INTERNSHIP

COUN 595 – CLINICAL MENTAL HEALTH COUNSELING

DEPARTMENT OF COUNSELING AND HUMAN SERVICES
UNIVERSITY OF SCRANTON - THE GRADUATE SCHOOL
J.A. PANUSKA COLLEGE OF PROFESSIONAL STUDIES
SCRANTON, PA 18510-4523
(570) 941-4236
www.scranton.edu

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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. The faculty internship supervisor 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 Internship Assignment form (see the “Forms” section at the end of this manual for a copy) and return it to the program director.

At the beginning of the internship experience, you should meet with your site supervisor to determine mutually agreeable goals and expectations. In doing so, please refer to this manual. This manual defines the objectives of the internship, makes suggestions for the structuring of the experience, and contains all evaluation forms to be used in the internship.

The internship is your opportunity to gain practical experience, and to gain a valuable reference for your future job search. Program faculty recommend that you coordinate with Career Services here at the University so that a letter of reference from your internship supervisor may be included in a placement file for your future use and convenience.

The program faculty look forward to working with you, and wish you a productive and fun internship experience.
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.

Within this manual, all requirements for students, site supervisors, and program faculty 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 dealing with 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 faculty supervisor or program director.

LeeAnn Eschbach, Ph.D., NCC, LPC  
Chair, Department of Counseling and Human Services  
Phone 570-941-6299  
leeann.eschbach@scranton.edu

Amy T. Banner, Ph.D., NCC  
Department of Counseling and Human Services  
Clinical Mental Health Counseling Program Director  
Phone 570-941-4129  
amy.banner@scranton.edu
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THE COUNSELING INTERNSHIP

Introduction

The Clinical Mental Health Counseling Program is in the College of Graduate and Continuing Education Studies and the Department of Counseling and Human Services. Consequently, the Dean of the College of Graduate and Continuing Education 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 as

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.

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

(1) include a minimum of 240 hours of direct service work with clients appropriate to the student's program;
(2) include a minimum of one hour per week of individual supervision by a qualified site supervisor;
(3) include a minimum of one and one-half (1 1/2) hours per week of group supervision provided by a program faculty member supervisor;
(4) include a variety of professional activities other than direct service work;
(5) allow the student to obtain audio- and/or videotapes of interactions with clients for use in individual and group supervision;
(6) 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
(7) include formal evaluation of the student's performance by a program faculty member in conjunction with the site supervisor.

In some cases, the hours will be completed over the course of one semester. In other cases, students may elect to complete the 600 hour requirement over two semesters. Students requiring two semesters to complete internship requirements must register for internship each semester. In these cases, internship becomes two 3-credit experiences.
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 students 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 supervision of an experienced and qualified professional.

Objectives for the Counseling Intern

1. Objectives for all counseling interns:
   a. To help the intern experience the realities of the counselor-counselee relationship and the part that self-understanding plays in this relationship, and to aid the intern in acquiring the ability to accept individual differences in clients.
   b. To stimulate the formation of and identification with a professional role.
   c. To participate in the coordination and use of community resources and services in meeting the needs of the client.
   d. To provide for the development of the intern in the realities of everyday agency experience, and an introduction to the complexities of maintaining a regular counseling schedule.
   e. To help the intern work cooperatively with his/her supervisor, co-workers, and cooperating community professionals in order to gain experience in working as a member of an interdisciplinary team.
   f. To inculcate high standards of professional ethics to give the intern experience in interpersonal relationships which involve ethical decisions and practice in evaluating his/her own motives.
   g. To provide the intern an opportunity to develop confidence in his/her ability to apply his/her professional preparation in situations which shelter the intern from full responsibility while providing opportunities for maximum professional growth.
   h. To enable interns to try out knowledge and techniques under conditions which are not injurious to the client.
   i. To provide the intern with an opportunity to become familiar with a variety of professional activities.
   j. To provide the intern with the opportunity 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.

2. Additional objectives for Clinical Mental Health Counseling interns:
   a. To acquaint the intern with organizational structure, protocol, relationship, processes, and working conditions of the agency or institution.
   b. To help the intern recognize that the professional counselor provides an essential service not performed by other professional persons.
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, effecting 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 whatever assignments are 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
   Acceptance or Admission Policy
   Referral Sources
   Client Population
   Reporting Procedures
Site Routines and Office Regulations

- Hours of Work
- Lunch Time
- "Breaks"
- Holidays
- Use of Telephones
- Use of Equipment & Clerical Personnel
- Signing-in and out (if appropriate)
- Report Schedules and their Significance

Establishment of Working Relationships

- Professional
- Support Staff
- Personal interviews with administrators and department heads
- Managerial
- Professional
- Clerical
- Personal interviews with administrator and department heads

Clients

Select several typical cases, current or closed, for study or analyses, which illustrate site function or typical of developmental level of clients served, and the counselor role.

2. Observation

Many interns have not had experience in a counseling agency. Many have had little opportunity for observation. Depending on the intern's background, it may be desirable to provide a period of observation prior to the assignment of cases in order for the intern to feel secure in the new setting.

Interviewing

- Intake or screening interviews
- Counseling interview
- Appraisal
- Interviewing with clients or students with different diagnostic needs, background, etc.

Procedures involved in case management and/or diagnostic work-up (consider those appropriate for site)

- Educational
- Psychological
- Vocational
- Social
- Medical

Case or team conferences

- Inter- and intra-agency

Staff meetings

- Administrative
- In-service training
- Program planning

Consultation

Case Recording
3. **Participation**

Interns should be permitted to engage in as many activities as individual readiness and time available will allow. The intern should progress to a point near the end of the internship where he/she will be able to complete a few cases or at least carry them far enough to assist clients toward a sense of problem resolution or accomplishment and progress toward appropriate goals.

With clients
- Screening interviews, intake interviews, individual, family, and/or group counseling, classroom presentations, treatment planning, interviews, appraisal, follow-up on referral.

With facilitating personnel and agencies
- Individual consultation with other professional personnel, intra- or inter-agency, concerning an assigned case: social case worker, psychiatrist, physician, therapists, teacher, pre-vocational evaluator, employment service, and other community resource personnel treatment, etc.
- Intra-agency treatment team conference with the above personnel.
- Inter-agency treatment team conference.
- Education and community outreach

**Criteria for Supervision Case Selection**

1. There should be a clear-cut function for the counselor or counseling goals as against a vague purpose such as "general supervision."

2. Cases should represent a variety of clients and concerns typical of those served by the internship placement site.

3. There should not be too many reality limitations (transportation problems, limited time available for appointments, reluctance to come on the part of the client, etc.).

4. There might be a balance of new and old cases which would give the intern an experience with the various stages of treatment.

5. The first cases should be ones likely to permit empathy by the intern.

6. The case situations should present demands which are consistent with the past experience and the concurrent abilities of the intern.

7. Some of the case situations should present an opportunity for some collaborative contacts whenever possible.

8. Assigned cases should have a reasonably positive prognosis for change, giving the intern an experience of success.

9. The cases selected should have potential usefulness in the instruction of interns by the supervisor, and be a challenge to the professional development of the intern.

10. More challenging cases may be assigned as the intern gains self-confidence and skill.

11. Interns should have opportunity to become involved emotionally to test their impressions, and to develop awareness of their own use of relationship from initial interview to final contact with the client.
Field work experience is most useful when it is long enough to provide opportunity to practice, test out techniques, and when it leads to self-understanding, as well as client understanding, in a well-supervised setting.

Additional Criteria for Supervision Case Selection for Clinical Mental Health Counseling Interns

1. Cases should not be assigned in which the client knows more about the site and its policies, or agencies in general, than the intern.

2. The problem, insofar as predictable, should be relatively simple and capable of amelioration through services within the site and without the need to go beyond site program for other services.
SUPERVISION

INDIVIDUAL SUPERVISION

The role of supervision in supervised clinical practice is a difficult one and very often is the decisive factor in the success or failure of an intern's experience. Supervision involves at least four major dimensions.

1. Planning
2. Assignment
3. Observation
4. Evaluation

Ideally, a site should have one full-time staff member assigned to coordinate the supervised clinical practice. In the planning phase of supervision, this individual should consult with the University faculty and discuss the interns who are ready for assignment, their strengths and limitations, the opportunities for assignment within the site, and how the intern's interests and needs can best be met by the opportunities which can be provided. The planning sessions should also involve some discussion of the respective roles of the University and the site and reflect the intern's progress.

The site has the responsibility for making an intern assignment which will best meet the needs of the intern and the site. This involves among other factors, the readiness of the intern and the degree of responsibility he/she can assume, the personality characteristics, both of the intern and the senior staff member to whom he/she will be assigned, a recognition of caseloads which may interfere not only with adequate supervision of the intern, but also may influence a staff member to give routine or non-training aspects of the counseling process to the intern. Assignment also involves the awareness that it may be necessary to rotate intern assignments in order to give a thorough understanding and orientation to the various agency operations, and also to provide a means for evaluating the intern in different settings within the site.

Observation involves daily contact with a senior member, adequate written reports when necessary, an opportunity for the intern and supervisor to meet at least weekly to discuss the internship experience, and to review audio and/or videotapes of the intern's counseling. Observation should also be a responsibility of the intern since one of the goals of supervised counseling is to give the intern an awareness of the goals, limitations, and operational framework in which counseling is practiced.

Evaluation is always a joint responsibility of the University and the site which is providing the internship experience. Evaluation can take several forms, but even in the most structured evaluation framework, there should be an opportunity for modifying it to meet the particular student's needs. For example, it may be necessary to have an evaluation session after the first week of an unsatisfactory intern experience.

Site Supervisor

Although the supervisor is selected primarily by the participating site, the evaluation of his/her qualifications and suitability for supervision should be the joint responsibility of the site and the University. The individuals responsible for selecting the supervisor should consider the following essential criteria:

a. Past experience and training have given an identification with professional counseling which will enable the supervisor to give the intern a proper orientation to the field.

b. Two minimum requirements include:
   (1) a Master's Degree in a field related to the intern's program, and
   (2) at least two years of pertinent professional experience.

c. The supervisor has had sufficient experience in direct service, as well as in representing the site to other agencies in the community, so that he/she can help the intern explore his/her own reactions to the various roles 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.
Supervisory conferences 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. Supervisory conferences 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.

Faculty Supervisor

A member of the University of Scranton faculty from the appropriate counseling program will be assigned to work with the site supervisor. This faculty member will have the following assignments:

1. Provide guidance and support as students seek and secure an internship site placement.
2. Provide the site complete information on the intern: the level of competency, positive and negative aspects of personality, and other aspects which the site should consider carefully throughout the period of clinical practice.
3. The faculty supervisor will meet regularly with interns. At minimum, faculty supervisors will meet with interns for 90 minutes of weekly group supervision. The purposes of these meetings will include:
   a. Assisting the intern to integrate academic knowledge and theory with clinical practice.
   b. Providing an opportunity for the intern to discuss his/her experiences with the faculty supervisor.
   c. Giving an opportunity to the faculty supervisor to maintain an on-going evaluation of the intern's clinical effectiveness.
   d. Giving an opportunity to the faculty supervisor to maintain an on-going evaluation of the effectiveness of the intern's academic work in terms of ability to relate it to current experiences.
   e. Revealing information which might lead to a necessary modification of the clinical practice program whenever appropriate.
4. The faculty supervisor will visit the internship site to meet with the intern and supervisor at least once during the internship experience, and whenever special problems arise.
5. The faculty supervisor will collect all required paperwork from interns and ensure that the appropriate records are filed in the intern’s file.

Such interaction will permit the site and the University supervisor to continue working together in an on-going effort to develop a more student-oriented common understanding of the internship experience, and to maintain a critical on-going evaluation of the site and the intern which can serve as a basis for the development of more effective future internship placements.

In all internship placements it must be recognized that the faculty supervisor and the site personnel have a joint responsibility through the regularly scheduled meetings with the interns and personal supervisor of the intern in the site. Such interaction will develop the necessary and appropriate climate which will contribute not only to the learning of the intern, but also develop a greater appreciation of the opportunities in clinical practice for all personnel. In essence, the team concept which students learn about in the academic setting, and which they must try to implement in the site, should have its analogy in the relationship of the site personnel and the faculty member.

The goal of supervision, and of the entire internship experience, is to help the intern develop a professional attitude and approach to counseling. Supervision in counseling involves several elements, one of which is teaching. Through the period of supervisory relationships, the site and the faculty supervisor need to be aware of the capacity and potentialities of the intern in order to help the intern develop to his/her capacity.
Although we have been stressing the responsibilities of the site supervisor and the faculty staff member, who are of necessity primarily responsible for the intern, supervision should also include any counselor who works with the intern.

**GROUP SUPERVISION**

In addition to the responsibilities listed above, the program faculty member supervisor shall be responsible for providing a minimum of one and one-half hours of group supervision per week for the intern. The purpose of group supervision is to assist the student to integrate and apply the knowledge and skill acquired in the program. This group supervision takes place on campus and includes other interns. Interns are expected to present cases for review and discussion during the group supervision period, and are expected to do so in such a way as to protect the confidentiality of the client.
REPORTS

One of the most effective methods of communicating the results of the supervised clinical practice to the site supervisor and the faculty 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 faculty supervisor. The format for preparing these written reports is the Internship Hours Log Sheet (see the “Forms” section at the end of this manual for a copy).

Recording of Internship Hours

The intern is to record all internship activities on the Internship Hours Log Sheet. The intern is to submit this form on a weekly basis to the faculty supervisor after having it reviewed and signed by the site supervisor.

Instructions for completing the Internship Hours Log Sheet:

1. For each date, record all internship activities and hours under the appropriate column as indicated on the log sheet. Where indicated, specify the type of activity performed.

   Direct Service Hours are defined as "face-to-face" interaction with clients in individual, couple, family, or group counseling. Psycho-educational and/or preventative interventions with clients may be considered direct service, as well. Consultation with another counselor about a client you are seeing does not qualify as direct service. If you have questions about what constitutes direct or indirect service, ask your faculty supervisor.

   Indirect Service Hours must be completed onsite and include activities such as preparation for the next counseling session, completing case notes, treatment plans, and insurance paperwork; attending clinical and staff meetings; listening to or watching clinical tapes; professional development; contact with community resources; and other professional tasks typical of counselors working at the internship site. The intern's individual and group supervision may be included in this section, as well. Transportation time to and from the internship site does not qualify as indirect service.

   Individual Supervision is defined as a "face-to-face" interaction with the site or faculty supervisor conducted within a "one-to-one" relationship in which the supervisor monitors the intern's activities in the internship and facilitates the intern's learning and skill development experiences. The intern is required to participate in a minimum of one hour per week of individual supervision during the internship experience.

   Group Supervision is defined as "face-to-face" interaction within a group setting with the faculty supervisor present, in which the group facilitates the intern's learning and skill development. The intern is required to participate in a minimum of one and one-half hours of group supervision per week during the internship experience.

2. Weekly and cumulative (hours to date) totals within each category, and weekly and cumulative grand totals are to be calculated and recorded in the appropriate column of the log sheet by the intern.

3. The intern is to obtain the signature of the site supervisor on each log sheet before submitting it to the faculty supervisor.
EVALUATION

Evaluation of the Counseling Student Intern

The school's 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 faculty supervisor. The site supervisor’s evaluation of the student 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 faculty 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 faculty supervisor and site supervisor (and other counselors when appropriate) continuously evaluate the intern's progress as the training proceeds in various stages. Frequent visits and conferences should reduce the need for written communications.

Outline for Evaluating Internship Experience

In evaluating the intern's performance, supervisors (both faculty and agency) wish to consider the following:

1. **Competency in providing services to clients:**
   a. Ability to establish and maintain a friendly, positive, interpersonal relationship with the client in the counseling interview and accept him/her as a person of real worth.
   b. Ability to review, integrate, and utilize evaluation data.
   c. Ability to develop sound case conceptualizations and counseling strategies.
   d. Ability to utilize community resources.

2. **Quality of relationships with supervisor and colleagues.**

3. **Quality of relationships with other professionals.**

4. **Acceptance of personal responsibility:**
   a. Personal appearance befitting a professional counselor.
   b. Handling appointments and commitments.
   c. Handling record-keeping.
   d. Conformance to agency policies and practices.
   e. Conformance to the standards of the counseling profession.

Site Supervisor's Evaluation of Intern

At both the mid-semester point and at the end of the semester, site supervisors must complete an evaluation of the counseling intern using the Site Supervisor's Evaluation of Counseling Intern form (see the “Forms” section at the end of this manual for a copy).
Faculty Supervisor's Evaluation of Intern

Based on the program faculty member's interactions with the intern in group and individual supervision, and on contact with the site supervisor, the faculty supervisor will complete an evaluation of the intern's progress at the mid-semester point and at the conclusion of the internship experience using the University Supervisor’s Evaluation of Counseling Intern form (see the “Forms” section at the end of this manual for a copy).

Counseling Intern's Summary and Evaluation of the Internship Experience

At the conclusion of the internship experience, the counseling intern will complete an evaluation of the internship site and of the supervision provided by both the site supervisor and the faculty supervisor. In addition, the intern will complete a summary of the internship experience.

To evaluate the internship site and site supervisor, the intern will complete the Intern’s Evaluation of Site and Site Supervisor form (see the “Forms” section at the end of this manual for a copy) and submit it to the faculty supervisor.

To evaluate the faculty supervisor, the intern will complete the Intern’s Evaluation of University Supervisor form (see the “Forms” section at the end of this manual for a copy) and submit it to the University supervisor, the program director, or the department chair.

To summarize the internship experience, the intern will complete the Internship Summary form (see the “Forms” section at the end of this manual for a copy) and submit it to the University supervisor. The Internship Summary form will then be given to the Department Secretary for filing in the student’s file.
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.

**Prior to Semester**

__ Intern Assignment Form

**Throughout Semester**

__ Weekly submission of Internship Hours Log Sheet

**Middle of Semester**

__ Mid-semester evaluation of intern by site supervisor (Site Supervisor’s Evaluation of Counseling Intern form)

__ Mid-semester evaluation of intern by University supervisor (University Supervisor’s Evaluation of Counseling Intern form)

**End of Semester**

__ Final evaluation of intern by site supervisor (Site Supervisor’s Evaluation of Counseling Intern form)

__ Final evaluation of intern by University supervisor (University Supervisor’s Evaluation of Counseling Intern form)

__ Final evaluation of internship site and site supervisor by intern (Intern’s Evaluation of Site and Site Supervisor form)

__ Final evaluation of faculty supervisor by intern (Intern’s Evaluation of 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.
SAMPLE CONSENT FORMS FOR TAPE RECORDING

CLIENT PERMISSION FORM

My signature below indicates that I understand that counseling services are being rendered to me by a master's degree candidate under competent supervision, that interviews are being recorded for counselor training purposes, and that all relationships with counselors and supervisory staff will be kept confidential. I understand that failure to grant permission to record sessions will not affect my eligibility for services. I also understand that I may withdraw this consent at any time.

Signature:____________________________________

Date:____________________________

PARENT PERMISSION FORM

My signature below indicates that I understand that the counselor service is designed to help my son/daughter and he/she makes vocational plans, educational plans, and various other adjustments. I further understand that the counseling service will be rendered by master's degree candidates under competent supervision, that portions of interviews may be recorded for counselor training purposes, and that all relationships with the counselors and the supervisory staff will be kept confidential. I understand that failure to grant permission to record sessions will not affect my child's eligibility for services. I also understand that I may withdraw my consent at any time.

Parent's Signature:____________________________________

Date:____________________________________
INTERN ASSIGNMENT FORM
Clinical Mental Health Counseling Program
Counseling and Human Services Department
The University of Scranton
(This form must be completed for each site, each semester)

NAME: __________________________________ PHONE: ________________________________

ADDRESS: ________________________________________________________________

SEMESTER AND YEAR OF CURRENT INTERNSHIP EXPERIENCE: ____________________________

ANTICIPATED NUMBER OF INTERNSHIP SEMESTERS: _____ ONE  _____ TWO

IF TAKING TWO SEMESTERS OF INTERNSHIP, IS THIS THE: ____ FIRST  or ____ SECOND SEMESTER?

START DATE AT INTERNSHIP SITE* (anticipated): ________________________________

*Note: Interns may not perform direct service hours prior to the first internship class of the semester in which they are enrolled.

HOURS/DAYS PER WEEK AT SITE (anticipated): ______________________________________

INTERNSHIP SITE: _______________________________________________________________

INTERNSHIP SITE ADDRESS: _______________________________________________________

_________________________________________________________________________________

PHONE: ________________________________________________________________

AGENCY OBJECTIVES/MISSION: __________________________________________________

________________________________________________________________________________

________________________________________________________________________________

SITE SUPERVISOR: _______________________________________________________________

PHONE: ___________________________ E-MAIL ADDRESS: ____________________________

JOB TITLE: ________________________________________________________________

DATES OF EMPLOYMENT: _____________ YEARS OF POST-MASTER’S CLINICAL EXPERIENCE

DEGREE:  MAJOR:  YEAR:  COLLEGE OR UNIVERSITY:

_________________  ___________________  ____________  ________________________________

_________________  ___________________  ____________  ________________________________

_________________  ___________________  ____________  ________________________________

PROFESSIONAL CERTIFICATION OR LICENSE: __________________________________________

________________________________________________________________________________