



# JACKSONVILLE UNIVERSITY

## BROOKS REHABILITATION COLLEGE OF HEALTHCARE SCIENCE SCHOOL OF APPLIED HEALTH SCIENCES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

### **Practicum & Internship Handbook 2025-2026**

2800 University Blvd. N.  
Jacksonville, Florida 32211

The policies stated in this handbook are consistent with university policies but are set forth in more specific terms so the student majoring in Clinical Mental Health Counseling will have a concise statement of expectations. These policies are reviewed, revised, and adopted by the School of Applied Health Sciences Graduate Clinical Mental Health Counseling Committee. In a case where a university-level policy, procedure, or process conflicts or contradicts a department-level handbook or syllabus, the department reserves the right to uphold the policy, procedure, or process specific to the department or program.

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## Introduction

The practicum and internship represent opportunities for you to put into practice the skills and knowledge that you have gained in the classroom. This is your chance to practice and hone your skills while under supervision, both on site and at the university. We hope you will take advantage of this opportunity.

This handbook is designed to provide you with the basic information you need to successfully complete your practicum (MHC 603) and internship (MHC 606 & 609). Please refer to the course descriptions listed below and each course syllabus for a summary of practicum and internship requirements.

### **MHC 603: Clinical Mental Health Practicum**

This 100 clinical contact hour course is the first in a series of courses designed to provide supervised clinical experiences in counseling. This practicum experience combines classroom faculty and peer supervision and field experiences supervised by a site supervisor in a mental health or related discipline to assist students in the transition from the classroom setting to clinical practice. Students will observe professional counselors and provide limited counseling services, under supervision, for at least 100 clock hours. The site supervisor working with the student will determine when the student is ready to work independently. Of the 100 hours required in the practicum, a minimum of **40** clock hours must be in direct client contact.

### **MHC 606 & 609: Clinical Mental Health Internship**

These are two, 3-hour internships taken in the spring and summer of your second year in the program. They require a combined total of **600** contact hours in a community counseling setting. Internships I and II are the culminating clinical experiences. For students with an interest in MHC and MFT licensure it is recommended that marriage and family therapy is a focus of at least one semester (minimum 200 direct client contact hours) of internship. Please discuss this with your internship faculty instructor or the Clinical Director for further clarification. Supervision is provided by a university faculty as well as site supervisors at each clinical site. Supervision includes peer, instructor, and self-reflective strategies. Supervision will include but not be limited to discussion of student conceptualization, diagnosis, treatment plan, interventions, process, and outcome of counseling among actual clients. For the two internships, over a two-semester period, students will complete a total of **600** clock hours working in a mental health counseling setting. Of the 600 hours to be completed, at least **240** hours must be spent in direct individual, group, or family counseling with clients.

### Timetable for Clinical Hours

Fall Semester (MHC 603-Practicum)	<ul style="list-style-type: none"><li>• 100 hours over 15 weeks</li><li>• Minimum 40 direct; 60 indirect</li><li>• Approximately 6-10 hours on site per week (Average of 3-5 direct and 5-7 indirect)</li></ul>
Spring Semester (MHC 606-Internship 1)	<ul style="list-style-type: none"><li>• 300 hours over 15 weeks</li><li>• Minimum 120 direct; 180 indirect</li><li>• Approximately 20 hours on site per week (Average of 10-12 direct and 8-10 indirect)</li></ul>
Summer Semester (MHC 609-Internship 2)	<ul style="list-style-type: none"><li>• 300 hours over 12 weeks</li><li>• Minimum 120 direct; 180 indirect</li><li>• Approximately 20-22 hours on site per week (Average of 12 direct and 8-10 indirect)</li></ul>
Total Clinical Hours:	<ul style="list-style-type: none"><li>• 700 hours (Minimum 280 direct &amp; 420 indirect hours)</li></ul>

### Timetable for Practicum and Internship Activities

Semester	Activities
Summer prior to entry	<ul style="list-style-type: none"> <li>Students sign and submit VECHS waiver.</li> <li>Students complete Background check through Castlebranch.</li> </ul>
Spring Semester of 1 <sup>st</sup> year	<ul style="list-style-type: none"> <li>Clinical Director conducts Pre-Practicum &amp; Internship Orientation</li> <li>Students participate in Practicum &amp; Internship Fair</li> <li>Students meet with Faculty Advisor and/or Clinical Director to discuss sites.</li> <li>Students contact site supervisors for application and interviews after the P/I Fair</li> </ul>
Summer Semester of 1 <sup>st</sup> year	<ul style="list-style-type: none"> <li>Students and site supervisor agree on placement.</li> <li>Students take Counselor Preparation Comprehensive Exam (CPCE)</li> </ul>
Fall Semester of 2 <sup>nd</sup> year	<ul style="list-style-type: none"> <li>Students enroll in practicum course.</li> <li>Students begin clinical field experience at practicum site (100 hours)</li> <li>Clinical Director conducts Practicum &amp; Internship Orientation</li> </ul>
Spring Semester of 2 <sup>nd</sup> year	<ul style="list-style-type: none"> <li>Students enroll in internship I course (300 hours)</li> <li>Students continue clinical field experience at site.</li> <li>Students are eligible to take the NCMHCE exam</li> </ul>
Summer Semester of 2 <sup>nd</sup> year	<ul style="list-style-type: none"> <li>Students enroll in internship II course (300 hours)</li> <li>Student completes clinical field experience hours at site.</li> <li>Students prepare for graduation!</li> </ul>

## Overview of Practicum & Internship

### Practicum

Practicum is designed to provide students with practical experience in the counseling field. At this stage in your education, you will have had some experience in counseling through courses as well as opportunities to learn about the work of counselors in different settings. During the practicum, students will focus primarily on the following:

- A. learning good counseling practices by observing and participating in joint experiences.
- B. developing skills by counseling in groups and individually under close supervision.
- C. becoming familiar with various types of educational and/or mental health agencies, services, referral sources, professional orientation, staff development, organizational development, etc.

Prerequisites for practicum include the following:

- MHC 501: Human Growth and Development
- MHC 502: Legal, Ethical, and Professional Standards
- MHC 503: Counseling Theories and Practices
- MHC 504: Introduction to Counseling Skills and Practice
- MHC 505: Behavioral Research and Evaluation
- MHC 506: Diagnosis and Treatment of Psychopathology
- MHC 507: Group Theories and Practice
- MHC 508: Individual Evaluation and Assessment
- MHC 509 Social and Cultural Foundations in Counseling
- MHC 604 Addictive Behaviors Counseling
- MHC 510 Career Counseling

During practicum, students will be working in an agency for one semester, accumulating at least 100 hours of experience. Of the 100 hours required in the practicum, a minimum of 40 clock hours must be in direct client contact. This refers to individual, group, and family counseling, and/or intake and exit interviews with clients. Students will receive a pass/fail grade for the practicum course.

### Internship

When students enter internship, they will be close to the completion of their master's program. Students will have had significant counseling experience in the classroom, as well as opportunities to observe and counsel others on their own during the practicum. The internship is designed to be an experience where students can refine their skills in counseling others, while having the benefit of supervision by more experienced professionals.

Students' primary tasks in their internship will be to:

- A. use counseling theory to guide clinical practice;
- B. counsel people with more complex issues while under supervision; and
- C. become involved in the professional community through membership in professional associations; attendance at workshops, conferences and other professional development activities; and by participation in informal networking groups.

Of the **600** hours to be completed by supervisees, at least **240** hours must be spent in direct contact (individual counseling sessions, assessments, intakes, etc.). During internship, students should gain much experience working on their own, or as a colleague with other counselors at their internship site. Although they may begin by observing and co-facilitating, by the middle of the first semester they should have their own clients and should be given responsibilities like those held by other staff members at the site. Students will receive a pass/fail grade for the practicum course.

### **Preparing for Practicum & Internship**

#### **Liability Insurance**

Students are required to be covered by individual professional counseling liability insurance policies while enrolled in practicum and internships. Students will be required to submit proof of individual professional counseling liability insurance prior to beginning clinical training in the community at a minimum level of \$1,000,000/\$3,000,000. Students may purchase the liability policies through various insurance companies including, but not limited to, CPH & Associates ([www.cphins.com](http://www.cphins.com)) or HPSO ([www.hpsso.com](http://www.hpsso.com)). In addition, the Brooks Rehabilitation College of Healthcare Sciences provides umbrella coverage for all students involved in clinical training, with professional liability insurance of a minimum of \$1,000,000 personal/\$3,000,000 professional limits.

#### **Criminal Background Check**

Students are required to apply for and pass a criminal background check the summer prior to starting the CMHC program. They cannot continue in the program if they have not completed all aspects of the background check by the end of the second semester. Students cannot begin practicum or internship client contact until they have cleared the university background check process. The student is responsible for the cost of the background check. Students will submit to a FDLE/FBI Level II Criminal Background check. Students must sign a waiver allowing the SAHS to send a copy of this report to clinical facilities that require this information. A list of items included in the background check is available through the Graduate Advisor. Background checks are completed through the company *CastleBranch* at <https://discover.castlebranch.com/>.

Instructions will be given to beginning students upon entry into the program. Students are required to complete background checks prior to the start of the program and completed background checks are kept by the program in a secure location.

Participation in clinical experiences may be contingent upon results of the background check. Any student with concerns regarding their background check must meet with the Dean of the Brooks Rehabilitation College of Healthcare Sciences. The Graduate Advisor, Clinical Director, and Dean review all background checks. Some sites may require an additional background check and/or drug screening, which will be charged to the student.

Any item of concern, regardless of adjudication, will be shared with the practicum/internship clinical site supervisor. The site supervisor, or appropriate agency representative, will determine if the student may participate in clinical experience at their facility. If the student is denied clinical access by an agency, and a comparable clinical assignment cannot be made, the student will not be able to meet the course objectives and will therefore be dismissed from the CMHC program. Students that are out of the program for more than two semesters will be required to complete a new background check. Enrolled students are required to notify the Department Chair if they are charged and/or convicted of a crime during the time the student is enrolled in the CMHC program. The Dean, CMHC Department Chair, and/or CMHC Clinical Director reserve the right to ask a student to complete a second background check prior to the start of the clinical experience. A student also may be required by the Dean, Department Chair, or Clinical Director to complete a drug screen at an appropriate facility if there is cause to believe that this might influence a student's ability to fully participate in the academic or clinical requirements of the program. Failure to comply with additional background check requests or drug screening may result in a student support plan or dismissal. Positive drug screens resulting from a medically prescribed substance will be handled on a case-by-case basis.



### **Immunization Requirement**

Some sites, mostly hospitals, require their practicum students and interns to be immunized for select diseases, including COVID-19, before beginning work at their site. This is not a requirement for all sites; therefore, practicum students and interns may want to inquire about requirements prior to committing themselves to a site for their clinical experience.

### **Professional Identity**

As counselors-in-training, it is vital that students begin building their role as a professional counselor, striving toward mastery of the knowledge, skills, and dispositions that are identified with the CMHC profession as well as a professional person in the world of work.

### **Professional Associations and Memberships**

As a counselor-in-training, it is vital that you begin to build your role as a professional counselor, striving toward mastery of the knowledge, skills, and dispositions that are identified with the CMHC profession as well as a professional person in the world of work. If you have not done so already, you should plan to join local, state and national professional associations. While you are in your practicum and internship you will have many opportunities to practice some of the suggestions offered by experienced professionals through newsletters, journals, workshops, and conferences. You will also notice that professional articles on serious topics take on new meaning when you are counseling people who have the same issues being addressed in the literature. Local counseling organizations are an excellent way to meet professional counselors, learn about job opportunities, and form lasting professional bonds. At the state and national level, you will have opportunities to become involved in issues that are important to the welfare of counselors and their clients. Examples of organizations include the Florida Mental Health Counseling Association, American Counseling Association, the American Mental Health Counselors Association, American Association for Marriage & Family Therapy, and the Florida Association for Marriage and Family Therapy.

### **Professional Development Opportunities**

As you become more involved in your clinical work, you will become increasingly aware that your professional education is just beginning, and that it will continue after graduation. Luckily, many interesting workshops are presented in Jacksonville or the surrounding area. Your supervisors should be familiar with many of the workshops and can advise you on training that will be particularly helpful in your present experience. You can typically get discounts on registration fees while still on student status. Participation in professional development activities can be included in your indirect practicum or internship hours.

### **Professional Counseling & Career Counseling for Students**

While individual counseling for each student is not required, students are strongly encouraged to participate in their own personal therapy. This is important not only to help you understand the counseling experience from a client's perspective but also to help you participate in self-care as you go through this Program. The JU Student Counseling Center, located in the Academic Health Sciences Building, provides a variety of supportive services at no additional cost to students. Graduate Students have access to counseling services through **The Virtual Care Group**. This external service provides free access to therapy and counseling services. Jacksonville University invests in this service to better meet the support, mental health, and scheduling needs of our graduate student population. More information on Student Counseling Center services can be found here: <https://www.ju.edu/counseling/>.

The JU Career Resource Center is also an excellent free resource for professional development, mock interviewing, resume review, and career support. The CRC can be contacted by phone 904-256-7054 or via their website: <https://www.ju.edu/careerresourcecenter/index.php>.

### The Site Application Process

Students must secure a Practicum or Internship site the semester **before** they enroll in the Practicum or Internship course. Every spring semester, a Practicum/Internship Fair will be held. All students are required to attend the fair. At the fair, representatives or supervisors from practicum/internship sites will be present to talk about their site, the counseling population with whom they work, the therapeutic approaches they use, the supervision they provide, the qualifications they look for in a practicum student or intern, and their application and interview process and timeline.

### Selecting a Site

There are many things to consider when choosing a practicum or internship site. These include:

- **Clientele:** What type of population do you want to work with? (e.g., young children, inner city students, hospitalized adults, people with specific issues such as addictions or eating disorders, families, etc.)
- **Location:** What type of agency or work environment interests you most? (e.g., hospitals, private practice, university counseling centers, schools, community mental health agencies)
- **Service:** Are you interested in crisis counseling, developmental counseling, working with families?
- **Supervision:** Do you want to do your practicum or internship in an agency with extensive supervision or do you feel more comfortable with more freedom and less supervision? Students should make an appointment with their faculty advisor, to discuss possible sites.

After you have determined the type of agency and work that you want to pursue in your practicum or internship, your next step will be to apply to the sites and to interview with potential supervisors at several comparable agencies.

When you interview, be sure to obtain information about the following:

1. Is an orientation to the agency provided? If so, when and how extensive is it?
2. Who will be your direct supervisor? What are the credentials of that person who will be supervising you? What type of supervision will you receive and how often? Is audio recording and/or video recording allowed? What are your supervisor's expectations of you in terms of service, hours, and skills?
3. When will you be expected to work at the site? Are you expected to work weekends or nights?
4. Can the agency guarantee you enough contact hours to meet the University requirements? Can your supervisor help you obtain clients?
5. Regarding the general format of the counseling experience, will there be a period of observation or shadowing? Will you be able to co-lead groups or do individual counseling with a co-therapist prior to seeing clients on your own?
6. Will there be opportunities to participate in staff development activities?
7. What are the formal and informal rules of the organization pertaining to dress, lunch hours, holidays, etc.?
8. Exactly what types of work will you be able to do during the practicum or internship? Will you be restricted to a particular type or mode of delivery (e.g., brief individual counseling)? Will you have opportunities to experience a variety of services such as testing and assessment, doing group work, etc.?
9. What are the agency's expectations of your skill level as you begin your practicum or internship? Will you need to be able to write treatment plans or to diagnose clients? Will you be required to have knowledge of particular mental health disorders or presenting issues?
10. What are the agency's expectations of your work with them? Do they want you to commit to intern with them for at least one semester or practicum and the two semesters of internship?

### Multiple Sites

Most students elect to complete their practicum and internship in one site; however, students may complete their internship hours in more than one setting with the permission of the JU program director. If this is the case, students need to secure a site supervisor at each site who meets the necessary qualifications and can provide a minimum of one hour of documented supervision per week, per site.

### Completing Hours at Your Place of Employment

Students requesting permission to complete their field experience requirements at their place of employment must do the following:

- (a) receive approval from the Clinical Director **prior to** commencing field hours.
- (b) establish a *specialized learning contract* (see Appendix E in Tevera) which describes how practicum and internship activities will be different from ongoing employment activities.
- (c) find a supervisor other than the person who evaluates their job performance, who will provide an hour of weekly individual supervision.

### Finalizing Your Placement

Students must schedule to meet with their site supervisor to finalize the details of their placement **prior to** the first week of the semester. Faculty reserves the right to administratively withdraw students who do not comply with this requirement. During the planning meeting with the site supervisor for practicum or internship placement, students will need to complete several forms in Tevera to turn in to their JU practicum/internship instructor at the beginning of the semester. See course syllabus for the required forms to submit and their due dates.

## The Practicum & Internship Experience

### Extraordinary Events & Disability Statement

If a student requires leave from school because of unforeseen personal circumstances, the student is responsible to notify the professor and give the reason for the requested time away in conjunction with DSS. Without proper notification and documentation, the student will not be permitted to make up missed class/clinical assignments or examinations. The student is responsible for notifying the appropriate professor of any change in status regarding missed class/clinical work.

Students with a visible or non-visible disability who requests reasonable accommodation to their condition should provide medical and/or psychological documentation of the disability Office of Disability Support Services and refer to the following information regarding requesting accommodations:

<https://www.ju.edu/disabilityservices/accommodations-checklist.php>. Faculty cannot make accommodations for alternate course delivery methods on an individual basis with students. The student is responsible for notifying the University Registrar if withdrawing from class(es).

### Documentation of Training Experiences

Student's Practicum and Internship clinical information (i.e., forms, progress assessments, site supervisor information) and some academic information (i.e., grading rubrics), will be stored using Tevera, a cloud-based software for counseling programs. Tevera allows the CMHC program to track individual student progress toward graduation, as well as aggregate program data to make program improvements. It is important that students keep a record of their direct and indirect hours, supervisory forms, and evaluation forms throughout the practicum and internship experience using Tevera. Students will receive a Tevera account in their first year of the program.

Site supervisors will be given access to Tevera to sign off on student paperwork. The Clinical Director will conduct training on Tevera at the beginning of each fall semester. It is the responsibility of the student to share the necessary paperwork with the site supervisor.

### Establishing a Schedule

Students are encouraged to work closely with their site supervisor to establish a reliable schedule. It is recommended that they plan to work at your site at least one full day and several part-time days per week. Students are encouraged to keep track of agency meeting times and events that you regard as important for them to attend and make a special effort to participate, even if they occur on a “non- practicum/internship” day. Students should stay with their schedule as closely as possible, and always give advance notice if they must rearrange it.

### Counting Hours

Students enrolled in practicum and internship are responsible for maintaining a record of clinical activities in an online platform called Tevera. The following guidelines have been created to assist you in the process of counting hours.

#### Direct Hours

- Providing face-to-face counseling interventions in individual, group, couples, and/or family counseling
- Co-counseling with a site supervisor or other counselors on site as they provide individual, group, couples and/or family counseling.
- Providing crisis intervention and/or phone consultations
- Providing assessment with clients
- Providing psycho-educational activities
- Providing consultation and/or outreach

#### Indirect Hours

- Attending and participating in staffing meetings
- Participating in individual site supervision and on-campus groupsupervision
- Observing site supervisor or other counselors as they provide individual, group, couples, and family counseling.
- Attending professional workshops
- Completing all documentation (i.e., progress notes, case summaries, and treatment plans)
- Providing community outreach and programming
- Other activities as determined by the site supervisor with the student.

### Banking Hours & MHC 999

**Before Practicum begins:** With permission of the Clinical Director and Site Supervisor, students can bank site training and orientation **INDIRECT** hours prior to the start of their practicum. Note that providing **DIRECT** face-to-face therapeutic interventions (individual, group, and family counseling) is **not** allowed prior to starting the practicum; however, students may observe their site supervisor or other agency counselors with permission and these hours will count as **INDIRECT** contact hours. All students are required to remain in attendance and engaged in their Internship course and at their clinical site through their last semester of the program.

**After Practicum and Internship begin:** In the interests of establishing and maintaining self-care, students are encouraged to take time off after each term. In cases where students continue internship at their sites over interim breaks to finish hours requirements (i.e., before the start of the spring or summer terms, winter or spring break), they need to discuss this with their faculty internship instructor.

**MHC 999:** Students will be enrolled in a non-credit carrying course titled MHC 999 after their 4<sup>th</sup> semester to maintain enrollment and continue clinical supervision over the Winter term. Students must keep track of their time in Tevera as they would during other academic semesters.

### Counting JU Group Supervision Hours

Students are permitted to count the on-campus practicum and internship seminars under the category "group supervision". This supervision will count for three hours per week.

### Individual Counseling

In most agency settings, counseling with individuals is the backbone of the work. Students are encouraged to do what they can to ensure they see clients over a period, rather than concentrating only on crisis intervention. Students should ask for advice on how the site deals with issues such as scheduling appointments, intake interviews, consent forms, reminder calls to clients, etc.

When students are counseling individuals, they should concentrate on following a theory, or theories, or a model they have learned and has been found to be empirically effective. Students should understand that their practicum and internship experiences are meant to be for learning and practice as they assimilate information and develop their professional identity as a counselor. The site supervisor should provide support and feedback as they try out different counseling approaches.

### Group, Couples and Family Counseling

When available, students should spend a portion of their direct contact hours working with groups and/or couples and families. It is important that they spend time observing and co- leading groups before working on their own, since different agencies may follow specific formats when working with multiple clients or families. For groups consisting of more than 6 people, students are permitted to calculate an extra .25 hours (15 minutes) per additional group member up to 15 members. In other words, this calculation will only apply to groups consisting of more than 6, but no more than 15, members. For example, a 1-hour group with 8 participants would be counted as 1.5 hours by adding an extra .25 hours for each additional member.

For students desiring future licensure in Marriage and Family Therapy or dual licensure in both Mental Health Counseling and Marriage and Family Therapy, it is important to understand the requirements of the Florida Board for MFT licensure to ensure clear expectations for the sites and students. The requirement listed by the Florida Board is that the student completes ***a minimum of one supervised clinical practicum, internship, or field experience in a marriage and family counseling setting, during which the student provides 200 direct client contact hours of marriage (couples) and family therapy counseling services.*** Direct client contact hours include providing individual, couples or family counseling, co-therapy with another counselor, and group counseling.

The presence of an LMFT in the agency or organization may strengthen the argument for provision of family services, but the site supervisor does not have to be an LMFT. Also, the site does not have to be exclusively family focused but must have the ability to offer the following components of a supervised clinical practicum, internship, or field experience in a marriage and family counseling setting:

- Access to family members beyond the presenting individual (i.e., family sessions, parent/care giver phone consultations, parent conferences, sibling sessions, etc.)
- The ability for the student to utilize a variety of MFT approaches in addition to traditional behavioral, cognitive behavioral, and solution focused approaches.
- Inclusion of family issues in the conceptualization and treatment of the individual

### Related Responsibilities

Students will undoubtedly find that practicum or internship will consist of much more than individual and group counseling. Time is spent on tasks such as developing treatment plans, writing case notes, and consulting with counselors in other agencies. Additionally, students can be expected to make case presentations, join ongoing discussion groups, or do outside reading in specific areas.

### Audio/ Video Recording

Site supervisors must agree to provide program-appropriate audio or video recordings and/or allow for JU CMHC faculty to provide live supervision of student interactions with clients, provided appropriate consent forms have been completed with clients and appropriate steps have been taken to ensure the client's confidentiality (e.g., removing any identifying information in the written case, using pseudonyms, etc.). See a sample consent form at the end of this document that students may use if the site does not have one available. If students are working with individuals under 18 years old, they are required to have client assent and parent/guardian consent. The site supervisor should approve all audio/video recordings and consents prior to recording and/or sharing information with JU faculty instructor or peers. Failure to get approval from the site supervisor and/or the client will result in program remediation.

JU will provide each student with an iPad to facilitate HIPAA-compliant recording at their assigned sites. Students are expected to use these devices responsibly to ensure secure handling of sensitive information. In the event that an iPad is lost or damaged, the student will be responsible for replacing the device at its market cost.

### HIPAA Secure Recording

Client records, including audio and video recordings, must be password protected and recorded using HIPAA secure devices. The CMHC program provides devices for students to use for client recording. You are not allowed to record client information using your personal electronic device. Standard email or file transfer protocols such as "FTP" are not generally secure and therefore, any transfer of client information, is not HIPAA compliant and unacceptable. Again, email and FTP are not secure ways of sending any client information. Dropbox, Google Docs, and sites like Vimeo or YouTube are unacceptable and do not meet HIPAA's requirements. You are required to get permission from the Clinical Director prior to recording if you plan to utilize your site's recording platform or device. Otherwise, all students should utilize JU provided devices and software for clinical audio or video recordings. Not adhering to HIPAA secure practices will result in program remediation and may result in program dismissal.

### Student Evaluation & Retention

The supervisor will be responsible for evaluating a student's performance in writing to be submitted to the JU practicum/internship instructor at the mid-term and at the end of the semester. Students will complete self- evaluations as well as evaluations of their site supervisor and JU practicum/internship instructor.

The CMHC faculty members and site supervisors have an ethical obligation to both the students and to students' future clients. As such, it is the responsibility of the faculty and site supervisors to prepare students to become skilled and ethical counselors. Throughout each student's clinical experience, faculty and site supervisors use both formal and informal means of observing, intervening, and guiding to ensure that each student's potential is maximized and that future clients are protected.

The 2024 CACREP accreditation standards require that counseling programs maintain a developmental, systematic assessment of each student's progress throughout the program. The JU CMHC program uses a combination of academic performance reflected by course grades, the Counselor Preparation Comprehensive Examination (CPCE), and an annual faculty review using the Counselor Competency Scale-Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015).

Faculty and Site Supervisors use the CCS-R assessment to evaluate student progress, including individual student



professional and personal dispositions. This information is uploaded and stored in the student's Tevera account, which is the online platform the CMHC program uses to store student clinical information, forms, and other relevant clinical documentation. Site supervisors will assess students at midpoint and end of term each semester, and students will assess themselves at multiple time points throughout the practicum/internship as well. Decisions regarding continued study are based upon demonstrated personal and professional competence in each of the following areas: interpersonal skills, ethical judgment, and professional maturity and demeanor.

### **Ethical Accountability, Professional Skills and Limitations**

As with those who are already working in the field, students are ethically accountable to the profession, to the public, and to each other. As a student, and later as a mental health professional, it is imperative that students understand the limits of their own abilities, knowledge, skills, and authority, so they can communicate and present themselves accurately in an ethical and professional way that reflects the standards of the American Counseling Association, the American Mental Health Counseling Association, and the Florida State Statutes related to the Profession of CMHC (or those of any state in which the student resides). As such, students are required to abide by the American Counseling Association Code of Ethics during the duration of the CMHC program. Violating any portion of the American Counseling Association code of ethics may result in either remediation in or dismissal from the CMHC program.

### **Responsibilities and Qualifications of Site Supervisors**

The site supervisor is an extremely important person in CMHC training. The site supervisor shares in the mission of teaching and is expected to be a role model and mentor for students in their development as future professionals. It is important that students understand what is expected of the supervisor as well as what the supervisor expects of the student. The site supervisor will coordinate aspects of the student's field experience including an orientation to the organization, access to staff meetings and client staffing, when applicable.

The supervisor must meet the requirements per 2024 CACREP Standards (Section 4: Professional Practice-Supervisor Qualifications P) "Fieldwork site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession; (3) a minimum of two years of post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled; (4) relevant training for in-person and/or distance counseling supervision; (5) relevant training in the technology utilized for supervision; and (6) knowledge of the program's expectations, requirements, and evaluation procedures for students.

The site supervisor will be expected to provide at least one hour of individual supervision a week, throughout the clinical experience. Additionally, students may participate in group supervision with 3 or more practicum students or interns. It will be important for you to review your supervisee's counseling skills throughout the practicum or internship, through video, audio, or direct observation. Students are also required to document their site supervision each week as part of their Track Hours Log in Tevera in addition to completing the *Documented Supervision*. Site supervisors will complete formal evaluations of the student at the midpoint and end of each semester using the Counselor Competency Scale Revised (CCS-R) form in Tevera.

Site supervisors are encouraged to telephone or email the JU practicum/ internship instructor and/or the Clinical Director at any time to discuss a student's progress. The JU faculty and the Clinical Director both have the responsibility to take corrective action when a student has problems at the site. Likewise, we ask supervisors to let us know when students have experienced success at their site. The JU instructor and/or the Clinical Director will initiate contact with site supervisors via telephone, email, and site visits to follow up on student progress.

### **Responsibilities of JU Faculty Supervisors**

The JU CMHC faculty will provide guidance and coordination in the selection of sites and meet weekly with students

on campus in their practicum or internship courses to provide support for students and ensure appropriate skill development. The JU faculty supervisors are also responsible for providing consultation to the site supervisor as needed and individual supervision to students as needed.



### **Practicum Meetings**

During practicum, students enroll in the practicum course, which meets weekly in small groups of up to 12 students. The purpose of these meetings is as follows:

1. to share information among students regarding best practices and solutions to problems and issues;
2. to learn innovative ideas to deal with specific issues from the presentation of case studies;
3. to review legal and ethical issues that may arise at the site;
4. to review relevant literature and /or current topics that would impact all members of the group;
5. to learn to conduct an assessment, formulate a diagnosis and treatment plans, and provide professional counseling to facilitate treatment goals.
6. to discuss information regarding licensure, certification, continuing education, professional organizations, and other practical considerations.
7. to provide support for students' professional identity development

### **Internship Meetings**

During internship, students enroll in the internship course, which meets weekly in groups of no more than twelve students. During these sessions, the focus will be on individual and group supervision of counseling skills, discussion of current topics in counseling, and in developing skills in counseling- related areas. Students are required to show their recorded client sessions (audio or video) for case presentations in group supervision.

### **Final Grade**

The JU instructor will evaluate students' performance as shown in the participation in group supervision and the seminar. Additionally, with recommendations from the site supervisor, the JU instructor will assign a final grade of Pass (P) or Fail (F) in practicum and in internship. "F" grades are assigned for violations of ethical behavior or unsatisfactory performance at practicum/internship site as indicated by the evaluation forms or being dismissed from a practicum/internship site. Students are responsible for completing all the requirements of practicum/internship including necessary paperwork in a timely fashion. In addition to receiving an incomplete (I) when requirements are not completed, the Program Director may not allow a student to enroll in additional hours of practicum/internship until all necessary paperwork is completed satisfactorily. Please see your Practicum and Internship syllabi for grading information.

### **Professional Counseling Post Graduate Requirements**

To be licensed by the state of Florida, students completing the CMHC Program must meet all the State educational requirements for licensure as a Mental Health Counselor (LMHC) and/or Marriage and Family Therapy. Following graduation, students are eligible to apply for Registered Mental Health Counselor and/or Registered Marriage and Family therapy intern status. This allows the individual to begin accruing the 1500 post-master's, supervised, direct client contact hours that are required for licensure. As of January 1, 2001, all individuals applying for licensure or post- graduate counseling internship status in the State of Florida are required to have met the CACREP educational and licensing board requirements. These include a total of 60 hours of combined academic and clinical instruction (700 total clinical hours). Students are encouraged to review the state standards and guidelines. Not every state grants reciprocity for certification or licensure to applicants lacking prior credentials and/or experience. Students who plan to seek employment as counselors in states other than Florida are advised to contact the school or agency in that state which certifies or licenses counselors in the appropriate setting.

## **School of Applied Health Sciences Requirements**

All students must have the following items updated and on file in the prior to any clinical experience:

- Level II background check
- Urine drugs of abuse screen

### **Clinical Policy**

The course instructor and/or site supervisor has complete authority to remove any student whose behavior is unsafe or unsatisfactory from the clinical site. The Program Director, Graduate CMHC Program faculty, the Clinical Director, site supervisor, and the student will review the incident prior to the student returning to the clinical area.

### **Clinical Dress Code**

Professional clinical attire is always required in clinical settings. Clinical faculty and supervisors have the final approval of all clinical attire.

### **Graduate Handbook**

Students are responsible for knowing and complying with all policies and information contained in the SAHS Graduate Handbook.

**Jacksonville University School of Applied Health Sciences Clinical  
Mental Health Counseling Program:  
Practicum & Internship Handbook Agreement & Statement of Understanding**

I understand that the successful completion of the Clinical Mental Health Counseling (CMHC) Program is dependent upon a healthy balance of personal and professional characteristics and skills required for effective interventions in counseling settings. These personal and professional characteristics/dispositions include attitudes and behaviors as well as academic performance.

I acknowledge that the program faculty members have an ethical responsibility to monitor my progress and to inform me when my skills, knowledge, attitudes, behaviors, or dispositions are below standards expected for graduate students in Clinical Mental Health Counseling.

I understand that admission to the CMHC program does not guarantee graduation or future licensure. I will ensure that I am informed of my state's requirements for obtaining a counseling license postgraduation including, but not limited to: additional education requirements beyond those included in the MS Counseling Program of Study, requirements of pre-degree supervised practice, examination requirements, and disposition or legal requirements such as background checks or character references.

I have reviewed the contents of the JU CMHC Practicum and Internship Handbook and agree to abide by the guidelines and policies incorporated into the Clinical Mental Health Counseling Program Handbook under which I was admitted. I also agree to maintain ethical behavior per professional standards outlined in the American Counseling Association (ACA) Code of Ethics.

If faculty members deem my performance in any area to be deficient, I may be directed to: personal counseling, writing or speech courses, withdraw from specific courses, desist temporarily from continuing course work, perform voluntary or paid work in a school or agency, repeat courses, or withdraw from the program permanently.

As a student, I have the right to appeal any of the decisions made by the faculty. I agree to follow faculty directives and to notify them if I intend to appeal. I understand that a copy of this signed document will be given to my faculty advisor and placed in my clinical file.

\_\_\_\_\_

I have received the current School of Applied Health Sciences Clinical Mental Health Counseling Graduate Student Handbook and I understand I am responsible for reading, understanding, and abiding by, all of the policies contained within the handbook.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Printed student's name

\_\_\_\_\_  
Date

### Permission to Record and Consult

I, the client (or parent/guardian), consent to the recording of my counseling sessions for purposes of professional consultation with the goal of helping improve the counselor's effectiveness. This recording may be done by video and/or audiotaping.

This consent is being given regarding the professional services provided by the counselor named below. I understand that I will be given counseling even if I choose not to sign this authorization. I understand that even if I sign this authorization, I may ask for the recording to be turned off or erased at any time during my sessions. All audio and videotapes will be kept in a safe location and will be destroyed at the end of the semester.

I further understand that to improve counseling techniques, my counselor will be consulting with the supervisor of this agency, a JU faculty supervisor, as well as other JU counselor graduate trainees.

Portions of the recording may be viewed/listened to in these consultations. I therefore authorize any of the supervisors and graduate trainees to observe or have access to this limited information relating to my treatment. It is understood that these professionals and their students are bound by state laws and by professional rules about client privacy.

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Client Printed name

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Client Signature

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Parent/Guardian Signature (if client is under 18)

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Date

I, the counselor, have discussed the issues above with the client (and/or his or her parent or guardian). My observations of this person's behavior and responses give me reason to believe that this person is fully competent to give informed and willing consent.

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Counselor Printed Name.

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Counselor Signature

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Supervisor Printed Name

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Supervisor Signature

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Date