

Counseling Internship Manual

-48 Hour Program-

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Dear Student:

Welcome to the Counseling Internship experience (CED 691) of Central Michigan University's Counselor Education Program. Your internship is a very important part of your learning experience because it provides the opportunity to demonstrate the theory and practice you have been learning in your classes. It is important to recognize that everyone is nervous when beginning fieldwork. You are not expected to know everything or be perfect. However, you are expected to observe, ask questions, be open to learn, and practice from the highest level of ethics and within the best practices of our profession. To assist you in the learning process, you will be supervised by a University Faculty Instructor and a Site Supervisor.

While the faculty may offer suggestions, you are responsible for seeking an internship placement. You might consider choosing a site based on interest and intended practice after graduation. In addition, the setting must meet the CMU and CACREP requirements for internship relative to client contact, supervision, and administrative hours. This Internship Manual contains all of the information and forms you need to start, maintain, and complete your internship experience. Most of the forms are self-explanatory. You are encouraged to review all forms several times and make copies for the university, your site supervisor, and yourself.

We hope this will be a beneficial experience for both supervisors and students. We are collaborating to provide a meaningful experience, ensuring that CMU students are ready to function as counselors at the end of their program. Again, welcome to internship. This class is one of the most exciting aspects of the Counseling training program, and one of the most important parts of your development as a Professional Counselor. As you begin your many counseling relationships, the following reading by Fred Richards: "Code of Practice" will serve as guidelines for your work.

Sincerely,

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FRED RICHARDS: “CODE OF PRACTICE”

Fred Richards has expressed, as well as we have ever seen it, the reciprocal nature of the relationship between helper and helpee. We would like to end this book with some of his statements about the way he sees the helping relationship. He is speaking about psychotherapy, but his words could well serve as a “code of practice” for all professional helpers:

The path of psychotherapy is a journey in which two or more persons seek to discover one another and share one another’s personal truth. To do this we will learn to risk disclosing who we are, to reach out to one another, to experience ourselves for who we are at the moment.

I cannot force you to change and grow. I will not tell you how to live. I will, however, invite you to grow, to become more aware, more loving, more able to live a richer, fuller life for which you accept responsibility.

Again, I will neither take responsibility for your life nor protect you from the pain and suffering of living. I will help you in your effort to change the perceptions and behaviors contributing to the unnecessary pain and suffering in your life. In regard to the pain and suffering that comes with simply living. I will help you to face it, accept it, and use it to grow. Sharing this effort with you will most likely help me to more creatively deal with the pain and suffering in my life.

I will be present with you. I will be as honest, genuine, and real as I can muster the insights and courage to be. I will exert my will to not hide from you, even when, feeling helpless, confused, and afraid, I feel an urge to do so.

I will be with you as long as I see you trying to grow. When I experience you as no longer trying to grow, I will share this with you. I will tell you my time left in this life is precious to me and that I choose not to be with you. It is possible that for you my usefulness has ended and you perhaps need to seek help to grow elsewhere. We will talk about this impasse and hopefully not diminish our relationship when deciding whether or not to continue on the journey together.

I will not meet with you to help you become what is called a normal, adjusted, self-satisfied person. Nor will I help you to whine and wallow in the misery of your own making. I, too, have a tendency to do both of the above, so I will lovingly provoke you to share with me the effort to be more. I will help you take charge of your life and to reinvent it if necessary.

I will invite you to tell your story, as honestly and truly as you are capable of telling it now, perhaps more intimately than you have every disclosed it to another human being. I

will not share your story with others unless you request I do so. I may decide to tell you part of my story when I believe it is appropriate and helpful to do so.

I will say hello to you as honestly as I know how, but my commitment is to encounter you in such a way that you will someday decide to say goodbye. It is my hope we will say hello and goodbye as authentically and humanly as persons like ourselves are capable of.

In a sense, I will help you to die, to leave behind outgrown and worn out ways of being, believing, and behaving in order that you can review yourself and become a new person. To surrender and let go of the old and embrace the new is often a painful and joyful experience. I will not run away from the fullness of either your pain or joy.

I have myself learned that much of our suffering and misery, when seen and understood, can evoke laughter. There are times I may laugh at both you and myself. There are times when you may laugh at me and yourself. Hopefully there will be times we can laugh together. If we can share this laughter, there's a chance we will help one another free ourselves to grow and live.

We know of no better guidelines for professional helpers, for those aspiring to enter one of the helping professions, or, for that matter, as a framework for daily living.

[Modified slightly from Fred Richards, in *The Helping Relationship*, by A. Combs & D. Avila.]

SECTION 1:
COUNSELING PROGRAM INFORMATION

PROGRAM DESCRIPTION

Central Michigan University's Counseling Program academic unit is housed the Department of Counseling and Special Education within the College of Education and Human Services. The program's primary responsibility is to prepare students through a listing of academic requirements and expectations needed to obtain a Master of Arts in Counseling degree, focusing in either School Counseling, Clinical Mental Health Counseling, or Addictions Counseling. Graduates of the 60-credit hour School Counseling Program will meet the academic requirements for licensure or endorsement as a School Counselor and requirements for licensure as a Limited Licensed Professional Counseling (LLPC) in the State of Michigan. Students enrolled in the 60-credit hour Clinical Mental Health Counseling Program or the Addictions Counseling Program will meet the academic requirements for licensure as a Limited Licensed Professional Counseling (LLPC) in the State of Michigan and will receive training necessary to permit them to function in a wide-range of community service agencies.

The coursework and training experiences at Central Michigan University are equivalent to the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and exceeds the Michigan requirements for school counselor licensure/endorsement and/or counselor licensure in professional counseling. The Counseling program at CMU is fully accredited by the Higher Learning Commission (HLC). The School Counseling option is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). **The program is currently in the process of pursuing accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).**

MISSION, VISION, & VALUES

Mission: The mission of the Counseling Program at Central Michigan University is to provide high quality training that inspires emerging counselors to develop a strong professional identity and a lifelong passion for knowledge, wisdom and creativity. Through the implementation of our core program and specialized tracks, we encourage our students to be advocates for wellness and social justice and we help them develop the clinical skill necessary to meet the mental health, educational and career needs of an increasingly diverse society.

Vision: The CMU Counseling Program will become the pre-eminent training program in Mid-Michigan and surrounding areas for training, professional leadership, counseling skill development, knowledge, and research in clinical mental health counseling and school counseling, and will continue to expand its national reputation and prominence.

Values:

- a. Human diversity, respect for the individual, and freedom of expression.

- b. Student-centered programs that integrate learning, discovery, engagement tailored to the unique experience of both traditional and non-traditional student success.
- c. Excellence in our progression through mentorship of students, innovative learning opportunities, visionary programming, research contributions to the professional knowledge base, professional leadership, and active partnerships with community schools, agencies, and healthcare providers.

PHILOSOPHY STATEMENT

The counseling faculty has developed an extensive program, both theoretical and experiential, that meets or exceeds national standards and is designed to prepare you for a professional career in counseling. While you will be encouraged to develop your own approach to counseling based on professional standards of practice, special emphases will be placed on self-examination, critical thought, ethical conduct and sensitivity to multicultural and special needs issues. The counseling faculty believes that an effective helper is a combination of a growing self and a person with specialized skills, developed through exposure to counseling theory, techniques and personal experiences with self-examination.

CURRICULUM

In conjunction with foundational coursework, students will translate knowledge to skills in their growth as professional counselors. Each student participates in a sequence of intense supervised counseling experiences prior to a community or school counseling internship placement. A unique feature to their training is CED 690: *Practicum*, which is a 100-hour clinical experience completed at the Center for Community Counseling & Development within the Educational Health Services Building providing counseling services for community residents, area school students, and Central Michigan University students. Under the supervision of Counseling program faculty, Counselors-In-Training (CITs) provide individual counseling for children, adolescents, and adults; family and couples counseling; play therapy for children; general counseling for emotional problems and life adjustment concerns; career and employment counseling; referral help in finding appropriate services for identified problems; and consultation with community agencies and schools. Upon completion of the 100-hour practicum experiences, students then move into CED 691: *Internship in Counseling*, which is an advanced 600-hour clinical experience in the field at an agency or school. *See Section 2 for more information about CMU Counseling Program Internship requirements.*

SECTION 2:
INTERNSHIP COURSE REQUIREMENTS
CED 691—Internship in Counseling (6 credits, 600 hours)

DESCRIPTION:

The internship is an intensive field-based clinical experience for students with regular admission into the CMU Counseling Program. Counselors-in-training will apply their knowledge and practical skills with actual clients under university (faculty instructor) and site supervision. Settings for the internship may include, but are not limited to, hospital, community mental health agency, private practice, jail/prison, youth service agencies, career centers, women’s resource and counseling centers, domestic violence shelters, K-12 schools, or in higher education. An application is required to register for the CED 691 course. The grading system is credit/no credit. Students preparing to enter the internship course must have successfully completed CED 690: *Practicum*. Six hundred (600) clock hours of involvement in counseling and/or counseling-related activities are required for completion of the internship. To complete the hours, most students require at least 2 semesters of enrollment in internship.

REQUIREMENTS:

1. E-mail completed Internship Application to cse@cmich.edu. No other forms of submission will be accepted.
2. Complete a total of 600 hours in fieldwork in CED 691—Internship in Counseling (6 credits).
 - The students may only register for three (3) credits of internship in any one semester. While internship is often completed in two (2) semesters, some students take three (3) or more semesters to accrue the required 600-hours (240 direct client hours, 90 supervision hours, and 270 indirect/administrative hours). In every semester that a student is accruing internship hours, the student must re-enroll and pay for an additional three (3) credits. A student may not accrue internship hours without being enrolled.
3. Types of Internship Settings
 - a. **Addiction Counseling**
 - 600 hours in a clinical/agency setting focused on Addiction Counseling [240 hours direct/client contact, 270 hours indirect/administrative, 90 hours supervision]
 - b. **Clinical Mental Health Counseling**
 - 600 hours in a clinical/agency setting

[240 hours direct/client contact, 270 hours indirect/administrative, 90 hours supervision]

c. School Counseling

Certified teachers admitted to the School Counseling concentration (students wishing to add a school counseling endorsement to their teaching certificate):

AND

Students without teaching certification admitted to the School Counseling concentration (students wishing to become a licensed school counselor):

- 600 hours in a school setting (K-12)

[240 hours direct/client contact, 270 hours indirect/administrative, 90 hours supervision]

4. Description of terms:

- K-12 setting: This involves working with students in a kindergarten through 12th grade school environment.
- Agency setting: This involves doing mental health counseling in various non-school settings (i.e., social services agency, hospice, out-patient clinic, hospital, private practice, community mental health agency, etc.).
- Addiction setting: This may involve settings that address substance abuse, gambling, eating disorders, rehabilitation, etc.
- College setting: The intern may work in this environment if the primary duty is performing mental health counseling for college students on an ongoing basis. Academic advising or success coaching are not acceptable.
- Type of counseling: Interns are encouraged to work with individuals as well as families and facilitate groups following the mental health counseling model and the school comprehensive guidance model.

Course Enrollment and Registration Information

There are a number of special requirements for this course. The following information will assist you in meeting the requirements and in making a smoother transition through the internship process.

CED 690 (practicum) and CED 691 (internship) are two distinctly different classes. Refer to the course description in the CMU Bulletin. CED 690 is the first skill level class where you will work with clients. You will be closely supervised and are expected to demonstrate counseling skills at a more basic level. CED 691 is a more advanced field experience in that you are working more independently with clients and are expected to demonstrate skills at a more professional level.

Note: Because of the difference in skill levels between CED 690 and CED 691, the nature, expectations, and complexities of your duties and responsibilities for the internship experience should clearly be at a more advanced level than for practicum.

PREREQUISITES:

To be eligible for an internship, the student applicant must meet the following requirements:

- Regular Admission to the CED program.
- Be in good academic standing with the department.
- Have a grade of B or better required in CED 690: *Practicum* before registering for CED 691.
- Have been judged by the department faculty supervisor to have demonstrated a suitable degree of personal, academic, and professional functioning to warrant admission into the internship.
- Read the Internship Manual carefully.
- Students are expected to have internship placements before the semester of initial registration. Involvement in the placement is expected by the third week of the semester.
- Students must provide documentation that they have purchased and/or are covered by professional liability insurance. Students are expected to provide evidence that their insurance covers them for \$1 million per incident and a minimum of \$3 million total.
- All students who can reasonably expect to work with clients in correctional, hospital, residential care, or any other facility at which there is a risk for the spread of communicable diseases are encouraged to speak to their health care professional to determine which, if any, immunizations are recommended for their safety.

Liability Insurance

The Council for Accreditation of Counseling & Related Programs (CACREP, 2016), Section 3, Standard A states “Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.” As a result, students are required to purchase liability insurance for the practical courses in the program (CED 690: *Practicum* & CED 691: *Internship*). Even though CMU provides standard insurance coverage of its own, CACREP requires it and it is best professional practice to safeguard yourself. Students must have a policy that provides a minimum liability of \$1 million per incident and \$3 million per annual aggregate.

Professional Liability insurance is often offered to student members of many professional organizations, for example: the American Counseling Association or the American School Counselors Association. If you are not a member of an association that offers liability insurance, you may secure coverage through another provider. Common providers of liability insurance for counselors include: HPSO- www.hpso.com or CPS & Associates- <http://www.cphins.com/>. The CMU Counseling Program does not endorse any specific carrier or program. **Liability purchase must be purchased in advance of the first day of your internship experience in the field.**

Who do you have professional liability insurance through?

Provider: _____

#: _____

Have you attached a copy/proof of verification? Yes No

Please Note: Your Internship Application will not be approved without this proof submitted with the application.

SECTION 3:
INTERNSHIP SITE REQUIREMENTS

Finding a Site for Your Internship Checklist

Selecting an internship site should be done with intentionality, research, and advisement. The student and his/her advisor are encouraged to sit down to discuss personal and professional goals, the goals of the Counseling Program, and site offerings to devise a list of possible opportunities. Sites should meet or exceed the internship requirements set forth within the CACREP standards, which include the kinds of experiences offered, the quality of supervision, the quality of support provided for the counselor-in-training, and the ability of the site to provide sufficient preparatory and direct client hours.

You are responsible for securing a site for the Internship portion of your program. Be advised that this preparation can take months to complete, which is why it is necessary to submit your application materials *the semester prior* (at least two months ahead of time) to beginning your internship experience. Several months before the scheduled course:

- Thoroughly read the Internship Manual and sign the *Internship Manual Acknowledgment Form*.
- Plan your schedule and organize your life such that you can commit the necessary time to complete CED 691. Most students complete their internship within two semesters.
- Consider sites relative to your preferred area of counseling. Refer to your past interview assignments, cohort members, or your CMU advisor for possibilities.
- Call or look up the website for the identified organization(s), agency(ies) or school(s). Do your research...know the mission/vision, types of services offered, and client issues addressed.
- Identify a contact person at the site. Submit your cover letter and resume to a specific contact person, along with any other site paperwork/applications to apply for an internship at the site.
- Follow-up with the site/contact person. Many sites will call you to schedule a formal interview. Be sure this site can provide you with a qualified site supervisor and enough counseling hours to complete the course requirements.
- Prepare an information packet (as outlined in this packet) for the site interview.
- Provide the site supervisor with a copy of the *Internship Manual*.

- Using the check-off form included in this manual, check to see if all paperwork is complete and accurate, then submit your application packet to cse@cmich.edu. You will receive notification telling you whether your materials are or are not approved.
- After your packet of materials is processed, Chelsea Rigley will send the Affiliation Agreement directly to you. You will need to take the agreement to the site to obtain the necessary signatures.
- Return the signed copy of the Affiliation Agreement directly to Chelsea Rigley. A fully signed Agreement will be sent to the site after being signed by the CMU official.
- The approval notice will be sent directly to you, informing you that an approved Agreement has been fully processed and you may begin accruing hours.
- The Internship Coordinator reserves the right to refuse the student's choice of site and/or supervisor.

Your application packet must be e-mailed to: cse@cmich.edu.

No other forms of submission will be accepted.

Site Selection

When making contact with a site as a possible placement for your internship, it is of utmost importance that you act according to professional standards. As you are dealing with external sites, be mindful that you are representing yourself as a candidate, the Counseling Program, and CMU. Not only should your attire reflect the standards of business etiquette, all interactions with the site should reflect similar standards for communication. If contact is made with a potential site supervisor, **always follow-up by attending the appointment or calling to cancel.** Upon completion of either a phone or in-person interview with the site supervisor, follow-up by sending a “thank you for your time and consideration” hand written letter (preferred) or email (if necessary). Please conduct yourself as if you were seeking employment with the agency or organization. If you need further assistance with etiquette, appropriate procedure, or communication strategies, speak with your advisor before you begin to look for internship sites.

- The student is to secure an internship position in an agency, school, or organization.
- For students pursuing a School Counseling license or endorsement internship must include at least 600 hours in a school setting.
- Start calling right away to find a site. Ask for an appointment to talk to the principal of a school or the clinical director of an agency. Please do your research through a phone call or website review that allows you to identify someone **by name**. Explain your needs and bring your interview packet with you (resume, a list of CMU classes, etc.). Just as they ask you questions, interview the person/site and utilize your good counseling skills. Have copies of the paperwork ready to give to the site. Note: This is an interview and attire and presentation must reflect all of the requirements for interviewing. Consult with faculty or the Internship Supervisor if you are having difficulty locating a site.
- The site must provide an adequate number of clients and/or counseling opportunities to meet the required number of hours outlined below.
- You are able to complete your internship at multiple sites if there is no other way to get your hours in the time allotted or you are seeking a different experience. Wherever you work there must be a separate signed Affiliation Agreement, supervisor’s contract, and all the necessary paperwork. **You must submit a separate application packet for each site.**
- While the faculty is fully supportive of paid internships, specific criteria must be met before an intern can receive approval for accruing hours “on the job.” If you start a new job at the time you are starting your internship, in most cases we can, if arranged beforehand, allow you to use work hours as internship hours. If, on the other hand, you are presently employed in the counseling field and wish to do your internship at your jobsite, three specific arrangements must be made beforehand: (1) an appropriate supervisor (who, usually, is not your regular supervisor) must be found to provide you supervision, (2) a shift in clientele

must be arranged to avoid having an internship that is simply a continuation of your present employment, and (3) you must arrange for professional liability insurance, either individually or through your internship site.

You may be involved in experiences where you are teaching a class, running groups, or seeing families as the majority of your experiences. However, you must also be involved in facilitating one-on-one counseling interaction.

Selection of Supervisor

- A **supervisor** is an appropriately credentialed individual capable of, and willing to, provide competent supervision. CACREP (2016) Section 3, Standard P states
 - Supervisors must hold at least a Master's degree in, preferably in counseling, or a related profession;
 - relevant certifications and/or licenses;
 - at least two years of pertinent professional experience in the specialty area in which you are enrolled;
 - knowledge of our program's expectations, requirements, and evaluation procedures; and
 - relevant training in counseling supervision.
 - Although an LPC is not required, Licensed Professional Counselors are preferred.
 - For school sites, a Licensed or Endorsed Professional Counselor is also preferred.
- Site supervision must include at least some **live supervision opportunities**, where the supervisor observes the student's counseling skills and provides supervision based upon this observation through audio/visual recordings or through a two way mirror. If live supervision is not available for some reason, then the opportunity to regularly audio/video tape sessions to fulfill the supervision requirement is acceptable.
- At least **one** session should be documented on your Hour Log or the Supervision Observation Form. (p.58)
- CACREP (2016) Section 3, Standard states that Internship students must have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member**.

Preparation for Interview

Before the interview process begins, prepare a packet of material as instructed under the heading “Application to Site Forms” for the interview. Take this material with you to the site.

Site Interview Information

As you seek an internship site, you are to prepare a packet of information (neatly organized), which includes the following:

- Your updated resume.
- A letter explaining why you are interested in being an intern at this site (see example).
- A list of courses to be completed in the program and any electives you have taken.
- A copy of the Internship Manual.

Include this packet of materials in your manila envelope when you are submitting your application materials to the Internship Coordinator for site approval.

Your internship packet will not be accepted by the Internship Coordinator if this information is not included. (The Internship Coordinator reserves the right to refuse the student’s choice of site and/or supervisor.)

Note: This is an interview and the presentation of self (including attire); your materials and experiences are important and reflect on the quality of the interview as well as CMU.

LETTER EXAMPLE (written by a former student)—Make your letter specific to you. Do not just modify this example.

Street Address
City, State, Zip
Phone Number

Date
Addressee Name & Title
Site Name
Street Address
City, State, Zip

Dear _____:

After speaking with you regarding a counseling internship position at [site name], I am submitting a packet of information as specified in the CED Internship Manual for your consideration. As my career goal is to work with [list population], I am most interested in the possibility of interning with you.

As a student at Central Michigan University, I have had the opportunity to develop a knowledge base and skills in individual, couples, and family counseling. In my practicum experience, as well as my experience with [list experience], I put those skills into practice. Additionally, I have had the opportunity to do career counseling, and worked with high school students in several college programs. I have also helped to develop and present programs concerning healthy and unhealthy relationships. It is my hope to continue community outreach.

My strongest area of interest is individual counseling, particularly with a college-aged population as previously stated. Therefore, I feel the [site name] would match my professional aims and skill sets. I am most interested in this opportunity because I have heard positive feedback from students regarding the services they received at your center, the people they worked with, and the overall positive atmosphere within the center itself. I believe internship is made an invaluable experience based on the agency and the people with which you work. I have no doubt the [site name] would create an educational, memorable, and stimulating opportunity for me as an intern.

Once again, I am most interested in the possibility of interning with you at the [site name] and see a strong match between my skills and experience and the position that would be available. In addition to the enclosed resume, a list of references and letters of recommendation are also included. I look forward to discussing the position with you and would appreciate the opportunity to interview with you. Thank you for your time and consideration. If you need any further information, please feel free to contact me at (989) 123-4567 or by e-mail (abcde@cmich.edu).

Sincerely,
[your signature]
[your typed name]
Enclosures

Submitting Internship Application

- Your chosen site must be reviewed and approved by the Internship Coordinator prior to registering for the course. You may not begin at your site without being enrolled in CED 691.
- A number of forms are used in setting up an internship site. The **Affiliation Agreement** is one of the most important documents that is entered into between the University and the Agency or organization providing the site, and is initiated by you completing the Affiliation Agreement Request Form.
- ***You cannot begin at the site until the Affiliation Agreement is in place, and you have received the approval CED Affiliation Agreement Approval form from Chelsea Rigley.***
- Once a site is set up, you do not need to re-sign the forms each semester. They will remain in effect throughout your internship. However, if you were to obtain a second site, you must complete all necessary paperwork, including a separate application packet.
- The Internship Coordinator reserves the right to refuse the student's choice of site and/or supervisor.

Your submitted Application Packet must include the following:

- Application for Internship
- Affiliation Agreement Request Form
- Site & Supervisor Qualification Form
- Supervisor's Resume and Professional Liability Verification
- Internship Plan Form
- Internship Agreement
- A copy of packet prepared for the site interview (must be included).
 - Your updated resume.
 - A letter explaining why you are interested in being an intern at this site.
 - A list of courses to be completed in the program and any electives you have taken.

All documents must be e-mailed to the Department of Counseling and Special Education at cse@cmich.edu. No other form of submission will be accepted.

Affiliation Agreement Request Form

The Affiliation Agreement process is an important part of the internship process and must be processed by CMU prior to beginning your internship. The Affiliation Agreement is a written contract between CMU and participating agencies that provide internship experiences for CMU students. The final document sets the parameters and for all parties and outlines guidelines and responsibilities to protect the university, student, and agency while the student is representing the university at the site placement. You must first submit your application materials for approval.

- After receipt of your application, Chelsea Rigley will work with The Office of Academic Effectiveness to prepare the affiliation agreement which will be sent to you.
- You are to take the agreement to the site representative, have the person sign the agreement, and then you need to return the signed copy of the agreement directly to Chelsea. The agreement may be scanned and emailed to cse@cmich.edu. It must be a legible copy.
- After being signed by the CMU official, Chelsea will email a fully signed copy of the agreement and the CED Affiliation Agreement Approval Form that will indicate when you may begin accruing hours at the site. However, you should not report to your site until the term begins. This date should coincide with the date you begin to log hours.
- The process concludes when you receive signed paperwork from all parties and a letter from Chelsea Rigley stating that you are approved for the site selected. You are required to complete separate signed AA for each site where you will intern.

Remember, you cannot start at the site until the affiliation agreement, all other required paperwork has been processed and approved, and you have successfully completed all course prerequisites. When you submit your final paperwork, please attach a copy of your signed approval CED Affiliation Agreement Approval Form.

**SECTION 4:
INTERNSHIP HOUR REQUIREMENTS**

CED 691
MINIMUM HOURS

| | 3 credits | 6 credits |
|-------------------------|------------------|------------------|
| Client Contact/Direct | 120 | 240 |
| Supervision | 45 | 90 |
| Administrative/Indirect | 135 | 270 |
| TOTAL | 300 | 600 |

Please carefully read the following section.

- **Client Contact/Direct Hours**
 - Defined as any group or individual interaction with a client(s) in which the student is responsible for facilitating some or all of that interaction. Thus, if a student is asked to sit in on a group, that time would be classified as Administrative/Indirect, and the processing of the group afterward with the group facilitator would be classified as Supervision. Accrual of Client Contact/Direct hours would begin when the student begins to take responsibility for conducting all or part of a session(s). The hours should be assigned as follows: Client Contact/Direct = individual client session(s) (individual counseling, families and groups); Supervision = individual, group, and family contact with supervision; Administrative/Indirect = non-clinical client contact (any activities except clinical contact, such as tape work, case notes, consultation, reading, preparation, and professional development).
- Direct contact includes the actual counseling of an individual, couple, family and group counseling hours. Note: For example, if you see eight people in a group for two hours, you do not log 16 hours. This is two hours of direct contact.
- It is imperative that the appropriate number of Client Contact/Direct hours be accrued as described above. If, at the end of two semesters, you have accrued 600 total hours but only 200 Client Contact/Direct hours, you will not necessarily receive a satisfactory grade in CED 691. You must accrue the full 240 hours of Client Contact/Direct, even if it means accruing more than the 600 total hours.

**SECTION 5:
INTERNSHIP CLASS REQUIREMENTS**

As long as a student is accruing hours at a site AND has registered for course credit, **attendance is required**. You must attend all class meetings for group supervision and internship class supervision until you turn in your completed portfolio and submit all hours for credit. Course content for internship includes: 1) case conceptualization, 2) ethical case discussions, 3) new technology/innovation presentation, 4) professionalism topics, and 5) supervision article presentation.

CACREP (2016) Section 3, Standard M states that “Internship students must participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member,” (p.14). While you will receive at least 1 ½ hours of supervision from the faculty instructor, the internship course is not intended to function as, or replace, the clinical supervision that you receive on-site.

Students in the off-campus cohorts need to attend each of the six class sessions for the full eight hours to be able to receive enough faculty supervision. The faculty instructor **must** hold classes for the entire eight-hour duration.

Length of Internship

Students enrolled in CED 691: *Internship* are expected to complete an internship in not more than four (4) consecutive academic semesters.

- It is recommended that students work **at least twenty hours per week**. Such a schedule would allow completion of the internship in two consecutive academic semesters.
- No student will be allowed to enroll in an internship who cannot work **at least nine hours per week**. Such a schedule would allow completion of the internship in the maximum four consecutive academic semesters.
- Students may choose to work full time in an internship (i.e., **no more than forty hours per week**); however, no student will be allowed to complete an internship **in less than one academic semester**.

Class Enrollment

You are to complete the paperwork and submit it to the Department of Counseling and Special Education by e-mail at cse@cmich.edu. The paperwork is reviewed and if approved, the Department will register you for CED 691.

Effective Fall 2018. The Counseling Program faculty have made changes to how students register and progress through CED 691: *Internship*. **The students may only register for three (3) credits of internship in any one semester.** While internship is often completed in two (2) semesters, some students take three (3) or more semesters to accrue the required 600-hours (240 direct client hours, 90 supervision hours, and 270 indirect/administrative hours).

Here are the specifics:

- In every semester that a student is accruing internship hours, the student must re-enroll and pay for an additional three (3) credits. A student may not accrue internship hours without being enrolled.
Please note: If the student has not accrued the required 600-hours after 6 credits, the student will be required to register for an additional 3 credits. If the student registers for more than 6-credits, the additional credits will not count towards the final degree program. For example, the additional 3-credits would not count in place of an elective or any other required course.
- Students must attend CED 691: Internship class and satisfy any site requirements while they are enrolled in the three (3) credits.
- The 300 hours per semester includes approximately 120 direct client contact hours, 135 administrative hours, and 45 hours of supervision.
- If the student accrues **more** than 300 hours in one semester, the student may carry over the remaining number of hours into the following semester.
- If a student accrues less than 300 hours in one semester, the student should continue to accrue hours to make up the deficit in the following semester; however, the student should still re-register for another three (3) credits as the 300 hours should be completed before mid-semester.
- CED 691: *Internship* is a credit/no credit course (CR/NC).
- Student interns are not able to accrue hours over winter break, or any other break between semesters (e.g., between Spring & Summer I), when there is no instructor-of-record assigned. During any accrued hours, students must ensure that their site supervisors are willing and able to supervise them during any university breaks (e.g., Spring Break).
- Global Campus Students are able to register and complete all six (6) credits within one semester. If there is an instance when hours are not completed in one semester, students must re-register for an additional 3 credits during the semester in which they will complete their hours requirement.

Attendance & Missed Classes

As a result of there being no university-wide attendance policy at CMU, each individual instructor has created their own policy listed in the course syllabus. If you need to miss class for any reason, please contact your instructor in advance to let them know. If you are not able to communicate in advance, follow-up with the instructor as soon as possible to discuss missed work/information. In the case of excused absences, instructors have the right to request documentation of missed class sessions. The situations that constitute an “excused absence” are subject to the discretion of the instructor. Please do not register for a course, especially a clinical course like practicum or internship, already knowing that you will miss multiple days throughout the semester on-campus, or a whole weekend within a cohort. You will be required to make-up supervision time at another cohort location if class sessions are missed.

Accruing Hours

Due to liability issues and to ensure that each student is receiving appropriate faculty supervision, **student interns are not able to accrue hours over winter break, or any other break between semesters** (i.e. between Spring & Summer I sessions). Students should clearly describe this in their informed consent document to clients and/or their Professional Disclosure Statement that they will need to stop seeing clients during breaks. If necessary, the student and his/her supervisor should discuss possible termination procedures to avoid client abandonment during their absences from the agency or school.

Student interns may ***begin*** accumulating hours beginning on the first day of the semester, and must ***stop*** accumulating hours on the Wednesday of exam week. Final hours logs are due on the Wednesday of exam week each semester.

Evaluations

The internship site representative and the intern shall devise a mutually acceptable job description or contract which will delineate the duties and responsibilities of the parties involved. The departmental faculty supervisor is available to assist in this process.

- Three (3) evaluation forms are used in the internship program.
 1. The **CED 691—Internship in Counseling Evaluation** is completed by your on-site supervisor on or about the midterm of each semester. After reviewing this evaluation with the student both the on-site supervisor and student sign the evaluation, which is then placed in a sealed envelope and given to the student to submit to the University Instructor. At the end of the semester your on-site supervisor completes a final evaluation of the student in the same manner described above. The University Instructor must also complete an evaluation of the student’s performance in class.
 2. At the end of each semester in which you are enrolled in internship you site supervisor(s) must complete a **Supervisor’s Evaluation of Student Intern** form,

- which is then given to the student. **Log Sheets** are used to document hours, and must agree with the Supervisor's Recommendation form.
3. Finally, the **Student Evaluation of Internship Site and Field Supervisor** form is completed by the student for each site upon termination of her or his internship.
- A mid-term and final evaluation are required each semester and must be submitted to the University instructor each semester.
 - You are responsible for maintaining logs (using the forms provided) of all hours accrued in your internship. Your on-site supervisor will be asked to verify this log.

Forms and Confidentiality

Students are to use the forms required by CMU and to also complete all of the usual site documentation. Confidentiality and Informed Consent forms from the site are to be used. CMU does not want students carrying confidential forms on their person. **These forms are to be kept at the site.** All paperwork done by the student for CMU should use first names only or pseudonyms for clients. Forms to assist in documenting interactions with clients and/or outside agencies and maintaining confidentiality may be found in the Internship manual.

Confidentiality in CED Classes

Confidentiality is the foundation of the counseling process and relationship. Clients come to licensed helpers and reveal information they have not discussed with others and that may remain hidden otherwise.

Confidentiality entails the ethical and legal responsibility of mental health professionals to safeguard clients/patients from unauthorized disclosures of information given in the therapeutic relationship. You are expected to operate in an ethical and professional manner. Since you will be working with actual clients during the course of your studies, their privacy is to be respected and all information concerning them **is confidential**. During case conceptualization, confidentiality is extremely important. Use pseudonyms for clients, etc. A breach of confidentiality could result in course failure or dismissal from the program.

There are four general exceptions to the legal and ethical requirement that counselors keep client confidentiality: (a) cases in which clients pose a clear and imminent danger to themselves or others; (b) cases in which clients request that their records be released to themselves or a third party; (c) cases in which a court orders a counselor to make records available; and (d) cases in which the client was/is a victim or perpetrator of child abuse or neglect.

Technology has created additional ethical and legal concerns about confidentiality given that the transmission of information is not necessarily private (fax, Internet, written communication,

phone, etc.). Often a disclaimer stating that this is confidential information and is only for the intended recipient is necessary. Although there is a disclaimer, confidential information has been breached.

Ethical Considerations

- It is okay for you to give your site supervisor a gift only after you have completed your internship experience and evaluations are turned in. See American Counseling Association *Code of Ethics* (2014).
- If you think something is wrong at your site, or you feel like they are doing something unethical, please bring these issues to the University Instructor and the Internship Coordinator immediately. Do not try to handle these kinds of issues by yourself.
- Please consult with your University Instructor and the Internship Coordinator right away if there are problems at the site. If it is possible for an intervention, your instructor will talk with the site supervisor. If you need a different site, changes may be made.
- Never walk away from a site without consulting with your University Instructor and the Internship Coordinator. Remember that fostering good relationships between CMU, the public, as well as your site is extremely important. In addition, client abandonment is unethical.

Multiple & Non-Professional Relationships

- Supervisors and interns shall avoid dual relationships, which may impair judgment and/or lead to exploitation.
- The intern shall not be supervised by any individual who had a prior therapeutic relationship with the intern.
- No intern shall enter into any business relationship with a supervisor except as an employee.
- The intern must adhere to applicable licensure laws concerning payment for supervision.
- There shall be no direct family relationship between an intern and a supervisor.
- No student shall assume an internship in an agency, program, or facility wherein they or members of their family are either currently receiving services or have received services in the preceding 12 months.

A Note on Safety

CMU students should never be first-responders, and are not to see clients anywhere except the approved site, unless they are already paid employees of the site. Interns should consult their supervisor in high risk, crisis, and during emergencies and not attempt to address the situation on their own. Seek supervision and document, document, document.

Hepatitis B, in addition to other blood-borne pathogens including HIV, etc., is a very real concern for all of us in the helping professions. You are encouraged to look into all precautions that can help to protect you from these diseases, including vaccination and on-the-job safety measures. If you have any questions regarding this matter, please contact your University Instructor and/or your site supervisor.

Reporting Abuse and Neglect

Note that the Michigan Department of Human Services has established a Centralized Intake (CI) unit for Abuse and Neglect, both Children's Protective Services (CPS) and Adult Protective Services (APS), with an implementation date of March 5, 2012.

The guidelines for reporting abuse and neglect are as follows: 1.) Call the hotline phone number: 1-855-444-3911, 2.) Fax the DHS-3200 form within 72 hours to 616-977-1158.

Further information about the DHS-3200 reporting form and the DHS CPS Mandated Reporter's Guide may be obtained by visiting www.michigan.gov.

SECTION 6:
INTERNSHIP SUPERVISION REQUIREMENTS

Definition of Supervision

Supervision shall mean a process: (1) by which the internship site's standards of performance are maintained through review and correction of service provided; (2) which assists in skill development; and (3) by which the internship site gives support and consultation to its staff.

Supervision includes, but is not limited to, the following areas: (1) education and training; (2) provision of feedback relevant to job performance; (3) evaluation; (4) monitoring performance to insure that administrative policies and procedures are met; (5) quality assurance and utilization review.

Supervision can be provided in a variety of ways, including individually, in triads, or in small groups. It may involve consultations, observation, audio- or videotaping, verbal instruction, role plays, demonstrations, readings, etc.

Minimally, the intern should meet with his or her site supervisor for no less than one (1) hour of individual, face-to-face supervision per 20 hours of service (direct and indirect combined). Additional hours of supervision may be on either an individual or group basis.

Audio/Visual Recordings and Supervisor Evaluations

Per CACREP Section 3, Standard B., “supervision of practicum and internship students includes program-appropriate **audio/video recordings** and/or **live supervision** of students’ interactions with clients.” Site supervisors shall utilize recordings and/or live supervision (including direct observation) as a form of evaluation of the student’s skills and dispositions. This may be accomplished by having the site supervisor sit in on a client session and/or observe through a two-way mirror. If recording by video, the camera can be focused on the intern, rather than the client. Recordings should not be removed from the agency/school setting. The student should take extreme measures to ensure client confidentiality. As a start, the student should review and obtain consent from the client to record using the “Permission to Record or Observe Counseling Sessions” form.

Contact with Site Supervisor

The faculty instructor will be in contact with the agency/school site supervisor at least one time each semester. Contacts might include a phone call, email, or in-person site visit. Multiple contacts are encouraged by the faculty instructor, and will be documented and placed in student’s internship record.

Departmental Support of Site Supervisors

The Site Supervisor and other on-site staff shall share in the responsibility for the cooperative design and implementation of the internship experience. University Faculty Supervisors shall consult with on-site supervisors regarding methods of supervision and shall provide in-service training in supervision at the request of the on-site staff. Site Supervisors are encouraged to stay in regular communication with the University Faculty Supervisor regarding the student intern. Issues, complaints, and questions should be directed to the University Faculty Supervisor or the Internship Coordinator.

**SECTION 7:
RIGHTS, ROLES & RESPONSIBILITIES**

SITE/SITE SUPERVISOR

The **Site Supervisor** is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The Site Supervisor is the key person at the agency or educational setting who facilitates and supervises all of the activities in which you will be participating. Site supervisors are expected to provide regular individual and group supervision each week of the internship, in addition to several evaluations of your growth and development as a counselor throughout each semester.

Additionally, the **Site Supervisor** will ensure the following:

- screen and select interns based upon their appropriateness for placement and their likelihood of success. The internship site shall not select interns on the basis of race, creed, color, religion, gender, sexual orientation, or national origin,
- orient the intern to the policies and procedures of the internship site,
- may request the termination of an internship agreement where the intern's performance is in violation of site policies or procedures,
- may request the termination of an internship agreement where the intern's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients.
- retains the right to manage the intern as they would any other staff member or employee,
- shall provide experience in the delivery of services appropriate to the educational and ability level of the intern in consultation with the faculty instructor,
- shall provide the department with verification of the intern's experience, supervision, and contact hours,
- shall provide the department with regular evaluations of the intern's performance including a formal mid-term and final evaluation,
- agrees to conform its supervision to the requirements set out in the laws and regulations governing the practice of counseling, and
- shall abide by the ethical standards and practices which are set forth by the American Counseling Association and any other relevant counseling professional organizations.

THE STUDENT INTERN

The student intern has regular admission in the Masters of Arts in Counseling degree program, and is enrolled in CED 691: Internship in Counseling for a 600-hour supervised clinical experience. The intern shall at all times conduct his or her behavior in accordance with the policies and procedures of the internship site and with the ethical standards of the American Counseling Association (ACA) and other applicable standards of conduct. Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable

laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement.

Additionally, the **Student Intern** will ensure the following:

- accept the supervision and authority of the site supervisor,
- shall agree to abide by the policies and procedures of the agency serving as the internship site,
- shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation,
- shall meet with his or her faculty supervisor on a regularly scheduled basis,
- if the internship is terminated by either the Department or the internship site, the student has a right to an explanation of the reasons for termination,
- retains the right to withdraw from the internship at any time pursuant to the policies and procedures of the Department of Counseling & Special Education,
- shall secure professional liability insurance in the amount of no less than \$1,000,000.00 each occurrence and \$3,000,000.00 aggregate, and
- In the event of the university's closure due to inclement weather, the intern shall contact the Internship Site to determine whether or not the Intern is required to report for duty.

FACULTY INSTRUCTOR

The faculty instructor an integral part of all aspects of the internship process. The instructor may facilitate informal meetings on behalf of the student or the internship site, assist in preparation of interns for interviews at sites, and help with application procedures and processes. The instructor must approve the final site placement and supervisor.

During your internship experience, you are required to meet for class time, which is group supervision. The University Faculty Instructor conducts group supervision and is the on-campus supervisor. CACREP requires that students meet in-group supervision for a minimum of one and one-half hours per week, scheduled regularly throughout the semester. The on-campus supervisor facilitates group supervision meetings and is responsible for monitoring and/or scheduling any site visits required during the term. During your experience as an intern, please be aware that attendance at all group supervision sessions is mandatory.

Additionally, the **University Faculty Instructor/Supervisor** will ensure the following:

- 1) assure that the intern has completed the prerequisite academic work before entering the internship,
- 2) shall monitor the progress of the intern and assist the internship site as necessary and appropriate
- 3) determine whether site supervisors meet the identified qualifications to supervise interns.
- 4) may request the termination of an internship site agreement if the site supervisor does not abide by the ethical standards and practices which are set forth by the American Counseling Association and any other relevant counseling professional organizations; applicable licensure laws related to supervision; and/or Counseling Program internship rules and regulations associated with supervisors,

- 5) reserves the right to assign readings, case presentations, journal entries, papers, etc., as part of the requirements of the internship,
- 6) shall have the responsibility to terminate any internship agreement where the intern's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients. Such action would only be taken after consultation with the intern and with representatives of the internship site,
- 7) reserves the right to amend, change, or otherwise modify its policies regarding internships from time to time as may be deemed necessary or appropriate, and
- 8) may assist a student in identifying an internship site, but it is the responsibility of the student to secure an internship site.

Gatekeeping

Central Michigan University accepts the responsibility of being the gatekeeper of those students graduating from our counseling program who would enter the counseling profession. We have an ethical responsibility to make sure all interns have the knowledge, ethics, practice skills, professional judgment, and emotional stability to provide competent services consistent with the level of practice they will be eligible to provide. We take our ethical responsibility very seriously to ensure, that our interns have the professional qualities that will do no harm to clients.

This responsibility requires that we have the right to deny admission into the profession if an intern does not make adequate progress in his/her professional development. Denial into the profession would happen through not allowing an intern to begin an internship, removing a student from the internship, giving an unsatisfactory grade for the internship course, and/or dismissing the intern from the program.

Interns that we recommend for graduation and entry into professional counseling are expected to have the professional knowledge, ethics, and practice skills that are consistent with and befitting of licensed counselors in the state of Michigan.

**SECTION 8:
INTERNSHIP PORTFOLIO REQUIREMENTS**

Final Portfolio Tips

There are certain procedures that must be done prior to submitting your portfolio. This sheet is a reminder of what must be done.

- If you have completed 300 hours and registered for 3 credits, you may submit your portfolio and final check off form for credit once the hours are completed.
 - If you registered for 6 credits, you may submit your portfolio and final check off form for credit when you have completed 600 hours.
1. Purchase a large 3-ring binder to organize and carry all class materials.
 2. Make copies of all forms.
 3. Place a tab in your portfolio that reads FINAL CHECK-OFF.
 4. Review the final check-off form for CED 691. Follow the form closely.
 5. Review how you have recorded your hours and organized the information that is to be submitted to the University Instructor.
 6. Prepare a cover for the portfolio that includes: Name, CRN, semester, date, and the Flying C.
 7. No plastic sleeves on paper work that the University Instructor reviews.
 8. If you are completing your hours and desire a grade, submit your portfolio.
 9. You can find all required forms on the CSE website:
(<https://www.cmich.edu/colleges/ehs/program/counsel/Pages/Practicum-and-Internship.aspx>)

PORTFOLIO TABLE OF CONTENTS

(provide tabs for each section)

Course Enrollment Information (make copies)

- Affiliation Agreement Approval Form
- Application for Internship
- Affiliation Agreement Request Form
- Site & Supervisor Qualification Form
- Internship Plan Form
- Site Supervisor Agreement
- Supervisor's Resume and Professional Liability Insurance verification

Internship Log Forms

- Weekly Internship Hour Logs
- Internship Summary Hour Log

Evaluation Forms

- Midterm Internship Evaluation (one for each site and semester enrolled)
- Final Internship Evaluation (one for each site and semester enrolled)
- Student Evaluation of Site and Field Supervisor (one for each site)

Final Check-Off Forms

- Final Check-Off Form (CED 691) (one for each site)

Portfolio Check Off Form

- CED 691 300 hours
- CED 691 600 hours

Class Assignments

Miscellaneous Information

- Research
- Handouts

SECTION 9:
INTERNSHIP FORMS

- 1.) Example Forms (fillable forms available on CSE website)
 - a. Internship Hour Logs – Agency (excel form available on CSE website)
 - b. Internship Hour Logs – School (excel form available on CSE website)
 - c. Mid-Term Evaluation
 - d. Final Evaluation
 - e. Student Intern Evaluation of Internship Site and Field Supervisor
- 2.) Miscellaneous Forms
 - a. Permission to Record or Observe Counseling Session
 - b. Site Communication Form
 - c. Site Description Form
 - d. Supervision Observation Form
 - e. Exit Interview
 - f. Final Check-Off Form

CED 691 – Internship
Mid-Term Evaluation

Dates this Evaluation Covers: _____ to _____

Setting: School Counseling _____ Agency Counseling _____

Student Name: _____

Student ID #: _____ **Student Global ID:** _____

Site Supervisor: _____

Supervisor Contact Phone: _____

University Instructor: _____

Site Name: _____

Address: _____

Semester & Year: _____ **CRN:** _____

Type of Counseling (Check all that apply):

- Individual Group Couples/Family Advising/Counseling
 Play/Child Intake/Assessment Counseling Center Career
 Substance Abuse Other _____

| Client Contact/ Direct | Administrative/ Indirect | Supervision | Total Hours |
|------------------------|--------------------------|-------------|-------------|
| | | | |

Note: Hours must agree with the hours reported on the intern’s log sheet.

Totals required in each category: Client Contact: 240, Administrative: 270, Supervision: 90, for a total of 600 hours.

The form has been designed to facilitate the evaluation of internship students. The form should be completed at least twice during the semester (midterm and final). The supervisor and student should discuss the evaluations during supervision. Following the final evaluation, a copy of the evaluation should be given to the student, a second copy should be kept by the supervisor, and the original copy should be placed in the student’s file for future reference. All internship students, in both on-campus and off-campus programs, should be evaluated using this form. During off-campus internship experiences, both the site supervisor and the University Instructor should complete evaluations of the student. Scores of 4-5 represent competency of achievement at the level of a new professional.

NAME: _____

Student Goals in the Internship Plan

List the initial goals as written on the INTERNSHIP PLAN submitted with the application materials and rate the student according to performance:

1= BELOW LEVEL

2= MEETS LEVEL

3= EXCEEDS LEVEL

0= NOT DONE

| Initial Goals | Rating | Comment on Each Goal (Required for each goal) |
|----------------------------------|---------------|--|
| Client Contact/Direct: | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| Supervision: | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| Administrative/ Indirect: | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

NAME: _____

Rate the student’s performance in each of the areas below, according to the following scale:

1= BELOW STANDARD 2= LIMITED EXPERTISE DEMONSTRATED 3= EXPECTED FOR PRACTICUM STUDENT
4= EXPECTED LEVEL FOR INTERNSHIP STUDENT 5= EXPECTED LEVEL FOR POST-GRADUATE

| CLIENT CONTACT/ DIRECT: | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. Creates and maintains a working relationship that promotes focused change | | | | | |
| 2. Gathers relevant information during sessions, prioritizes issues and interventions. | | | | | |
| 3. Is sensitive to cultural differences and relates well to diverse clients. | | | | | |
| 4. Conceptualizes client issues beyond the presenting problem. | | | | | |
| 5. Makes necessary preparations before seeing clients. | | | | | |
| 6. Demonstrates knowledge of and adheres to ethical standards of the profession. | | | | | |
| 7. Develops a theoretical treatment plan based upon client directed goals. | | | | | |
| 8. Provides informed consent and confidentiality information. | | | | | |
| 9. Accesses theoretical and intervention information and applies it. | | | | | |
| 10. Communicates effectively. | | | | | |
| 11. Demonstrates knowledge of client lifespan issues. | | | | | |
| 12. Demonstrates competency in building the therapeutic relationship. | | | | | |

Comments:

| <u>SUPERVISION:</u> | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. Recognizes the role of supervision. | | | | | |
| 2. Actively seeks supervision when necessary. | | | | | |
| 3. Accesses appropriate resources when needed. | | | | | |
| 4. Receptive to feedback and suggestions. | | | | | |
| 5. Successfully implements suggestions from supervisor. | | | | | |
| 6. Takes initiative to explore personal and professional strengths and developmental issues. | | | | | |
| 7. Conceptualizes and processes issues in supervision. | | | | | |
| 8. Shows leadership in the supervisory process. | | | | | |
| 9. Meets consistently with the supervisor. | | | | | |
| 10. Handles constructive criticism well. | | | | | |
| 11. Shows self-reflection and awareness of and insight into own behaviors. | | | | | |

Comments:

| <u>ADMINISTRATIVE/ INDIRECT:</u> | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. Uses time well and manages tasks independently, effectively, and efficiently. | | | | | |
| 2. Understands organizational structures, policies, and procedures of the site. | | | | | |
| 3. Proficient use of technology. | | | | | |
| 4. Deals effectively with authority. | | | | | |
| 5. Produces well thought out and timely case notes and treatment plans. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 6. Completes data entry, case notes, and paperwork according to site guidelines. | | | | | |
| 7. Demonstrates clear expression in writing and speaking skills. | | | | | |
| 8. Develops and sustains positive relationship with supervisor, peers, and staff. | | | | | |
| 9. Demonstrates problem solving skills as needed when performing administrative and other tasks. | | | | | |
| 10. Is aware of and sensitive to cultural differences between peers and staff. | | | | | |
| 11. Brings positive contributions to the site environment. | | | | | |

Comments:

| PROFESSIONALISM: | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 1. Maintains a professional relationship in the setting. | | | | | |
| 2. Understands organizational structures, policies, and procedures of the site. | | | | | |
| 3. Attire is appropriate for the setting. | | | | | |
| 4. Arrives on time and has a good attendance record. | | | | | |
| 5. Prepared, organized, and follows through. | | | | | |
| 6. Demonstrates and is aware of the value of self-care. | | | | | |

Comments:

1. Briefly identify areas in which this counselor's training program seems to be particularly strong.

2. Briefly identify areas in which this counselor's training program is limited/ needs strength.

Site Supervisor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

After discussing the evaluation with the student, please return form to the student in a sealed envelope. Thank you for supervising this CMU student.

University Instructor's Signature: _____ **Date:** _____

CED 691 – Internship
Final Evaluation

Dates this Evaluation Covers: _____ to _____

Setting: School Counseling _____ Agency Counseling _____

Student Name: _____

Student ID #: _____ **Student Global ID:** _____

Site Supervisor: _____

Supervisor Contact Phone: _____

University Instructor: _____

Site Name: _____

Address: _____

Semester & Year: _____ **CRN:** _____

Type of Counseling (Check all that apply):

- Individual Group Couples/Family Advising/Counseling
 Play/Child Intake/Assessment Counseling Center Career
 Substance Abuse Other _____

| Client Contact/ Direct | Administrative/ Indirect | Supervision | Total Hours |
|------------------------|--------------------------|-------------|-------------|
| | | | |

Note: Hours must agree with the hours reported on the intern’s log sheet.

Totals required in each category: Client Contact: 240, Administrative: 270, Supervision: 90, for a total of 600 hours.

The form has been designed to facilitate the evaluation of internship students. The form should be completed at least twice during the semester (midterm and final). The supervisor and student should discuss the evaluations during supervision. Following the final evaluation, a copy of the evaluation should be given to the student, a second copy should be kept by the supervisor, and the original copy should be placed in the student’s file for future reference. All internship students, in both on-campus and off-campus programs, should be evaluated using this form. During off-campus internship experiences, both the site supervisor and the University Instructor should complete evaluations of the student. Scores of 4-5 represent competency of achievement at the level of a new professional.

NAME: _____

Student Goals in the Internship Plan

List the initial goals as written on the INTERNSHIP PLAN submitted with the application materials and rate the student according to performance:

1= BELOW LEVEL

2= MEETS LEVEL

3= EXCEEDS LEVEL

0= NOT DONE

| Initial Goals | Rating | Comment on Each Goal (Required for each goal) |
|----------------------------------|---------------|--|
| Client Contact/Direct: | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| Supervision: | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| Administrative/ Indirect: | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

NAME: _____

Rate the student’s performance in each of the areas below, according to the following scale:

1= BELOW STANDARD 2= LIMITED EXPERTISE DEMONSTRATED 3= EXPECTED FOR PRACTICUM STUDENT
4= EXPECTED LEVEL FOR INTERNSHIP STUDENT 5= EXPECTED LEVEL FOR POST-GRADUATE

| CLIENT CONTACT/ DIRECT: | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 13. Creates and maintains a working relationship that promotes focused change | | | | | |
| 14. Gathers relevant information during sessions, prioritizes issues and interventions. | | | | | |
| 15. Is sensitive to cultural differences and relates well to diverse clients. | | | | | |
| 16. Conceptualizes client issues beyond the presenting problem. | | | | | |
| 17. Makes necessary preparations before seeing clients. | | | | | |
| 18. Demonstrates knowledge of and adheres to ethical standards of the profession. | | | | | |
| 19. Develops a theoretical treatment plan based upon client directed goals. | | | | | |
| 20. Provides informed consent and confidentiality information. | | | | | |
| 21. Accesses theoretical and intervention information and applies it. | | | | | |
| 22. Communicates effectively. | | | | | |
| 23. Demonstrates knowledge of client lifespan issues. | | | | | |
| 24. Demonstrates competency in building the therapeutic relationship. | | | | | |

Comments:

| <u>SUPERVISION:</u> | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 12. Recognizes the role of supervision. | | | | | |
| 13. Actively seeks supervision when necessary. | | | | | |
| 14. Accesses appropriate resources when needed. | | | | | |
| 15. Receptive to feedback and suggestions. | | | | | |
| 16. Successfully implements suggestions from supervisor. | | | | | |
| 17. Takes initiative to explore personal and professional strengths and developmental issues. | | | | | |
| 18. Conceptualizes and processes issues in supervision. | | | | | |
| 19. Shows leadership in the supervisory process. | | | | | |
| 20. Meets consistently with the supervisor. | | | | | |
| 21. Handles constructive criticism well. | | | | | |
| 22. Shows self-reflection and awareness of and insight into own behaviors. | | | | | |

Comments:

| <u>ADMINISTRATIVE/ INDIRECT:</u> | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 12. Uses time well and manages tasks independently, effectively, and efficiently. | | | | | |
| 13. Understands organizational structures, policies, and procedures of the site. | | | | | |
| 14. Proficient use of technology. | | | | | |
| 15. Deals effectively with authority. | | | | | |
| 16. Produces well thought out and timely case notes and treatment plans. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 17. Completes data entry, case notes, and paperwork according to site guidelines. | | | | | |
| 18. Demonstrates clear expression in writing and speaking skills. | | | | | |
| 19. Develops and sustains positive relationship with supervisor, peers, and staff. | | | | | |
| 20. Demonstrates problem solving skills as needed when performing administrative and other tasks. | | | | | |
| 21. Is aware of and sensitive to cultural differences between peers and staff. | | | | | |
| 22. Brings positive contributions to the site environment. | | | | | |

Comments:

| PROFESSIONALISM: | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 7. Maintains a professional relationship in the setting. | | | | | |
| 8. Understands organizational structures, policies, and procedures of the site. | | | | | |
| 9. Attire is appropriate for the setting. | | | | | |
| 10. Arrives on time and has a good attendance record. | | | | | |
| 11. Prepared, organized, and follows through. | | | | | |
| 12. Demonstrates and is aware of the value of self-care. | | | | | |

Comments:

1. Briefly identify areas in which this counselor's training program seems to be particularly strong.

2. Briefly identify areas in which this counselor's training program is limited/ needs strength.

Site Supervisor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

After discussing the evaluation with the student, please return form to the student in a sealed envelope. Thank you for supervising this CMU student.

University Instructor's Signature: _____ **Date:** _____

Student Intern Evaluation of Internship Site and Field Supervisor

To be completed by the student at the end of the internship experience for each site. Only one evaluation per site is required.

Student Name _____ Date _____

Site Name _____ Location _____

Supervisor Name _____ Semester/Year _____

This form is designed to give the student the opportunity to provide feedback about the supervision received during internship. This information will be useful in discussions with supervisors and will help the faculty instructor evaluate the learning opportunities at various internship sites. In addition, this information may be used for research purposes to help in the evaluation of the internship program at CMU and to help with expanding our understanding of supervision in general.

Each item that follows asks you to indicate (1) if you engaged in the activity or task, (2) your satisfaction with the activities, and (3) the frequency with which activities of supervision occurred.

Please rate frequency based on a scale of 0 to 5, with 0 meaning that something never happened, and 5 indicating that the activity happened each time there was an opportunity as described in the item.

Please rate satisfaction on a rating scale of 0 to 5, with 0 meaning that you were completely dissatisfied and 5 signifying that you were completely satisfied.

FIRST, if you think it will be useful to preface your responses with any introductory comments, please feel free to do so here. Additional space is available at the end of this form for general evaluative comments.

Thank you for giving thoughtful consideration to this evaluation.

Circle your response to each of the following areas:

Frequency: 0 meaning that something never happened, and 5 indicating that the activity happened each time there was an opportunity as described in the item.

Satisfaction: 0 meaning that you were completely dissatisfied and 5 signifying that you were completely satisfied.

| Schedule and Availability | Frequency | | | | | Satisfaction | | | | | | |
|--|-----------|---|---|---|---|--------------|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. Overall during the internship, the actual supervision contacts matched the agreed upon Internship Plan. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Apart from scheduled meetings, my supervisor was available if I requested additional contact. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

| Orientation | Frequency | | | | | Satisfaction | | | | | | |
|---|-----------|---|---|---|---|--------------|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. My supervisor discussed procedural matters, agency policies, etc. when I began the internship. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Apart from scheduled meetings, my supervisor was available if I requested additional contact. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. My supervisor discussed ethical and legal issues when I began the internship. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

| Activities at the Internship—Miscellaneous At the site there was the opportunity to: | Frequency | | | | | Satisfaction | | | | | | |
|--|-----------|---|---|---|---|--------------|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Interact with other staff members. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Observe treatment, assessment, or other direct services with clients. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Participate in or provide treatment, assessment, or other direct services with clients. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Attend meetings other than supervision or information conversations. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Write assessments, case notes, reports, etc. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

| Activities at the Internship—Skill Related Rate the activities you had the opportunity to experience at your internship. | Frequency | | | | | Satisfaction | | | | | | |
|---|-----------|---|---|---|---|--------------|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Individual counseling. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Group counseling. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Family or couples counseling. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Academic advising. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Working with a diverse population. | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Conducting intake interviews. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Conducting assessments of clients. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 18. Developing treatments plans. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. Writing progress notes. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 20. Participating in multidisciplinary or other staffing/treatment plan reviews. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 21. Writing aftercare plans. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 22. Writing discharge summaries. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 23. Writing correspondence and/or other reports regarding clients. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 24. Diagnosis using the DSM-5. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 25. Using technology, including computerized Clinical Record Systems. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 26. Using technology, including computerized Assessment programs. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 27. Other: | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 28. Other: | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 29. Overall, were you able to participate in the activities you had hoped to in the internship? | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

| Activities at the Internship—Skill Related SCHOOL SITE ONLY Rate the activities you had the opportunity to experience at your internship. Discussed and practiced the following comprehensive guidance program elements: | Frequency | | | | | Satisfaction | | | | | | |
|--|-----------|---|---|---|---|--------------|---|---|---|---|---|---|
| 30. <u>Guidance curriculum</u> such as classroom or school-wide activities. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 31. <u>Individual planning</u> such as appraisal, advisement, placement, and follow-up. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 32. <u>Responsive services</u> such as consultation, personal counseling, career, crisis, and referral. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 33. <u>System support</u> such as research and development, professional development, staff/community public relations, community outreach, and program management. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

What additional activities would have been useful to you during the internship?

Additional Comments:

| Activities of Supervision Rate the portion of supervision time that was spent in the following activities. | Frequency | | | | | Satisfaction | | | | | | |
|--|-----------|---|---|---|---|--------------|---|---|---|---|---|---|
| 34. Using case notes or material to review your interactions with clients. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 35. Observing your supervisor providing treatment, assessments, or other services to clients. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 36. Providing services yourself in the physical presence of your supervisor. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 37. Didactic instruction in specific topic or skills. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 38. Discussing institutional policies, politics, or other issues. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 39. Reviewing assessments or other reports you had written. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 40. Reviewing case notes or other records you had written. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 41. Reviewing assessments or other reports written by other professionals. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 42. Reviewing case notes or other record written by other professionals. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 43. Discussing your personal impressions, reactions, and adjustment to the internship. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 44. Discussing your relationship with your supervisor. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 45. Discussing client issues. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

| Interpersonal Issues and Feedback from Your Supervisor The items below refer to how you were given feedback by your supervisor and to the quality of your relationship to one another. Please comment on your supervisor's performance in each of the following areas: | Frequency | | | | | | Satisfaction | | | | | |
|--|-----------|---|---|---|---|---|--------------|---|---|---|---|---|
| 46. Recognizing areas in which your skills or knowledge are relatively strong. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 47. Recognizing areas in which your skills need improvement. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 48. Recognizing and complimenting you for accomplishments or things you have done well at your internship. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 49. Letting you know when your performance has not been acceptable or below the expectations of your supervisor and/or contract. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 50. Providing emotional support when appropriate. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 51. Dealing with differences or conflict between you. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 52. Dealing with identity and personal issues. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

In what ways do you think supervision could have been more beneficial to you?

Intern Signature: _____

Date: _____

Adapted from Baird, B. N. (1996). Internship, practicum, and field placement handbook. Upper Saddle River, NJ: Prentice Hall.

Permission to Record or Observe Counseling Session

Agency Name _____

Agency Address _____

As a student intern I am required to either audio or video tape counseling sessions. This taped session is used only for training purposes and is erased after the counseling intern and the supervisors have reviewed the tape. In all cases, I will adhere to rules of confidentiality and, unless written consent is given, your identity will be protected. Please review the following information.

Rules of Confidentiality:

Counselors are mandated by law to release certain information. Client information will not be released to any agency or individual(s) except in the following circumstances in which clients:

- Give written consent that their records can be released.
- Pose a clear and imminent danger to themselves and others.
- Was/is a victim or perpetrator of child abuse or neglect.
- Records are ordered by the court to be released to a specific judge.

Print full name of client: _____

I hereby grant permission to audio or video tape counseling sessions regarding the above referenced client to (print full name and address of person):

Purpose or need for disclosure: _____

Specific information to be disclosed: _____

This consent may be revoked by me at any time. This consent expires within 90 days of signature unless otherwise specified (indicate date) _____.

For clients 18 years of age or older:

Printed Name: _____

Signature: _____ Date: _____

If client is under 18 years of age, parent or guardian signature:

Client's Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Site Communication Form:

CED 690: *Practicum* and CED 691: *Internship*

The university faculty instructor of any clinical experience course, regardless of location, is required to communicate with site supervisors on a regular basis during the semester regarding the performance of the counselor-in-training (CIT). Communication with site supervisors will consist of phone conversations or emails, and at least one in-person site visit per semester. The assistance of the site supervisor and the student is appreciated in scheduling contact with the site. On behalf of the CMU faculty and staff, we would like to thank you for working with our students and sharing your valuable expertise.

SECTION 1: CONTACT INFORMATION (CIT Completes)

Name _____

Site Supervisor Name _____

Site Name _____

Site Address/City _____

Site supervisor's phone contact _____

Site supervisor's email _____

SECTION 2: AVAILABILITY (Site Supervisor Completes)

Check several days of the week and times you are typically available for communication and/or an in-person site visit at your location. The faculty instructor will be in touch to solidify a specific date for a site-visit. Site-visits typically last between 30-45 minutes.

Check day of the week:

Add times:

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

SECTION 3: DISCUSSION QUESTIONS WITH SITE SUPERVISOR & FACULTY

1. Are there questions or concerns about CMU practicum or internship process?
2. Are there questions or concerns about the CIT placed at your site?
3. The CIT is required to accrue hours in the following three (3) categories. Evaluate the CITs performance relative to:
 - a. Client Contact?
 - a. Has the CIT been involved with leading or co-leading a group? Is there a planned opportunity for this?
 - b. Supervision?
 - c. Administrative duties?
4. Has the CIT received live observation of a session at this site so far? If not or if live supervision is not possible, has the CIT received audio or visual observation of a session?
 - a. If neither has occurred, is there a scheduled date or time for this to happen in the near future?
5. The CIT is to demonstrate a level of professionalism consistent with expectations of the profession of counseling. Evaluate the professionalism of the CIT.
6. Constructive comments:
 - a. What does the CIT do well?
 - b. What needs to be improved?
 - c. Miscellaneous? Additional comments?

Type of Communication with Site Supervisor (check-one):

PHONE EMAIL IN-PERSON VISIT OTHER

Date of Completed Contact _____

Signature of Faculty Supervisor _____

SECTION 4: FEEDBACK MEETING WITH CIT

Intern Signature _____ **Date** _____

Supervisor's Signature _____ **Date** _____

Type of Communication with CIT (check-one):

PHONE EMAIL IN-PERSON VISIT OTHER

****CIT-** Please keep a hard copy of this signed form in your Internship Binder.

****FACULTY-** Please file (or send the hard copy to main campus) this form in the student's academic file located in EHS 321

Site Description Form

This form is a record of sites where students have completed the internship experience.
Complete when you turn in your portfolio.

Your Name _____ Date/Semester _____

Site Name _____

Address: _____

State _____ Zip _____ Phone () _____

Site Supervisor's Name _____

Site Supervisor's Email: _____

Site Description:

Would you recommend this site?

Comments:

Supervision Observation Form

PURPOSE: The purpose of this form is to verify that supervision of the student’s direct clinical work with clients has been observed by the site supervisor in some capacity during the semester.

DIRECTIONS: This form is to be completed by the site supervisor upon completion of the practicum and/or internship experiences. Student intern: Please include this form in your final evaluation packet.

I, _____, am the Practicum site supervisor for
_____ (student’s name).

As a part of my supervision duties, I observed the student directly counseling their client(s) at least one time per semester through: (please check all that apply)

Live supervision through a two-way mirror _____

Audio/Video supervision _____

Observe in session _____

Agency Name: _____

Agency Address: _____

City, State, Zip: _____

Phone: _____ Email: _____

Site Supervisor Signature _____

Student Signature _____

University Faculty Signature _____

Counseling Program Exit Interview

STUDENT NAME: _____

NAME OF PROGRAM GRADUATING FROM: (circle one):

Professional Dual Clinical Mental Health School Addiction

Semester Graduating: Semester _____ Year _____

Why did you chose our CMU Counseling Program? Referral Source?

PROGRAM FEEDBACK:

| QUESTIONS | Very Dissatisfied | Somewhat Dissatisfied | Neutral | Somewhat Satisfied | Very Satisfied |
|--|-------------------|-----------------------|---------|--------------------|----------------|
| What was your overall satisfaction with the Counseling Program at CMU? | | | | | |
| How satisfied were you with the faculty's expertise and knowledge while in program? | | | | | |
| How satisfied were you with our classrooms and other facilities? | | | | | |
| How satisfied were you with your experiences and interactions with our student workers and office professionals? | | | | | |
| How satisfied were you with the overall cost of the program, including tuition and fees? | | | | | |

FUTURE PLANS:

| QUESTIONS | YES | NO |
|---|-----|----|
| To date, have you secured a place of employment? | | |
| Is this place of employment within the counseling profession? | | |
| If you have secured a place of employment in the counseling profession, please provide your title and place of employment: Professional Title/Place: _____ | | |
| Do you plan to stay in the state of Michigan upon graduation? | | |

FUTURE COMMUNICATION:

We would like to stay in touch with you after graduation from our program. Please provide your **non-CMU related** contact information.

PHONE NUMBER: _____ EMAIL: _____

CLAMP

Final Check-Off Form

The final grade process involves submitting the Final Check-Off Form and the Portfolio. Prepare a cover for the portfolio that includes: Name, CRN, semester, date, and the Flying C.

1. **Submit portfolio and Final Check Off Form to the University Instructor.**
2. **Place this check-off form and the original materials in the front pocket of your notebook in the order indicated below.**
3. **The check-off form and the original materials will be collected and retained in the CED office. The portfolio is returned to the student.**
4. **Submit a separate packet for each site.**
5. **It is suggested that you make copies of all submitted materials for yourself.**

- Site Description Form
- Affiliation Agreement Approval Form
- Midterm evaluation of the student by supervisor
- Final evaluation of the student by supervisor
- Site and supervisors evaluation completed by the student
- Supervision Observation Form
- Internship Hour Logs
- Exit Interview Form

Name: _____ Student ID: _____

Site: _____

Site Supervisor: _____ Site Phone Number: _____

CRN: _____ Credits: _____ Semester Registered: _____

Student Phone Number: _____ Student Global ID: _____

University Instructor: _____

Date Submitted: _____ Date Approved: _____