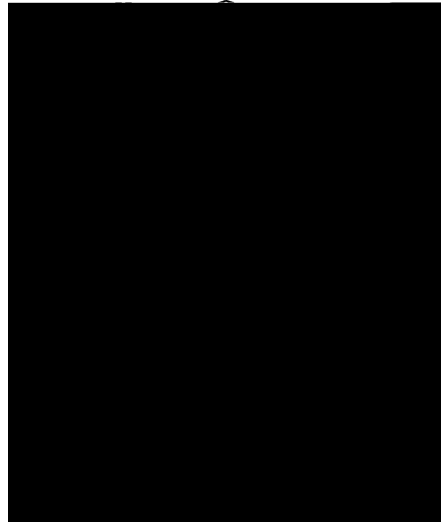


INTERNSHIP

COUN 595 CLINICAL MENTAL HEALTH
COUNSELING



DEPARTMENT OF COUNSELING AND HUMAN SERVICES
UNIVERSITY OF SCRANTON - THE GRADUATE SCHOOL

Foreword to the Clinical Mental Health Counseling Student Intern

This manual is designed to provide all of the information you need to arrange and complete an internship in Clinical Mental Health Counseling. In addition, samples of each form you and your site supervisor will need to complete are included.

Before approaching a site about an internship assignment, you should read this manual thoroughly and discuss your ideas and expectations about internship with your mentor or with the program faculty member who is assigned to internship for the semester in which you want to enroll. If you have questions about the internship or about the process of arranging and completing an internship, your mentor or the program faculty member teaching the internship will assist you.

Clinical Mental Health Counseling interns must select an appropriate internship site and must approach that site to discuss the possibility of arranging an internship experience. CMHC university professors will be glad to help you identify suggested internship sites and will help you clarify requirements of the internship with potential supervisors. As soon as you have reached agreement with an internship site, complete an Intern Assignment Form section at the end of this manual for a copy and return it to Dr. Ben Willis. You will also need to contact David Angeloni (david.angeloni@scranton.edu) to check and see if there is an active Affiliation Agreement (AA) in place between the University of Scranton and the internship site. There must be an active AA before you can be at your internship site or get any hours for internship at that site. You will need to coordinate with David Angeloni to get an

Foreword to the Site Supervisor

Thank you for agreeing to provide an internship experience for one of our Clinical Mental Health Counseling graduate students. We appreciate your willingness to provide day to day supervision and expect that the intern will develop into an entry-level professional through this hands-on supervised experience. This manual is designed to provide you with all of the information you will need to arrange and supervise this internship experience. The Affiliation Agreement (AA) between the site and the University of Scranton covers the legal agreements for all involved entities, and this manual provides the curricular requirements, internship objectives, supervision, reporting and evaluation information, and internship forms.

Within this manual, all requirements for students, site supervisors, and university supervisors are detailed. It defines the objectives of the internship, makes suggestions for the structuring of the experience, and contains copies of all forms to be used in the internship. We encourage you to review the manual with the student at the beginning of the internship so that you and the student may arrive at mutually agreeable goals and expectations. We are available to the intern and you for addressing any concerns or questions which may arise.

Thank you for affiliating with our internship program. We are sure you will find our intern's services to be valuable and that the experience will be rewarding and stimulating for you as well. If you have any questions, please feel free to contact the counseling intern's university supervisor or Dr. Ben Willis, CMHC internship coordinator.

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THE COUNSELING INTERNSHIP

Introduction

The Clinical Mental Health Counseling Program is in the Panuska College of Professional Studies and the Department of Counseling and Human Services. Consequently, the Dean of the Panuska College of Professional Studies and the Chairperson of the Department of Counseling and Human Services serve in advisory and consultative capacities regarding policy in such areas as student selection criteria, curriculum development, program progress, and specific requirements for admission to candidacy for graduate degrees. The directors of each program assume responsibility for maintaining and improving the curriculum including the off-campus field work portions in cooperation with appropriate agencies. The program faculty will be responsible for teaching the specific core and elective counseling courses.

Program Overview

The Clinical Mental Health Counseling Program is a 60-credit curriculum that leads to the Master of Science degree and fulfills all the educational requirements for licensure as a Professional Counselor in the state of Pennsylvania. The curriculum is divided into four categories: Foundations of Professional Counseling, Clinical Mental Health Counseling Courses, Clinical Experience, and Electives for Specialization. Required credits include course work in the principles and practice of counseling, three credits of practicum (100 hours of supervised counseling experience), and three credits of internship (600 hours of supervised counseling experience). Nine credits of electives are offered to provide students with opportunities for additional study in individual areas of interest and for development of skills in working with specific client populations.

Internship Overview

The internship in the Clinical Mental Health Counseling Program is attempted after at least 36 credits of coursework have been completed. A prerequisite for attempting internship is successful completion of COUN 590 - Practicum in Clinical Mental Health Counseling. Interns need to provide evidence of professional liability insurance from an approved provider (HPSO or ACA) to their university supervisor to participate in internship.

Internship requires the student to complete 600 clock hours of supervised field experience which must:

- (1) complete internship field work at site(s) that has/have an active Affiliation Agreement (AA) during the entire course of the internship experiences
- (2) include a minimum of 240 hours of direct service work with clients appropriate to the student's program;
- (3) include a minimum of one hour per week of individual supervision by a qualified site supervisor;
- (4) include a minimum of one and one-half (1 1/2) hours per week of group supervision provided by a university supervisor;
- (5) include a variety of professional activities other than direct service work;
- (6) allow the student to obtain audio- and/or videotapes of interactions with clients for use in individual and group supervision;
- (7) allow the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research; and
- (8) include formal evaluation of the student's performance by a program university member in conjunction with the site supervisor.
- (9) maintain professional liability insurance coverage throughout the duration of all clinical work.

The 600 hour requirement may be completed over either one or two semesters. For each semester of internship, students are required to register for at least three credits of the course (COUN 595).

INTERNSHIP OBJECTIVES

The chief objective of the internship program is to provide a practical training experience to counselor trainees through provision of high-quality supervised professional counseling experience at a site whose mission is consistent with the student's academic preparation and career goals. The experience is meant to help the student acquire proficiency and gain competence by applying theoretical knowledge and integrating clinical skills while under the

Objectives for the Participating Site might be:

1. To reduce the period of time needed for on-the-job training in subsequent employment.
2. To foster relationships between the University programs and applied programs which have potential for maintaining and stimulating high-quality professional training and practice.
3. To stimulate site personnel toward a "training point of view," thus broadening and strengthening their contributions to the profession. This quite often affects a sharpening of skills, services, and understanding.
4. To afford the participating site an opportunity to influence the continued development of the counselor training program and to share in the preparation of future professional counselors.
5. To provide both the climate and opportunity for recruitment by the participating site.
6. To serve as a professional growth experience for the site staff. The interaction of the interns and trainers often results in added enthusiasm for both.

Objectives for the University might be:

1. To provide the University a significant measure of the student's ability to practice the profession.
2. To serve as a reliable basis for the continuous evaluation of the practical professional effectiveness of the classroom curriculum - often leading to modifications and/or extensions of the classroom program.
3. To bring the University personnel and participating site personnel together in a common cause, affecting a beneficial working relationship.
4. To afford an opportunity for universities to stimulate and influence site practices in professional counseling.

THE CURRICULUM AND THE INTERNSHIP

Relationship of the Intern to the Site

In order to reach desirable goals in the supervised clinical practice, it is essential that both site and intern fully understand the responsibilities of each in relation to the internship experience. Careful preliminary discussion and planning between the University supervisor and the site supervisor, therefore, is necessary as a preliminary to the development of the best possible work climate for the supervised clinical practice. The climate of the clinical practice probably is best set when the site accepts the intern as a professional colleague, even though it is understood that the intern is neither expected nor required to carry the same responsibilities as fully qualified staff members.

In accepting the intern as a professional colleague, it is felt that the intern may become more aware of responsibilities by attending various staff meetings. These meetings may be concerned with staffing cases, intervention, policy, budget preparation, and other aspects of service delivery. Being exposed to and participating in such experiences will help the intern to learn to be a professional because s/he has experienced being accepted as one by the professional staff.

The intern must assume responsibilities such as regularity of attendance, conformity to agency rules, regulations, and standards, confidentiality of information, and follow-through with appropriate assignments given to him/her by his/her site supervisor.

The University of Scranton provides blanket liability insurance during this phase of the educational program. Interns are also encouraged to purchase their own professional liability insurance through the American Counseling Association.

Both the site and the intern must understand that the supervised clinical program is designed to contribute to the training of the intern. This, of course, should not preclude the possibility of the site and the intern negotiating a contract for employment if this is the desire of both.

Phases of Training

It is suggested that the supervised clinical practice be divided into three phases: (1) Orientation; (2) Observation; and (3) Participation. These, no doubt, will overlap to some extent in time sequence. It is desirable, however, that the time devoted to participation be longer than that devoted to orientation and observation. The participation phase is dependent upon the readiness of the intern.

1. Orientation

Physical Facilities

Tour of physical facilities

Files: charts, case folders, records, etc.

Supply Room: supplies, equipment, forms, etc.

Reference Material: Library, manuals, technical dictionaries, occupational information, appraisal instruments, audio and/or videotaping equipment, computerized programs, print and non-print resources, professional literature, etc.

Site Functions and Services

History of Site

Support or Income Structure (if appropriate)

Overview of Services

Administrative Organization

Site

which a counselor will be asked to assume, such as functioning as a staff member, functioning as a professional person in the community, and functioning as a professional counselor who may have to balance his/her own professional aspirations with the limitations of the site.

Individual Supervision should occupy an integral part of the supervisor's assigned duties. Supervision involves review, guidance, and feedback on the day-to-day responsibilities for the intern's activities, depending on the degree of active responsibility the intern is able to assume. Supervision sessions should be planned in advance to insure the following content:

- a. The intern should be encouraged to present cases and bring up questions which may be troubling him/her.
- b. Video- or audiotapes of the student's clinical work can be reviewed and discussed.
- c. Assignments of new cases can be discussed.
- d. Questions which the intern may ask in reference to site procedure should be considered.
- e. New developments in counseling as they affect the intern should be considered.

UNIVERSITY SUPERVISOR

A member from the Department of Counseling and Human Services of the University of Scranton will be assigned to work with the site supervisor. This university member will have the following assignments:

1. Provide guidance and support as students seek and secure an internship site placement.
2. Visit the internship site to meet with the intern and supervisor at least once during the internship experience and whenever special problems arise.
3. C

REPORTS

One of the most effective methods of communicating the results of the supervised clinical practice to the site supervisor and the university staff member is through reports by the intern. Written reports will be required from the intern. It is essential that the intern keep a record of his/her activities, including both direct and indirect hours. These written records are reviewed and signed weekly by the site supervisor and are then submitted to the university supervisor. The standard format for preparing these written reports is the Internship Hours Log Sheet (section at the end of this manual for a copy). The intern may create another format and submit it to the Program Director/Internship Coordinator for approval before use.

EVALUATION

Evaluation of the Counseling Student Intern

The policies require that students be assigned a "pass-fail" grade at the conclusion of each unit of internship experience. The assignment of the final grade is the responsibility of the university supervisor. The site supervisor will be sought to assist in the grade determination.

The evaluation process is a joint one participated in by the intern, the site supervisor, and the university supervisor. Together they evaluate the intern's readiness to enter the profession and any needs for further training, including course work and/or additional supervised clinical practice. The emphasis is on the student's individual growth toward professional maturity.

It is recommended that the university supervisor and site supervisor continuously evaluate the intern's progress

CHECKLIST FOR INTERNSHIP REQUIREMENTS

The internship is not complete nor will a grade be issued until each of the following is in the student's internship file.

By end of Program

___ Take the Comprehensive Professional Counselor Exam (CPCE)

Prior to Semester

___ Intern Assignment Form

___ FERPA Form

___ Affiliation Agreement in place for internship site

Throughout Semester

___ Weekly submission of Internship Hours Log Sheet

Middle of Semester

___ Mid-semester evaluation of intern by site supervisor (_____)

___ Mid-semester evaluation of intern by University supervisor (_____
Intern form)

End of Semester

___ Final evaluation of intern by site supervisor (_____)

___ Final evaluation of intern by intern (_____Evaluation form)

___ Final evaluation of internship site and site supervisor by intern (_____Supervisor form)

___ Final evaluation of university supervisor by intern (_____University Supervisor form)

___ Summary of internship experience (Internship Summary form)

___ Final self-evaluation of performance during the internship (format to be determined by University supervisor)

___ All Internship Hours Log Sheets showing completion of 600 hours of internship, including 240 hours of direct service, a minimum of one hour per week of individual supervision, and a minimum of one and one half hours per week of group supervision.

**Intern's Evaluation of Site and Site Supervisor Form
Clinical Mental Health Counseling**

14. Types of clientele you worked with and methods in which you were able to work: *(check all that apply)*

children and adolescents	individual counseling
families	family counseling
couples	group counseling/psycho-education
adults only	consulting/classroom guidance
other: _____	in-home counseling
	intakes and assessments
	other: _____

15. Were you able to obtain your required internship hours (300 or 600) within the semester:

yes no *(if no, please explain the reason:)*

Please provide any other information below that you believe is relevant to your site or that future interns might want to know about your site and/or site supervisor.

Intern’s Self Evaluation Form
Clinical Mental Health Counseling
 Department of Counseling and Human Services
 University of Scranton

Intern:

Please rate the student according to the following scale based on the your current level of professional development. Some items have provided a “not applicable” option due to not all activities occurring at every internship site.

Poor (1) Inconsistent (2) Average (3) Strong (4) Excellent (5)

Please be as objective as possible in your ratings. This evaluation is meant to be used for your professional development; therefore, responses should be honest to provide instructive and constructive feedback.

PROFESSIONAL CHARACTERISTICS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
On time to supervision	1	2	3	4	5
Preparation for supervision	1	2	3	4	5
Preparation for counseling sessions	1	2	3	4	5
Ethical behavior	1	2	3	4	5

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Ability to relate to diverse clients	1	2	3	4	5
Ability to establish and maintain rapport	1	2	3	4	5
Ability to maintain confidentiality	1	2	3	4	5
Ability to use basic helping skills	1	2	3	4	5
Ability to assess client's needs	1	2	3	4	5
Ability to conceptualize	1	2	3	4	5
Ability to evaluate	1	2	3	4	5

EQ: 100%

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ASSESSMENT SKILLS AND PRACTICES

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Ability to use clinical appraisal techniques to gather client	1	2	3	4	5

SITE SPECIFIC KNOWLEDGE AND SKILLS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Ability to document/keep appropriate and timely client records	1	2	3	4	5
Demonstrates understanding of site's functions	1	2	3	4	5
Willingness to seek supervision/consultation as needed	1	2	3	4	5
Ability to refer clients when appropriate	1	2	3	4	5
<u>ADDITIONAL SKILLS</u>	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Knowledge of in-house referral sources	1	2	3	4	5
Knowledge of community referral sources	1	2	3	4	5
Applies knowledge of mental health policy	1	2	3	4	5

Are there other issues for which this intern should be evaluated? If so, please comment on them in the space provided.

Please comment on the following questions.

What are the strengths of the student as an intern?

What areas need further development?

What recommendations would you make to enhance this student's development?

Please feel free to use the following space, or the back of this page, for any additional comments.

Student's Signature/Date: _____

Site Supervisor's Signature/Date: _____

Note: The student's signa

**University Supervisor's Evaluation of Counseling Intern Form
Clinical Mental Health Counseling**

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Receptive to feedback	1	2	3	4	5
Utilizes feedback	1	2	3	4	5
Appropriately independent	1	2	3	4	5
Uses supervision appropriately	1	2	3	4	5
Interacts appropriately with clients	1	2	3	4	5
Interacts appropriately and professionally with staff at site	1	2	3	4	5
Interacts appropriately with peers in group supervision	1	2	3	4	5

PERSONAL CHARACTERISTICS

POOR INCONSISTENT AVERAGE STRONG EXCELLENT

Are there other issues for which this intern should be evaluated? If so, please comment on them in the space provided.

Please comment on the following questions.

What are the strengths of the student as an intern?

What areas need further development?

What recommendations would you make to enhance this student's development?

Please feel free to use the following space, or the back of this page, for any additional comments.

Student's Signature/Date: _____

University Supervisor's Signature/Date: _____

***Note:** The student's signature indicates that he/she has read and discussed the evaluation with the University supervisor. It does not necessarily indicate that he/she is in agreement with it. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form.*

Internship Summary Form
Clinical Mental Health Counseling
Department of Counseling and Human Services
University of Scranton

(page 1 of 3)

Intern's Name:

Please answer all following questions as pertain to THIS semester of Internship:

1. Indicate the types of clients with whom you worked and the services you provided (*check all that apply*):

children and adolescents

families

couples

adults only

other: _____

individual counseling

family counseling

group counseling/psycho-education

consulting/classroom guidance

in-home counseling

intakes and assessments

other: _____

(page 2 of 3)

2. Please indicate the typical presenting concerns (e.g., anxiety, depression, abuse, grades, family, work, relationships, suicide, substance abuse, cultural concerns) of the clients with whom you worked this semester.

3. Please indicate **approximately** how many of each of the following you worked with this semester:

____ Individuals (on going) ____ Drop-in/One-time/Intake clients ____ Couples ____ Families
____ Groups (indicate how many **types** of groups, not how many group sessions) ____ Other (specify):

4. Please list your activities and responsibilities at this internship site this semester:

Record of Supervision

received *this semester in the chart below*

al site supervision per week and :
num.

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University of Scranton
Professional Counseling Student Disposition Evaluation Form

Student Name: _____ Date: _____

Clinical Mental Health Counseling Internship

Rating Key:

1 = does not meet expectations (*This rating indicates minimum competency in a particular area(s) of development has not been met*)

2 = partially meets expectations (*This rating indicates that there is still some growth needed in a particular area(s) of development.*)

3 = meets expectations

Internship Hours Log Sheet
Clinical Mental Health Counseling Program
Department of Counseling and Human Services, University of Scranton

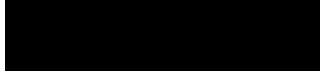
Name:

Site:

Semester:



THE UNIVERSITY OF



Revised 8/2024