STUDENT HANDBOOK
MASTER OF ARTS IN COUNSELING

Saint Martin's UNIVERSITY
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CONTACT INFORMATION FOR THE MAC PROGRAM
Saint Martin’s University
5000 Abbey Way SE
Lacey, WA 98503-3200

Master of Arts in Counseling
K. Alex Onno PhD, LMHC, Chair
Sandy Brandt, MA, MAC Coordinator for Admissions and Advising
MAC@stmartin.edu
360-438-4560
Old Main 438
PREFACE

This handbook is an informative working tool to support students in the Master of Arts in Counseling Program (MAC) at Saint Martin’s University.

Part One: Overview of the Master of Arts in Counseling program, including mission statements for the MAC program and the College of Education and Counseling, a program summary, an introduction to core faculty, licensure information, and requirements for admission.

Part Two: MAC curriculum including course sequencing, course descriptions, and components of the one-semester practicum and two-semester internship experience. This section also includes information for students seeking chemical dependency credentialing while in the MAC program, as well as academic policies, standards of student professionalism, and grading scales.

Part Three: A review of student progress throughout the MAC program and campus resources available to support students’ interpersonal, personal, and professional growth.

Part Four: Overview of MAC program policies, guidelines, as well as procedures for conflict resolution, mediation, and grievances.

Appendices: Forms for use during your time in the MAC program.
PART ONE: PROGRAM OVERVIEW

Master of Arts in Counseling (MAC) Program

SAINT MARTIN’S UNIVERSITY MISSION STATEMENT
Saint Martin’s University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin’s students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The university honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT
The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

MAC MISSION STATEMENT
The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include:
Anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability.

MAC POSITION STATEMENT
Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic Benedictine framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of
Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

Note: For definitions, see MAC Program Glossary in Appendix A.

PROGRAM SUMMARY
The MAC program prepares students to become counseling professionals through a 60-credit program that follows a three-year cohort model. The first year focuses on developing a strong foundation of counseling skills. The second year explores conditions that impact therapeutic work, both individually and systemically. The third and final year expands upon these foundational skills and contextual understandings through experiential application and emphasizing the skills of reflective practice. Courses are primarily offered once a week in the afternoons or evenings.

Teaching methods include use of dyads, small-group work, lectures, media, presentations, and discussions as well as supervised role playing, psychodrama, and introspective exercises. A required 100-hour practicum opportunity takes place in the fall of the second year, and a 600-hour internship during the fall and spring of the third year. These experiential placements complement coursework by providing students with supervised, in-depth work in a variety of counseling settings. The goals, roles, methods, and evaluations used in the MAC program focus on a relational framework, which emphasizes attunement to the different developmental skills people bring to each singular and collective interaction.

FACULTY
The MAC program has three full-time doctoral-level faculty members and one half-time Masters-level faculty member.

Kaj Kayij-Wint, Ph.D., LMFT
Dr. Kayij-Wint uses her scholarship and experience to prepare students in the MAC program for their academic advancement and future as scholar-practitioners. Dr. Kayij-Wint completed her doctoral degree in counseling from Oregon State University. She is a Licensed Marriage and Family Therapist (LMFT) and an approved supervisor in WA State. Dr. Kayij-Wint is also a member of the American Association for Marriage and Family Therapy (AAMFT), the American Counseling Association (ACA), the Western Association for Counselor Education and Supervision (WACES), and the Association for Counselor Education and Supervision (ACES).

Dr. Kayij-Wint’s specialty is in military trauma with a focus on military women. Her other foci include research, advocacy for the field, professional/counselor identity, social justice/decolonization counseling, and school-based counseling. Her current research projects focus on multi-systemic factors associated with the deployment and reintegration experiences of GWOT soldiers, as well as phenomenological explorations of the reintegration experience of GWOT women veterans. At the 2017 ACES national conference, she made presentations entitled “Creating a Culture of Research in Master-
Level Counselor Education Programs: A Conceptual Model” and “From Counselors in Training to Leaders and Advocates: Instilling a Strong Counselor Identity in Our Students.”

Leticia Nieto, Psy.D., LMFT, T.E.P.
Dr. Nieto is an individual, couple, and family counselor. She has a master’s in human development (1981) and an earned a doctorate in psychology (1986). Dr. Nieto has been teaching since 1981 and joined the MAC program in 1989. She is a nationally approved supervisor through the American Association for Marriage and Family Therapy (AAMFT). She earned her Trainer, Educator and Practitioner of Psychodrama credential in 2018. Dr. Nieto’s areas of focus are: anti-oppression, expressive art therapies, Playback Theatre, and Appreciative Inquiry. Her book Beyond Inclusion, Beyond Empowerment: A Developmental Strategy to Liberate Everyone (2010), is an accessible analysis of the psychological dynamics of oppression and privilege that offers readers ways to develop skills to promote social justice.

K. Alexandra Onno, Ph.D., LMHC, MAC Program Chair
Dr. Onno is a Licensed Mental Health Counselor in the State of Washington, and works with individuals, couples, families and groups. She has a master’s in Systems Counseling (1995) and earned a doctoral degree in Clinical Psychology with an emphasis in Depth Psychology (2009). Dr. Onno has been supervising, training and teaching graduate level counseling students since 1998. She is a member of the American Association of Marriage and Family Therapy (AAMFT), and the American Counseling Association (ACA), and is certified in Equine Assisted Psychotherapy (EAP) (EAGALA, 2013). She holds additional memberships in the C. G. Jung Society of Seattle, the Healing Story Alliance (HSA), the National Storytelling Network (NSN), the North American Drama Therapy Association (NADTA), the International Expressive Arts Therapy Association (IEATA), and the Professional Association of Therapeutic Horsemanship (PATH) International. In her counseling practice, Dr. Onno weaves traditional, somatic, and expressive approaches to counseling and specializes in creativity and the healing power of Story.

Peggy Zorn, M.A., LMFT
Professor Zorn received her graduate degree from the Human Relations Institute (now Pacifica Graduate Institute) and has been teaching at Saint Martin’s University since 1994. Professor Zorn is a Licensed Marriage and Family Therapist and has a private practice serving children, adults, and couples. She specializes in child and adolescent therapy as well as issues of trauma, grief, and abuse.

Professor Zorn also uses her counseling expertise in the community as a consultant for licensed clinicians, local attorneys, physicians and Child Protective Services. She conducts supervision for counselors who are working towards licensure and also served for many years on a crisis response team in the Shelton School District. Through years of collaboration with Grandmother Margaret Behan, a former member of the 13 Indigenous Grandmothers, she helped organize Tstsistas Sacred School and co-created the Healing Historical Trauma conference. She is trained in EMDR and EFT, and is a member of the American Association for Marriage and Family Therapy (AAMFT), the American Counseling Association (ACA), the Association for Play Therapy (APT) and the AAB.
LICENSURE
Coursework in the MAC program supports careers in Individual, Couples, and Family counseling, leading to Washington State licensure as a Licensed Marriage and Family Therapist (LMFT) and/or a Licensed Mental Health Counselor (LMHC). Washington State licensure information for LMFT and LMHC credentials may be found here: http://app.leg.wa.gov/wac/default.aspx?cite=246-809

Please reference this video, produced by the Washington State Department of Health, which provides an overview on how to apply for Washington State licensure as a Licensed Marriage and Family Therapist (LMFT) and/or a Licensed Mental Health Counselor (LMHC) via their online portal.

MAC curriculum may support licensure in other states, though students are encouraged to research specific licensure requirements for the state(s) in which they seek to gain licensure well before they prepare for graduation from the MAC program. Your faculty advisor may help guide you in this process.

Graduates of the MAC program are also qualified and encouraged to become a National Certified Counselor (NCC) via the National Board of Certified Counselors. More information on this national certification is available here: http://www.nbcc.org/Certification/NCC

ADMISSION REQUIREMENTS
Application procedure
To receive priority consideration for financial aid, application to the Master of Arts in Counseling program should be made by the priority deadline for the fall of the desired year. Cohorts start in the fall semester. There is an option to start in spring with a single class (MAC 518 Group Counseling), by permission only. No new students are admitted in the summer. Note that exceptions to the following deadline dates may be made at the discretion of the program chair. While experience in the field is valued, applicants who do not have prior experience will be considered.

Application Deadlines
Fall Semester (late August - December) | Application Deadline: June 1
Spring Semester – One class only – (January - May) | Application Deadline: November 1.

Applicants must submit all required materials for Saint Martin’s University graduate admission (more information here: https://www.stmartin.edu/admissions-aid/how-to-apply/graduate) plus the following program-specific materials:

- MAC supplemental application.
- A minimum of two letters of recommendation, sent directly from the letter writer to the university, preferably one from a previous college or university professor and another from a supervisor in a counseling, workplace, or volunteer position.
- A written statement of three to five pages (typed/double spaced) in which the applicant
describes their preparation for the program, reasons for desiring entrance into the program and field, and career objectives.

Application forms and materials may be found on the MAC website: https://www.stmartin.edu/academics/programs-schools/college-education-counseling/areas-of-study/master-arts-counseling

All application forms, letters of recommendation, and fees should be mailed/mailed to:

**Office of Graduate Studies**
Saint Martin’s University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant’s file will be reviewed. Students whose backgrounds and goals closely match program objectives will be called for a prospective student group interview. Possible outcomes include full admission, conditional admission, or non-acceptance. Once application materials are submitted, they become the property of the university and cannot be returned.

**Transfer credit**
The nature of a cohort is to progress through the program together. This limits the number of options for transfer credit. In special circumstances, a maximum of nine semester hours of graduate work may be considered for transfer credit, pending review from MAC faculty and approval by the Chair. Requests for transfer credit should be made at the time of application. Courses considered for transfer credit must be graduate-level courses consistent with the educational goals of the MAC Program and must have been completed at a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The courses must have been taken in the last six years and prior to admission to the program. Grades lower than ‘B’ cannot be considered for transfer credit.

The following steps must be taken for a course to be considered for transfer credit:

- Complete a *Request for Transfer Credit* form (see Appendix E) for each class you wish to submit for transfer credit
- A copy of the syllabi for those classes
- A copy of an official transcript
- Any other supporting documentation that might help the MAC faculty in their decision
PART TWO: CURRICULUM

COURSEWORK
The conceptual foundation for Individual, Couple, and Family counseling is the interacting social system. According to systemic theory, it is the interplay between the elements of any social system that matters for healthy functioning. Counselors are trained and licensed to work with individuals, couples, relationships, families, and groups.

Designed to serve students with a commitment and interest in counseling, the MAC program consists of 60 credits that support counseling careers and licensure. All students must successfully complete 60 semester credits over the period of three full years following the sequence below.

PROGRAM SEQUENCE
The program is sixty credits. Courses are three credits each.

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<thead>
<tr>
<th>YEAR ONE: FOUNDATIONS</th>
<th>YEAR TWO: IMPACTS</th>
<th>YEAR THREE: REFLECTIVE PRACTICE</th>
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<tr>
<td>FALL</td>
<td>SPRING</td>
<td>SUMMER</td>
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<tr>
<td>MAC 508 Counseling and Helping Relationships</td>
<td>MAC 518 Group Counseling</td>
<td>MAC 558 Contextual Dimensions of Couple and Family Counseling</td>
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<td>MAC 548 Crisis, Trauma, Violence, and Abuse</td>
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<th>Year of Study</th>
<th>Fall Semester # of Credits</th>
<th>Spring Semester # of Credits</th>
<th>Summer Semester # of Credits</th>
<th>Total Credits for the Year</th>
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<tr>
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<td>9</td>
<td>6</td>
<td>21</td>
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<tr>
<td>Year 2</td>
<td>9</td>
<td>6</td>
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<td>21</td>
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<td>Year 3</td>
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<td><strong>Total Credits:</strong> 60</td>
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**MASTER OF ARTS IN COUNSELING COURSE DESCRIPTIONS**

**MAC 508 Counseling and Helping Relationships (3 credits)**
Theories and models of counseling with a systems approach and relevant strategies for establishing and maintaining the counseling relationship. (Was MAC 500)

**MAC 518 Group Counseling (3 credits)**
Theoretical foundations, therapeutic factors, types, and stages of group dynamics. (Was MAC 510)

**MAC 528 Foundations of Couple and Family Counseling (3 credits)**
The history, development, theories, and models of family systems and interpersonal dynamics. (Was MAC 520)

**MAC 538 Professional Counseling Orientation and Ethics (3 credits)**
History and philosophy of counseling; case-study based examination of ethical standards, legal considerations, and use of technology in the profession. (Was MAC 620)

**MAC 548 Crisis, Trauma, Violence, Abuse (3 credits)**
Psychosocial and systemic considerations of the effects of crisis, disasters and personal trauma. The role of society, history, and intergenerational impacts, with strategies for promoting resilience. (Was MAC 550)

**MAC 558 Contextual Dimensions of Couple and Family Counseling 1 (3 credits)**
Assessing and mapping roles, structures, and styles of relationship. Examines conjoint counseling for sexual dysfunctions, and interpersonal dynamics. Includes resolution/dissolution of couples and families, aging, and intergenerational influences. (Was MAC 650)

**MAC 568 Human Growth and Development (3 credits)**
Meta-theoretical perspectives and systemic approaches to human development over the life-span, including learning, personality, differing abilities, and factors affecting development. (Was MAC 540)

**MAC 578 Impacts of Addictions (3 credits)**
Theories, etiology, and counseling of addictions. Explores biological, neurological, physiological, systemic, and environmental factors. (Was MAC 630)
MAC 588  
**Assessment and Testing 1 (3 credits)**
Examines historical perspectives, methods of diagnosis, and intervention planning. Builds competency in assessing risk or danger for clients, as well as statutes on reporting. (Was MAC 600)

MAC 597  
**Directed Study (3 credits) [Not part of regular course list]**
Student research projects with faculty direction and consultation.

MAC 598  
**Counseling Practicum (3 credits)**
Defined supervised experience for building counseling skills through hands-on experience. Emphasizes competence in roles, collaboration, and utilizing consultation. Explores advocacy, professional organizations, and credentialing.

MAC 608  
**Research and Program Evaluation (3 credits)**
Ethically and culturally relevant strategies for conducting, interpreting, and reporting the results of qualitative, quantitative, and mixed research and/or program evaluation. Includes statistical methods and concepts. (Was MAC 640)

MAC 618  
**Social and Cultural Diversity (3 credits)**
Exploration of the impact of social memberships and privilege/marginalization. Considers the importance of spiritual beliefs, heritage, and acculturation. Focuses on social justice competence and cultural humility in counseling. (Was MAC 660)

MAC 628  
**Assessment and Testing 2 (3 credits)**
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. (Was MAC 610)

MAC 638  
**Family Structure and Family of Origin (3 credits)**
Theories and models of childhood, adolescence, and parenting. Systemic case conceptualization and projective techniques. (Was MAC 560)

MAC 648  
**Practice of Couple and Family Counseling (3 credits)**
Assessment, evaluation, conceptualization, techniques, and interventions of systemic counseling for fostering family wellness. (Was MAC 680)

MAC 658  
**Career Development (3 credits)**
Ethically and culturally relevant strategies for personal development and professional growth through applying theories and models of career counseling. (Was MAC 590)

MAC 668  
**Counseling Internship 1 (3 credits)**
Ethically and culturally relevant supervised off-campus experience for refining and enhancing counseling skills and knowledge. Includes training on emergency management response teams and the process of self-evaluation. (Was MAC 691)
MAC 678  Counseling Internship 2 (3 credits)
Ethically and culturally relevant supervised off-campus experience with attention to self-care labor market, and professional identity. (Was MAC 692)

MAC 688  Applied Group Work (3 credits)
Direct experience as a group participant and as group facilitator. Focuses on group dynamics, functions, strategies, and techniques. (Was MAC 665)

MAC 695  Special Topics (3 credits)
Course devoted to selected topics relevant to counseling psychology.

MAC 698  Contextual Dimensions of Couple and Family Counseling 2 (3 credits)
Ethical, legal, practice, and management considerations in couples and family counseling including grief and loss, gender, socio-economic concerns, cultural factors, race, and immigration. (Was MAC 530)

THE STUDENT EVALUATION PROCESS
Admission to the MAC program constitutes permission to take initial coursework. Student progress will be continually reviewed to ensure satisfactory progress. In addition to the continual assessment process that is part of participating in and passing each course, there are two evaluation stages: Early Evaluation and the Advancement to Degree Candidacy.

EARLY EVALUATION
The Early Evaluation process has two purposes. One purpose is to support students if faculty identify issues (academic or otherwise) that might interfere with a student’s progress and success within the program. The other purpose, for students who are admitted conditionally, is to evaluate whether they can be moved to full admission status.

The Early Evaluation occurs by the end of the second semester of a student’s program. You do not need to initiate the Early Evaluation process. You will be contacted by mail, email, or telephone regarding your evaluation if the faculty identify issues that need to be addressed. You will also be contacted if you are moved from conditional to full admission.

PROBATION
Failing to meet academic or behavioral expectations can result in probationary status or removal from the MAC program.

ADVANCEMENT TO DEGREE CANDIDACY
On completion of all 500-level coursework (after the fall semester of Year 2) and the personal counseling requirement, students may apply for advancement to degree candidacy. All students must apply for and be granted degree candidate status prior to beginning internship. A significant
part of advancement relies on faculty evaluation of the student’s demonstration of qualities constituting “the person of the counselor.” This is evidenced by the student’s continuing work to embody the spirit of the MAC Program’s Mission Statement, the MAC Program Position Statement, and the ethics of the counseling field, in addition to commitment to personal and professional growth and the ongoing cultivation of cultural humility and openness.

Advancement to degree candidacy is based on:

- Grade point average in graduate courses
- Completion of the personal counseling requirement
  - *Verification of Personal Counseling* form (see Appendix D)
  - Letter from counselor
- Completion of an essay of 200-300 words answering the following questions:
  - What do you consider to be your most significant academic learning experience in the MAC program so far? Most significant personal learning experience so far?
  - How was the experience of completing 10 sessions of personal counseling? What did you learn? How did you grow?
  - What are the most important tasks and goals left to accomplish during the remainder of your work in the MAC Program? How do you intend to accomplish them? What could stand in your way, and how will you overcome these obstacles?
- *Advancement to Degree Candidate Status* form (see Appendix F)
- A letter of recommendation from a current student who has been in the MAC program at least as long as the applicant, or one from a MAC alumnus
- Recommendation of faculty, who evaluate academic preparation and personal suitability of the student for a career in counseling

All materials must be received by the MAC office before consideration for degree candidacy may begin. Please direct your application materials to:

**Sandy Brandt, MA, MAC Coordinator for Admissions and Advising**
Old Main 438  
MAC@stmartin.edu  
360-438-4560

In rare cases, if students are not approved for degree candidacy, they will be invited to meet with the MAC faculty to examine what alternatives are available to the student, discuss any conditions necessary for reconsideration, and consider the student’s future in the program. Possible alternatives and conditions include the design of an academic program or personal counseling program to deal satisfactorily with those issues that led to the decision not to advance the student to candidacy. Those issues may have to do with academic preparation, professionalism, personal growth and development, or some combination. Another alternative is for the student to withdraw from the program. Final decisions in these matters are made by the MAC faculty.
PRACTICUM

The 100-hour Practicum experience occurs in the fall semester of the second year of the program. Practicum includes weekly class meetings with faculty for group supervision, support, and discussion. During practicum, students will gain experience which will help shape their professional development goals for the rest of the program. This experience serves as an opportunity to integrate and apply skills developed in the first year of the program.

Skill areas addressed in practicum will include: advocacy, membership in professional organizations, ethical considerations, utilization of consultation and supervision, establishing a mindful presence with clients, counseling micro-skills, and counselor self-care. As part of the practicum course, students are also expected to obtain permission from both their site supervisor, agency (if relevant), and client to video-record a session. Skills on how to obtain this legally and with respect to confidentiality will be addressed in this course.

Choosing a Practicum Site

Students are responsible for securing their own practicum site and are encouraged to start exploring potential sites at the start of spring semester of year one. A list of sites previously utilized for practicum is located in the MAC office (MAC@stmartin.edu) and resources for contacting agencies (including a Practicum Info Form and an Example CV) are located in Appendix H-R towards the end of this handbook. Students are strongly discouraged from conducting their practicum at their current place of employment.

On-site Counseling Supervisors must have a master’s degree in counseling or a related field, be currently licensed, have at least two years of experience, be trained as a supervisor, and be provided information regarding the evaluation of the student (supervisor and practicum trainee evaluation forms located in Appendix Q and Appendix R respectively). Practicum sites must allow for the videotaping of the practicum trainee providing direct services.

Once students have a potential practicum site in mind, they will complete the Practicum Exploratory Worksheet (Appendix I). Students will use this form to discuss their plans for practicum with their faculty advisors by March of their first year.

After exploring potential practicum sites and meeting with faculty advisors, students will begin applying for practicum sites in May or June of their first year. In order to apply to practicum sites, students must have the following:

- A completed Practicum Application form (Appendix M)
- A cover letter
- Current Curriculum Vitae (See Example CV in Appendix J)
- One letter of reference
- Current unofficial transcript
- Proof of liability insurance (available free via active membership in the ACA https://www.counseling.org or the AAMFT https://www.aamft.org).
NOTE: Some practicum sites may have an additional in-house application form

**Practicum Hours**

Students must complete **40 hours of Direct Service** and a minimum of **60 hours of Indirect Service** combined on-site at their Practicum Site and in their Counseling Practicum Course at SMU within a **15-week period** (Fall Semester). Students can participate in orientations and trainings. **Direct Service** must include a minimum of 4 hours of face-to-face counseling work for a minimum of 10 weeks - this can include individual, couple, family, or group counseling, co-counseling, and direct shadowing/observation. **Indirect Service** can include orientation, live and online training, academic reading, classroom participation at the SMU MAC Practicum Course, and other tasks as assigned.

**Supervision and other Professional Interactions**

Students must receive **1-hour of weekly on-site triadic group or individual supervision** from licensed professional staff in addition to supervision from their faculty. Supervision is a dedicated time that can include discussion of elements such as case conceptualization, counseling methods and techniques, clinical competencies, biases, strengths and challenges, ethics, self-care, and training issues. Ideally, video recording is used for all individual sessions with student practicum trainees for the purpose of supervision and clinical training.

At the end of the semester both supervisors and students will complete evaluations which they will discuss together. Practicum supervisors will complete the **Supervisor Evaluation of Practicum Trainee Performance** form (Appendix Q) and students will complete the **Practicum Trainee Evaluation of Site Supervisor** form (Appendix R).

**NOTE:** Practicum students are individually responsible to track and monitor their direct, indirect, and supervision hours throughout their practicum experience (See **Practicum Time Sheet** in Appendix O). Students are responsible to ensure all documentation is completed and submitted in a timely manner and in accordance with University and degree requirements.

**Range of Activities**

On site, students can have a wide range of areas for experience including: individual, couple, family, mental health and developmental issues. Students will develop skills in assessment, crisis intervention, counseling methods and interventions, multidisciplinary care coordination, documentation, and electronic or paper record keeping. Through trainings, supervision, and consultation, students can be exposed to diverse counseling orientations to individual and group counseling. Qualified experience can be gained in various ways such as navigating systems, crisis response, wellness programs, prevention education, and care coordination for clients' wellbeing and success.

**Individual Counseling Services**

Individual services may include 1 or 2 clients per week.
Counseling Group Services
Group services can include 1-2 hours of group work such as: group therapy, support groups, wellness workshops, educational presentations, integrated psychoeducation, outreach services, and programming.

Administrative and Professional Activities
Dedicated time can be scheduled daily to complete all documentation and clinical progress notes using an electronic or paper records system. Students may participate in the operation of agency, providing support with front desk coordination in a variety of ways. Front desk support can include response to inquiries, assisting clients with accessing services and appointment check-in, organizing and processing electronic and paper records/charts, community resources, and assisting with other short-term projects. Students may participate in agency team meetings and multidisciplinary agency or community events/programs depending upon schedules and availability.

Program/Curriculum Development, Research and Program Evaluation
Students may participate in the development of group services and initiatives from the agency as designated by the Agency Director. Students may assist in assessing outcomes for delivered services and programs at the Agency.

Insurance
Students enrolled in practicum must obtain proof of individual professional counseling liability insurance before providing any direct services to clients. Students may obtain coverage via their membership in either the American Counseling Association (ACA) https://www.counseling.org/ or American Association for Marriage and Family Therapy (AAMFT) https://www.aamft.org/. (Note that membership in a professional counseling organization such as the ACA or AAMFT is a MAC requirement)

INTERNERSHIP
Introduction to the Internship Experience
The 600-hour internship sequence in the MAC program takes place during fall and spring semesters in the third year of the program. The internship, a supervised opportunity for students to work in community-based counseling agencies outside the academic setting, is an integrative culminating experience.

Students will have both an academic on-campus component and off-campus component at the internship site. The internship courses, MAC 668 Counseling Internship 1 and MAC 678 Counseling Internship 2, are designed to help integrate, consolidate, and synthesize the student’s academic knowledge with the real-life work experience they gain through their internship site.

In addition to being required for licensing, supervised internship provides many benefits students, including but not limited to the following:
Providing students with the opportunity to integrate and apply the fundamentals of the profession in real-world settings.
Forming the basis for the students’ transition from the role of the student learner to the role of the practicing professional.
Shaping students’ future employment by representing an area of depth and specialization.
Enabling a student to round-out their curriculum vitae by seeking an emphasis they would like to augment.

Choosing an Internship Site
MAC interns are placed in a variety of sites located in Western Washington and beyond. Internships have ranged from local mental health centers, prisons and juvenile rehabilitation facilities, tribal-based agencies, drug/alcohol rehabilitation centers, programs for LGBTQ+ clients, religious settings, military clinics, geriatric centers, Hospital Psychiatric Units, programs for sex offenders, area public school settings, counseling centers in higher education, and many other areas.

The choice of a site is as flexible and open as possible, as long as criteria for the internship is met. Students are given both online resources and faculty advising to help select internship sites. Private practice settings are not permissible for student internship site placement.

Most student internships are unpaid, though some students have been able to negotiate paid internships or utilize a paid position for internship sites.

The list of prior internship sites is broad and extensive since the MAC program has had many hundreds of graduates. A list of internship sites where previous MAC students have served in is available via the MAC office or via the MAC Moodle page (http://moodle.stmartin.edu/) Always feel free to speak with your faculty advisor regarding additional questions pertaining to internship placement.

As students hone in on potential internship sites, they are required to fill out an Internship Exploratory Worksheet (Appendix S). This form must be submitted to the MAC Chair during the semester before they intend to begin internship.

An Internship Contract (Appendix U) must be signed by the student, the on-site supervisor, and the MAC Chair prior to the student starting their internship hours.

Internship Hours
The MAC internship experience is a 600-hour professional experience spread across a minimum of 30 weeks (two semesters). Students must log a minimum of 12 hours per week at their internship site (though many log more). Students must remain at the same internship site throughout the two-semester sequence.

Insurance
Students are responsible for their own accident, injury, and malpractice insurance. Students may
access free insurance via active membership in the American Counseling Association (www.counseling.org) or the American Association for Marriage and Family Therapy (https://www.aamft.org/).

**Internship Requirements:**
Before beginning internship, all students must:

- Complete MAC Coursework 508-638
- Be granted Degree Candidate Status
- Submit the *Internship Exploratory Worksheet* (Appendix S)
- Have a signed *Internship Contract* (Appendix U)

It is recommended that practicum and internship requirements be met at different sites.

**APPLYING FOR GRADUATION**
All students must apply for graduation during their penultimate semester in the MAC program (the semester before their final semester). Specific deadlines along with the electronic application for graduation may be accessed here: https://www.stmartin.edu/academics/academic-resources/office-registrar/graduation-application.

**PERSONAL COUNSELING REQUIREMENT**
All MAC students are required to complete a minimum of 10 sessions of individual, group, or family counseling while in the program. This is true even for students who have received counseling before entering Saint Martin’s University or those who intend to seek counseling after they have finished the MAC program. This counseling is expected to take place during the first two semesters of the program and is required to take place before application for Advancement to Degree Candidacy.

Counseling must be conducted by a licensed mental health counselor, a licensed marriage and family therapist, a licensed clinical social worker, a licensed clinical psychologist, an MD psychiatrist, or a mental health counselor of equivalent level. *The provider must be approved prior to beginning counseling.* A list of professionals who previously have provided counseling to MAC students is available in the MAC office (email: MAC@stmartin.edu). This list offers names, contact information, and usually some idea of fee structures.

As soon as you have chosen a counselor, you will need to fill out the *Intent to Receive Personal Counseling* form (Appendix C). Once you complete the form, send it to the MAC office in person, scanned and emailed, or by traditional mail.

Once you have completed 10 sessions of counseling with an approved professional, you must submit verification of your counseling. Verification consists of submitting a letter written by your therapist on office stationery. (You may have to sign a release of information form, but that is between you and the counselor.) Your counselor will not be asked to reveal any of the personal information that you discussed in counseling.
In addition to a letter from the counselor, you will need to fill out a Verification of Personal Counseling form (Appendix D). Your verification letter and the completed verification form will be due in the MAC office no earlier than the second semester of the Program and no later than the time you apply for Degree Candidate Status.

**BECOMING A CHEMICAL DEPENDENCY PROFESSIONAL**
While the MAC Program does not specialize in chemical dependency, students who wish to specialize in chemical dependency counseling can pursue credentialing as a Chemical Dependency Professional (CDP) while they work toward LMFT or LMHC credentials. Students are eligible to apply some of their completed MAC coursework toward the educational requirements of CDP credentialing in Washington State. Interested students should work with their advisor to document the ways that MAC coursework partially addresses CDP educational requirements. See Appendix B for the MAC CDP course/area chart.

MAC students who are working toward CDP educational requirements are eligible to apply to become licensed as a Chemical Dependency Professional Trainee (CDPT) while they are enrolled in the MAC Program, if they have identified a Department-of-Health-approved CDP supervisor who is willing to supervise their training. Upon licensure, CDPTs can begin to accrue requisite hours of chemical dependency counseling experience under the approved CDP supervisor. If you become licensed as a CDPT before beginning your internship, you may be able to apply your internship hours toward CDP licensure — if you are interning under an approved CDP supervisor and your internship focus is relevant to chemical dependency.

Please note that if you count your internship hours toward the CDP hours-of-training requirement, the Internship courses cannot also be applied toward the CDP educational requirement.

To apply to become a CDPT and learn more about credentialing requirements, please speak with your advisor, and refer to the Washington State Department of Health website: https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/ChemicalDependencyProfessional

**STUDENT PROFESSIONALISM**
As a MAC student, you are a professional in training. Our expectation of professionalism in our students is based on an evaluation of the following behavioral and attitudinal expectations:

- Ability to work with abstractions and theory as demonstrated by willingness to learn and openness to new ideas.
- Ability to move fluidly between theory and practice as demonstrated by written work and in-class participation.
- Capacity for compassion and ability to be warm, enthusiastic, and nurturing.
- Acceptance of others and appropriate social skills.
• An ongoing commitment to personal, as well as professional, growth and enrichment.
• Psychological self-awareness and emotional groundedness.
• Self-awareness of personal challenges and inevitable biases brought to the field, as well as an ongoing commitment to growth and progress in these areas.
• Clarity of purpose and ability to be self-directed and self-motivated.
• Personal integration of anti-oppressive, non-discriminatory, and non-ethnocentric attitudes and behavior. (See MAC Position Statement, page 6).
• Emotional maturity (this is not the same as “age.”)
• Ability to resolve personal issues and interpersonal conflicts rather than projecting those issues onto clients, co-workers, fellow students, or faculty. (See grievance policy, page 33).
• A welcoming and collaborative attitude toward conflict resolution and receiving constructive feedback.
• Ability to experience and express empathy in relationships with others.

These are minimal standards expected of all students in the program. In addition, the following criteria have a definite and significant impact on how well you will do in the MAC Program:

• Whether work is submitted in a timely manner.
• Degree of professionalism in demeanor and self-presentation.
• Attendance at all class sessions, especially the extent of “non-excused” absences.
• Involvement in out-of-class events (such as dyad meetings and group participation.)
• Respect for impact on others and the learning environment, including promptness, courtesy, timely return from breaks, and consistent contribution to a generative and generous learning environment.
• Ability to ask appropriate questions and offer relevant comments that further class discussions.
• Degree to which work is academically honest (see pg. 38 of the Graduate Catalog for the SMU academic dishonesty policy: https://www.stmartin.edu/sites/default/files/smu-files/registrar/graduate-catalog-18-19.pdf), edited, proofread, free of style errors, and fully meets the standards of a graduate program.

Note that failure to meet behavioral expectations can result in intervention, probation, or withdrawal from the program.

**EMAIL POLICY**
Students are responsible for information sent via SMU email. Students’ SMU email address is the primary vehicle for communication from the University, and oftentimes time-sensitive information is sent to this email address including information regarding course registration, financial aid, etc. Students may arrange to have their SMU email forward automatically to a personal email address if this is more convenient. Please note that email is not a confidential medium.

**ATTENDANCE POLICY**
Students are required to attend the first session of each class. Failure to do so could result in being
dropped from the course. In the first session the foundations of the entire semester are laid, including course norms, explanation of course requirements, and an introduction to course content.

**GRADING POLICY**

Grading in the MAC Program follows the SMU guidelines of a reward model. According to SMU guidelines, the baseline (average) grade for graduate students is a "B." Those performing above the average for MAC graduate students will earn a "B+" and those showing excellence earn an "A-". A grade of "A" indicates unusual distinction. MAC program faculty use the following scale as a guideline for grading.

**A = 95-100  Exceptional.** The student has demonstrated a quality of work and outstanding accomplishment beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

**B = 85-94  Excellent.** The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

**C = 75-84  Unsatisfactory for Graduate Level.** While the student has met the formal requirements to receive credit for the course, the student has not demonstrated sufficient comprehension of the material and/or the ability to work with concepts. The student's performance does not meet MAC behavioral expectations. Grades of C or below do not meet MAC behavioral expectations.

**D = 65-74  Not a Passing Grade.** The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

**F = Below 65  Failure.** The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

*Note: Faculty may distribute points differently in different classes.*

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a “C+” in any MAC course. Students whose cumulative grade point average falls below 3.0 or who receive a grade of “C” in any single class, will be placed on immediate academic probation and have their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of “C,” or 3) receives any grade lower than a “C” in any class can expect to be withdrawn from the MAC Program and from Saint Martin’s University.
PROFESSIONAL ORGANIZATIONS
All MAC students will become members of a professional counseling organization such as the American Counseling Association (ACA) (https://www.counseling.org/) or the American Association of Marriage and Family Therapy (AAMFT) (https://www.aamft.org). This membership provides students the opportunity to begin building a sense of professional identity and commitment to the profession. Students are encouraged to attend conferences, events, and workshops hosted by the professional counseling organization they become a part of. Faculty advisors may assist students with questions regarding this membership and related activities. Also note that liability insurance (required for practicum and internship) are available free via membership in the ACA or the AAMFT.

STUDENT FEEDBACK AND EVALUATIONS
At the end of each semester, students will complete course evaluations in which they provide feedback on course content and structure as well as instructor effectiveness. These evaluations are utilized when evaluating faculty members and when assessing MAC courses.

For major challenges with courses and/or faculty, students are required to follow the steps of the formal grievance process (see page 33).

PART THREE: STUDENT RESOURCES

ADVISING AND REGISTRATION
Advising
All students are assigned an advisor from the core faculty with whom they will meet at least once per semester. This can take place in a group advising session or one-on-one as decided by the student and the faculty advisor. In addition to course scheduling, advisors will discuss such topics as transfer procedures, policy exceptions, a student’s progress through the program, difficulties or misunderstandings that might arise, placement ideas for the required practicum and counseling internship, career directions, employment opportunities, and any other academic issues and questions. Students can request a formal advisor change without having to explain why.

Advising Plan
Each student will develop an advising plan in conversation with their faculty advisor. The cohort model means that students will progress together. The decisions will be whether to take the afternoon or evening section of each required course.

Registration
Registration occurs online through “Self-Service,” which may accessed here (https://selfservice.stmartin.edu/) or via the Saint Martin’s website. Students will receive an instructional email from the MAC Coordinator prior to registration with details on how and when to register. Students must follow their Advising Plan when registering for classes each semester.
Once students have registered, the MAC Chair will approve classes chosen, as appropriate, and the MAC Coordinator will see that students’ class choices are correctly entered into Self-Service. The registration period for summer and fall semesters takes place in April. The registration period for the spring semester occurs in late-October or early-November.

FINANCIAL AID FOR MAC STUDENTS
Student Financial Service Center
Old Main, Room 250
Monday-Tuesday and Thursday-Friday: 8 am-5 pm
Wednesday: 11 am - 5 pm

For billing inquiries
Phone: 360-438-4389
Fax: 360-438-4350
Email: accounts@stmartin.edu

For financial aid inquiries
Phone: 360-438-4397
Fax: 360-412-6190
Email: finaid@stmartin.edu

The primary form of financial aid for MAC students are federal student loans. Here is some information to consider as you move forward:

Promissory notes
You must sign a promissory note and complete Loan Entrance Counseling before loans will be disbursed to you. These steps are completed online at www.studentloans.gov. It is a good idea to contact Student Financial Services once you have submitted your FAFSA at www.fafsa.ed.gov and are admitted to the MAC program.

Student Refunds
Student refunds are the excess of loan funds available to students once tuition has been paid out to Saint Martin’s. Student refunds are not available to students until enrollment verification has been completed each semester. Typically, this will be the third or fourth week of classes in Fall and Spring semesters. For summer semester, refunds are not available until enrollment verification has been completed for all summer sessions. Depending on the academic calendar, this can mean refunds for summer are not available until early to mid-July. If you need funds before they are disbursed, you can apply for an “Emergency Loan” through the Student Financial Services Office. There are limits to the amount of money you can request through this program. Please visit the Student Financial Services Office to discuss their policy.

Direct Deposit
If you prefer to get your student refund via direct transfer rather than as a paper check, you may register for BankMobile, the service that Saint Martin’s University uses for issuing student refunds to
your bank account. You will receive an email from Student Financial Services via your SMU email address with information on how to use BankMobile when your student loan funds are ready to be disbursed. With BankMobile you can set your online user account to have your refund directly deposited to your existing checking or savings account or open an account with them to receive a prepaid card that your refund can automatically be loaded on. You will receive an information packet in the mail from BankMobile once you are registered in classes and have selected ‘Yes’ to BankMobile Refunds on the Consent Form in your Self-Service Account. The Student Financial Services Office can assist you with the steps you need to take in order to receive your refunds electronically. You are not required to set up a bank account with BankMobile. If you choose ‘No’ to BankMobile Refunds, your refund will be processed via check through the school and will be mailed using US Postal Service.

**Summer Attendance and Loan Limits**

Summer semester is considered an “opt-in” semester at Saint Martin’s University (though it is required in the MAC program). This means that you will receive an email from the Student Financial Services Office in April each year that asks you to complete a “Summer Enrollment Form.” Summer is the leading semester of the financial aid award year at Saint Martin’s University. Your loans will be divided over summer, fall, and spring semesters evenly. MAC program **requires** three Summer sessions, each with two classes.

Graduate students are eligible for Unsubsidized Loans in the amount of $20,500 each year as long as they are not in default on any student loans and have not met their lifetime maximum borrowing amount of $138,500 through The Department of Education. If a student begins their program in Fall semester, their loans will be split evenly between fall and spring semesters ($10,250/semester). If a student attends summer classes, the $20,500 will be split into three equal disbursements for summer, fall and spring ($6,833/semester). Unsubsidized Loan amounts are usually not enough to cover the cost of taking 6 to 9 credits per semester for three semesters. You must budget personal funds or consider applying for a Graduate PLUS Loan to cover your balance due each semester. The Student Financial Services Office is available to help students estimate their tuition costs once a student knows how many credits they will be taking each semester.

**Health Insurance Waiver**

You must complete the online SMU Health Insurance Waiver if you have your own health insurance. You will receive instructions on how to do this via your SMU email account and with your billing statement for fall and spring semesters. Please be sure to check your SMU Email regularly for time sensitive information and deadlines. If you do not complete the online insurance waiver by the appropriate time (listed on your billing statement and the Student Financial Services website) you will be enrolled in health insurance through the school and, once you are enrolled, it is very difficult to receive a refund.

**Graduate Plus Loans**

If the student aid you receive is not enough, you can apply for a Grad Plus loan through the U.S. Department of Education Student Loans website ([www.studentloans.gov](http://www.studentloans.gov)). These loans are credit-based loans and the interest is usually 1% higher than the Unsubsidized Loan interest rate. The loan
origination fee for a Graduate PLUS Loan is also higher than the fee for the Unsubsidized Loan. Because graduate PLUS Loans are credit-based loans, your credit history will be considered prior to approval.

**CAMPUS RESOURCES**

**The MAC Office**
Old Main 438
MAC@stmartin.edu
360-438-4560

The MAC Coordinator for Admissions and Advising, Sandy Brandt, MA is available to assist you with program-related questions including but not limited to those related to admissions and registration. Note that the MAC office is where you will direct all completed student forms (e.g. Intent to Receive Personal Counseling, Internship Exploratory Worksheet, etc.) throughout your studies in the MAC program.

**O’Grady Library**
360-688-2260
https://www.stmartin.edu/academics/academic-resources/ogrady-library

The O’Grady Library houses thousands of print materials, physical video and audio recordings, archival materials, as well as thousands of books, articles, and videos available online. The O’Grady Library extends its local collections and services through membership in the Orbis Cascade Alliance (Alliance), a consortium of public and private academic libraries in Washington, Oregon, and Idaho. Saint Martin’s faculty and students can borrow millions of books and videos from the greater Summit collection and have them delivered to Saint Martin’s by courier in a few days. Member libraries also collaborate in the licensing or purchasing of electronic journal packages, databases, and e-books.

The O’Grady Library has dozens of computers as well as several printers and scanners for use by students. Also available are study rooms which students may reserve. Please visit the O’Grady Library website (listed above) for more information.

**Disability Support Services**
Located within the Center for Student Learning, Writing, and Advising
O’Grady Library, lower level
Monday – Thursday: 8 am - 5 pm
Friday: 8 am - 3 pm
Phone: 360-438-4569
learning.center@stmartin.edu
https://www.stmartin.edu/academics/academic-resources/disability-support

Saint Martin’s Disability Support Services (DSS) embraces the Benedictine value of hospitality when providing students with disabilities with access to accommodations, advocacy and academic support services. The DSS office utilizes a respectful, friendly and inclusive approach to working
with students.

A student with a disability is one who qualifies for a disability under section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act. Any student with a documented physical, medical, psychological or learning disability may be eligible for services through DSS. Students with temporary disabilities such as concussions or other injuries may also be served by the DSS office.

Veterans Assistance
Ronda Vandergriff, Veteran’s Representative
Office of the Registrar, Old Main 245
Phone: 360-438-4356
veterans.services@stmartin.edu
https://www.stmartin.edu/academics/academic-resources/office-registrar/veterans-assistance

Saint Martin's is committed to providing the best possible service to military students, veterans and their families. As an approved institution for the education and training of veterans, Saint Martin's has been designated a military friendly school and continues to be recognized every year for service to the military community.

Ronda Vandergriff, the university Veteran's Representative, is located in the Registrar’s Office, room 245, and is available to answer any question you may have regarding the process of applying, understanding your benefits, and certification.

The VA Rep is not an academic advisor, however academic decisions may impact your educational benefits, so they will help you with this decision making process. Prior to registration you will need to meet with your advisor to make sure you are registering for the proper classes, meeting degree requirements and making progress towards graduation.

The veteran’s representative is not an employee of the Department of Veterans Administration (VA). The university cannot override VA policies or determine VA Eligibility, nor does the university control the issuance of VA educational benefits. If you have direct questions regarding the processing of your paperwork through the regional office please contact 1-888-442-4551.

To contact the Saint Martin's VA Representative please call 360-438-4356 or email veterans.services@stmartin.edu. More information may also be found on the Veterans Assistance website: https://www.stmartin.edu/academics/academic-resources/office-registrar/veterans-assistance

The Counseling and Wellness Center
Hours: Monday-Friday 9am-5pm
360-412-6123
Located on the main level of the Lynch Center (Abbey Guest House)

The Counseling and Wellness Center promotes and enhances the health and development of Saint Martin’s University students through professional mental health services, education and training. Integrating faith, reason, and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. The CWC also provides consultative services and training for staff and faculty to foster an environment supportive of student development and wellness.

**Campus Bookstore and Ordering Textbooks**
(360) 438-4394
Hours:
Tuesday-Friday: 9am - 2pm
Saturday-Monday: CLOSED
https://stmartin.bncollege.com

Students may look up course materials and order textbooks via the Saint Martin’s bookstore. To find course texts for each of your enrolled classes, simply visit the SMU bookstore website (https://stmartin.bncollege.com) and click on “Textbooks” in the menu bar. Next you will select the term, course number, and section pertinent to your course from the drop-down menus. After clicking “Find Materials” you will find a list of the required textbooks for each course. You have the option of ordering new or used versions of most texts and may have the option to rent some texts. For more information on this process, contact the SMU bookstore using the contact information provided above.

**Center for Student Learning, Writing, and Advising**
O’Grady Library, Lower Level
(360) 438-4569
learning.center@stmarin.edu

**Hours:**
Monday-Thursday: 8am – 5pm
Friday: 8am – 3pm
https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising

The Center for Student Learning, Writing and Advising is an integrated learning assistance program that offers services for students at all levels of achievement in pursuit of intellectual growth and academic excellence. Housed in the O’Grady library, we offer students a comfortable place to meet with peer readers who are trained to facilitate academic, personal, professional and creative writing. The Writing Center believes that writing is a right for all and a means of promoting social justice in the world. All disciplines are welcome.
For more information and to schedule a session with a peer reader, please visit [https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising](https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising)

**Bias Impact Response Team (BIRT)**
Saint Martin’s University is committed to fostering an inclusive community in which every member of our institution is valued and respected. In light of this, it is imperative to address experiences of intended or unintended bias that result in negative impact for any member of our community. Passive and active forms of marginalization related to ethnicity, national origin, gender, sexual orientation, ability, religion, Indigenous background, veteran status, age, refugee or undocumented status, or socio-economic class must be continuously addressed to ensure that all members of our Saint Martin’s University community have access to optimal conditions for learning, working, and relating.

The Saint Martin’s University Bias Impact Response Team (BIRT) is a group of selected members from the University community appointed by the President. The purpose of BIRT is to monitor and address incidents of bias to help Saint Martin’s live out its values and practice of community. Two outcomes are important through the BIRT reporting process: (1) persons have a platform to voice their experiences of bias and share their stories to the administration and broader campus community; and (2) the university has a method of tracking incidents of bias that can help educate faculty, staff, administrators, and board members on our students’ experience of community. These outcomes of the BIRT can potentially lead to reconciliation between individuals and the institution, where personal narratives are heard and validated and the institution acknowledges these narratives and takes appropriate and compassionate action.

Persons who experience incidents of bias are encouraged to report the incident using the on-line Bias Reporting System ([https://www.stmartin.edu/student-life/diversity/resources/bias-impact-response-team/birt-reporting-form](https://www.stmartin.edu/student-life/diversity/resources/bias-impact-response-team/birt-reporting-form)). The report will be reviewed by the BIRT and a member of the team will follow-up with the complainant(s) to discuss the process, keep them informed of action taken, and direct them to appropriate campus resources. All reported incidents of bias will be taken seriously and handled with care and compassion for all involved.

**Charneski Recreation Center**
(360) 486-8850  
Monday-Friday: 8am – 11pm  
Saturday-Sunday: 10am – 8pm  
[https://www.stmartin.edu/directory/charneski-recreation-center](https://www.stmartin.edu/directory/charneski-recreation-center)

The Charneski Recreation Center is free to all current student, faculty, staff, and Abbey of Saint Martin's University. This 36,000-square foot facility provides members with a state-of-the-art facility featuring cardio, strength, and functional equipment. Members also enjoy a wide variety of physical education classes, student activities, intramurals, and free fitness classes. The Charneski Recreation Center includes three multi-purpose courts, a three-lane running track, batting cages, and a 9,000-
square foot fitness center equipped with weights, cardio equipment, a multi-purpose classroom and an aerobics-dance studio.

Student Financial Service Center
Old Main, Room 250
Monday-Tuesday and Thursday-Friday: 8 am-5 pm
Wednesday: 11 am - 5 pm
https://www.stmartin.edu/admissions-aid/financial-aid

For billing inquiries
Phone: 360-438-4389
Fax: 360-438-4350
Email: accounts@stmartin.edu

For financial aid inquiries
Phone: 360-438-4397
Fax: 360-412-6190
Email: finaid@stmartin.edu

For many students, financial aid is the key to funding their education. Helping you understand your options and what steps you need to take is one of the primary services of the Student Financial Service Center. Many students in the MAC program rely on federal student loans to fund their education and do so in a number of ways. For detailed information on financial aid options, please call the Student Financial Service Center at 360-438-4397 and/or view the resources provided by the Student Financial Service Center website: https://www.stmartin.edu/admissions-aid/financial-aid

PART FOUR: MAC PROGRAM POLICIES

ACADEMIC COURSE LOAD
Students enrolled for six credit hours are officially classified as full-time students. However, as mentioned in Part Two: Curriculum, two semesters of the MAC program require 9 credit hours in order to complete the program in three years.

STATUTE OF LIMITATIONS
The statute of limitations for completion of all degree requirements is seven years from the date of the acceptance letter into the MAC Program. This policy is designed to encourage a timely progress through the program requirements. Unusual and defensible circumstances may warrant an extension of this time limit and must be requested in writing. A student who does not complete all degree requirements within seven years will need to reapply and would reenter the MAC Program under requirements in effect at the time of readmission.
WITHDRAWAL FROM CLASSES

While it is hoped that all students will take courses according to their plan, if a student needs to withdraw from a course, they may do so. This may result in extending their graduation date by a year or more.

Students occasionally need to withdraw from one or all courses during a semester. If you have already attended some classes during the semester in which you withdraw, a portion of the tuition fees will still be charged by the University. Therefore, if you drop a class after the first day of the semester (except for truly extraordinary circumstances), you will still owe Saint Martin's University some portion of the regular tuition.

Below is the schedule of charges for those withdrawing from classes. The charge policies for the fall/spring and the summer semesters are similar. However, the length of the summer semester is shorter, so students are given less time to drop. Note that the information below is correct at the time of this writing, but changes to this schedule are possible. For the most up-to-date information, consult the Office of Financial Aid at 360-438-4397.

Please reference the Academic Calendar for exact dates regarding this charge policy each semester: https://www.stmartin.edu/academics/academic-resources/academic-calendar

Fall and Spring Semesters
Prior to 1st day of semester* 100% of charges dropped
From 1 thru 10 calendar days 100% of charges dropped
From 11 thru 17 calendar days 75% of charges dropped
From 18 thru 24 calendar days 50% of charges dropped
From 25 thru 31 calendar days 25% of charges dropped
After 31 calendar days no charges dropped

Summer Semester
Prior to 1st day of semester* 100% of charges dropped
From 1 thru 8 calendar days 100% of charges dropped
From 9 thru 12 calendar days 50% of charges dropped
From 13 thru 16 calendar days 25% of charges dropped
After 16 calendar days no charges dropped

*Note The percentage of charges that Student Financial Services will drop is calculated from the first day of the semester and not necessarily the first day of a particular class. This means that you could be enrolled in a class that begins a week or two into the semester, decide to drop the class after meeting on the first day of class, and discover that only half the charges will be dropped — and that you still owe significant fees for a class you are no longer going to take. Similarly, the percentage of charges dropped is calculated from the date that the drop form is received, not the date it is signed by the MAC Chair. A single day, if it falls on one of the cut-offs between
categories, can make a significant difference in expenses.

**ATTENDANCE AT OTHER INSTITUTIONS**

It is against MAC policy to use coursework from another institution for credit in the MAC Program. Students are free to take additional courses and are encouraged to attend professional trainings and workshops, but it against MAC policy to accept any of those courses for transfer credit.

**EXCEPTIONS AND WAIVERS OF MAC POLICIES**

MAC policy states that students may submit a written proposal to request waivers of MAC policy or special permissions to deviate from established procedures. This proposal must be a formal document that presents a position and includes a full justification and logistical plan. Once received the proposal will be considered by the MAC Chair and other appropriate parties if applicable.

The elements of the written proposal should include (with subheadings as appropriate):
1. Cover Page (with title and name)
2. Brief introduction
3. Statement of Request
4. Statement of Justification/Need
5. Rationale
6. Feasibility
7. Summary/conclusion.

**CONFLICT RESOLUTION AND STUDENT GRIEVANCE PROCESS**

The MAC Program is part of an academic community and abides by the standards of Saint Martin’s University. We also share a mutual responsibility for maintaining conditions under which a generative learning community and collaborative relationships can flourish.

We support the values of openness, honesty, civility, and fairness. It is important to note that these values and conditions carry certain rights and responsibilities. Students, faculty, and staff in the MAC Program may differ widely in their specific interests, in the degree and kinds of experiences they bring to the program, and in the functions and roles they perform. However, as a learning community, we need to maintain a commitment to personal, relational, academic, and professional honesty and integrity; in responsibly obtaining and providing accurate information; and in resolving differences through due process and mediation, direct address wherever possible, and a strong will toward collaboration.

**The Level System**

If a student has an issue related to the MAC program, earns a grade with which they disagree, or has difficulty with other academic decisions (such as course offerings, cancellations, misunderstandings over assignments, definitions of full-time status, etc.), the MAC Program has established a three-level resolution procedure. This procedure should be used, and the levels
followed in issues between any members of the learning community, including student-to-student, or with any member of the SMU community. The goal is wherever possible to tend to issues directly through one-on-one communication, which can include support as needed.

The process is as follows:

**LEVEL ONE:** Discuss the problem with the MAC instructor or the student with whom there is conflict. This action is often sufficient to clear up any problems or misunderstandings.

Before moving onto other levels of the grievance process, speaking directly with the individual(s) of concern is required. If students feel unsafe, uncomfortable, or unable to do so on their own, students may bring in a mutually agreed-upon third person for support.

**LEVEL TWO:** If the student is not satisfied with the outcome of LEVEL ONE, they may address the issue, in writing, to the MAC faculty members.

The MAC faculty, as a group, will attempt to respond to and resolve the issue fairly. They may respond in writing, or they may ask the student to come in and meet with them as a group. If the conflict is between two students, MAC faculty can facilitate a conversation. A response to the concern will take place within 20 working days. If requested to meet with MAC faculty, the student again may invite an agreed-upon third party to serve as support.

**LEVEL THREE:** If the matter is not acceptably resolved, the problem may be taken before the Dean of the College of Education and Counseling. The Dean will listen to the student's understanding of the problem and then consult with members of the MAC faculty before making a decision. That decision may involve taking the situation to the Saint Martin’s University central administration.

The best approach when there is a disagreement is usually to deal directly with the people involved in the problem. Please do not skip levels and go directly to the Dean, Vice President, or President of the University — this limits the resources that can be used to address the problem and is not in alignment with MAC professionalism expectations of students.

Most importantly, the spirit of the MAC program emphasizes the development of communication and interpersonal skills—these skills are essential in the student's professional and personal development.

If a student is in need of additional support, guidance, or resources on how to prepare themselves to effectively and respectfully navigate conflict, please consult with campus resources.

**FACULTY GRIEVANCE PROCESS**

It is also possible that the MAC faculty may have concerns regarding a student. Concerns usually have centered on any of the following issues:
1. A student demonstrates serious academic limitations, such as poor grades, consistently late work or misunderstanding of assignments, superficial thinking, and inability to communicate satisfactorily in written or oral form.

2. There is a question about a MAC student’s appropriateness to be a professional counselor, such as finding that the student has serious emotional problems, addiction problems, mental disorders, or problematic personality traits or disorders.

3. The faculty becomes aware of inappropriate conduct in or out of class.

These are concerning issues. MAC faculty have a gate-keeping responsibility to the field and are invested in keeping students safe and academically engaged. One mechanism for dealing with such concerns is the application for Degree Candidate Status (see page 16). However, it would be unethical of the faculty to allow a student to continue classwork up to that point without addressing problems or difficulties. Thus, the MAC faculty have the right and the responsibility to question problematic behavior any time it occurs and as soon as it is recognized.

The MAC faculty has an established complaint process consisting of three levels of action. The corrective process rarely goes beyond the first one or two levels and the goal is always to resolve the issue at the lowest level possible. The process for resolving concerns is as follows:

**LEVEL ONE: Questioning and exploration.** A resident or adjunct MAC faculty member will ask the student in a private conversation about the concern.

The attempt at level one will be to see if the problem is a misunderstanding or a question of differing perspectives, as well as to understand relevant background information. Most perceived problems are easily correctable and can be cleared up by this kind of direct communication and clarification.

**LEVEL TWO:** The faculty member will discuss the problem with the student with an additional person in a more formal and private conference during the semester that it occurs or is first noticed.

Note that problems are not always expressed in grades. In other words, a faculty member may see an issue that needs resolving, but still award an “A” or a “B” grade.

Most problems are acceptably resolved at levels one or two. In some rare instances, however, the matter is not resolved and it is necessary to proceed to level three.

**LEVEL THREE:** The core faculty members, as a group, will schedule a time to meet with the student to address the problem. The attempt will be to examine options and alternatives, discuss any conditions necessary for corrective action, and consider the student’s future in the program.

Possible options for resolving the problem at level 3 may include the design of an academic program (such as additional readings, papers, or courses) or a counseling program (such as
additional personal counseling) to deal satisfactorily with the issues. Another option is for the student to withdraw from the program. Final decisions in these matters are made by the MAC faculty, but may be appealed using the steps outlined earlier.

As discussed previously, if you are asked to meet with the MAC faculty regarding a concern or complaint, you are allowed to invite an agreed-upon third party (usually someone in the MAC Program) to serve as a support for you.
APPENDIX A: MAC PROGRAM GLOSSARY

**Ableism**: a system of oppression against people with intellectual, emotional, or physical disability; the over-valuing of people without disability

**Appreciative Inquiry**: the cooperative, co-evolutionary search for the best in people and the world; involves systematic discovery of what gives life to a community when it is most effective and most capable

**Benedictine Hospitality**: offering warmth, acceptance, and joy in the sincere welcoming of others, across all manner of difference

**Cis-gender**: personal gender identity and presentation align with sex assigned at birth (“cis-male” and “cis-female”)

**Classism**: a system of oppression that subordinates poor and working-class people, denies them access, and over-values people of other classes

**Cultural humility**: recognizes the limits of any worldview, acknowledges one’s own biases, and trusts that others are experts in their own experience

**Decolonization**: Dismantling and divesting from personal, collective, and institutional systems of colonial power in its many varied forms

**Depth Work**: Approaches that orient around the idea of the personal and collective unconscious, including cultural and archetypal dimensions

**Ethnocentrism**: evaluating another culture by the standards and values of one’s own; believing in the superiority of one’s own culture. [Eurocentrism being the pervasive societal norm that White/European-based values are superior and should be applied to everyone]

**Feminism**: affirmation of the social, economic, and political equality of all people, regardless of sex, gender, or sexuality

**Heterosexism**: assumes heterosexuality as the norm, favors heterosexuals and heterosexuality, and invisibilizes, denigrates, and/or stigmatizes anyone whose gender or sexual behavior is considered non-heterosexual

**Oppression**: systemic and pervasive social inequality woven throughout social institutions and embedded within individual consciousness

**Self-Determination**: ability to act and live free from covert or overt external compulsion
**Sexism:** a system of oppression that privileges cis-men, subordinates women and other genders, and denigrates non-cis-male identified values

**Social Justice:** a commitment to a socially just and equitable world, and the committed actions to make that world a reality

**Subtle Activism recognizes that** spiritual practices can lead to social change, and social change work can lead to spiritual development

**Transphobia:** the fear or hatred of transgender people or people who do not meet heteronormative/cis-gender role expectations

**Trans-valuing:** beliefs and actions that affirm the value of transgender people
APPENDIX B: CHEMICAL DEPENDENCY PROFESSIONAL COURSE CHART

Information related to the Chemical Dependency Professional Application:
http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/ChemicalDependencyProfessional/ApplicationsandForms

Course Topics Identification
Minimum Requirements: WAC 246-811-030, an associates degree in human services or related field from an approved school, or successful completion of 90 quarter or 60 semester college credits in courses from an approved school. At least 45 quarter or 30 semester credits must be in courses specific to alcohol and drug addicted individuals and must include the topics listed below. Identify the course you took and the associated course number. One course may be used for more than one topic area.

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<th>Chemical Dependency Course Topics Identification</th>
<th>MAC Program Course Title</th>
<th>Course Number</th>
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<td>A. Understanding addiction.</td>
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<td>B. Pharmacological actions of alcohol and other drugs.</td>
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<tr>
<td>C. Substance abuse and addiction treatment methods.</td>
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<td>D. Understanding addiction placement, continuing care, and discharge criteria, including ASAM criteria.</td>
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<td>E. Cultural diversity including people with disabilities and its implication for treatment.</td>
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<td>Clinical Assessment and Treatment Planning</td>
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<tr>
<td>F. Chemical dependency clinical evaluation (screening and referral to include comorbidity).</td>
<td>Diagnoses and Controversies in Psychopathology</td>
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<td>G. HIV/AIDS brief risk intervention for the chemically dependent.</td>
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<td>I. Referral and use of community resources.</td>
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<td>J. Service coordination (implementing the treatment plan, consulting, continuing assessment and treatment planning).</td>
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<td>K. Individual counseling.</td>
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<td>L. Group counseling.</td>
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<td><strong>M. Chemical dependency counseling for families, couples, and significant others.</strong></td>
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<td><strong>Q. Documentation, to include, screening, intake, assessment, treatment plan, clinical reports, clinical progress notes, discharge summaries, and other client related data.</strong></td>
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<td>U. Adolescent chemical dependency assessment and treatment.</td>
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<td>V. Chemical dependency case management.</td>
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<td>W. Chemical dependency rules and regulations</td>
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</tbody>
</table>
APPENDIX C: INTENT TO RECEIVE COUNSELING

Name: ______________________________________ Email: ____________________________

Cell phone: ___________________________ Alternate phone: __________________________

Counseling modality you intend to pursue:
Individual Counseling [ ] Marital (Conjoint) Counseling [ ] Family Counseling [ ]
Group Counseling [ ] Extended Family Counseling [ ] Other (Specify) [ ]

Date you began MAC coursework (semester & year): ____________________________

Date you intend to begin receiving counseling: ____________________________
*(do not begin counseling until you receive word that this counseling experience has been approved)*

Counselor Name and Organization (if part of an agency): ____________________________

Address: ____________________________________________ Phone: __________________________

Counselor Title: ____________________________________________

Counselor Primary Credential(s): ____________________________________________

Counselor License Number: ____________________________________________

Counselor Highest Education Earned: __________________________________________

Student Signature: ____________________________ Date: __________________

=================================================================================================

Signature of MAC Chair: ____________________________ Date: __________________
APPENDIX D: VERIFICATION OF PERSONAL COUNSELING

Name: ___________________________  Email: ___________________________

Cell phone: _____________________  Alternate phone: ____________________

Counseling modality you received:
- Individual Counseling [ ]
- Marital (Conjoint) Counseling [ ]
- Family Counseling [ ]
- Group Counseling [ ]
- Extended Family Counseling [ ]
- Other (Specify) [ ]

Number of sessions: ________  Start Date: _________  End Date: _________

Counselor Name and Organization (if part of an agency): __________________________

Address: __________________________________________  Phone: __________________________________

Counselor Title: __________________________________________

Counselor Primary Credential(s): __________________________________________

Counselor License Number: __________________________

Counselor Highest Education Earned: __________________________

Without revealing anything sensitive, what did you gain from your counseling experience?
Write in terms of skills/techniques you observed, insights gained, what it was like to be a client, or anything else you would like to share.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Student Signature: ___________________________  Date: __________________

Signature of MAC Chair: ___________________________  Date: __________________
APPENDIX E: REQUEST FOR TRANSFER CREDIT

Name: ______________________________ Email: ______________________________

Cell phone: _______________________ Alternate phone: _______________________

Title of the course you wish to transfer into the MAC Program: __________________________
(Note: submit one form for every course you wish to transfer)

Semester (or quarter) the course was taken: ____________________ Year: ______________

Was the course taken at the graduate level (required)?
Yes [ ] No [ ]

Was the course taken in a CACREP accredited program (required)?
Yes [ ] No [ ]

Was the course worth 3 semester hours or 4.5 quarter hours (required)?
Yes [ ] No [ ]

Grade you received in this course: __________________

In what ways is the course content consistent with the goals of the MAC Program?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Which MAC class (course number and title) are you proposing to replace with this transfer credit?
I propose to replace MAC ______________________________________

Be sure to attach the following documents to this form:
1. A copy of the syllabus for this class
2. A copy of a college transcript showing this class

Signature of Student: __________________________ Date: ______________________

Do not write below this line:_________________________________________________

Concerns (if any): __________________________________________________________

Signature of MAC Chair: __________________________ Date: ______________________
APPENDIX F: ADVANCEMENT TO DEGREE CANDIDACY

Name: ______________________________ Email: ______________________________

Cell phone: __________________________ Alternate phone: _____________________

The following courses must be completed prior to eligibility for advancement to degree candidacy. Please use the first course checklist if you started the MAC Program in the Fall 2018 cohort or after. If you began the MAC program prior to Summer 2018, please use the second course checklist.

Degree Candidate Status must be granted prior to beginning an internship.

**FOR STUDENTS IN FALL 2018 COHORT AND THEREAFTER**

<table>
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<th>Semester/Year Completed</th>
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<td>538 Professional Counseling Orientation and Ethics</td>
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<tr>
<td>548 Crisis, Trauma, Violence and Abuse</td>
<td>________________________</td>
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<tr>
<td>558 Contextual Dimensions of Couple and Family Counseling 1</td>
<td>________________________</td>
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<tr>
<td>568 Human Growth and Development</td>
<td>________________________</td>
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<tr>
<td>578 Impacts of Addictions</td>
<td>________________________</td>
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<tr>
<td>588 Assessment and Testing 1</td>
<td>________________________</td>
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<tr>
<td>598 Counseling Practicum</td>
<td>________________________</td>
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</table>

**FOR STUDENTS WHO BEGAN THE MAC PROGRAM PRIOR TO SUMMER 2018**

<table>
<thead>
<tr>
<th>Course Completion Checklist:</th>
<th>Semester/Year Completed</th>
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</thead>
<tbody>
<tr>
<td>520 Theories and Practice of Family Therapy I (Now 528: Foundations of CFC)</td>
<td>________________________</td>
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<tr>
<td>540 Lifespan Development (Now 568: Human Growth and Development)</td>
<td>________________________</td>
</tr>
<tr>
<td>550 Treatment of Trauma and Abuse (Now 548: Crisis, Trauma, Violence and Abuse)</td>
<td>________________________</td>
</tr>
<tr>
<td>600 Diagnoses and Controversies in Psychopathology (Now 588: Assessment and Testing 1)</td>
<td>________________________</td>
</tr>
<tr>
<td>660 Complexities of Social Memberships (Now 618: Social and Cultural Diversity)</td>
<td>________________________</td>
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</tbody>
</table>

...AND (For MFT Track):

| 530 Theories and Practice of Family Therapy II (Now 698: Contextual Dimensions of CFC 2) | ________________________ |
| 555 Theories and Practice of Conjoint Therapy (Now 638: Family Structure and Family of Origin) | ________________________ |

...AND (For MHC Track):

| 500 Individual Therapy (Now 508: Counseling and Helping Relationships) | ________________________ |
| 510 Group Therapy (Now 518: Group Counseling) | ________________________ |
**ALL MAC STUDENTS**
Are you a member of a professional organization (ACA, AAMFT, etc.)?

☐ Yes  ☐ No *(Note that membership in a professional organization is a requirement of the MAC program)*

Attach the following documents to this form:
1. Essay approximately one page, double-spaced answering the following questions:
   - What do you consider to be your most significant academic learning experience in the MAC program so far? Most significant personal learning experience so far?
   - How was the experience of completing 10 sessions of personal counseling? What did you learn? How did you grow?
   - What are the most important tasks and goals left to accomplish during the remainder of your work in the MAC Program? How do you intend to accomplish them? What could stand in your way and how will you overcome these obstacles?
2. Letter of Recommendation
3. Verification of Personal Counseling form (unless already received by MAC Office)
4. Letter from Counselor (unless already received by MAC Office)

Student Signature: ___________________________________________ Date: ______________

Signature of MAC Chair: ________________________________________ Date: ______________
ADVANCEMENT TO DEGREE CANDIDACY (Continued)

Please answer the following questions with the MAC Position Statement in mind:

**MAC Position Statement:** In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic Benedictine framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism, and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

1. What is one way the MAC program has fostered in you respect for others?

2. Which specific experiences within your MAC program experience have had a significant impact on your ability to be respectful of those who are significantly different from you?

3. What challenging situations have offered you the opportunity to demonstrate respect in your counseling work?
## APPENDIX G: ADVISING WORKSHEET

**Advisor:**

**Student Email and Phone #:**

**Joined ACA and/or AAMFT:**

**Plan to become NCC?:**

**Student ID #:**

<table>
<thead>
<tr>
<th>Last name:</th>
<th>First name:</th>
<th>Start date (semester, year):</th>
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</table>

Satisfy any conditions or stipulations of acceptance into the program.

Eligible to apply for DCS after courses in first 4 semesters, ten sessions of therapy, and stipulations are completed.

<table>
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<tr>
<th>Fall</th>
<th>Yr/time</th>
<th>Spring</th>
<th>Yr/time</th>
<th>Summer</th>
<th>Yr/time</th>
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<tr>
<td>1st yr 508 Counseling &amp; Helping Relationships (500 Individual Therapy) T 3-5:30 or T 6-8:30</td>
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<td>1st yr 518 Group Counseling (510 Group Therapy) Th 3-5:30 or 6-8:30</td>
<td></td>
<td>1st yr 558 Contextual Dimensions of CFC 1 (650 Human Sexuality &amp; Sex Therapy) W 12-4:30 or 5-9:30</td>
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<tr>
<td>1st yr 528 Foundations of Couple &amp; Family Counseling (520 Theories &amp; Practice of Family Therapy 1) W 3-5:30 or 6-8:30</td>
<td></td>
<td>1st yr 538 Professional Orientation &amp; Ethics (620 Ethical Prac &amp; Law) T 3-5:30 or 6-8:30</td>
<td></td>
<td>1st yr 568 Human Growth &amp; Development (540 Life Span Development) M 12-4:30 or 5-9:30</td>
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<td></td>
<td></td>
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<tr>
<td>2nd yr 578 Impacts of Addictions (630 Systemic Treatment of Addictions/Co-occurring Disorders) M 3-5:30 or W 6-8:30</td>
<td></td>
<td>2nd yr 608 Research &amp; Program Evaluation (640 Research Methods &amp; Statistics) T 3-5:30 or 6-8:30</td>
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<td>2nd yr 628 Assessment &amp; Testing 2 (610 Clinical Assessment &amp; Treatment Planning) T 12-4:30 or 5-9:30</td>
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<tr>
<td>2nd yr 588 Assessment &amp; Testing 1 (600 Diagnoses &amp; Controversies in Psychopathology) Th 3-5:30 or 6-8:30</td>
<td></td>
<td>2nd yr 618 Social &amp; Cultural Diversity (660 Complexities of Social Memberships) M 3-5:30 or 6-8:30</td>
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<td>2nd yr 638 Family Structure &amp; Family of Origin (560 Therapy with Children &amp; Adolescents) W 12-4:30 or Th 5-9:30</td>
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<td>2nd yr 598 Counseling Practicum T 3-5:50 or 6-8:30</td>
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<td>3rd yr 678 Counseling Internship 2</td>
<td>3rd yr 698 Contextual Dimensions of CFC 2 (530 Th &amp; Prac of FamTher II)</td>
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<td>(691 Clinical Internship I)</td>
<td>(692 Clinical Internship II)</td>
<td>W 12-4:30 or 5-9:30</td>
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<td>T 6-8:30 or Sat 10-1</td>
<td>Sat 10-1</td>
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<tr>
<th>Date Submitted:</th>
<th>Therapy Intent:</th>
<th>Therapy Verification:</th>
<th>DCS Application:</th>
<th>Internship Exploratory Worksheet:</th>
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<tr>
<td>Semester/Year</td>
<td>Internship Contract:</td>
<td>Intern Evaluation</td>
<td>Form:</td>
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<td>Completed:</td>
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<tr>
<th>Internship Site:</th>
<th>Semester Year to begin Internship:</th>
<th>Intended Graduation Date:</th>
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APPENDIX H: PRACTICUM DESCRIPTION

Note: Use this description to initiate contact with potential Practicum sites.

Duration
Practicum trainees complete 40 hours of Direct Service and a minimum of 60 hours of Indirect Service combined on-site at their Practicum Site and in their Counseling Practicum Course at SMU within a 15-week period (Fall Semester). Practicum trainees can participate in orientations and trainings. Direct Service must include a minimum of 4 hours of face-to-face counseling work for a minimum of 10 weeks - this can include individual, couple, family, or group counseling, co-counseling, and direct shadowing/observation. Indirect Service can include orientation, live and online training, academic reading, classroom participation at the SMU MAC Practicum Course, and other tasks as assigned.

Supervision and other Professional Interactions
Practicum trainees must receive 1-hour of weekly on-site triadic group or individual supervision from licensed professional staff in addition to supervision from their faculty. Supervision is a dedicated time that can include discussion of elements such as case conceptualization, counseling methods and techniques, clinical competencies, biases, strengths and challenges, ethics, self-care, and training issues. Ideally, video recording is used for all individual sessions with trainees for the purpose of supervision and clinical training.

NOTE: Practicum students are individually responsible to track and monitor their direct, indirect, and supervision hours throughout their practicum experience. Students are responsible to ensure all documentation is completed and submitted to their academic program in a timely manner, and in accordance with their University and degree requirements. Students are strongly discouraged from conducting their practicum at their current place of employment.

Range of Activities
Trainees can have a wide range of areas for experience including: individual, couple, family, mental health and developmental issues. Trainees will develop skills in assessment, crisis intervention, counseling methods and interventions, multidisciplinary care coordination, documentation, and electronic or paper record keeping. Through trainings, supervision, and consultation, trainees can be exposed to diverse counseling orientations to individual and group counseling. Qualified experience can be gained in various ways such as navigating systems, crisis response, wellness programs, prevention education, and care coordination for clients' wellbeing and success.

Individual Counseling Services
Individual services may include 1 or 2 clients per week.

Counseling Group Services
Group services can include 1-2 hours of group work such as: group therapy, support groups, wellness workshops, educational presentations, integrated psychoeducation, outreach services, and
programming.

**Administrative and Professional Activities**

Dedicated time can be scheduled daily to complete all documentation and clinical progress notes using an electronic or paper records system. Trainees may participate in the operation of agency, providing support with front desk coordination in a variety of ways. Front desk support can include response to inquiries, assisting clients with accessing services and appointment check-in, organizing and processing electronic and paper records/charts, community resources, and assisting with other short-term projects. Trainees may participate in agency team meetings and multidisciplinary agency or community events/programs depending upon schedules and availability.

**Program/Curriculum Development, Research and Program Evaluation**

Trainees may participate in the development of group services and initiatives from the agency as designated by the Agency Director. Trainees may assist in assessing outcomes for delivered services and programs at the Agency.

**Saint Martin's University**

Saint Martin’s University (SMU), in Lacey, Washington, is a small, non-profit, Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Students learn to make a positive difference in their lives and in the lives of others through the interaction of community, faith, reason, and service. Benedictine values remind us to listen with our hearts, care for ourselves and others, nurture and develop our communities, and stand for those in need.

**Master of Arts in Counseling**

Saint Martin’s Master of Arts in Counseling program (MAC) prepares counselors in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom.

**MAC Position Statement**

In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic Benedictine framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.
APPENDIX I: PRACTICUM EXPLORATORY FORM

PRACTICUM EXPLORATORY WORKSHEET

This form is to help you think through prospective practicum sites. Use with your Advisor in March of your first year. This tool serves as a vehicle to communicate preliminary ideas and goals with MAC Faculty.

Name: ___________________________________________ Email: ________________________________
Cell phone: ___________________________ Alternate phone: ___________________________

Course Completion Checklist: *  
☐ 508 Counseling and Helping Relationships  Semester/Year Completed _______________________
☐ 518 Group Counseling                                               _______________________
☐ 528 Foundations of Couple and Family Counseling                     _______________________
☐ 538 Professional Counseling Orientation and Ethics                  _______________________
☐ 548 Crisis, Trauma, Violence and Abuse                              _______________________
☐ 558 Contextual Dimensions of Couple and Family Counseling 1         _______________________
☐ 568 Human Growth and Development                                    _______________________

*From Fall 2018 to Fall 2023: some students may not have completed all coursework listed above

What practicum site are you considering?
________________________________________________________________________________________

Client population of desired internship site:
________________________________________________________________________________________

How do (staff) therapists in this agency get paid?  Volunteer [ ] Salary [ ] Client fees [ ]

Is there a relationship between this internship and your place of employment?
No relationship [ ]  Relationship (describe): ________________________________________________________________________________

How will this practicum site advance your short-term professional goals?
Goal 1: ____________________________________________________________________________________

Goal 2: ____________________________________________________________________________________

Goal 3: ____________________________________________________________________________________
How will this practicum site advance your long-term professional goals?

Goal 1: ____________________________________________________________________________

Goal 2: ____________________________________________________________________________

Goal 3: ____________________________________________________________________________

What are two main concerns you have about this site and how you will address them?

Concern 1: __________________________________________________________________________

Addressed 1: _________________________________________________________________________

Concern 2: __________________________________________________________________________

Addressed 2: _________________________________________________________________________

What are three main benefits that you expect to gain from this practicum site?

Benefit 1: __________________________________________________________________________

Benefit 2: __________________________________________________________________________

Benefit 3: __________________________________________________________________________

Tell us about the on-site supervision you will receive:

 Supervisor’s name and title: _______________________________________________________________________

 Supervisor’s highest education earned: _______________________________________________________________________

 Supervisor’s major credential(s) earned: _______________________________________________________________________
Supervisor’s duties in the agency:

List Supervisor’s prior supervisory experience:

Supervisor’s curriculum vitae or résumé (strongly recommended): Attached [ ] Will be sent later [ ]

How many hours of supervision will you receive per week: Number of hours [ ]

Will supervision take place individually or in a group? Individual [ ] Group [ ]

Will you be the primary therapist (or co-therapist) for any clients in your agency? Yes [ ] No [ ]

When do you plan on beginning practicum work? Projected Start Date: ______________________

MAC Practicum Student Signature: ________________________________ Date: ______________

(Do not write below this line)

Questions/concerns for the student:

Next steps for the student to pursue:

MAC Chair Signature: ________________________________ Date: ______________
EXAMPLE CV
Address · Phone
Email

EDUCATION

MAY 2020 (PROJECTED GRADUATION)
MASTER OF ARTS IN COUNSELING, ST. MARTIN’S UNIVERSITY
Completed Coursework: ● Counseling & Helping Relationships ● Group Counseling ● Foundations of Couple and Family Counseling ● Professional Orientation and Ethics ● Crisis, Trauma, Violence, and Abuse ● Contextual Dimensions of Couple and Family Counseling 1 ● Human Growth and Development ● GPA, Honors, ETC

EXAMPLE. Please list your own completed coursework

MONTH YEAR
DEGREE Earned, UNDERGRADUATE INSTITUTION
GPA, awards, honors earned

EXPERIENCE (RELEVANT PROFESSIONAL AND VOLUNTEER EXPERIENCE)

DATES FROM – TO
JOB TITLE, COMPANY
Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

DATES FROM – TO
JOB TITLE, COMPANY
Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

SKILLS

• List any relevant skills, i.e. Interpersonal Communication
• Computer Competencies: Microsoft Office Suite, PsychConsult, EPIC, etc
• Strengths
• Strengths
• Strengths
AREAS OF PROFESSIONAL INTEREST
You may want to use this area to highlight interest areas you wish to foster professional growth in during your Practicum placement, e.g:

“In beginning my career as a counselor, I seek to further my knowledge of evidence-based practices to serve adolescents in my community. My particular goals are to…”

“Through practicum placement with your agency, I wish to further my competency in social justice and anti-oppressive approaches in the counseling profession…”
APPENDIX K: PRACTICUM APPLICATION

PRACTICUM PLACEMENT APPLICATION

Please use this form with your Advisor in May or June of your first year. Each Practicum site may have an application form in addition to this one.

- Cover letter
- Current Curriculum Vitae
- One reference letter
- A current unofficial transcript
- Proof of Liability Insurance available free via active membership in the ACA (https://www.counseling.org) or the AAMFT (https://www.aamft.org/)

Name: ______________________________ Date: ______________________________

Address: ________________________________________________________________

Phone Number: ______________________________ Email: ______________________________

Agency where you wish to complete your practicum: ______________________________

Supervisor name and licensure/credential: _______________________________________

Course Completion Checklist: * Semester/Year Completed

☐ 508 Counseling and Helping Relationships
☐ 518 Group Counseling
☐ 528 Foundations of Couple and Family Counseling
☐ 538 Professional Counseling Orientation and Ethics
☐ 548 Crisis, Trauma, Violence and Abuse
☐ 558 Contextual Dimensions of Couple and Family Counseling 1
☐ 568 Human Growth and Development

*From Fall 2018 to Fall 2023: some students may not have completed all coursework listed above

References

Provide one current academic/professional reference outside of MAC faculty to be contacted, in addition to the name of the individual who has provided a letter of reference.

Name ______________________________ Relationship ______________________________ Phone Number AND Email ______________________________

____________________________________ ______________________________ ______________________________

____________________________________ ______________________________ ______________________________
Please concisely respond to the following 4 questions in space provided.

1. What appeals to you about completing your practicum at this particular agency?

2. What specific skills do you hope to learn and develop as a result of your practicum experience?

3. What topics/areas of interest are you passionate about that you believe are relevant for clients' well-being? How do you envision actualizing your passion in a way that will directly impact clients?

4. Briefly describe how you will engage and interact with clients and colleagues to uphold the MAC Position Statement.

MAC Position Statement: In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic Benedictine framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into
our practice. We actively counter ageism, ableism, classism, racism, and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

5. Please review this information https://www.stmartin.edu/spiritual-community/our-catholic-benedictine-tradition and https://www.stmartin.edu/spiritual-community/our-catholic-benedictine-tradition/benedictine-values, then briefly describe how you will engage and interact with clients and members of the community and uphold the Benedictine traditions at SMU.
APPENDIX L: PRACTICUM INFORMATION FORM

Practicum Placement Site: __________________________________________________________

Practicum Placement On-site Supervisor: ____________________________________________

On-site Supervisor Phone #: ______________________ On-site Supervisor Email: ___________

Name: ___________________________________________ Gender (optional): __________ Age (optional): _______

Ethnicity (optional): ___________ Email: __________________________ Phone Number: ________________

Presently employed? _______________ Place of Employment: ________________________________

Please be as thorough and specific as possible.

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? (Please be specific.)

2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)

3. Please describe your previous exposure, training, or education regarding mind-body approaches in counseling.

4. How will you know, at the end of the semester, if you have reached your goals for this course? (Please be as specific as you can).

5. What do you bring to this course? What will you contribute?

6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support?
7. Are you willing to commit to being a supportive learning partner with all of us in this class?

8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?
APPENDIX M: PRACTICUM AGREEMENT FORM

Trainee Name: ___________________________ Email: __________________ Date: __________

SMU Practicum Course Faculty: ______________________________________________________

Practicum Site: ______________________________________________________________________

Projected Start and End Dates of Practicum: __________/_______/______ - ________/_______/______

Practicum Trainee Duties and Responsibilities

● Provide at least 40 hours of direct service and 60 hours of indirect service
● Direct Service must include a minimum of 4 hours of face-to-face counseling per week for a minimum of 10 weeks - and can include individual, couple, family, co-therapy or group counseling.
● Indirect Service can include orientation, live and online training, reading, counseling related projects (e.g. building treatment plans, discharge summaries, case management), classroom participation in the Practicum Course, and other tasks as assigned.
● Obtain evaluations of counseling performance and ability from the on-site supervisor to integrate and apply learning.
● Participate in one hour per week of individual and/or triadic supervision throughout the practicum with the on-site supervisor.
● Participate in an average of 1½ hours per week of group supervision during weekly class meetings with practicum faculty.
● Obtain a program-appropriate audio/video recording of interactions with clients as outlined in the practicum syllabus.
● Provide on-site supervisor with learning objectives/goals as outlined in the practicum course syllabus.

On-site Supervisor Duties and Responsibilities

● Provide the practicum trainee with the opportunity to complete at least 40 direct service hours as described above and access/training required on appropriate administrative programs to complete indirect service tasks.
● Provide practicum trainee with the opportunity to learn about, observe, or co-facilitate groups (when appropriate).
● Provide the trainee with an average of one hour per week of individual and/or triadic supervision throughout the practicum.
● Provide practicum trainee assistance in obtaining agency-required releases and client permissions to obtain at least 2 minutes of reviewable audio/video recordings of trainee interactions with a client.
● Provide the trainee assistance in obtaining a de-identified/redacted case note for practicum instructor review and class discussion.
● Complete a formative and summative evaluation of the practicum trainee. Evaluation forms will be provided by the trainee.

Practicum Faculty Supervisor Duties and Responsibilities

● Provide the trainee with 1 ½ hours per week of group supervision throughout the duration of the course during class meetings.

Verification of Practicum Placement

Practicum Site Supervisor Name and Organization: ___________________________ # of years supervising: ________
PRACTICUM GOALS AND OBJECTIVES

Practicum trainee learning objectives for this course are as follows. This list is to be provided to on-site practicum supervisors.

- Establish appropriate and ethical relationships with clients
- Ability to respond to the client in a facilitative manner
- Conceptualization of clients using a guiding theory
- Assisting clients in movement toward goals
- Ability to critique their own counseling skills in order to improve skills
- Ability to recognize necessity for and perform appropriate referral procedures
- Competency in writing summaries, case conceptualizations, and reports
- Technological competence and use of ethical considerations in obtaining audio/video taping of sessions
- Knowledge and practice self-care appropriate for the counselor role

The trainee will supply the on-site supervisor with a skills inventory of the following skill areas at the start and end of the semester for evaluation purposes:

- Professional Development
- The Counseling Process
- Case Conceptualization
- Other Course Goals and Objectives

A signed photocopy of this form should be kept in the trainee’s file at their practicum site.
APPENDIX N: PRACTICUM CASE LOG

PRACTICUM CASE LOG

Counselor Name: ___________________________ Date of Counseling Session: _______________________

Session # with Client: ______________________ Client’s Age: ________________________________

- Briefly describe what brought the client to counseling. What may have led to the development of the issue? Who else may be involved?

- What are the most important client strengths? How can you use them therapeutically? Does the client have access to natural and community supports?

- What are the highlights of the client’s background that may contribute to the present situation?

- How might factors related to social memberships, such as age, disability, religion, ethnicity, social class, sexual orientation, indigenous background, national origin, and gender impact the counseling relationship? How will they impact you and your view of the client?

- What emotional, cognitive, and behavioral patterns, strengths, and difficulties are presented by the client?
Session Reflection

1. Did you engage in clear and open communication during this session? Do you recognize any deficiencies in your approach? How might you develop new skills/competencies to overcome these?

2. Was an objective clear to the client this session? How did you communicate interest and acceptance?

3. List three things/skills/moments you felt you did well.

4. List one thing you would like to have done differently this session.

5. What is your goal/objective for the next session?

6. What approach did you use this session? Did you approach the work from a systemic/relational perspective?

7. What specific questions, concerns, or other issues do you want the group to give you feedback on?
## APPENDIX O: PRACTICUM TIMESHEET

Practicum Site: __________________________ Site Supervisor: __________________________

Student Name: __________________________ Date Start: __________________________

Academic Period: __________________________ Date End: __________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOUR TYPE (direct, indirect)</th>
<th>INDIVIDUAL OR GROUP</th>
<th>TIME PERIOD(S)</th>
<th>TOTAL</th>
<th>NOTES</th>
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<td>DATE</td>
<td>HOUR TYPE (direct, indirect)</td>
<td>INDIVIDUAL OR GROUP</td>
<td>TIME PERIOD(S)</td>
<td>TOTAL</td>
<td>NOTES</td>
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By signing this time sheet, I certify that I have carefully reviewed this information and that the documented hours and information reported is accurate.

SUPERVISOR SIGNATURE: ________________________________ DATE: ______________

STUDENT SIGNATURE: ________________________________ DATE: ______________
APPENDIX P: PRACTICUM VIDEO DEMONSTRATION FEEDBACK

Questions to Consider

1. Identify a strength demonstrated by the counselor. Provide evidence of the effectiveness and/or impact of that strength (client reaction, etc.) Emphasize micro-skills.

2. What efforts did the counselor make to foster a positive therapeutic alliance with the client?

3. How did the counselor approach relevant material? Does this suggest a goal that the client has for their therapy? Consider the types of interventions the counselor used (e.g. open and closed questions, encouragers).

4. Name something the counselor did that you find particularly inspiring in your own development as a counselor.

5. Point out successful pacing of the session; strengths in managing pacing of client or counselor.

6. Point out successful interventions you noticed the counselor use.

7. Point out positive nonverbal communications the counselor used.
APPENDIX Q: SUPERVISOR EVALUATION OF PRACTICUM TRAINEE PERFORMANCE

Many factors influence the effectiveness of a counselor. This form is designed to help supervisors evaluate and provide feedback about the performance of the student. At the start of the Practicum, please review the elements included. At the end of the semester, please evaluate the student in as many areas as have applied to their actual experience. Your comments are of particular value. Please make a review of this evaluation an important part of your ongoing supervision of the trainee.

Student Name: ___________________________  Supervisor Name: ___________________________

Practicum Site: __________________________________________  Semester/Year: __________________

**Directions: Circle a number that best evaluates the intern’s performance on each at this point in time.**

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates a personal commitment in developing professional competencies</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>2. Invests time and energy in becoming a counselor</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>3. Accepts and uses constructive criticism to enhance self-development and counseling skills</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>4. Engages in open, comfortable, and clear communication with peer and supervisors</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>5. Recognizes own competencies and skills and shares these with peers and supervisors</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>6. Recognizes own deficiencies and actively works to overcome them</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>7. Completes case reports and records punctually and conscientiously</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Counseling Process</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Keeps appointments on time</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>9. Begins the interview smoothly</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>10. Explains the nature and objectives of counseling when appropriate</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>11. Is relaxed and comfortable in the session</td>
<td>1 2</td>
<td>3 4</td>
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<tr>
<td>12. Communicates interest in and acceptance of the client</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>13. Facilitates client expression of concerns and feelings</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
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<tr>
<td>14. Is spontaneous in the session</td>
<td>1 2</td>
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<tr>
<td>15. Uses silence effectively in the session</td>
<td>1 2</td>
<td>3 4</td>
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<tr>
<td>16. Is aware of own feelings in the counseling session</td>
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<td>3 4</td>
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<tr>
<td>17. Communicates own feelings to the client when appropriate</td>
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<tr>
<td>18. Facilitates realistic goal setting with the client</td>
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<tr>
<td>19. Employs judgment in the timing and use of different techniques</td>
<td>1 2</td>
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<tr>
<td>20. Terminates the session smoothly</td>
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<tr>
<th>Case Conceptualization</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
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<tr>
<td>21. Uses a systems approach to conceptualize cases</td>
<td>1 2</td>
<td>3 4</td>
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<tr>
<td>22. Demonstrates the ability to conceptualize clients utilizing a guiding theory</td>
<td>1 2</td>
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<td>5 6</td>
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</table>
23. Develops an appropriate counseling treatment and/or intervention plan
24. Implements the use of appropriate interventions based on the assessment and goals
25. Uses strategies to provide access to community-based resources when applicable
26. Is perceptive in evaluating the effects of own counseling techniques
27. Demonstrates ethical behavior in counseling activity and case management

<table>
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<tr>
<th>Other Course Goals and Objectives</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
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<tbody>
<tr>
<td>28. Can identify and implement pre- and post-session micro-skills</td>
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<td>29. Displays an ability to synthesize issues of race, class, age, gender, sexual orientation and</td>
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<td>other group memberships in counseling</td>
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<td>30. Demonstrates the ability to terminate or refer clients based upon client needs and student</td>
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<td>competencies (if applicable)</td>
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Additional comments and/or suggestions:

Direct Hours Completed (minimum 40): ___________ Total Hours Completed (minimum 100): ___________

Signature of On-Site Supervisor: ___________________________________________ Date: ______________

My signature below indicates that I have read the above report and have discussed the content with my on-site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Signature of Practicum Trainee: ___________________________________________ Date: ______________
### APPENDIX R: PRACTICUM TRAINEE
#### EVALUATION OF SUPERVISOR

This form is designed to give practicum trainees an opportunity to evaluate their on-site supervisor. Feedback on this form will be used by the MAC program for ongoing evaluation of student Practicum sites. Elements of this evaluation should be a part of the ongoing supervisor-practicum trainee relationship throughout the duration of the Practicum experience (i.e. practicum trainees are expected to address supervision concerns directly, as soon as they arise). At the end of the semester, please complete this form and discuss with your supervisor. Your comments are of particular value.

Name of Student: ___________________________ Name of Supervisor: ___________________________
Practicum Site: ___________________________________________ Semester/Year: ___________

**Directions:** Circle a number that provides the best assessment of the supervisor’s skills in the following areas.

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<tr>
<th></th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
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<tbody>
<tr>
<td>1. Gives appropriate time for individual and/or group supervision.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>2. Accepts and respects me as a person.</td>
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<tr>
<td>3. Recognizes my strengths and capabilities and encourages further development of these.</td>
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<td>4. Gives me useful feedback when I do something well.</td>
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<tr>
<td>5. Encourages and listens to my ideas and suggestions for developing my counseling skills.</td>
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<tr>
<td>6. Provides suggestions for developing my counseling skills.</td>
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<td>7. Helps me to understand the implications and dynamics of the counseling approaches I use.</td>
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<td>8. Helps me to integrate theory with practice.</td>
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<td>9. Deals with both content and process.</td>
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<td>10. Is spontaneous and flexible in supervision.</td>
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<td>11. Helps me devise and achieve specific goals during my Practicum experience.</td>
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<td>12. Gives me useful feedback when I do something wrong.</td>
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<td>13. Allows me to discuss problems I encounter in my Practicum site.</td>
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<td>14. Pays appropriate amount of attention to both me and my clients.</td>
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<td>15. Focuses on both verbal and nonverbal behavior in me and my clients.</td>
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<td>16. Helps me define and maintain ethical behavior.</td>
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<td>17. Models appropriate professional behavior.</td>
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<td>18. Maintains confidentiality regarding material discussed in supervisory sessions.</td>
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<td>19. Helps me organize relevant case data in planning goals and strategies with my clients.</td>
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<tr>
<td>20. Offers resource information when I request or need it.</td>
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<tr>
<td>21. Allows and encourages me to evaluate myself.</td>
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<tr>
<td>22. Explains her/his criteria for evaluation clearly.</td>
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<tr>
<td>23. Applies her/his criteria for evaluation fairly when assessing my counseling performance.</td>
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**Additional comments and/or suggestions:**
Signature of On-Site Supervisor: _______________________________ Date: __________

Signature of Practicum Trainee: _______________________________ Date: __________

Signature of MAC Chair: _______________________________ Date: __________
APPENDIX S: INTERNSHIP EXPLORATORY WORKSHEET

This form is to help you think through an internship site. It serves as a vehicle to communicate preliminary ideas and goals with MAC Faculty.

Name: ___________________________________________ Email: _______________________________________

Cell phone: ______________________________ Alternate phone: ______________________________

Date Degree Candidate Status was granted: ________________________________________________

**FOR STUDENTS IN FALL 2018 COHORT AND THEREAFTER**

Course Completion Checklist:                                               Semester/Year Completed

☐ 508 Counseling and Helping Relationships
☐ 518 Group Counseling
☐ 528 Foundations of Couple and Family Counseling
☐ 538 Professional Counseling Orientation and Ethics
☐ 548 Crisis, Trauma, Violence and Abuse
☐ 558 Contextual Dimensions of Couple and Family Counseling I
☐ 568 Human Growth and Development
☐ 578 Impacts of Addictions
☐ 588 Assessment and Testing 1
☐ 598 Counseling Practicum
☐ 608 Research and Program Evaluation
☐ 618 Social and Cultural Diversity
☐ 628 Assessment and Testing 2
☐ 638 Family Structure and Family of Origin

**FOR STUDENTS WHO BEGAN THE MAC PROGRAM PRIOR TO SUMMER 2018**

Course Completion Checklist:                                               Semester/Year Completed

☐ 520 Theories and Practice of Family Therapy I (Now 528: Foundations of CFC)
☐ 540 Lifespan Development (Now 568: Human Growth and Development)
☐ 550 Treatment of Trauma and Abuse (Now 548: Crisis, Trauma, Violence and Abuse)
☐ 600 Diagnoses and Controversies in Psychopathology (Now 588: Assessment and Testing 1)
☐ 610 Clinical Assessment and Treatment Planning (Now 628: Assessment and Testing 2)
☐ 630 Treatment of Addictions and Co-Occurring Disorders (Now 578: Impacts of Addictions)
☐ 660 Complexities of Social Memberships (Now 618: Social and Cultural Diversity)

...AND (For MFT Track):

☐ 530 Theories and Practice of Family Therapy II (Now 698: Contextual Dimensions of CFC 2)
☐ 555 Theories and Practice of Conjoint Therapy (Now 638: Family Structure and Family of Origin)

...AND (For MHC Track):
500 Individual Therapy (Now 508: Counseling and Helping Relationships)
510 Group Therapy (Now 518: Group Counseling)

What internship site are you considering?

Client population of desired internship site:

How do (staff) therapists in this agency get paid? Volunteer [ ] Salary [ ] Client fees [ ]

Is there a relationship between this internship and your place of employment?
   No relationship [ ] Relationship (describe):

How will this internship site advance your short-term professional goals?
   Goal 1: 
   Goal 2: 

How will this internship site advance your long-term professional goals?
   Goal 1: 
   Goal 2: 

What are two main concerns you have about this site and how you will address them?
   Concern 1: 
       Addressed 1: 
   Concern 2: 
       Addressed 2: 

What are three main benefits that you expect to gain from this internship site?
   Benefit 1: 
   Benefit 2: 
   Benefit 3: 

Tell us about the on-site supervision you will receive:
   Supervisor’s name and title: 
   Supervisor’s highest education earned: 
Supervisor’s major credential(s) earned: ____________________________________________________________

Supervisor’s duties in the agency: _____________________________________________________________

List Supervisor’s prior supervisory experience: ______________________________________________________

Supervisor’s curriculum vitae or résumé (strongly recommended): Attached [ ] Will be sent later [ ]

How many hours of supervision will you receive per week: Number of hours [ ]

Will supervision take place individually or in a group? Individual [ ] Group [ ]

Will you be the primary therapist (or co-therapist) for any clients in your agency? Yes [ ] No [ ]

When do you plan on beginning internship work? Projected Start Date: ______________________________

MAC Intern Signature: __________________________________________ Date: __________________

(Do not write below this line)
=================================================================================================

Questions/concerns for the student: _____________________________________________________________

Next steps for the student to pursue: _____________________________________________________________

MAC Program Chair Signature: __________________________________________ Date: ________________
**APPENDIX T: INTERNSHIP PLACEMENT APPLICATION**

*Note: Internship sites may have a separate application to complete. Please submit a copy of this application to the MAC office and to your internship site.*

- Cover letter
- Current Curriculum Vitae
- One reference letter
- A current unofficial transcript
- Proof of Liability Insurance (included with student ACA membership via My ACA), or both your active AAMFT membership and the AAMFT Professional Liability Insurance Card. The insurance coverage is free from both organizations when you are a registered member, however the AAMFT requires additional steps to become enrolled in the insurance, which may take 24-48 hours to process.

Name of Student: __________________________________________ Date: ____________________

Address: ____________________________________________________________________________

Phone Number: __________________________ Email address: ________________________________

Agency where you wish to complete your internship: ________________________________________

Supervisor name and licensure/credential: _______________________________________________

Provide one current academic/professional reference outside of MAC faculty to be contacted in addition to the name of the individual who has provided a letter of reference.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Phone Number and Email</th>
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</thead>
<tbody>
<tr>
<td>__________________________</td>
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</table>

**FOR STUDENTS IN FALL 2018 COHORT AND THEREAFTER**

Course Completion Checklist:  
- 508 Counseling and Helping Relationships  
- 518 Group Counseling  
- 528 Foundations of Couple and Family Counseling  
- 538 Professional Counseling Orientation and Ethics  
- 548 Crisis, Trauma, Violence and Abuse  
- 558 Contextual Dimensions of Couple and Family Counseling I  
- 568 Human Growth and Development  
- 578 Impacts of Addictions  
- 588 Assessment and Testing I  
- 598 Counseling Practicum  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester/Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>508</td>
<td>Counseling and Helping Relationships</td>
<td></td>
</tr>
<tr>
<td>518</td>
<td>Group Counseling</td>
<td></td>
</tr>
<tr>
<td>528</td>
<td>Foundations of Couple and Family Counseling</td>
<td></td>
</tr>
<tr>
<td>538</td>
<td>Professional Counseling Orientation and Ethics</td>
<td></td>
</tr>
<tr>
<td>548</td>
<td>Crisis, Trauma, Violence and Abuse</td>
<td></td>
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<tr>
<td>558</td>
<td>Contextual Dimensions of Couple and Family Counseling I</td>
<td></td>
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<tr>
<td>568</td>
<td>Human Growth and Development</td>
<td></td>
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<tr>
<td>578</td>
<td>Impacts of Addictions</td>
<td></td>
</tr>
<tr>
<td>588</td>
<td>Assessment and Testing I</td>
<td></td>
</tr>
<tr>
<td>598</td>
<td>Counseling Practicum</td>
<td></td>
</tr>
</tbody>
</table>
**FOR STUDENTS WHO BEGAN THE MAC PROGRAM PRIOR TO SUMMER 2018**

Course Completion Checklist:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title (Old)</th>
<th>Course Title (New)</th>
</tr>
</thead>
<tbody>
<tr>
<td>520</td>
<td>Theories and Practice of Family Therapy I</td>
<td><em>(Now 528: Foundations of CFC)</em></td>
</tr>
<tr>
<td>540</td>
<td>Lifespan Development</td>
<td><em>(Now 568: Human Growth and Development)</em></td>
</tr>
<tr>
<td>550</td>
<td>Treatment of Trauma and Abuse</td>
<td><em>(Now 548: Crisis, Trauma, Violence and Abuse)</em></td>
</tr>
<tr>
<td>600</td>
<td>Diagnoses and Controversies in Psychopathology</td>
<td><em>(Now 588: Assessment and Testing 1)</em></td>
</tr>
<tr>
<td>610</td>
<td>Clinical Assessment and Treatment Planning</td>
<td><em>(Now 628: Assessment and Testing 2)</em></td>
</tr>
<tr>
<td>630</td>
<td>Treatment of Addictions and Co-Occurring Disorders</td>
<td><em>(Now 578: Impacts of Addictions)</em></td>
</tr>
<tr>
<td>660</td>
<td>Complexities of Social Memberships</td>
<td><em>(Now 618: Social and Cultural Diversity)</em></td>
</tr>
</tbody>
</table>

...AND (For MFT Track):
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title (Old)</th>
<th>Course Title (New)</th>
</tr>
</thead>
<tbody>
<tr>
<td>530</td>
<td>Theories and Practice of Family Therapy II</td>
<td><em>(Now 698: Contextual Dimensions of CFC 2)</em></td>
</tr>
<tr>
<td>555</td>
<td>Theories and Practice of Conjoint Therapy</td>
<td><em>(Now 638: Family Structure and Family of Origin)</em></td>
</tr>
</tbody>
</table>

...AND (For MHC Track):
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title (Old)</th>
<th>Course Title (New)</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Individual Therapy</td>
<td><em>(Now 508: Counseling and Helping Relationships)</em></td>
</tr>
<tr>
<td>510</td>
<td>Group Therapy</td>
<td><em>(Now 518: Group Counseling)</em></td>
</tr>
</tbody>
</table>

Please concisely respond to the following 4 questions in space provided.

1. What appeals to you about completing your internship at this particular agency?

2. What specific skills do you hope to learn and develop as a result of your internship experience?
3. What specific topics/areas of interest are you passionate about that you believe are relevant for clients' well-being? How do you envision actualizing your passion in a way that will directly impact clients?

4. Briefly describe how you will engage and interact with clients and colleagues to uphold the MAC Position Statement.

**MAC Position Statement:** *In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic Benedictine framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism, and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.*
5. Please review this information https://www.stmartin.edu/spiritual-community/our-catholic-benedictine-tradition and https://www.stmartin.edu/spiritual-community/our-catholic-benedictine-tradition/benedictine-values, then briefly describe how you will engage and interact with clients and members of the community while upholding the Benedictine traditions at SMU.

Student Signature: ___________________________________________________________ Date: ______________

Signature of MAC Chair: ______________________________________________________ Date: ______________
APPENDIX U: INTERNSHIP CONTRACT

Name of Intern: ______________________________________________ Date: ____________

SMU Faculty Advisor: __________________________________________________________________________

Date Internship Exploratory Worksheet approved and signed: __________________________________________________________________________

Internship Site: __________________________________________________________________________

Site/Agency Address: __________________________________________________________ City/Zip: ____________

Mailing Address (if different): __________________________________________________________ City/Zip: ____________

Projected Start and End Dates of Internship: ________/______/______ - ________/______/______

Intern Duties and Responsibilities:

● Provide at least 300 hours of direct service and 300 hours of indirect service
● Direct Service must include face-to-face counseling work - this can include individual, couple, family, co-therapy, or group counseling.
● Indirect Service can include orientation, live and online training, academic reading, counseling related projects (e.g. building treatment plan and discharge summary, case management) classroom participation at the SMU Internship Course, and other tasks as assigned.
● Obtain formative and summative evaluations of counseling performance and ability from the on-site supervisor to integrate and apply learning.
● Participate in weekly interaction averaging one hour per week of individual and/or triadic supervision throughout the Internship with your on-site supervisor.
● Internship students participate in group supervision during class meetings with Internship faculty.
● Obtain a program-appropriate audio/video recording of interactions with clients as outlined in the Internship syllabus.
● Provide on-site supervisor with learning objectives/goals as outlined in the course syllabus.

On-site Supervisor Duties and Responsibilities:

● Provide the intern with the opportunity to complete at least 300 direct service hours as described above and access training required on appropriate administrative programs to complete indirect service tasks.
● Provide Internship trainee with the opportunity to learn about, observe, or co-facilitate groups (where appropriate).
● Provide the intern with an average of one hour per week of individual and/or triadic supervision throughout the Internship.
● Provide Internship trainee assistance in obtaining agency-required releases and client permissions to obtain at least 2 minutes of reviewable audio/video recordings of trainee interactions with a client.
● Complete an evaluation of the intern. Evaluation forms will be provided by the trainee.

Internship SMU Faculty Duties and Responsibilities

● Provide the Internship trainee with individual and group supervision throughout the duration of the course.
● Facilitate learning that serves the transition from student role to counselor role.

Internship Site Supervisor Name: __________________________________________________________

Supervisor Highest Education Earned: ______________ Supervisor Primary Credential(s): __________

Supervisor License Number: ______________ Supervisor Prior Supervisory Experience: ____________
INDIVIDUAL GOALS AND OBJECTIVES

Provide information regarding duties/responsibilities for your first semester (calculate hours and % per week):

Duty #1: ___________________________________ # hrs________ % of time: _____________
Duty #2: ___________________________________ # hrs________ % of time: _____________
Duty #3: ___________________________________ # hrs________ % of time: _____________
Duty #4: ___________________________________ # hrs________ % of time: _____________

Provide information regarding duties/responsibilities for your second semester (calculate hours and % per week):

Duty #1: ___________________________________ # hrs________ % of time: _____________
Duty #2: ___________________________________ # hrs________ % of time: _____________
Duty #3: ___________________________________ # hrs________ % of time: _____________
Duty #4: ___________________________________ # hrs________ % of time: _____________

As a MAC Intern, I agree to provide the Agency the following:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

As the On-site Supervisor, I agree to provide the Intern the following:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

As the MAC Chair, I agree to provide the following:
1. Case consultation and clinical/administrative feedback
2. Availability to the Intern and/or the On-site Supervisor to problem-solve issues
3. Ethical treatment of all information regarding cases drawn from agency clientele

Site Supervisor Signature: ____________________________________________ Date: __________
Intern Signature: __________________________________________________ Date: __________
MAC Program Chair Signature: ________________________________________ Date: __________

APPENDIX V: INTERNSHIP CASE LOG

Counselor Name: ___________________________ Date of Counseling Session: ________________

Session # with Client: ______________________ Client’s Age: ______________________________

- Briefly describe what brought the client to counseling. What may have led to the development of the issue? Who else may be involved?

- What are the most important client strengths? How can you use them therapeutically? Does the client have access to natural and community supports?

- What are the highlights of the client's background that may contribute to the present situation?

- How might factors related to social memberships, such as age, disability, religion, ethnicity, social class, sexual orientation, indigenous background, national origin, and gender impact the counseling relationship? How will they impact you and your view of the client?

- What emotional, cognitive, and behavioral patterns, strengths, and difficulties are presented by the client?

Session Evaluation

Professional Development
1. Did you engage in clear and open communication during this session? Do you recognize any deficiencies in your approach? How might you develop new skills/competencies to overcome these?

2. Have you utilized supervision consultation regarding this case? Why or why not? Does your approach to the case differ from that of other professionals involved in the client’s treatment?

Counseling Process & Interventions
3. Is the nature and objective of counseling clear to the client in this session? How did you communicate interest and acceptance of your client? Was the client encouraged to express themselves? How so?

4. Did you identify and communicate the client’s strength in this session? Did your approach match the client’s goals? Were you able to articulate to the client your reasoning for use of particular interventions/approaches (when appropriate)?

5. List three things/skills/moments you felt you did well.

6. List one thing you would like to have done differently this session.
7. What is your goal/objective for the next session?

Case Conceptualization
8. What approach did you use this session? Were you able to approach the session from a systemic/relational perspective?

9. Identify an instance of process vs. content in this session.

10. What specific questions, concerns, or other clinical issues do you want the group to give you feedback on?
# APPENDIX W: INTERNSHIP HOURS LOG

Internship Site: __________________________ Site Supervisor: _____________________________________________

Student Name: __________________________ Date Start: ________________________________________________

Academic Period: ________________________ Date End: ________________________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOUR TYPE (direct, indirect)</th>
<th>INDIVIDUAL OR GROUP</th>
<th>TIME PERIOD(S)</th>
<th>TOTAL</th>
<th>NOTES</th>
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</table>
Internship Site: __________________________ Site Supervisor: ____________________________

Student Name: __________________________ Date Start: ________________________________

Academic Period: _______________________ Date End: _________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOUR TYPE (direct, indirect)</th>
<th>INDIVIDUAL OR GROUP</th>
<th>TIME PERIOD(S)</th>
<th>TOTAL</th>
<th>NOTES</th>
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FINAL TOTAL:
APPENDIX X: INTERNSHIP VIDEO FEEDBACK

Questions to Consider

1. Identify a strength demonstrated by the counselor. Provide evidence of the effectiveness and/or impact of that strength (client reaction, etc.)

2. What efforts did the counselor make to initiate or build on a positive therapeutic alliance with the client?

3. How did the counselor approach relevant material? Does this suggest a goal that the client has for their therapy? Consider the types of interventions the counselor used (e.g. open and closed questions, encouragers).

4. Name something the counselor did that you find particularly inspiring in your own development as a counselor.
5. Point out successful pacing of the session; strengths in managing pacing of client or counselor. Are there any changes that could be made in this area to affect the impact on the client?

6. Point out relational interventions you noticed the counselor use.

7. Point out effective nonverbal communications the counselor used.
Many factors influence the effectiveness of a counselor. This form is designed to help supervisors evaluate and provide feedback about the performance of the student. At the start of the Internship, please review these elements with the Intern. At the end of the semester, please evaluate the student in as many areas as have applied to their actual experience. Your comments are of particular value. Please make review of this evaluation an important part of your ongoing supervision of the trainee.

Name of Student: ___________________________ Name of Supervisor: ___________________________

Internship Site: ___________________________ Semester/Year: _________ 1st or 2nd Semester: _________

Directions: Circle a number that best evaluates the intern's performance on each at this point in time.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Invests time and energy in becoming a counselor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Accepts and uses constructive criticism to enhance self-development and counseling skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Engages in open, comfortable, and clear communication with peers and supervisors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Recognizes own competencies and skills and shares these with peers and supervisors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Recognizes own deficiencies and actively works to overcome them with peers and supervisors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Understands the counseling delivery system, its impact on services provided, and barriers and disparities of the system</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Respects multiple perspectives (clients, supervisors, other professional practitioners)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Displays the ability to write plans and other case documentation in accordance with agency standards, professional standards, and state laws</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Completes case reports and records punctually and conscientiously</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Utilizes consultation and supervision appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Counseling Process</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Keeps appointments on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Begins the interview smoothly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Explains the nature and objectives of counseling when appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Explains therapeutic rules, including confidentiality, rights, and fee structures</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Sets appropriate boundaries with client(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. Obtains necessary consent from client(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>17.</td>
<td>Is relaxed and comfortable in the interview</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Communicates interest in and acceptance of the client</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>Facilitates client expression of concerns and feelings, including client feedback</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>Is spontaneous in the interview</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21.</td>
<td>Uses silence effectively in the interview</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>Is aware of own feelings in the counseling session</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>Communicates own feelings to the client when appropriate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>Facilitates realistic goal setting with the client</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>Employs judgment in the timing and use of different techniques</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>Terminates the interview smoothly</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

**Intervention**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
</tr>
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<tbody>
<tr>
<td>27.</td>
<td>Identifies a client’s strengths, resilience, and resources</td>
<td>1</td>
<td>2</td>
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<tr>
<td>28.</td>
<td>Matches a counseling approach according to the needs, goals, and values of the client</td>
<td>1</td>
<td>2</td>
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<tr>
<td>29.</td>
<td>Delivers interventions in a way that considers the impact on clients and their needs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>30.</td>
<td>Evaluates an intervention's effectiveness/ineffectiveness</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>31.</td>
<td>Modifies interventions that are not helping the client progress in counseling goals</td>
<td>1</td>
<td>2</td>
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<tr>
<td>32.</td>
<td>Able to articulate rationale for chosen intervention with consideration of client’s goals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>33.</td>
<td>Considers specialized evaluation, care, or referral when appropriate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>34.</td>
<td>Provides psychoeducation to clients and families when appropriate</td>
<td>1</td>
<td>2</td>
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</table>

**Case Conceptualization**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
</tr>
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<tbody>
<tr>
<td>35.</td>
<td>Uses a systems approach to conceptualizing cases</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>36.</td>
<td>Demonstrates the ability to conceptualize clients utilizing a guiding theory</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>37.</td>
<td>Can differentiate between content and process</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>38.</td>
<td>Displays an understanding of the strengths and limitations of the models of assessment, particularly as they relate to the ADRESSING model</td>
<td>1</td>
<td>2</td>
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<tr>
<td>39.</td>
<td>Develops an appropriate counseling treatment and/or intervention plan</td>
<td>1</td>
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<tr>
<td>40.</td>
<td>Implements the use of appropriate interventions based on the assessment and goals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>41.</td>
<td>Uses strategies to provide access to community-based resources when applicable</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>42.</td>
<td>Is perceptive in evaluating the effects of own counseling techniques</td>
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<td>43.</td>
<td>Demonstrates ethical behavior in the counseling activity and case management</td>
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<td>44.</td>
<td>Recognizes contextual and systemic constructs (ADRESSING model) and how they affect the client</td>
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45. Considers systems (social services, court, etc.) and how they may affect the client

Additional comments and/or suggestions:

Face-to-Face hours completed 1st semester: ____________ Total hours completed: ______________

Face-to-Face hours completed 2nd semester: ____________ Total hours completed: ______________

Face-to-Face hours grand total: ________________ Grand total hours completed: ________________

Total hours required for 1st Semester: 300; Total hours required for 2nd semester: 300; Total hours across both semesters: 600

Signature of On-Site Supervisor: __________________________ Date: ______________

My signature below indicates that I have read the above report and have discussed the content with my on-site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Signature of Intern: _______________________________ Date: ______________

Signature of MAC Chair: _______________________________ Date: ______________
# APPENDIX Z: COUNSELING INTERN EVALUATION OF SITE SUPERVISOR

This form is designed to give counseling interns an opportunity to evaluate their on-site supervisor. Feedback on this form will be used by the MAC program for ongoing evaluation of student Internship sites. Elements of this evaluation should be a part of the ongoing supervisor-counseling intern relationship throughout the duration of the Internship experience (i.e. counseling interns are expected to address supervision concerns directly as soon as they arise). At the end of the semester, please complete this form and discuss with your supervisor. Your comments are of particular value.

Name of Student: __________________________ Name of Supervisor: __________________________

Internship Site: __________________________ Semester/Year: _________ 1st or 2nd Semester: _______

Directions: Circle a number that provides the best assessment of the supervisor’s skills in the following areas.

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<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
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<td>20.</td>
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- Gives appropriate time for individual and/or group supervision.
- Accepts and respects me as a person.
- Recognizes my strengths and capabilities and encourages further development of these.
- Gives me useful feedback when I do something well.
- Encourages and listens to my ideas and suggestions for developing my counseling skills.
- Provides suggestions for developing my counseling skills.
- Helps me to understand the implications and dynamics of the counseling approaches I use.
- Helps me to integrate theory with practice.
- Deals with both content and process.
- Is spontaneous and flexible in supervision.
- Helps me to devise and achieve specific goals during my internship experience.
- Gives me useful feedback when I do something wrong.
- Allows me to discuss problems I encounter in my internship site.
- Pays appropriate amount of attention to both me and my clients.
- Focuses on both verbal and nonverbal behavior in me and my clients.
- Helps me define and maintain ethical behavior.
- Models appropriate professional behavior.
- Maintains confidentiality regarding material discussed in supervisory sessions.
- Helps me organize relevant case data in planning goals and strategies with my clients.
- Offers resource information when I request or need it.
21. Allows and encourages me to evaluate myself. 1 2 3 4 5 6
22. Explains her/his criteria for evaluation clearly. 1 2 3 4 5 6
23. Applies her/his criteria for evaluation fairly when assessing my counseling performance. 1 2 3 4 5 6

Additional comments and/or suggestions:

Signature of On-Site Supervisor: ________________________________ Date: __________

Signature of Intern: ________________________________ Date: __________

Signature of MAC Chair: ________________________________ Date: __________