Orientation for Clinical Placement Sites

Naropa University
Graduate School of Counseling & Psychology
MA in Clinical Mental Health Counseling
Overview

This document is designed to help Site Supervisors gain an understanding of Naropa University’s culture and the Clinical Mental Health Counseling education. It explains our 6 concentrations within the Graduate School of Counseling and Psychology. It describes the nature of the 3 year Master’s degree program, specifically regarding the clinical placement experiences students will receive, and goes over the purpose, requirements, and procedures of the clinical placements.
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The Naropa University Culture and Education
The Founder of Naropa

- Trained as a Buddhist scholar and educated at Oxford University, Chögyam Trungpa Rinpoche wanted to create a place where students could study Eastern and Western traditions, writing, psychology, science, and the arts while also receiving contemplative and meditation training.

- He modeled Naropa after Nalanda University, a Buddhist university that flourished in India from the sixth to the 12th centuries, attracting scholars from a wide variety of disciplines and religious traditions.

- “Naropa,” was a Buddhist scholar and saint at Nalanda University, who, according to legend embarked on a spiritual journey to find the meaning behind the texts he studied. Like the famous saint, Naropa University was established to help students—through meditation and contemplative practice—find the deeper meaning in their academic disciplines and artistic work.”
MISSION STATEMENT

• Naropa has a mission that is unique among America’s institutions of higher learning: We are the only school in the country that grounds the student experience in contemplative education principles.

• Through rigorous academics, contemplative practice, and experiential learning, we look to prepare people with knowledge, wisdom, and skills so they can “be the change” in their workplaces and communities, and live joyous, meaningful lives.

• A Naropa education—reflecting the interplay of discipline and delight—prepares its graduates both to meet the world as it is and to change it for the better.
VALUES

We are fundamentally a contemplative education institution. This core mission inspires everything we do and asks all community members to live with awareness and respect for one another and the world.

• In keeping with this mission, Naropa University holds the following values:

  – Contemplative Education. We are Buddhist-inspired, ecumenical, and nonsectarian welcoming faculty, staff, and students of all faiths as well as those who don’t ascribe to any religion.

  – We fiercely embrace diversity and inclusivity. Through admissions, hiring, and our curriculum we strive to foster an environment of “belonging with differences,” working consciously to include persons of different races, ethnicities, gender identities, sexual orientations, veteran status, perspectives, socioeconomic backgrounds, ages, disabilities, national origins, and, of course, religions.

  – We respect the world as our home and are committed to its sustainability. To that end we are moving toward zero waste, climate neutrality, and 100 percent renewable energy, recognizing that the “practice” of sustainability connects us more deeply to ourselves, other beings, and the natural world.
What is Contemplative Education?

‘Contemplative’ here doesn’t mean one tames thought or one dwells on some particular theme a lot. Instead it means being with discipline fully and thoroughly as a hungry man eats food or a thirsty man drinks water.” -Chögyam Trungpa Rinpoche

Naropa recognizes the inherent goodness and wisdom of each human being. It educates the whole person, cultivating academic excellence and contemplative insight in order to infuse knowledge with wisdom. The university nurtures in its students a lifelong joy in learning, a critical intellect, the sense of purpose that accompanies compassionate service to the world, and the openness and equanimity that arise from authentic insight and self-understanding. Ultimately, Naropa students explore the inner resources needed to engage courageously with a complex and challenging world, to help transform that world through skill and compassion, and to attain deeper levels of happiness and meaning in their lives.
Clinical Mental Health Counseling Degree Program

In the Graduate School of Counseling & Psychology (GSCP), all students are studying a three year residential Master’s Degree, in Clinical Mental Health Counseling, with an emphasis in one of Naropa’s 6 different concentrations, or a two year Hybrid Master’s Degree in Clinical Mental Health Counseling with an emphasis in Mindfulness-based Transpersonal Counseling.
MA Clinical Mental Health Counseling

The 6 Concentrations

- Contemplative Psychotherapy and Buddhist Psychology (CPBP)
- Somatic: Dance Movement Therapy (DMT)
- Somatic: Body Psychotherapy (BP)
- Transpersonal Art Therapy (TAT)
- Transpersonal Wilderness Therapy (TWT)
- Mindfulness-based Transpersonal Counseling (MTC)
CONTEMPLATIVE PSYCHOTHERAPY AND BUDDHIST PSYCHOLOGY (CPBP)

The Contemplative Psychotherapy and Buddhist Psychology concentration is a counseling psychology program that grounds itself in the Buddhist contemplative wisdom tradition and includes current humanistic psychological approaches to give students the insight and skills to show up fully for themselves and others.

Students develop insight, connections and skill in large and small group process classes. They also cultivate self awareness through meditation classes and retreats, and discover their inherent compassion to guide others with humility and grace.
In the Somatic Counseling: Dance/Movement Therapy concentration, students have the chance to weave dance and creative expression with the study of approaches to psychotherapy that emphasize multicultural competence, mindfulness, inclusivity, and the body.

This rigorous, experientially based program integrates the study of classical as well as innovative forms of dance/movement therapy—particularly the Gestalt-based Moving Cycle, Authentic Movement, and current models of sensorimotor tracking—with mindfulness practice and 815 hours of clinical work.
In the Somatic, Body Psychotherapy concentration, students combine the study of clinical mental health theory and practice with work in body psychotherapy. Students also learn about the ways that power and privilege impact the counseling relationship and gain essential skills in working therapeutically with the body across areas of difference.

Students learn to use mindfulness training, breathwork, interoceptive awareness and other somatic techniques to help others ease suffering, support mental health, and sustain change for improved living. Naropa’s Body Psychotherapy concentration takes a very broad view of the ways that the body/mind connection in psychotherapy have been used and are being applied. This program finds some of its strength in not being dogmatically attached to any particular somatic lineage, while giving a unique solid grounding in the practice of being somatically informed as a counselor.

Naropa’s Somatic Counseling: Body Psychotherapy concentration is an ISMETA (International Somatic Education and Therapy Association) approved training program.
TRANSPERSONAL ART THERAPY (TAT)

In the Transpersonal Art Therapy program, students have the opportunity to explore the role of art and creativity in their own lives—and how to skillfully use art in the therapeutic relationship.

Naropa University’s Art Therapy program is unique in that they combine transpersonal psychology with contemplative studies, clinical field work, and civic engagement. The goal is to become a skilled, self-aware, and socially engaged counselor, artist, and art therapist.

Naropa’s Transpersonal Art Therapy concentration is an AATA (American Art Therapy Association) approved training program.
The Transpersonal Wilderness Therapy program is an interdisciplinary, multicultural program that prepares students to practice as a psychotherapist in a myriad of settings, both outdoors and within clinical mental health agencies.

In addition to the study of mindfulness and transpersonal psychology, this intensely experiential degree program gives students ten weeks’ direct experience in the wilderness, acquiring outdoor skills along with mental health interventions that incorporate the natural world into the therapeutic relationship.
MINDFULNESS-BASED TRANSPERSONAL COUNSELING (MTC)

In the Mindfulness-Based Transpersonal Counseling concentration, students not only explore human mental and emotional health, but they also delve into mindfulness, meditation, Gestalt awareness as well as different states of consciousness, and the nature of creativity to help clients—and themselves—live the most joyous life possible.

Through academic course work, deep introspection, including their own psychotherapy and mindfulness training, and clinical experience, they will come to a greater understanding of themselves, the world, and how to ease the path for others.
HYBRID PROGRAM: MINDFULNESS-BASED TRANSPERSONAL COUNSELING

In the Hybrid Program for Mindfulness-based Transpersonal Counseling, students complete their Master’s degree in Clinical Mental Health Counseling in two years. This program follows the same curriculum as the residential Mindfulness-based Transpersonal Counseling Program, and consists of 45% on campus and retreat intensives and 55% on-line based courses.
GSCP Clinical Placement

Our Vision
Naropa’s GSCP Clinical Placement Team fosters the personal and professional development of students into compassionate, embodied, ethical, competent and self-aware counselors by offering individualized support throughout enriching practicum and internship placements.

Our Mission
The Clinical Placement Team creates and maintains enriching, collaborative relationships with mental health organizations. These relationships nurture students' development of their counselor identity as they become members of the larger community in service as clinical mental health counselors.

Meet the team
• Lyndsay Farrant, MA, LPCc - GSCP Clinical Placement Coordinator, 303-245-4763
• Danielle Swaser, MA, LPCc - GSCP Clinical Placement Administrative Coordinator, 303-245-4774

Our Annual Internship and Practicum Fair
As we value our partnerships, we look forward to hosting an annual Internship and Practicum Fair at the beginning of December, and invite all sites to attend. This is a great opportunity for you to experience Naropa, build upon our relationship, and meet with our students as prospective practicum students and interns.
Clinical Mental Health Counseling: 3 Year Master’s Degree
Counseling Experiential and Maitri Retreats

Our students personally understand the power of counseling. As a requirement of the program, they need to engage in a minimum of 30 personal therapy sessions throughout their 3 year program.

The only exception are our Contemplative Psychotherapy and Buddhist Psychology students. Instead of the Counseling Experiential, students attend five Maitri courses that are retreat components of the curriculum of their 3 year program. The Maitri retreats provide an opportunity for students to continue and deepen the training and education that they receive in the CPBP Program, with particular emphasis on the development of unconditional friendliness toward oneself and others. This unconditional friendliness becomes an important foundation for clinical internship and for subsequent clinical practice. The programs consist of intensive sitting and walking meditation practice, silence, course work in Buddhist psychology, and the experience of living and working in community.
1\textsuperscript{st} year – Practice Clients

In the 1\textsuperscript{st} year, students will gain introductory experience into beginning therapeutic relationships and creating rapport with fellow classmates and practice clients. In these sessions, students learn basic therapeutic skills and modalities, as well as practice therapy through their concentration specific lenses.

\textit{Concentration Specific Requirements:}

\textbf{CPBP:}
- In the \textbf{second semester}, students have four 50 minute sessions with four different practice clients

\textbf{DMT, BP:}
- In the \textbf{first semester}, students have one 50 minute session with one practice client.
- In the \textbf{second semester}, students have five 50 minute sessions with one practice client.

\textbf{TAT, TWT, MTC:}
- In the \textbf{first semester}, students have a 50 minute session with three different practice clients.
- In the \textbf{second semester}, students have six 50 minute sessions with one practice client.
2nd year - Practicum

In the 2nd year, students begin a practicum, which takes place at a variety of clinical placement settings within the community. The practicum experience is carried out for the duration of one semester.

- CPBP, DMT, BP, and MTC concentrations start in the Fall semester
- TAT and TWT start in the Spring semester.

The purpose of practicum:

- Practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision, and is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings.

- Throughout their practicum experience students become familiar with ethical guidelines in relation to the counseling profession and discuss, within a supportive classroom environment, professional and personal issues as they relate to their development as beginning counselors.

- As the first of two clinical placement experiences, practicum serves as a key gateway process for internship. Throughout the semester that the student is carrying out their practicum, the student, site supervisor and faculty supervisor work together to identify strengths and areas of development concerning specific counseling competencies. If there are significant deficits identified that relate to either professional or counseling competencies, internship may be postponed.
2nd year - Practicum

Application process

- **Fall Semester practicum**
  - Students are able to start applying to practicum sites on February 2nd to start in the following August - December.

- **Spring Semester practicum**
  - Students are able to start applying to practicum sites on May 1st to start the following January - May

During the clinical practicum placement, students will:

- Put into practice various observation skills and techniques that will help them to discern transference and counter transference as well as cultivate compassion for clients and themselves.
- Begin to understand agency philosophies and goals and how therapy is used within the chosen setting.
- Consider the counselor’s role in the therapeutic milieu.
- Develop an understanding of the function of assessment tools, diagnostic aids, treatment planning, and goal setting in the therapeutic milieu. They will gain an awareness of the interpersonal and intra-personal dynamics inherent in individual and group therapy formats in addition to institutional and sociocultural influences.
- Practice present-centered awareness when interacting with both clients and staff on site.
Practicum: Overall Hours Requirement

- 100 hours in total (70 on-site and 30 in faculty supervision)
- 70 hours on site = minimum 40 hours of direct client contact and the remainder non-direct client contact
- 6 hours of individual/triad supervision provided by a licensed Site Supervisor (LPC, LMFT, LCSW, or a licensed psychologist or psychiatrist)
- 4 hours of individual/triad supervision provided by Clinical Support to Counseling Practicum Class (these hours are in addition to the 70 hours gained on-site)

Concentration Specific Requirements:

**TAT:**
- Student needs to have the ability to use or observe art in the therapeutic process at the site.
- Student is required to complete at least one Art-Based Assessment that is appropriate for the client they are working with.
Practicum: Evaluation Procedure

Students will have a **mid-term evaluation** and a **final evaluation**. It is the students’ responsibility to coordinate and complete the evaluation procedure.

The student and the site supervisor will individually complete a hard copy of the evaluation form and then review them together during supervision. A final copy will be filled out together.

This is recommended to encourage students' ability to self-evaluate as well as receive feedback from supervisors.
In the 3rd year, students are in an internship for the duration of two semesters, with an option to start in the summer. Internship is defined as basic and intermediate clinical and educational exposure in a clinical treatment setting where the intern is an active member of a treatment team.

The purpose of internship is:

• To prepare the student to be a professional counselor relevant to their specific modality, capable of practicing in diverse settings.
• To provide the student with an opportunity to utilize effective counseling interventions including treatment planning, assessment, and a refined capacity to conceptualize case material.
• To give the student the opportunity to experience themselves in a professional, supervised role in order to refine and develop a professional identity in preparation for a career in counseling.
• To familiarize the student with the inner workings of a milieu, agency, school, hospital or other setting.
• To provide the student with an opportunity to synthesize coursework with on-site supervised fieldwork experience.
• To develop the student’s understanding of counseling theory and practices as well as help them to cultivate an understanding of the relationship between their specific counseling modality and other therapeutic disciplines practiced in various settings.
3rd year - Internship

Application process
Students will be able to start applying for internship on January 2nd and can begin internship as early as May 22nd to ensure that students have passed their second year classes. If sites require students to start prior to May 22nd, students will technically be a volunteer at the site, until grades have come out. Upon passing all second year classes, students will then be able to retroactively count hours they completed.

Concentration Specific:
CPBP:
– Students will be on a 2 week Maitri retreat that will occur at the end of February-beginning of March. It will be the students responsibility to notify sites prior. Please note that students will not have access to internet of phone while on this retreat.
3rd year - Internship

During the clinical internship placement, students will experience:

- Access to providing clinical mental health counseling and concentration specialty adequate client contact.
- Leadership of individual, couples, family and/or group sessions.
- Maintenance of primary caseload.
- In-service training.
- Access, input, and feedback to appropriate team meetings or treatment reviews.
- Weekly individual supervision by a licensed supervisor (LPC, LMFT, LCSW, or a licensed psychologist or psychiatrist).
Internship: Overall Hours Requirement

*Concentration Specific Requirements in Terms of Hours:*

**TWT, CPBP and MTC:**
- A minimum of 300 of the 700-hour internship need to be direct client contact. Milieu hours are capped at 100 hours of the 300 hours.

**TAT, DMT and BP:**
- A minimum of 350 of the 700-hour internship need to be direct client contact. Milieu hours are capped at 150 hours of the 300 hours.
  - **TAT** – of the 350 hours of direct client contact, 175 minimum need to be art therapy related which is a requirement of the AATA.
  - **DMT and BP** – of the 350 direct client contact hours, 150 minimum needs to be leading group, family, couple or individual Body Psychotherapy or Dance/Movement Therapy sessions.
Internship: Evaluation Procedure

The student, the faculty supervisor/internship coordinator and the site supervisor are required to meet at least twice on site to review the student’s progress. The student is responsible for arranging these meetings. The student and faculty supervisor/intern coordinator will have a final evaluation meeting at the end of the internship.

Initial Internship Site Meeting

• This meeting should take place within the first two month’s of placement. It is the student’s responsibility to schedule this meeting.
• The faculty supervisor/internship coordinator meets with the student and site supervisor to agree on how the student will spend time in the internship, to further acquaint the site supervisor with Naropa University’s approach to training psychotherapists, and to learn more about the setting of the student’s internship. Finally, a significant portion of this meeting will be devoted to assisting the student with goal-setting.
Internship: Evaluation Procedure

**Mid-Placement Internship Evaluation Meeting**

- This meeting occurs when the student has completed approximately half of the required internship hours (usually in December or January).
- Prior to this meeting, the student and the site supervisor individually complete a hard copy of the evaluation form and then review them together during supervision. A final copy will be filled out together. This is recommended to encourage students' ability to self-evaluate as well as receive feedback from supervisors.
- This final version of the mid-placement evaluation will be reviewed with the faculty supervisor/internship coordinator, student and site supervisor at a mid-placement meeting at the site.

**Final Internship Evaluation Meeting**

- This meeting should take place during the last couple of weeks of the internship.
- Prior to this meeting, the student and the site supervisor individually complete a hard copy of the evaluation form and then review them together during supervision. A final copy will be filled out together.
A Quick Test to Check Your Understanding

1. Who are the sites’ main contact people on the Clinical Placement Team?

2. What is the required credentials for a site supervisor to supervise students?

3. In what year of the Clinical Mental Health Counseling degree program does practicum start for students? What is the length of the practicum?

4. In what year of the Clinical Mental Health Counseling degree program does internship start for students? What is the length of the internship?

5. What makes Naropa students’ education unique?
We always strive to work with others to facilitate a better understanding of, and increase knowledge about Naropa University. If you have any comments, questions, or ideas please contact Danielle Swaser at dswaser@naropa.edu.