reasonable and entered correctly, that the student’s case notes adheres to the proper format and that identifying information is not revealed.
- Click on “Edit Case Status/Comments” in the upper left hand corner of your screen.
- Make comments to your student identifying that you, the faculty supervisor has checked the log and found it to be in compliance. A sample note you can leave in the comment section is “[Name] reviewed case log entry. Waiting for site supervisor approval.
- NOTE: Do not click on “Approved/Not Approved” That is for the site supervisor to complete. This is where you will leave your feedback for your student.
- Click save and close the window to choose another student.

FREQUENTLY ASKED QUESTIONS ABOUT TYPHON

Troubleshooting student concerns

Q: [I cannot locate my site or site supervisor in Typhon.](#)

A: The student adds new sites and site supervisors to the Typhon system, so if you are not locating this information, you may still need to initiate these requests. Here's how you perform this function:

- > At your home page, click on "Setup Default Choices" (at the Information & Set Up/Your Account section on the right side of your home page)
- > Click on the blue links on the right side of Site and Site Supervisor. Fill out the information thoroughly and accurately. Once entered and approved by the System Administrator, your site supervisor will receive a Typhon invitation with a User ID and password.

Q: [How do I load my certificate of liability into Typhon?](#)

A: To upload this information:

- > At your home page, click on "Modify Account Information" (at the Information & Set Up/Your Account section on the right side of your home page)
- > Locate "Liability Insurance Completion Date" (on the right side of your student account page).
- > Click on the green "+" icon.
- > Upload an electronic version of your liability insurance.

Q: [Are we using time logs?](#)

A: We are not going to use time logs anymore because all the information we are trying to document can be captured on the case log. This will help streamline the process of logging hours and case notes and will allow both your faculty supervisor and your site supervisor to oversee the hours you have inputted, as well as, the format of your case notes. Your site supervisor will still be able to approve your hours as in the past, through the case note format. The student and site supervisor can review case logs and the information contained therein during supervision sessions. Typhon will also keep track of your cumulative hours so you will know if you met your 40% client contact and total hours by the end of the semester.

Q: [How do I get my client contact hours to reflect my time with multiple clients?](#)

A: When entering your direct client contact time into your case log, you can input an aggregate time with all the clients you have seen that day into the “Time With Patient” field (in minutes). You do not need to create a case log for each individual client you see in a day. Each case log time field reflects the total number of hours you have accumulated in a day at your fieldwork site. For example, if you spent two hours with three clients in one day, you can enter 120 in the “Time With Patient” field.

Q: [On the Case Logs, what is meant by “Indirect Services?”](#)

A: On the right side of the Case Log, you will see a link called “Indirect Services-Other.” If you click on this link, it will display a list of activities that qualify as indirect services. You can place a checkmark in the box to describe whether you “Observed” “Assisted,” or “Performed” these tasks. Indirect hours account for all the hours you have spent at your site that were not accounted for by direct client contact hours and supervision hours.

Q: [What do total hours account for?](#)

A: Total hours worked for the day (in minutes) will be the sum of: “Time with Patient” + “Consult with Clinical Supervisor” + “Group Counseling Direct hours” + “Indirect Services-Other.” If you did not perform one of these tasks on a particular day, enter a “0” in that field.

Q: [What are Clinical Notes for?](#)

A: Clinical notes are to summarize the tasks you have completed on your site for a particular day and should follow the format provided to you by your course instructor. For further details on how to complete case notes, address your faculty supervisor for help.

Q: [How do breaks get logged?](#)

A: Break times (such as lunch breaks) are NOT a part of your fieldwork experience and should therefore, not be logged. You must acquire 100 hours for practicum and 300 hours for internship, not including break times.

Q: [Does telephone contact time with my client account for Direct client Contact Hours or Indirect Hours?](#)

A: Time on the phone spent with your client does count as direct client contact time.

Q: Who will review my Case Logs? Who approves my logs?

A: Your fieldwork instructor is also your faculty supervisor and will be doing weekly checks of your time logs and case notes to make sure that everything is on track and following the proper format. Your instructor can leave a note in the case log that documents he or she has checked over your log and can also post questions to your site supervisor if need be. Your Site Supervisor is the only one who can *approve* your logs and you and your site supervisor may wish to consult about your case logs during supervision hours. This is also a great time for your supervisor to go into the system and approve your hours so that you are kept up to date.