

Field Experience Manual 2026-2027

School of Mental Health Counseling



BELMONT UNIVERSITY

Clinical Mental Health Counseling Track

College of Pharmacy & Health Sciences

M.A. Mental Health Counseling Program

Practicum, Internship I, and Internship II





Clinical Mental Health Counseling Track

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Introduction

The School of Mental Health Counseling is in the College of Pharmacy & Health Sciences within Belmont University. The M.A. in Mental Health Counseling prepares students to become Licensed Professional Counselors, Pastoral Therapists, Marriage, and Family Therapists and/or Mental Health Service Providers in the state of Tennessee. This Mental Health Counseling Field Experience Manual for Practicum and Internship contains information intended to offer guidance on the field experience process to students and site supervisors. This manual addresses expectations and standards for students to satisfactorily complete the practicum and internship experience.

In addition to coursework outlined in the Student Handbook, students must fulfill **a total of 100 hours of combined indirect and direct hours (at least 40 of which are direct)** during one summer semester of Practicum and **a total of 600 hours of combined indirect and direct hours (at least 240 of which are direct)** accrued over Internship I and Internship II. The specifics surrounding these requirements are outlined below.

Mission

The Mental Health Counseling Program seeks to train professional counselors who will act ethically as agents of the ministries of healing and transformation through efficacious counseling theory, techniques, skills, and respect for diversity. The School of Mental Health Counseling's Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling tracks are both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Field Experience Goals and Objectives

Practicum and Internships I & II allow students to experience on the job counseling, overcome ethical issues, respond appropriately to diverse situations, and write appropriate treatment plans. Our goal for students is to gain actual experience in the *real-world setting*; therefore, we require students to work with actual cases. **This means consistent on-site supervision is both required and imperative.** Students are asked to follow ethical guidelines (ACA), laws, as well as agency standards.

The guidelines in this manual apply to all Belmont University students enrolled in the M.A. in Mental Health Counseling on the Clinical Mental Health Counseling track. The following sections will address what you need to know to prepare for field experience courses, how to register for field experience courses, understanding the site requirements, selecting and interviewing for a field experience site, practices throughout field experience, and information for site supervisors.

Section 1: Preparing for Field Experience

*Make sure you complete **all** of the following steps:*

1. Read this manual in its entirety
2. Consult the “Current Site Affiliations” document located in [Appendix A.1](#) below (or under “Matriculation” on www.belmont.edu/academics/majors-programs/ma-counseling)
 - a. Do *not* contact any of sites directly unless instructed to do so by Field Experience & Assessment Coordinator, Cory Bishop
 - b. If you wish to intern at an unlisted site, contact Field Experience & Assessment Coordinator at cory.bishop@belmont.edu ASAP with the name of the site and await further instruction
3. Complete the “Site Placement Request Form” located in [Appendix A.2](#) below and submit form to Field Experience & Assessment Coordinator at cory.bishop@belmont.edu by September 1, 2025
4. Schedule a one-on-one meeting with Cory Bishop to review materials
5. Review “Section 4: Finding a Field Site” in this manual to prepare for your interview while you await information on next steps from the site and/or the Field Experience & Assessment Coordinator
6. Once you receive an offer to intern at a site, contact Cory Bishop at cory.bishop@belmont.edu with the site name
7. In April, you will receive an invitation to join Experiential Learning Cloud (ELC), the program you will use to log your hours
8. In the meantime, acquire professional liability insurance May, prior to Practicum. Give a copy of the insurance page showing coverage to the faculty instructor on the first day of Practicum class and upload it into your ELC file. Liability insurance may be purchased from service providers such as: Health Providers Service Organization (HPSO) <https://www.hpsso.com>; CPH & Associates <https://www.cphins.com>

Section 2: Registration for Field Experience Courses

Students take MHC 6010 Practicum in Mental Health Counseling, during the summer of their first year. During the subsequent fall and spring terms, students register for the next two field experiences courses, Internship I and Internship II. Internship courses students must register for are: MHC 6110 Internship Mental Health Counseling I and MHC 6210 Internship Mental Health Counseling II. Each Internship is a 3-credit hour course taken during a different semester. Students cannot take more than 3 hours of field experience during any regular or summer semester.

Students must consult their assigned academic supervisor for approval to join any Field Experience courses. Once they receive approval from their supervisor, the supervisor will contact the instructor of the field experience course to notify the instructor of the student's intention to join that specific course.

Students taking the summer Practicum course will **start one week prior to the start of the Belmont Summer Session 1** and attend until the end of the Summer Session 2. This ensures a **minimum 10-week Practicum experience**. See [Section 6](#) below for the outline of specific dates.

Section 3: Site Supervisor and Site Requirements

CACREP Requirements for Practicum/Internship Supervision: Students must be **supervised a minimum of one hour per week by an approved site supervisor**. Site supervisors must have the following:

- a minimum of a master's degree, preferably in counseling, or a related profession
- active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession
- a minimum of two years post master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled
- relevant training for in-person and/or distance counseling supervision
- relevant training in the technology utilized for supervision
- knowledge of this program's expectations, requirements, and evaluation procedures for students

The **clinical setting** is a place where the practice of professional counseling occurs. An appropriate setting for a student's clinical mental health practicum and internship experience must meet the following criteria:

- The site or practice shall be a public, private, or community agency/mental health setting and must have integrated programs for the delivery of counseling which includes clinical mental health counseling for the Professional Counselor licensure (LPC).
- The site or practice shall offer adequate physical resources, such as a private space that meets HIPAA requirements, necessary to allow for supervision and appropriate service delivery.
- The site location shall have at least one licensed mental health professional whose assigned job duties include being available to the practicum/internship student for

supervision and/or consultation while the student is engaging in the practice of counseling or counseling related services. In addition, the site location shall have a written emergency plan in place to include method(s) of contacting supervisor(s), alternative contacts when supervisor(s) is (are) unavailable, information regarding crisis services, and crisis decision-making. The licensed mental health professional can serve as the student's supervisor if he or she meets the supervisor's requirements pursuant to the CACREP standards (stated in Section 2.c-see above).

- If a site is a private practice, students will likely need to acquire 2 sites (the private practice and one other site) to ensure enough client contact hours are possible.

Students must fulfill **direct service** with clients as defined by CACREP:

Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

The following **would not be considered direct service**: (1) Observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Client phone consultations may count for no more than 5 direct hours per semester, logging the number of minutes on the call. **Co-therapy sessions**, in which the student intern and therapist are *both* interacting with the client(s) throughout the session, are allowed for up to 40 direct service hours during Practicum and up to 10% of direct hours during Internships I & II. If a supervisor or student seeks a greater number of hours than these, they must obtain instructor approval.

Telehealth hours cannot make-up more than 50% of a student's hours, with all hours fulfilled on site during Practicum and Internship I with a licensed therapist present on site. Student counselors are **limited to 10 direct hours per week during Practicum and 15 direct hours per week during Internships I & II**. Student counselor and their site supervisor must seek Belmont instructor approval for any hours exceeding these maximums.

Section 4: Finding a Field Experience Site

The Mental Health Counseling Field Experience & Assessment Coordinator will help students locate a site and/or site supervisor. This process is a dual responsibility between the coordinator and the student. The program provides a list of suggested sites to students who are responsible for contacting sites, interviewing for field placement at an appropriate site, and notifying the Clinical Coordinator of progress. **Students must submit their "Site Placement Request Form" ([Appendix A.2](#)) and submit to Cory Bishop by September 1, 2025. They will then meet one-on-one with Cory Bishop by October 1. This meeting and these forms do not guarantee your preferred site placement**

Procrastination in submitting this form will affect success and completion of the practicum/internship courses. Students are responsible for contacting the Field Experience & Assessment Coordinator if issues arise during the process.

Preparing for an Interview

After making the appointment for a field experience interview, prepare to answer questions your potential site/supervisor may ask. Following are a few tips to help in this process.

- Be sure the site and potential site supervisor meets CACREP standard requirements mentioned in Section 3 above.
- Study the forms/guidelines found in this handbook so you can easily converse about them with a prospective site supervisor. Be prepared to discuss live supervision and the possibility of taping course assignments.
- Prepare a professional resume to share with your site supervisor.
- Dress as you would for a job interview and do your best to arrive at least 10 minutes before the interview is scheduled to begin, and present as you would for a professional job interview.
- Practice discussing your background, experience, and counseling interests and be ready to ask questions about the site (please do your research).
- Inquire about training prior to placement. Ensure you can comply before committing to the site.
- Inquire about and confirm that you can obtain an average of 10 hours per work during Practicum and an average of 20 hours per week during Internship I & II to ensure you earn a total of **40 direct face-to-face hours** during Practicum and a total of **120 direct face-to-face hours** for *each* semester of Internship during the scheduled semester dates.

If a student should find that they will need to secure 2 sites to obtain the necessary hours to satisfy the practicum & internship requirements:

- Students must follow all processes and procedures at each site.
- Students must receive weekly supervision with their supervisor at each site.
- Contact information and professional credentials must be provided for each site supervisor.
- Each site supervisor must complete a midterm and final evaluation for the student.
- Each site supervisor must sign off on log hours in Experiential Learning Cloud (ELC).

Placement at a private practice site, in addition to above, one must be aware of the following:

- The site must have protocol in place and documented.
- Students are not allowed to develop their own forms, processes, or procedures.
- Students are not allowed to recruit their own clients.

Section 5: Practices throughout Field Experiences

Any issues that arise before, during, or after a counseling session occurs, should be immediately reported to both your site supervisor and your university instructor (faculty). The faculty and site supervisor work together as a team to assist students in handling crises.

Discuss client issues or cases with your site supervisor during minimum 1-hour weekly sessions or as asked during class. At no time should a student discuss a client or case with anyone other than your clinical supervisors. Guidelines are shared for ensuring confidentiality of clients during university class sessions.

All sites are considered valuable resources of the Belmont University School of Mental Health Counseling and not of individual students. Fieldwork placements are increasingly challenging to locate and secure. Therefore, once fieldwork sites are confirmed by the fieldwork team, they will not be changed.

Students are expected to carry out their commitment to each site through the end of each semester block (outlined below in [Section 6](#)), and are required to take breaks during those outlined dates. Students are beholden to their responsibilities at the site, even after fulfilling all required hours for the school.

Changes in confirmed fieldwork placements are very rare and not undertaken lightly. Students may pursue an appeal to change sites by filling out the “Field Experience Site Change Request Form” (Appendix A.3) and submitting it to their instructor for signature, who will subsequently submit the signed form to the Field Experience & Assessment Coordinator for consideration. Student appeals should be made only in the rarest and most dire circumstances. Those circumstances include but are not limited to: unresolvable issues with the site as approved by faculty instructor, military role, death in immediate family, student’s severe illness or accident, natural disaster or act of God, severe accident or illness of someone for who is caretaking the student is responsible, or condition requiring diagnosis and documentation. Students who appeal are those who feel they could not continue in the program and complete their training if the appeal is denied.

Section 6: Information for Site Supervisors

The following information is intended to assist site supervisors in understanding the clinical roles and responsibilities of Belmont University's students, university supervisors, and clinical site supervisors.

Field Experience Requirements

Students in the Belmont University M.A. in Mental Health Counseling Program-Clinical Mental Health Counseling track are required to complete **100 hours** (40 direct hours and 60 indirect hours) in **Practicum** and an additional **600 hours** (240 direct hours and 360 indirect hours) **accrued over two internship semesters** of supervised counseling and counseling related activities (from a licensed counselor, social worker, psychologist, marriage and family therapist or clinical pastoral therapist depending on the area of specialty that student is pursuing) in internships.

All hours in **Practicum (100)** and each **Internship (300)** will be accrued during each of the semester dates, and extra hours earned in that semester **will not** be transferred to the next semester. Therefore, students should set their schedules at their assigned site so that they can accrue the expected hours and not go over. If the student fails to complete the required hours during the semester dates due to unforeseen circumstances (such as a crisis or pandemic situation – i.e., COVID-19) the student will be assigned an incomplete grade for the course. Students are expected to carry out their commitment to each site through the end of each block, outlined in the next page, and are required to take breaks during outlined dates below. The student is beholden to their responsibilities at the site, even after fulfilling all required hours for the school.

Students are expected to do their practicum and internships at the same site for continuity and continuation of training. Changing sites due to unforeseen circumstances must be discussed with the faculty supervisor before a new site is considered. This process includes a “Field Experience Site Change Request Form” ([Appendix A.3](#)) and adjudication by Belmont faculty and the Field Experience and Assessment Coordinator.

Students may choose to enter **Internship III** if they need additional hours, or wish to continue *unpaid* training at their site, during the summer between Internship II and graduation. *This is optional and is not required for obtaining a master's degree.* Students must first consult their advisor before enrolling.

Sequence of Field Experience

Practicum: June 1, 2026 – August 8, 2026

Required Break: August 9, 2026 - August 16, 2026

Internship I: August 17 – December 19, 2026

Required Break: December 20, 2025 – January 3, 2026

Internship II: January 4, 2027 – May 6, 2027

Required Break (or Optional Internship III): May 10, 2027 – August 15, 2027

Students take **Practicum** at the end of their first year of course work, followed by **Internship I** and **Internship II** in the subsequent semesters. Students cannot count hours attained in **Practicum** during internship courses. Students may choose to enter **Internship III** if they need additional hours, or wish to continue unpaid training at their site, during the summer between Internship II and graduation.

NOTE: Any hours logged after grades are submitted each semester will not count toward required totals. There will be a few days each semester in which students are expected to report to site out of responsibility to site agreement, but hours will not count toward total required.

The Practicum Experience

Practicum: June 1, 2026 – August 8, 2026

Required Break: August 9, 2026 - August 16, 2026

Required Direct Hours: 40

Required Indirect Hours: 60

Required Individual or Triadic Site Supervision: 1 hour per week

Required University Class Supervision: 1.5 hours per week

Telehealth hours: No more than 1/2 of direct hours - licensed therapist & student *both on site*

Students must fulfill **direct service** with clients as defined by CACREP:

Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

The following **would not be considered direct service:** (1) Observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Client phone consultations may count for no more than 5 direct hours per semester, logging the number of minutes on the call. **Co-therapy sessions**, in which the student intern and therapist are *both* interacting with the client(s) throughout the session, are allowed.

The purpose of Practicum is to help students gradually become engaged in the counseling profession through guided practice, observation, co-facilitating, shadowing of a professional counselor, and involvement in real world counseling activities. Practicum students typically observe and become familiar with agency and other processes during the first couple weeks of engagement. As the semester evolves, students are slowly given additional experiences and responsibilities while under site supervision (consisting of a minimum of 1 hour per week). Students meet an additional 1½ hours per week in class to gain additional assistance and supervision by the practicum faculty instructor. Students are also required to either videotape or record a counseling session with a client as part of their course requirement. If the student is unable to videotape or record a counseling session the site supervisor will be required to observe the student engaged in a counseling session and do an evaluation of the counseling session.

The Internship Experience

Internship I: August 17 – December 19, 2026

Required Break: December 20, 2026 – January 3, 2027

Internship II: January 4, 2027 – May 6, 2027

Required Break (or Optional Internship III): May 10, 2027 – August 15, 2027

Required Direct Hours: 120 hours per semester

Required Indirect Hours: 180 hours per semester

Required Individual or Triadic Site Supervision: 1 hour per week

Required University Class Supervision: 1.5 hours per week

Telehealth hours: No more than 1/2 of direct hours with licensed therapy and student *both on site* for Internship I

Students must fulfill **direct service** with clients as defined by CACREP:

Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following **would not be considered direct service:** (1) Observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Client phone consultations may count for no more than 5 direct hours per semester, logging the number of minutes on the call. **Co-therapy sessions**, in which the student intern and therapist are *both* interacting with the client(s) throughout the session, may count for *no more than 12 direct hours per Internship semester*, unless granted more with instructor approval.

In Internship, students are expected to work closely with clients, actively counsel clients, carry a client load, attend staff meetings, be familiar with the protocols and procedures of the site, meet weekly with their site supervisor for one-hour weekly supervision, (this hour is considered indirect and is logged as indirect hours) attend trainings as offered by the site, and engage in ethical and professional behavior, along with other counseling related activities. Students meet an additional 1½ hours per week in class to gain additional assistance and supervision by the practicum faculty instructor. Students are also required to either videotape or record a counseling session with a client as part of their course requirement. If the student is unable to videotape or record a counseling session the site supervisor will be required to observe the student engaged in a counseling session and do an evaluation of the counseling session.

Site Supervisor Responsibilities: CACREP Standards

Students must be supervised a minimum of one hour per week by an approved site supervisor.

Site supervisors must have the following:

- A minimum of a master's degree, preferably in counseling, or a related profession
- Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- A relevant training for in-person and/or distance counseling supervision;
- A relevant training in the technology utilized for supervision; and
- A knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Evidence of Telehealth training may be required if telehealth is used at site. Our program values the **in-person** experience as the best opportunity for experiential learning. The student intern will primarily see clients face to face and use telehealth as an alternative such as during an emergency or in crisis situations. We do understand that some clients will prefer telehealth; therefore, we ask that our student interns have ***no more than 1/2 of their direct hours*** allocated for telehealth services. If a student must engage in the use of telehealth for service delivery, they must be physically located on site with a licensed therapist physically present and accessible on site. We will require documentation of a telehealth consent form that interns will provide to clients, a copy of policies and procedures related to telehealth that the site, and the name of the licensed therapist(s) who may serve as the representative for the site supervisor on record during an emergency. The site supervisor on record and student intern must both provide evidence of the completion of a training in telehealth prior to the student engaging in services via telehealth.
- Site Supervisors Orientation for Practicum and Internship (offered through Belmont University's School of Mental Health Counseling)

Site supervisors are responsible for ensuring that students have a Practicum/Internship experience which includes experience in the assessment, diagnosis, and treatment of cognitive, affective, and behavioral problems or dysfunctions in the *DSM-5* nomenclature which are part of the rules and requirements that govern Licensed Professional Counselors in the state of Tennessee. Site supervisors are also responsible for students following laws, ethical codes, and agency requirements. Therefore, they should clarify responsibilities and expectations with students before field experience begins. Ongoing feedback and hourly supervision should also be provided each week.

Emergency protocols must be in place (and preferably documented) at the site. This includes but is not limited to what to do and who to contact when a client is harmful to self and other, what to do if the client or counselor is experiencing a personal health emergency, and what to do in the event of some other non-clinical emergency. Interns must have immediate access to a licensed therapist in such events.

The following are pointers to ensure a good experience for site supervisors and students.

- Supervisors may also require the following for Practicum/Internship students: trainings, orientations, observation, attendance at staff meetings, or other such functions to ensure

compliance with state and agency regulations. Typically, sites offer experiences in the following order 1) Site orientation, 2) Observation of procedures, and 3) Counseling participation.

- Supervision sessions are developed by site supervisors based on the needs of students. Times are scheduled to meet the needs of both supervisors and students but must be held for a minimum of 1 hour each week in individual or triadic settings.
- Site supervisors should ensure student hourly logs are accurate, and when approved, electronically sign the logs in Experiential Learning Cloud (ELC).
- Supervisors should contact the university instructor any time an issue arises. University instructors will make regular contact to ensure student growth occurs in an ethical manner.
- To ensure adequate assistance and in case of emergencies, when faculty are off-duty once classes end for the semester, students may continue to see clients until the end dates outlined above with the knowledge that another faculty member will be available for supervision and consultation (i.e., Drs. Hicks or Bagwell).
- In addition to the minimum one hour spent weekly in supervision with site supervisors, students receive university supervision from faculty a minimum of 1½ hours per week. This time is used to assist with clients or other issues.
- Supervisors will evaluate student growth at midterm and end of the semester using a university/student provided electronic form.
- Ensure that students receive clinical supervision rather than simply administrative supervision. This means offering guidance and feedback on clinical skills, consultation on case issues, ensuring understanding and compliance with professional ethical codes and laws, and ensuring client well-being.

Student Role and Responsibilities

- Students in field experience courses should be engaged in clinical counseling responsibilities at the site throughout each week during the semester.
- The number of hours and level of responsibility increases as students advance from Practicum to Internship courses.
- Students are expected to participate in a broad range of clinical counseling activities including facilitating couples and family sessions or co-facilitating a group.
- Students may be required to engage in telehealth during a crisis or ongoing pandemic (see section: Preparing for an Interview), but otherwise must keep telehealth hours to 50% or fewer of direct client hours.
- Students are expected to comply with laws, ethical codes, and agency requirements including professional dress, prompt arrival, and participation in agency training.
- Students will evaluate the site supervisor, university instructor, and site at the end of the course.
- Students must have current counseling liability insurance throughout field experience courses.
- Students maintain an electronic log that describes all field experience activities and hours in ELC. The site supervisor will review and sign the logs to ensure accuracy.
- Students meet for a minimum of 1½ hours weekly for group supervision during practicum/internship university class time. Students may be required to bring in their logs

on a weekly basis to be reviewed by the faculty supervisor. See course syllabi for more information.

- Students are expected to carry out their commitment to each site through the end of each block, outlined in [Section 6](#), and are required to take breaks during outlined dates.
- To ensure adequate assistance and in case of emergencies, when faculty are off-duty once classes end for the semester, students may continue to see clients until the end dates outlined above with the knowledge that another faculty member will be available for supervision and consultation (i.e., Drs. Hicks or Bagwell).
- Students are beholden to their responsibilities at the site, even after fulfilling all required hours for the school.

University Responsibilities

Students attend field experience courses at the university while completing practicum and internship hours. During course sessions, students discuss ethical issues, case conceptualization, treatment planning, diagnosis, diversity, demonstrate counseling skills, and a host of other issues that may be pertinent when working with clients. Faculty may contact site supervisors regularly to ensure student growth occurs and issues are resolved. In order to ensure success in clinical skills, site supervisors may, with client permission, be asked to evaluate live counseling sessions conducted by students, observe video recordings, or allow university faculty to conduct these evaluations.

Concerns During Field Experience

Please contact the university instructor immediately if concerns arise. Issues might include student impairment, unethical behaviors, etc. Impaired students should be removed from offering services to clients until the issue is resolved. Please know it is the responsibility of the faculty to facilitate these issues for students and site supervisors so immediate contact should be made.



Field Experience Manual Signature Page
School of Mental Health Counseling
College of Pharmacy & Health Sciences

I _____ hereby certify that I have read and that I
(Print name)
understand the information presented in this Field Experience Manual for **Clinical Mental Health Counseling**.

(Signature)

(Date)

Appendices

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Appendix A.1: Field Experience Site Affiliates

*School of Mental Health Counseling
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Students are encouraged to consult the Field Experience Manual for the process of securing a Practicum and/or Internship site. Students are *strongly discouraged* from reaching out directly to any of the sites, but to instead complete the “Field Experience Placement Form” located within the Field Experience Manual before meeting with the Field Experience Coordinator, [Cory Bishop](#).

Site Name	Site Location	Site Description
Agape Nashville	4555 Trousdale Dr Nashville, TN 37204	Faith-based, church-affiliated; most populations; foster
Alinea Counseling	5205 Maryland Way Brentwood, TN 37027	Individuals & couples; small group practice
Anchored Counseling	5214 Maryland Way Suite 207, Brentwood, TN 37027	Eating disorders, body image, distorted eating, anxiety, depression; teens & adults
Arcadian Therapeutic Services	570 Bakers Bridge Avenue Franklin, TN 37067	Mostly children & adolescents; some adults
Aster Springs	Offices in two Nashville locations	Eating disorders; OCD/anxiety; integrative/holistic therapies; in-patient and IOP; 18+ only
The Babb Center for Counseling	105 Music Village Blvd. Hendersonville, TN 37075	Faith-based, church-affiliated; most populations
Catholic Charities Diocese of Nashville	2806 McGavock Pike Nashville, TN 37214	Adults, children and adolescents; immigrants/refugees; low SES
Castleman Counseling	2729 Bransford Avenue Nashville, TN 37204	Couples, women, families, EFT focus
Center for Authentic Growth	2815 Dogwood Pl Nashville, TN 37204	Individuals & couples; IFS therapy
Center for Connection and Wellness	1305 16 th Avenue S, Nashville, TN 37212	Holistic; children, teen, young adults, adults, couples; anxiety, depression, trauma
Centerstone	Multiple locations in Nashville & Greater Nashville area	Community-based; substance-abuse treatment; all populations
Central Care Counseling Services	1161 Murfreesboro Pike Nashville, TN 37217	Individuals, couples, & families; bilingual option
Child and Family Wellness Center	Nashville and Franklin locations	Children and families; neurofeedback, EMDR, groups
Connect Counseling Center	Clarksville, Mt. Juliet, and Cookeville	Individuals, couples, children, & families
Cumberland Heights	Multiple locations in Nashville & Greater Nashville area	Substance-abuse treatment
Cypress Counseling	103 Continental Place Brentwood, TN 37027	Individuals & couples; some teens

Daystar Counseling Ministries	2801 Azalea Place Nashville, TN 37204	Children & adolescents; faith-based
Experience Therapy Group	3250 Dickerson Pike Nashville, TN 37207	Trauma, grief, life transitions, LGBTQ, groups, individuals, couples; small group practice
Evolve Counseling	6740 Charlotte Pike Nashville, TN 37209	Girls and women
The Gaia Center	95 White Bridge Pike Nashville, TN 37205	Adults, teens, couples, families, group; eating disorders, depression/anxiety, LGBTQ+
Hazel House	2818 Azalea Place Nashville, TN 37204	Holistic healing; individual, group, neurofeedback, all ages
Healing Umbrella Psychotherapy	Belmont Blvd. Nashville, TN 37210	LGBTQ+ issues
HopeTree Counseling	3326 Aspen Grove Drive Suite 275, Franklin, TN 37067	All populations; anxiety, depression, etc.
Hope Clinic for Women	1810 Hayes Street Nashville, TN 37203	Perinatal women & men
Imani Behavioral Health	Clarksville and Nashville	Most populations; individual, couples, families, groups
Insight Counseling Center	Offices in Nashville & Franklin	Spiritually integrated; individuals, couples, groups, children & families
Integrative Life Center	1104 16 th Ave S Nashville, TN 37212	Substance-use, eating, and intimacy disorders; trauma and co-occurring disorders
Lantern Lane Farm	6201 Corinth Rd Mount Juliet, TN 37122	Faith-based; individuals, couples, families, women, children & teens; equine; rural
Matters of the Heart	Henderson, Goodlettsville, and Gallatin, TN	Individuals, couples, families, children & teens
Mental Health Cooperative TN	275 Cumberland Bend Nashville, TN 37228	Community-based; mostly individuals; TennCare
Mercy Community Healthcare	143 SE Parkway Franklin, TN 37064	Integrated services to children, adolescents, and adults
Nashville Center for Trauma & Psychotherapy	346 21 st Ave N Nashville, TN 37203	Trauma; individuals, teens, groups
Nashville Collaborative Counseling Center	Two locations in Nashville	Individuals, adults, children, adolescents
Nashville Emotional Wellness	4205 Hillsboro Pike Nashville, TN 37215	Women, individuals, couples, groups; diversity-focused
Nashville OCD & Anxiety Treatment Center	Locations in Brentwood, TN and Mt. Juliet, TN	OCD and anxiety; children, adolescents & adults
Nashville Psych	2200 21 st Ave A Nashville, TN 37212	Individuals, couples, child & family, and groups
New Moon Rising	Locations in Franklin and Brentwood	All ages, trauma, anxiety/OCD, depression, music industry, eating disorders, grief, perinatal LGBTQ

The Next Door	402 22 nd Ave N. Nashville, TN 37203	Women, substance-abuse and co-occurring disorders;
Nurture House	210 2 nd Ave S Franklin, TN 37064	Children, adolescents, and families
Park Center	21 st Ave and East Nashville	Acute mental health; in patient
Pasadena Villa	Nashville and Franklin locations	Eating disorders; OCD/anxiety; integrative/holistic therapies; in-patient and IOP; 18+ only
Pathways Counseling	Murfreesboro	Most populations; spiritually integrated; attachment theory
Ready Nest Counseling	2107 Bernard Avenue Nashville, TN 37212	Perinatal care; women, couples
Recovery Unplugged	255 Wilson Pike Brentwood, TN 37027	Substance-abuse, individuals, groups; music integrated
Refuge Center for Counseling	103 Forrest Crossing Blvd Franklin, TN 37064	Community-based; individuals, couples, groups, children & families
Replenish Counseling	7105 Crossroads Blvd Brentwood, TN 37027	Mostly teens; adults, couples & families; LGBTQ+
Restore Life	Hendersonville, Clarksville, Bowling Green	Community-facing; most populations/issues
Rogers Behavioral Health	9020 Overlook Blvd., Suite 400, Brentwood, TN 37027	OCD, anxiety, trauma, eating disorder, addiction recovery; kids, teens, and adults
Rooted Counseling	2002 Richard Jones Rd. Ste A203 Nashville, TN 37215	All ages, women, couples, grief/loss, anxiety, depression
Sexual Assault Center	101 French Landing Drive Nashville, TN 37228	Acute trauma from sexual assault; women; children, teens and adults
TN Mental Wellness	1185 Nashville Pike Gallatin, TN 37066	Individuals, children, adolescents, couples & families; small group practice
TN Prison Outreach Ministry	136 Rains Ave Nashville, TN 37203	Transitions out of prison
Trauma Therapy of Nashville	1305 16 th Ave S Nashville, TN 37212	All ages, trauma, holistic, anxiety/depression, addiction, disordered eating, autoimmune, music industry, LGBTQ, etc.
Vanderbilt University Counseling Center	2015 Terrace Place Nashville TN, 37203	Fall/Spring only; interns would need a second site for summer
Williamson Family Counseling Center	1604 Westgate Circle Brentwood, TN 37027	Individuals, children, adolescents, couples, families & groups; school-system affiliated
Works Counseling Center	95 White Bridge Pike Nashville, TN 37205	LGBTQ+ issues; trauma; OCD and anxiety behavioral therapy

If you wish to intern at an unlisted site, please contact cory.bishop@belmont.edu with the name of the site and await further instruction



Appendix A.2: Field Experience Placement Form

*School of Mental Health Counseling
College of Pharmacy & Health Sciences*

Students are encouraged to consult the Field Experience Manual for the process of securing a Practicum and/or Internship site. Students are *strongly discouraged* from reaching out directly to any sites. **Please attach your current resumé, your personal/professional narrative (Part III below), and this completed form and send to cory.bishop@belmont.edu**

PART I: Student Information

Name:	BUID:
Local Address:	Phone Number:
Email:	Track: <input type="checkbox"/> LPC <input type="checkbox"/> MFT <input type="checkbox"/> CPT <input type="checkbox"/> SC
Pronouns:	Race:
Military Status:	
Expected Month & Year of Graduation:	
Are you fluent in a second language (including ASL)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please specify which language(s) & fluency level:	
Are you seeking an employment-based field placement?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe
If yes, indicate planned commitment:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Do you have a valid driver's license?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will transportation be a concern for you during your field placement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please explain:	
Have you ever been convicted of a felony?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other than a minor traffic violation, have you ever been convicted of a crime for which the charges have not been expunged or pardoned?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please explain:	
Do you have any charges pending?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please explain:	

Do you have any special considerations of which we should be aware when planning your field placement? ☐ Yes ☐ No

If yes, please briefly list concerns. *You will be asked to describe your situation more fully in the attached narrative:*

Briefly describe your ideal field placement (i.e. settings, populations, etc.):

Please check every demographic you are willing to serve in your Field Experience:

- | | | | |
|-----------------------------------|--------------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> Children | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults | <input type="checkbox"/> Couples |
| <input type="checkbox"/> Families | <input type="checkbox"/> Groups | | |

Please check every specialty you are interested in serving in your Field Experience:

- | | | | |
|------------------------------------|--|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Addiction | <input type="checkbox"/> Women | <input type="checkbox"/> Men | <input type="checkbox"/> LGBTQ+ |
| <input type="checkbox"/> Bilingual | <input type="checkbox"/> Immigrant/Refugee | <input type="checkbox"/> Foster | <input type="checkbox"/> Trauma |
| <input type="checkbox"/> Perinatal | <input type="checkbox"/> Eating disorders | <input type="checkbox"/> Faith-based | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Military | <input type="checkbox"/> Minorities | <input type="checkbox"/> Anxiety | <input type="checkbox"/> Career |

Please check every location you are willing to drive for Field Experience (2-3x per week on average in Practicum; 3-4x per week on average in Internship):

- | | | | |
|---------------------------------------|---------------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Nashville | <input type="checkbox"/> Clarksville | <input type="checkbox"/> Brentwood | <input type="checkbox"/> Franklin |
| <input type="checkbox"/> Mount Juliet | <input type="checkbox"/> Murfreesboro | <input type="checkbox"/> Gallatin | <input type="checkbox"/> Donelson |
| <input type="checkbox"/> Madison | <input type="checkbox"/> Cookeville | <input type="checkbox"/> Dickson | <input type="checkbox"/> Columbia |

Please list your availability for Field Experience (classes are Tuesday/Thursday evenings):

Monday _____ Tuesday _____
Wednesday _____ Thursday _____
Friday _____ Saturday _____
Sunday _____

PART II: Personal/Professional Narrative

Your 1–2-page narrative should be typed and double-spaced, with 1” margins, top, sides and bottom of each page. Prepare your statement to include the following:

- Discuss your particular interests in counseling. (i.e. reasons for choosing the field; your educational pursuits; populations you would like to serve; your eventual goals; etc.)
- Describe any settings and/or populations you are reluctant to serve.
- Describe personal issues which may impact your choice of possible practicum sites; (i.e., substance abuse, no car or a suspended driver’s license, caretaking responsibilities for a family member, etc.).
- Briefly disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues that may impact placement.

PART III: Acknowledgement and Signature

This application form is intended to convey information helpful in determining field experience placements. Although the applicants' experiences and interests are considered, educational needs take precedence over all other factors involved in the assignment of students to fieldwork agencies. The information on this application may be shared with an agency internship coordinator, field instructor, and/or field seminar instructor.

Applying for a placement is a competitive process. Once applications are received by the Field Experience Coordinator, the placement process begins. Like a job interview, all students must interview for field experience placements. The student’s application is reviewed, and a referral is made to an agency or agencies for a phone screening and/or interview. Students are not guaranteed specific placements since the field placement process is competitive. Students often compete with fellow Belmont students and students from other schools.

Please note that a background check, including criminal history and fingerprinting, immunizations, and health screening, may be required for placement in certain settings. Note that these may be at the student’s expense. Please discuss this with the Field Experience Coordinator if you have questions or concerns regarding these requirements.

This form and its attachments are true and complete to the best of my knowledge.

Student Signature:

Date:

[Please attach your current résumé and Personal/Professional Narrative with this form and send to cory.bishop@belmont.edu]

NOTE: The field experience placement is a graded, professional practice experience that must meet the criteria of the field instruction program and the professional development needs identified by the program, the profession and you, the student. Any issues of concern need to be presented to the Field Experience Coordinator in your individual conference so as to fully assist with planning for your field placement. It is your responsibility to apprise the Field Experience

Coordinator of any information that impede your success in the field. Failure to disclose may result in denial of admission to field or termination of field placement. The Field Experience Coordinator will consider your needs and circumstances and will try to make accommodation when and where necessary. In recognizing the importance of the field placement, however, please make arrangements for childcare, caretaking duties for parents, transportation, work schedules and other commitments that may impede your availability and success. There are some practicum situations, given specific vulnerabilities of an individual student, or circumstances of work with a given client population, which might place you, the student, at physical and/or emotional risk.

[Incomplete application packets will not be processed.]



Appendix A.3: Field Experience Site Change Request Form

*College of Pharmacy and Health Sciences
School of Mental Health Counseling*

All sites are considered valuable resources of the Belmont University School of Mental Health Counseling and not of individual students. Fieldwork placements are increasingly challenging to locate and secure. Therefore, once fieldwork sites are confirmed by the fieldwork team, they will not be changed.

Changes in confirmed fieldwork placements are very rare and not undertaken lightly. Students may pursue an appeal to change sites by filling out the “Field Experience Site Change Request Form” and submitting it to their instructor for signature, who will subsequently submit the signed form to the Field Experience & Assessment Coordinator for consideration. Student appeals should be made only in the rarest and most dire circumstances. Those circumstances include but are not limited to: unresolvable issues with the site as approved by faculty instructor, the site’s stated inability to provide the student with sufficient hours, military role, death in immediate family, student’s severe illness or accident, natural disaster or act of God, severe accident or illness of someone for whose caretaking the student is responsible, or condition requiring diagnosis and documentation. Students who appeal are those who feel they could not continue in the program and complete their training if the appeal is denied.

Student Name:

Instructor Name:

Course Number and Name:

Semester:

Year:

Current Site Name:

Current Site Supervisor Name:

Please state in as much detail as possible the reason for your site change request:

Additional Comments (Instructor only):

Student Signature:

Date:

Instructor Signature:

Date:



Appendix B.1: Supervisor/Student Counselor Agreement Form

Field experience courses in the Belmont University Mental Health Counseling Program provide students with clinical training necessary to prepare for future counseling licensure and careers. Sites and site supervisors are an integral part of student success. Information below ensures understanding and cooperation between students, site supervisors, and university instructors.

I. Length of the Practicum or Internship Experience

The student counselor will work a minimum average of 10 hours per week during Practicum (suggested 4 direct service hours; 6 indirect hours per week) and a minimum average of 20 hours per week during Internships I & II (suggested 8 direct service hours; 12 indirect hours per week). Student counselors are limited to 10 direct hours per week during Practicum and 15 direct hours per week during Internships I & II. Student counselor and their site supervisor must seek Belmont instructor approval for any hours exceeding these maximums. Supervisors must provide students with at least one hour per week of individual or triadic supervision.

Students are expected to report to their sites for their hours in the date ranges listed below and must be on break from their sites during the required break dates in between:

Practicum: June 1, 2026 – August 8, 2026

Required Break: August 9, 2026 - August 16, 2026

Internship I: August 17 – December 19, 2026

Required Break: December 20, 2025 – January 3, 2026

Internship II: January 4, 2027 – May 6, 2027

Required Break (or Optional Internship III): May 10, 2027 – August 15, 2027

This agreement covers only the session times listed above. All required hours must be completed by May 6, 2027 to include a minimum 100 hours total for Practicum and 310 hours total per Internship. Internship III is optional if the student has the approval of the chair, Dr. Janet Hicks, and subsequently enrolls in the Belmont course offering of the same name. All hours must be submitted in Practicum by the grade deadline, or the student will receive an incomplete grade and cannot move forward to Internship until hours are met. Hours cannot carry over from Practicum to Internship. Once grades are submitted for Practicum, any additional hours cannot count toward Internship.

II. Policies and Procedures

All parties must comply with the terms of the Clinical Affiliation Agreement between Belmont University and [Facility]: dated (mm/dd/yy):

Students must fulfill **direct service** with clients as defined by CACREP:

Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective

change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

The following **would not be considered direct service**: (1) Observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Client phone consultations may count for no more than 5 direct hours per semester, logging the number of minutes on the call. **Co-therapy sessions**, in which the student intern and therapist are *both* interacting with the client(s) throughout the session, are allowed for up to 40 direct service hours during Practicum and up to 10% of direct hours during Internships I & II. If a supervisor or student seeks a greater number of hours than these, they must obtain instructor approval.

Students and site supervisors must comply with the American Counseling Association's ethical code as well as Tennessee state law. The courses syllabi also discuss procedures required for successful course completion and is incorporated into this agreement.

Emergency protocols must be in place (and preferably documented) at the site. This includes but is not limited to what to do and who to contact when a client is harmful to self and other, what to do if the client or counselor is experiencing a personal health emergency, and what to do in the event of some other non-clinical emergency. Interns must have immediate access to a licensed therapist in such events. Supervisor agrees that a licensed therapist will be on site whenever a student is on site. Supervisors may contact faculty supervisor in case of emergency, as well as Chair, Dr. Janet Hicks, should the faculty supervisor be unreachable.

III. Professional Liability Insurance

Students are required to purchase and maintain professional liability insurance at all times during their practicum or internship experience. Although the university does not purchase insurance for site supervisors, site supervisors must carry liability insurance at all times during the student's practicum or internship experience to cover supervision and counseling practices.

IV. Student Records

The Family Education Rights and Privacy Act protects student records in the university setting. The student's signature on this agreement gives permission for university faculty and site supervisor(s) to exchange information regarding the student's academic and work performance.

V. Site Supervisor, Student, and Faculty Supervisor Responsibilities

The site supervisor must maintain Tennessee licensure as an LPC, LMFT, LCPT, LCSW, Psychiatrist, or Psychologist with supervision credentials throughout the student's practicum or internship experience. Students must be supervised in an individual or triadic supervision setting for a minimum of one hour per week by an approved site supervisor. Site supervisors must have the following:

- A minimum of a master's degree, preferably in counseling, or a related profession
- Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- A relevant training for in-person and/or distance counseling supervision;
- A relevant training in the technology utilized for supervision; and
- A knowledge of the program's expectations, requirements, and evaluation procedures for students.

- Evidence of Telehealth training may be required if telehealth is used at site
- Attendance at Site Supervisors Orientation for Practicum and Internship (offered through Belmont University's School of Mental Health Counseling)

Site supervisors are responsible for ensuring that students have a practicum/internship experience which includes experience in the assessment, diagnosis, and treatment of cognitive, affective and behavioral problems or dysfunctions in the DSM 5 nomenclature which are part of the rules and requirements that govern Clinical Mental Health Counselors and Marriage and Family therapist in the state of Tennessee. Site supervisors are also responsible for students to follow laws, ethical codes, and agency requirements. Therefore, they should clarify responsibilities and expectations with students before field experience begins. Ongoing feedback and hourly supervision should also be provided each week. Following are a few pointers to ensure a good experience for site supervisors and students. Supervisors may also require the following for practicum/internship students: trainings, orientations, observation, attendance at staff meetings, or other such functions to ensure compliance with state and agency regulations. Typically, sites offer experiences in the following order 1) Site orientation, 2) Observation of procedures, and 3) Counseling participation.

- Supervision sessions are developed by site supervisors based on needs on students. Times are scheduled to meet the needs of both supervisors and students but must be held for a minimum of 1 hour each week.
- Site supervisors should ensure student hourly logs are accurate, and when approved, sign the logs.
- Supervisors should contact the university instructor any time an issue arises.
- Site supervisor agrees to meet on a regular schedule with the student's faculty supervisor for consultation regarding the student counselor at least three times per semester, by email, phone, and/or video. The regular schedule will include contact from the faculty supervisor to the site supervisor the first week of each semester, the mid-point of each semester, and the final week of each semester. The dates are subject to change, but both parties are responsible for communicating and consulting on this schedule.
- Supervisors will evaluate student growth at midterm and end of the semester using a university/student provided form.
- Ensure that students receive clinical supervision rather than simply administrative supervision. This means offering guidance and feedback on clinical skills, consultation on case issues, ensuring understanding and compliance with professional ethical codes and laws, and ensuring client well-being.

Student Responsibilities Following is some information to clarify student expectations and roles.

- Students are expected to comply with laws, ethical codes, and agency requirements including
- Professional dress, prompt arrival, and participation in agency trainings.
- Students will evaluate the site supervisor, university instructor, and site at the end of the course.
- Students must have current counseling liability insurance throughout field experience courses.
- Students maintain a log that describes all field experience activities and hours (See Section 7, student record forms). The site supervisor will review and sign the log to ensure it is accurate.
- Students meet for a minimum of 1 ½ hours weekly for group supervision during practicum/internship university class time.
- Students are also required to submit their logs on a weekly basis to be reviewed by the faculty supervisor. See course syllabi for more information.

Faculty Supervisor and University Responsibilities

Students attend field experience courses at the university while completing practicum and internship hours. During course sessions, students discuss ethical issues, case conceptualization, treatment planning, diagnosis, diversity, demonstrate counseling skills, and a host of other issues that may be pertinent when working with clients.

Faculty supervisor will contact the site supervisor for regularly scheduled consultation via email, phone, and/or video call at least three times per semester: the first week of each semester, the mid-point of each semester, and the final week of each semester. The dates are subject to change, but both parties are responsible for communicating and consulting on this schedule. Additionally, the faculty supervisor is responsible for meeting with the student for an average of 1.5 hours per week throughout the Practicum and Internship experiences in a class group supervision setting.

In order to ensure success in clinical skills, site supervisors may, with client permission, be asked to evaluate live counseling sessions conducted by students, observe video tapes, or allow university faculty to conduct these evaluations.

Concerns During Field Experience

Please contact the university instructor immediately if concerns arise. Issues might include student impairment, unethical behaviors, etc. Impaired students should be removed from offering services to clients until the issue is resolved. Please know it is the responsibility of the faculty to facilitate these issues for students and site supervisors so immediate contact should be made. Regular consultation (as outlined above) must occur if students are to be successful.

VI. Modification of this Agreement

Any modification of this Agreement will be in writing and signed by all of the parties.

By signing below, the parties agree that they have read, understood, and accepted the terms and conditions of this agreement.

Student Signature

Date:

Student Counselor:

Date:

Site Supervisor:

Date:

University Supervisor:

Date:

Program Director:

Date:



Appendix B.2: Site Supervisor Information Form

Name of Supervisor: _____

Title: _____

Counseling Licensure(s): (List all relevant counseling credentials)

Degrees Earned: (please list your earned counseling-related degrees)

Minimum of Two Years of Professional Counseling in:

___ 2 yrs in Clinical Mental Health Counseling ___ 2 yrs in Marriage, Couple, and Family Counseling

Professional Counseling Experience:

Supervision Training/# CEUs acquired in supervision:

*Please provide a hard copy of your most up-to-date licensure or certificate.

Please Read and Sign Below: I received a copy of the Field Experience Manual for Clinical Mental Health Counseling from the Belmont Mental Health Counseling Program and understand the supervision expectations and requirements. I also know that faculty offer supervision training each fall and spring and I will be expected to attend this training.

Signature: _____ Date: _____



Appendix B.3: Description of MCFC Practicum/Internship Student Duties

- 1. Individual Counseling:** The counseling Internship/Practicum requires 100 hours of experience (including 40 direct client contact hours) at this site for students enrolled in Practicum and 310 hours (including 260 direct client contact hours) per internship. The counseling training should include although not be limited to treatment goals, counseling theories, counseling techniques, assessment techniques, multicultural and diversity issues, referral procedures, record keeping, and other issues related to counseling the client/student.
- 2. Group Counseling:** The Counseling Internship/Practicum is focused on individual counseling although some group counseling experience is encouraged. Students enrolled in practicum must complete a minimum of 1 hour conducting group counseling.
- 3. Conducting Psychoeducational Classes:** Marriage, Couple, and Family Counseling counselors-in-training may deliver psychoeducational classes in areas in which they are qualified.
- 4. Program Planning:** Marriage, Couple, and Family Counseling counselors-in-training are expected to attend staff meetings, write reports, and prepare for delivery of direct services.
- 5. Consultation:** Clinical mental health counselors-in-training are expected to participate in case management with professional staff. They are also required to participate in onsite supervision (a minimum of one hour per week). The supervision is conducted by the on-site, approved supervisor.
- 6. Professional Development:** Students are expected to attend workshops and conferences as assigned by the Site Supervisor and/or University Professor. Other duties as may be assigned.



Appendix B.4: Site Interview Checklist

As you interview, you must ensure that each expectation below can be met.

Discuss these requirements during your interview and check off each one as you've received confirmation. Sites that cannot commit to one or more of these requirements will not be appropriate.

_____ The student intern must be able to earn a total of **40 total face to face hours during Practicum** (this is about 5 hours per week for all 10 weeks) and **130 total face-to-face for each semester of Internship** (this is about 8 hours per week for all 16 weeks) during the scheduled semester beginning and end dates. Student interns will be on break when the university is on break between semesters.

_____ The student intern must receive weekly individual supervision for 1 hour face to face. Individual supervision is classified as 1 supervisor and no more than 2 interns. More than 2 interns during a supervision would classify as a group supervision. CACREP requires 1 hour of individual supervision each week. The supervisor must also sign off on hours weekly in ELC (our online platform) and submit required documentation for site supervisors each semester. Lastly, the site supervisor must also be able to document that he/she has completed training in supervision.

_____ The student intern will not have to develop his/her/their own client forms, processes, or procedures. We do not permit our students to set up any sort of "private practice." The intern is not permitted to receive any fees/money/payment for service. Any fees that they collect must only go towards the practice/agency.

_____ Emergency protocols must be in place (and preferably documented) at this site. This includes what to do and who to contact when a client is harmful to self and other, what to do if the client or counselor is experiencing a personal health emergency, and what to do in the event of some other non-clinical emergency. Interns must have immediate access to a licensed therapist in such events.

_____ Our program values the **in-person** experience as the best opportunity for experiential learning. We do understand that some clients will prefer telehealth; therefore, we ask that our student interns have no more than 1/2 of their direct hours allocated for telehealth services.

_____ In the event that a student must engage in the use of telehealth for service delivery, they must be physically located on site with a licensed therapist present on site. They must also have immediate access to a supervisor in the event of an emergency. We will require documentation of a telehealth consent form that interns will provide to clients, a copy of policies and procedures related to telehealth that the site, and the name of the licensed therapist(s) who may serve as the delegate for the site supervisor on record during an emergency. The site supervisor on record and student intern must both provide evidence of the completion of a training in telehealth prior to the student engaging in services via telehealth.

_____ The student intern will be able to co-facilitate or facilitate a group experience or psychoeducational group experience for at least one hour total

_____ The student intern must not be responsible for recruiting his/her/their own clients, and the site supervisor will ensure the appropriateness of all clients assigned to the student intern. Also, a licensed therapist must be on site when the student is engaging in direct counseling with clients.

_____ The site supervisor must be licensed and have at least 2 years of professional experience.



Appendix C.1: Student Practicum/Internship Evaluation

(CACREP Section 5. Clinical Mental Health Practice Skills #3; Section; 3. Professional Practice)

Directions: This form is completed by the Site Supervisor in ELC

and growth of student interns. Because this form becomes part of the student's record and is considered when assigning course grades, please review each item carefully and select the best response.

Far Below Expectations	Below Expectations	At Expectations	Above Expectations	Far Above Expectations
1	2	3	4	5

I. Basic Work Requirements

- Arrives on time consistently
- Uses time effectively
- Informs supervisor and makes arrangement for absences
- Completes requested or assigned tasks on time
- Completes required total number of hours or days on site
- Is responsive to norms about clothing, language, etc., on site
- Interfaced appropriately with other behavioral health care professionals (CACREP 3.d.)
- Student showed evidence of having proper liability insurance (CACREP A)

II. Ethical Awareness and Conduct

- Exhibits knowledge of general ethical guidelines
- Exhibits knowledge of ethical guidelines of internship/practicum
- Demonstrates awareness and sensitivity to ethical issues
- Exhibits personal behavior consistent with ethical guidelines
- Consults with others about ethical issues if necessary
- Interfaced appropriately with the legal system relevant to couples, Marriage, and family counseling (CACREP couples, families 3.e)

g. *Interfaced appropriately with the legal system regarding court-referred Clients. (CACREP 3.c)

III. Knowledge and Learning

- a. Exhibits knowledge about the client population
- b. Exhibits knowledge of treatment setting and approach
- c. Is receptive to learning new information
- d. Actively seeks new information from staff or supervisor
- e. Exhibits ability to learn, understand, and integrate new information
- f. Exhibits understanding of counseling concepts, theories, and skills
- g. Exhibits ability to apply new information in clinical setting
- h. Evidence has been demonstrated to show increased knowledge of group leadership
- i. Utilized professional and technological resources
- j. Utilized research as appropriate to improve client services

IV. Response to Supervision

- a. Actively seeks supervision when necessary
- b. Is receptive to feedback and suggestions from supervisor
- c. Understands information communicated in supervision
- d. Successfully implements suggestions from supervisor
- e. Is aware of areas that need improvement
- f. Is willing to explore personal strengths and weaknesses

V. Work Products

- a. Records are accurately kept and are completed on time
- b. Written or verbal reports are accurate and factually correct
- c. Written or verbal reports are presented in a professional manner
- d. Reports are clinically and/or administratively useful
- e. Treatment Plan was correctly developed and included parent involvement if appropriate
- f. Treatment Plan brought about positive outcomes for the client

VI. Interactions with Clients

- a. Appears comfortable interacting with clients
 - b. Initiates interactions with clients
 - c. Communicates effectively with clients
 - d. Builds rapport and respect with clients
 - e. Is sensitive and responsive to client's needs
 - f. Is sensitive to issues of multicultural counseling
 - g. Is sensitive to issues of diversity including but not limited to race/ethnic group, age, gender, spirituality, physical challenges, SES
 - h. Conducts appropriate assessments (i.e. intakes, mental status evals, biopsychosocial history, mental health history, psychological assessment) with individuals, couples, and families
- CACREP (3.a)
- i. Utilized advocacy effectively (CACREP 3.e)
 - j. Displayed group counseling skills appropriately including marriage Couples and family counseling for MCFC student (CACREP E; CACREP marriage, couples, and families 3.c)
 - k. Became familiar with technological resources
 - l. *Conceptualizes treatment and intervention for marriage, couples, and families

- m. *If working with couples and families, fosters family wellness (CACREP marriage, couple, and families 3.b)
- n. Utilizes techniques and interactions for prevention and treatment based on client need (CACREP 3.b)

VII. Interactions with Coworkers

- a. Appears comfortable interacting with other staff members
- b. Initiates interactions with staff
- c. Communicates effectively with staff
- d. Effectively conveys information and expresses own opinions
- e. Effectively receives information and opinions from others
- f. Interfaced with legal system and/or integrated health care professionals appropriately

Comments:

Overall, what would you identify as this student's strengths?

What would you identify as areas in which the student could improve?

Would you recommend this student for employment or continued graduate studies?

Supervisor's Signature



Appendix C.2: Site Supervisor Evaluation Form

Directions: This form is completed by the student within ELC

one number to the right of each item to indicate how you perceived your experience with your site supervisor. The ratings range from (1) Disagree Strongly to (4) Agree Strongly.

<i>Disagree Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Agree Strongly</i>	<i>Not Sure</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>NS</i>

The supervisor:

1. Conveyed acceptance and respect.
2. Recognized and encouraged further development of my strengths
3. Helped me gain knowledge and insight about agency policies
4. Helped me gain knowledge and insight on referral processes.
5. Helped me to be more proficient in formulating treatment plans, progress notes, and reports.
6. Gave me useful feedback when I did something well.
7. Gave me useful feedback when my performance was not satisfactory.
8. Helped me to develop more effective counseling skills.
9. Helped me use assessment instruments effectively.

10. Helped me understand the implications and dynamics of the counseling approaches I used.
11. Helped me organize relevant case data in planning goals and strategies for my clients.
12. Helped me articulate a theoretically sound basis for ways in which I worked with clients.
13. Addressed issues related to difficult clients.
14. Encouraged me to become more independent as my skills increased.
15. Modeled ethical and professional behavior.
16. Helped me define and maintain ethical behavior.
17. Encouraged me to engage in professional behavior.
18. Offered resource information when I requested or needed it.
19. Encouraged self-monitoring and development of self-evaluation skills.
20. Provided periodic and timely assessment of my counseling skills.
21. Clearly delineated standards of evaluation.



Appendix C.3: Counseling Site Evaluation Form

Directions: This form is completed by the student on ELC

Student Name:

Date:

Please Check the Type of Supervised Experience at this Site:

PT	PT	CMHC	CMHC	MCFC	MCFC
Practicum	Internship	Practicum	Internship	Practicum	Internship

Name of Placement Site:

Address of Site:

Name of Site Supervisor:

List your total direct contact counseling hours accrued at this site:

List your total indirect contact counseling hours accrued at this site:

List the total number of individual supervision hours received from your site supervisor:

List the total number of group supervision you hours received from your site supervisor:

Were you able to finish your experience on schedule at this site?

Yes No

If no, please explain:

*Please select your response as Satisfactory (S), or Unsatisfactory (U) for the following items.
For any item selected as unsatisfactory please write a brief response under comments.*

1. Availability of clients:

S U

2. Adequacy of facilities (room space, privacy, etc.):

S U

3. Support services for counseling (secretarial help, etc):

S U

4. On-site supervisory support:

S U

5. Professional atmosphere of site:

S U

6. Please mark each experience found at your site. Mark all that apply:

Report Writing

Intake Interviewing

Administration and Interpretation of Tests

Group Counseling

Staff Presentation/Case Conferences

Family/Couple Counseling

Career Counseling

Psychoeducational Activities

Consultation

Other

7. What experience/training do you wish you could have experienced at this site but did not?

8. What were the major benefits gained/learned from working at this site?

Student Signature:



Appendix C.4: Student Dispositions Rubric (DP)

Student Disposition/Professionalism Rubric

Student Name: _____

Date: _____

Subskill	Unacceptable 1	Poor 2	Adequate 3	Good 4	Excellent 5	Score
<i>Attendance and Punctuality</i>	Often misses class and/or is late to over half of classes	Occasionally misses and/or is late to class 25%-50% of time	Attends almost all classes and/or is late under 25% of time	Rarely misses or is late to class 5% of time or less	Never misses or late to class	
<i>Multicultural Sensitivity</i>	Makes racial, ethnic, religious, or sexual jokes or comments; displays inappropriate prejudice even after correction.	Shows lack of acceptance of others even after correction.	Aware of biases and diligently working on skills to overcome them.	Aware of biases, is implementing skills to overcome biases, and learning about social justice.	Working to help others in society through appropriate social justice advocacy.	
<i>Professional Attentiveness</i>	Usually ignores or disrupts instructor, other professionals, and clients; distracted by outside entities	Often ignores or disrupts instructor, other professionals, and clients; often distracted by outside entities	Usually listens to instructor, other professionals and clients; usually free from outside distractions	Almost always listens responsively to instructor, other professionals, and clients and free of distractions	Always listens very responsively to instructor, other professionals, and clients and free from distractions	
<i>Cooperation</i>	Does not contribute or sabotages team efforts.	Contributes little to team efforts.	Contributes adequately to team efforts.	Contributes to a high degree to team efforts.	Contributions to team efforts are beyond what is expected.	
<i>Respect of others/ Environment</i>	Usually creates negative morale by being negative and may even spread rumors about others	Often creates negative morale by being negative; gossips about others	Usually achieves a balance of being cooperative; demonstrates the courage of one's convictions	Almost always achieves a balance of being cooperative in ways that enhance the class	Always conveys cooperation and leadership that enhances the class; promotes the well-being of others	
<i>Professional Dress</i>	More often than not dress is unprofessional considering the setting.	Often dress is unprofessional considering the setting.	On most occasions, dress is professional considering the setting.	Dress is typically professional considering the setting.	Dress is well-thought out considering the context or setting and always appropriate.	
<i>Ability to Handle Stress</i>	Stress affects levels of professionalism	Often stress affects levels of	Usually handles stress in a professional and	Typically handles stress in a	Always handles stress in a professional	

	and/or emotional intelligence	professionalism and/or emotional intelligence	emotionally intelligent manner	professional and emotionally intelligent manner	and emotionally intelligent manner	
<i>Wellness</i>	Unable to manage personal care leading to unethical or unprofessional behaviors	Lack of self-care often affects professionalism and/or emotional intelligence	Usually incorporates wellness such that professionalism and emotional intelligence are present	Typically incorporates wellness such that professionalism and emotional intelligence are present	Always incorporates wellness such that professionalism and emotional intelligence are present	
<i>Ability to Receive Constructive Feedback</i>	Constructive feedback affects levels of professionalism and/or emotional intelligence.	Constructive feedback often affects levels of professionalism and/or emotional intelligence.	Constructive feedback is usually handled with appropriate levels of professionalism and/or emotional intelligence.	Constructive feedback is typically handled with appropriate levels of professionalism and/or emotional intelligence.	Always handles constructive feedback in a professional and emotionally intelligent manner.	
<i>Demonstrates Appropriate Boundaries</i>	Student takes over and tries to solve issues that should be handled by faculty or site supervisors.	Student becomes involved in issues outside the scope of the student role and tries to manage other students or their concerns. The student does not make appointments when needed or does not show up for scheduled appointments or cancel them when needed.	The student reports issues that are appropriate but does not try to solve problems for other students or take on a faculty or site supervisor role. Ethical codes are followed. Appointments are made, attended, or rescheduled/cancelled if needed.	The student acts professionally, consults ethical codes, and resolves issues with faculty and site supervisors. Other student's issues are not taken on.	The student acts professionally, consults ethical codes, and resolves issues with faculty and site supervisors. Other student's issues are not taken on. Students make appointments and adhere to them or notify others if they cannot report as scheduled.	
Mean Score						

Instructor: _____
Course: _____
Student Signature: _____



Site: _____ Site Supervisor: _____

[illegible]

[illegible]

entry for # of hrs.

[illegible]



Appendix E.1: Video Release Statement (Adult)

Date:

A consent form must be signed by each person participating in a recorded counseling session prior to the session. The signed consent form giving permission to counsel and record counseling sessions is located in the client's counseling file at _____ in a secured location. The signed consent form giving permission for my university and/or site supervisor to view a live counseling session is in the client's counseling file at _____ in a secured location.

Print Name-Client:

Signature - Client:

Print Name-Counseling Intern Belmont University:

Signature - Counseling Intern:



Appendix E.2: Video Release Statement (Minor)

Date:

A consent form must be signed by each person participating in a recorded counseling session prior to the session. Parents/guardians must sign a copy for each participating minor. The signed consent form giving permission to counsel and record counseling sessions is located in the client's counseling file at _____ in a secured location. The signed consent form giving permission for my university and/or site supervisor to view a live counseling session is in the client's counseling file at _____ in a secured location.

Print Name-Parent/Guardian:

Signature – Parent/Guardian:

Print Name-Counseling Intern Belmont University:

Signature – Counseling Intern: