



The University of Vermont

***Master of Science in Counseling Program***

**Internship Handbook**

**2021-2022 ACADEMIC YEAR**

**For UVM Internship Students,  
UVM Supervising Faculty & Site Supervisors**

**Counseling Program Core Faculty**

Jane Okech, Ph.D.	<i>Professor; Associate Dean, College of Education &amp; Social Services</i>
Lance Smith, Ph.D.	<i>Associate Professor, Program Co-Coordinator, School Counseling Program Coordinator</i>
Julie Welkowitz, Ph.D.	<i>Senior Lecturer, Counseling Program Co-Coordinator; Practicum &amp; Internship Coordinator; Clinical Mental Health Counseling Program Coordinator</i>

**The Counseling Program**

Mann Hall, 208 Colchester Avenue

Burlington, VT 05405-1757

Tel. 802-656-3888 - Fax. 802-656-3173

[cslgprog@uvm.edu](mailto:cslgprog@uvm.edu)

[Department of Leadership and Developmental Sciences](#)

Updated September 7, 2021

# **The Counseling Program Internship Handbook**

Section I – Internship Requirements.....	3
• Prerequisites.....	3
• Internship Requirements .....	4
• Internship Employment Policy.....	7
Section II - Procedures for Internship Placement.....	7
Section III - Information for Internship Site Supervisors.....	10
Appendices: Requirements for the Completion of Internship (EDCO 389)	
• Checklist of Forms.....	15
• Instructions for Internship Forms .....	16
• Forms:	
▪ Internship Application (Form 1) .....	18
▪ Internship Placement Contract (Form 2).....	19
▪ Clinical Experience Intern Behavior Contract.....	20
▪ Supervision Contract.....	21
▪ Clinical Mental Health Internship Competency Checklist (Form 3 [CMH/D students only]) .....	24
▪ School Counseling Internship Competency Checklist (Form 3 [SC/D students only]).....	29
▪ Student Evaluation of Internship Site (Form 4).....	35
▪ Student Evaluation of Site-Supervisor (Form 5).....	36
▪ Site-supervisor’s Evaluation of the UVM Counseling Program (Form 6).....	37
▪ Accountability Form.....	38
▪ Hour Logs.....	40

Manual and Forms are available online at [Counseling Program - Handbooks and Forms](#)

## SECTION I: INTERNSHIP REQUIREMENTS

The internship experience provides opportunities for graduate students to develop and practice clinical counseling skills within the context of a supervised field site. Through these experiences, students integrate knowledge and counseling skills in their work with clients or students in clinical mental health or school settings under careful direction and supervision provided by faculty and site-supervisors.

All Counseling Program internship sites are set up by the Internship Coordinator and must meet specific experiential and supervision requirements established by licensing and accrediting bodies. Interns apply to sites of interest with the guidance of their Counseling Program advisor. Internship sites however, make the determination as to whether a student is an appropriate match for their site. The process used by students for securing an internship placement is outlined in Section II.

All students on internship must also be enrolled in a concurrent internship seminar (EDCO 389 Counseling Internship). Advisor approval is required for enrollment in the internship seminar and for engaging in an internship.

Students must submit the [Internship Application \(Form #1\)](#) to Counseling Program staff by **January 1<sup>st</sup>** for placements occurring in the following academic year. Additionally, all graduate students must submit a **signed [Internship Placement Contract \(Form #2\)](#) with an internship site (due May 1<sup>st</sup>)**, and a resume from the site-supervisor demonstrating that the supervisor has met the educational and professional licensure requirements, prior to the beginning of the internship. Prior to the start of internship, students must submit documentation of current professional liability insurance. All of these requirements are described in more detail below.

### Prerequisite Requirements

Graduate students are asked to work carefully with their advisor to plan a course of study so that all requirements are filled before applying for internship. Internship typically begins after the student has completed at least 24 credits in course work, and students must complete course requirements listed below *prior* to beginning their internship experiences. Any exceptions to the prerequisite class sequence must follow the [Petition to Modify Program Form](#) process (the petition must be submitted and approved at least one full semester in advance of enrollment in the internship course and experience).

#### Internship prerequisite courses:

- EDCO 320 - Developmental Perspectives in Counseling
- EDCO 350 - Professional Issues in Counseling
- EDCO 374 - Counseling Theory & Practice
- EDCO 375 - Laboratory Experience in Counseling
- EDCO 392 - Group Counseling Experience
- EDCO 363 - Counseling Practicum
- EDCO 377 - Diversity and Intersectionality
- EDCO 340 - Developmental Guidance in Schools (School Counseling Program)
- EDCO 361 - The Practice of Mental Health Counseling (Clinical Mental Health Counseling Program)

**We strongly recommend that these additional courses be taken prior or concurrent with internship placement (some internship sites require these courses in order for you to be placed with them):**

- EDCO 344 - Modalities: Counseling Children & Adolescents (concurrent enrollment w/Internship)
- EDCO 376 - Addictions Counseling
- EDCO 345 - Diagnosis in Counseling (Clinical Mental Health Counseling Program)
- EDCO 341 - Diagnosis in School Counseling (School Counseling Program)

## **Internship Requirements**

### ***Internship Seminar***

The internship requires enrollment in *EDCO 389 Counseling Internship* – a 3-credit hour seminar course that meets weekly during the semester. Full time students on both the clinical mental health program and the school counseling program must participate in the seminar for a minimum of 2 semesters (a total of 6 credits). Full time students taking the dual option must participate in the seminar for a minimum of 4 semester, two for the school counseling program and 2 for the clinical mental health counseling program. Students doing the internship on a part-time basis need to be in communication with their academic advisor to determine internship credits per semester. The seminar requires that students engage in clinical presentations of clients and students that they are working with on-site. Typically, clinical presentations require the sharing of video recorded demonstrations of their work with clients/students. All information shared in the small seminar group remains confidential. Client videos are to be stored in a secure manner and deleted at the end of the semester.

### ***Required Internships Hours & Responsibilities***

For students on both the clinical mental health and school counseling programs, the internship requires successful completion of a total of 600 hours of field experience over a minimum of two semesters. Dual Option students must complete both the school counseling and the clinical mental health internships for a total of 1200 hours over 4 semesters. **It is important to note that field experience hour requirements alone are not sufficient for satisfactory completion of the internship requirements. Mastery of foundational and modality specific counseling skills and interventions, along with satisfactory demonstration of professional behavior consistent with what is expected by professional counselors in the clinical mental health or school setting is also required for completion of the internship.** These additional requirements are evaluated and documented by site and faculty supervisors every semester that the student is enrolled in the internship.

- ▶ Of the 600 field experience hours required for the clinical mental health and school counseling internship, at least 240 hours must be in **DIRECT SERVICE** (see definition in the section below). Students on the dual option program will need to complete 480 direct service hours (240 hours in a school and 240 hours in a clinical mental health setting).
- ▶ During the Fall and Spring semesters, students should plan on a caseload of approximately 10-12 clients (or equivalent clinical hours) per week. It is important to account for orientation/training at the start of the internship, in addition to no-shows and holidays.
- ▶ Interns on the school counseling program should arrange to complete their internship at two different levels: elementary and secondary (middle/upper middle or high school) as per Vermont Agency of Education requirements for having experiences at the primary and secondary levels.
- ▶ The exact nature of the work that is conducted in the internship varies according to intern interests and needs as well as school and agency practices, policies, and procedures –all within the policies and practice of the Counseling program in accordance with accreditation standards.

### **Direct Service Hours**

According to the CACREP accrediting body, **DIRECT SERVICE** is defined as, “*counseling, consultation or related professional skills with actual clients (individuals, couples, families, groups) for the purpose of fostering social, cognitive, behavioral, or affective change. These activities must involve interaction with others and may include: 1) assessment, 2) counseling, 3) psychoeducational activities, 4) consultation. The following would not be considered direct service: 1) observing others providing counseling or related services, 2) record keeping, 3) administrative duties, 4) clinical and/or administrative supervision.*”

**More specifically, the following activities are included in this definition of direct service:**

- 1) Counseling sessions/consultation/assessment/psychoeducational activities that directly include the client(s) and/or family member(s) of the client
- 2) Video conferencing or phone calls with the client or family member(s) that involve a discussion of treatment issues
- 3) Student based school meetings (i.e., IEP, 504) and other treatment team meetings are only counted if the client/student or family member is present
- 4) As per program policy, a counseling session must be at least 15 minutes to be counted towards direct service
- 5) Outreach activities can be considered “counseling”, provided that they meet the above CACREP definition and are related to the treatment goals

**The following activities are not counted as direct service:**

- 1) Consultation with a professional regarding a client, without the client being present (either in-person, by phone, or through video conferencing).
- 2) Written communication to a client/student, a family member, or a professional regarding clinical issues related to a client
- 3) School based meetings, treatment team meetings, case coordination meetings where the client or family member(s) are not present (either in person, by phone or through video conferencing)
- 4) Attending a workshop or training (as opposed to facilitating one)
- 5) Preparation for clients or groups
- 6) Supervision (neither individual nor group)

## **Group Hours**

A portion of these direct service hours must be completed in a group format: a minimum of 20 hours of group work is required for students on the clinical mental health counseling program and 20 hours for students on the school counseling program (students taking the Dual Option would need to meet the group requirements for BOTH the clinical mental health and school counseling program). These group hours should be reported as a sub-category of direct service hours. For students on the School Counseling program, while the requirement is for 20 hours of group work, we recommend the ASGW suggestions for group work training which are 30 hours of experience conducting psychoeducational and/or task groups and at least 45 hours of experience conducting counseling and/or psychotherapy groups on site.

In general, group work can include:

- 1) process groups
- 2) psychoeducational or skills groups,
- 3) classroom guidance lessons

Direct service hours for group work does not include preparation/lesson/group planning. Facilitation of groups for the Advanced Group course also does not count towards this requirement. Co-facilitation of a group at the internship site can count towards counseling, provided that the intern is facilitating at least 50% of the group time. **If the internship site predominantly involves group counseling activities, the intern must still carry an individual caseload of at least 3 ongoing clients.**

## **Indirect Service Hours**

The remaining hours of the internship experience are known as indirect service hours. Indirect service hours include time spent in other on-site required activities such as paperwork, scheduling, supervision and relevant meetings and trainings (including EDCO 389 seminar hours), observation of other professionals

engaged in clinical work, planning and preparing for individual or group sessions, workshops and training experiences (within reason - documentation may be requested).

It is generally assumed that interns will acquire approximately 300-350 field work hours during each semester of internship in order to finish the Counseling Program in a timely way. This is typically completed by working at a site approximately 2 ½ to 3 days per week. Students will typically spend an average of 20-24 hours per week at their site when registered for 3 credits of internship. Most interns continue work at their internship site under the supervision of their site supervisor between the fall and spring UVM academic semesters-this is an arrangement they make with their site supervisor and is dependent on the availability of regular on-site supervision during this time (as well as faculty availability and approval).

### ***Counseling Format***

During this time of a pandemic, the Counseling Program supports the use of telehealth and phone sessions, to the extent that they are consistent with the policies of the internship site where the intern is practicing. It is the expectation of the UVM Counseling Program that students receive site specific training on telehealth practices (both the technical aspects and the ethical considerations) and abide by the state regulations guiding the use of telehealth. For sites requiring in-person counseling where accommodations for students with health risk factors are not possible, students may need to seek an alternative placement.

### ***Implications for Not Completing Required Hours***

Interns who have performed satisfactorily in the field setting and in seminar, but who have not acquired the 300-350 hours by the end of a semester may receive an “S” grade for that semester (if the work is satisfactory) and continue to acquire required hours during a subsequent semester of internship. At the discretion of the seminar instructor, as well as the site supervisor, and depending on the capacity/needs of the site, it may be possible for students to work at their sites between semesters to gain additional hours. However, students still need to receive weekly supervision on-site and must have access to a faculty instructor if needed. Hours that are acquired between semesters are to be counted towards the following semester.

Interns who have not acquired 600 hours by the end of two semesters will need to enroll in an additional seminar class (i.e., sign up for additional internship credit hours) until the necessary hours are acquired. Whether students can complete a 3<sup>rd</sup> semester of internship during the summer is contingent on both site and course availability. As such, it is possible that a student who does not complete their internship during the Fall and Spring of one academic year may need to wait until the following Fall to enroll again in Internship. Taking a 3<sup>rd</sup> semester of internship for 3 credits could be counted towards the 5 required elective credits for the clinical mental health counseling program.

Interns who have not been able to complete internship requirements to a satisfactory level within the semester (here we are referring to the *competency* rather the *hour* requirements) will receive a “U” grade at the end of the semester and be asked to enroll in EDCO 389 for an additional semester. To reiterate: unsuccessful completion of the internship requirements in a given semester –whether due to hour or competency requirements- will likely result in having to enroll in additional semesters of internship. Please note that a lab fee (to cover the site-supervisor stipend) will be assessed for interns who require additional semesters (beyond two semesters) of EDCO 389 to complete their requirements. Incompletes will be given only in extenuating circumstances.

Students who have completed their internship hours requirements at the end of 2 semesters but *desire* a 3<sup>rd</sup> semester of internship (and the site desires that they stay for a 3<sup>rd</sup> semester) may be allowed to enroll in an additional semester of internship, contingent on the availability of course enrollment openings. Students who are doing a 3<sup>rd</sup> semester of internship must still maintain a clinical caseload of 3-4 clients (or comparable direct service clinical experiences) per week and must attend all seminar classes if they are taking internship for 3 credits. As indicated above, students taking a third semester of internship will be responsible for covering the lab fee.

## ***Dual Option Requirements (Clinical Mental Health and School Counseling Programs)***

Interns enrolled in the Dual Option are required to complete the internship requirements for both the School and the Clinical Mental Health counseling programs. That is, Dual Option internship requirements are 600 field work hours in a clinical mental health setting (240 of these must be direct service hours) and 600 field work hours in two school settings (240 of these 600 hours must be direct service hours). The College of Education and Social Services sponsors one endorsement area; a lab fee will be assessed to cover the site-supervisor stipend for internship experiences beyond 2 semesters (6 credits).

### **Internship Employment Policy**

It is sometimes the case that an intern will be employed or in some way receive financial compensation for their work at the internship site. If the intern is employed at the site, it is important to note these UVM Counseling Program recommendations and policies:

1. The internship experience is intended to provide a NEW learning opportunity for student interns. Students will not be allowed to use an existing job position as an internship placement. An internship must constitute a new role/position for the intern.
2. If the agency wishes to financially compensate the intern for their work on site as an intern, they are free to do so. In cases where an agency pays the intern for their internship work, contract negotiations and conditions for this payment are between the intern and the agency and they are not monitored or evaluated by the UVM Counseling Program.
3. Students who are employed by their internship school or agency –whether that employment is related to their internship work or to another position in the agency- should be aware that UVM expectations in regard to internship requirements, policies, and grading, are separate from employment contracts. However, it is possible that employment at the agency could be affected by situations that have occurred during the internship experience. So, for example, unsatisfactory performance as an intern may lead to a non-passing grade and a requirement for the student to enroll in an additional internship section (in that site or somewhere else). It is up to the employer to determine if this would also affect employment status.

Students are discouraged to serve as an intern in an agency or school where they have previously or currently work. This is because one purpose of the internship experience is to expose students to NEW experiences and to new agencies/schools. Students who feel strongly about interning at a place of current or previous employment must seek full faculty permission through a [\*Petition to Modify Program Form\*](#) process. In order for an exception to be made, the intern would need to be working with a completely different population than their work, have a different supervisor than their work supervisor, and it would need to be understood that this is a learning experience. Typically, such exceptions are reserved for agencies and schools that are large and with fairly autonomously functioning divisions or departments.

### **SECTION II: PROCEDURES FOR INTERNSHIP PLACEMENT**

Students are expected to follow the steps below for internship placement:

1. During the semester prior to beginning the internship, students must meet with their advisor and attend the internship informational meeting provided by the Counseling Program. Attendance at this meeting is mandatory– and must occur prior to initiating any internship other actions.
2. Students must submit an [\*Internship Application \(Form #1\)\*](#) to Program staff by the deadlines/according to the policies listed below:
  - The application must be turned in to the Counseling Program administrative staff by **January 1st** for internship placements beginning the following academic year. Students who do not submit this form by the deadline risk being closed out of internship.

- It is okay to submit this application even if you have not yet secured an internship placement.
3. After consulting with their advisor, attending the informational meeting, and submitting an internship application to the UVM Counseling Program, students may continue their placement process by researching potential internship sites (Clinical Mental Health and School Counseling sites) on the Counseling Program website. It is important that students consult with their advisor to learn more about the sites and to determine which sites are most appropriate for each individual student. Advisor recommendations take into account student skills, needs, experiences, and preferences, and site availability. **The [internship listings](#) found on the Counseling Program's website** are the established placement options available for UVM Counseling students—they meet the experiential and supervision requirements set forth by our Program and its accrediting bodies. Students can also gather more information about these sites by talking with other students in the Counseling Program, particularly students who are already working in those sites, and reviewing school and agency websites. A panel of student alumni will also discuss their experiences at different internship sites at the Internship Orientation meeting. Together, students and advisors will draft a list of potential sites. Students should seek guidance from their advisor prior to contacting sites and students must limit their search to sites that have been fully vetted by Program Coordinators.
  4. Once permission is granted, students can begin to make contact with potential sites according to these guidelines:
    - An initial date for when students may begin making contact with sites will be announced during the internship informational meeting. It is important to follow this guideline as the UVM Counseling Program works closely with sites to determine an application timeframe that makes sense for school/agency and student needs. Contacts typically initiate in mid- December for clinical mental health placements and mid-January for school placement (for both Fall and Spring of the following academic year). However, some sites require an earlier application deadline.
    - Contacts typically are made by e-mail, phone, or through a specific application form or process. The information on the counseling program internship site webpage should indicate which manner of contact is preferred at each site—keep in mind that each site is different. Students should plan to contact a number of potential sites as placement is competitive for most available internship sites. All initial contacts with agencies/schools should include a cover letter and an updated resume. However, some sites have their own application process.
    - Students should be prepared to set up interviews (upon site requests) and/or complete any site-specific internship application forms. During interviews, students should be prepared to outline their interests, experiences, strengths, needs, and priorities for their internship experience. The interview is also a good time to remind the site-supervisor of specific program requirements for internship (e.g., site- supervision, direct and indirect hours, and group work). Students are encouraged to bring the Internship Handbook with them to the interview.
  5. Students should keep their advisor informed of their progress in securing a site. Advisors typically need to approve the internship site decisions before any commitments are made/contracts are signed.
  6. Once a student has received an internship offer and after it has been approved by the advisor, these steps are necessary for placement confirmation:
    - The student is responsible for having all of the appropriate signatures on the [\*\*\*Internship Placement Contract \(Form #2\)\*\*\*](#).
    - The [\*\*\*Internship Placement Contract\*\*\*](#) should be submitted to the Counseling Program administrative staff after all of the appropriate signatures are obtained. The contract in the Counseling Program office must have original signatures. **This contract needs to be submitted to the Counseling Program administrative staff by May 1<sup>st</sup>.**
    - **It is important to note that this contract confirms the placement; it should not be initiated/signed**



**unless the student is sure of the placement decision.** Counseling Program faculty expect students to honor signed contracts –this means that the student will officially be an intern at a particular site.

- The student is responsible for assuring the submission of a copy of the site-supervisor's resume, including licensure details, to the Counseling Program administrative staff.
- The student should inform the site supervisor that they will receive notification of the site-supervisor orientation which will occur in the summer or fall. Students are responsible for assuring that their site supervisors have the most up-to-date forms/Handbook each semester.

7. Submission of the Internship Placement Contract leads to the College of Education and Social Services (CESS) sending out a ***UVM Affiliation Agreement*** to be signed by the internship site administrator. **Students should not begin their internship placements until this Affiliation Agreement has been signed and returned to the CESS Dean's office.** Some sites also require their own agency affiliation agreement to be signed as well by UVM prior to the intern starting work at their site.
8. Counseling faculty may decide to assign students to an internship seminar section. When this happens, seminar assignments are based on a number of factors; registration is limited to the students that are assigned to each particular section. Students will receive instructions from the Counseling Program staff regarding seminar registration procedures. Students will be informed well in advance of the following semester whether internship registration is open or assigned. All students must have liability insurance prior to beginning their internship experience. Students are encouraged to apply to the [American School Counseling Association](#) or the [American Counseling Association](#) for student Professional Liability Insurance. Applications are available on the websites of these professional organizations. Remember:
  - Students must submit proof of liability insurance coverage to Counseling Program administrative staff and to their internship instructor prior to initiating any work at the site.
  - Students are responsible for submitting insurance renewals to Program staff each year.
  - Internship seminar faculty instructors will ask to see documentation of current insurance each semester that the student is taking internship.
  - **Students who have not submitted proof of their current insurance policy will not be permitted to be at their site.**
9. An internship orientation for site supervisors will be held prior to the beginning of the fall semester. Students may be also be asked to attend the Internship Orientation, along with their site supervisors. If the internship site will change for the spring or summer semesters, the student should be sure that the supervisors for both/all internships attend the fall orientation.
10. Students must complete the [Intern Behavior Contract](#) during the first week of the internship. This contract should be submitted to the faculty supervisor or Counseling Program staff by the end of the first week of placement. In subsequent semesters, new contracts are required if a new placement is made. A new contract at the start of a new semester may also be requested at faculty discretion.
11. Students should be sure that their site supervisor has completed a [Supervisor Contract](#) during the first week of the internship. This contract should be submitted to the faculty supervisor or Counseling Program staff by the end of the first week of placement. In subsequent semesters, **new contracts are required if a new site-supervisor or a new faculty supervisor will be working with the intern.**
12. During the 2021-22 academic year, interns must abide by the COVID policies of their site. In addition, UVM requires masks for all indoor activities.

## **SECTION III: INFORMATION FOR SITE SUPERVISORS**

### **The Role of the Site-Supervisor**

The site-supervisor plays a key role in the intern's education – he or she is knowledgeable in the fields of counseling and human growth and development; is clear about the role of the counselor in his/her specific setting; is skillful in providing direct counseling services to his/her clients; is able to relate theory to practice; and understands the philosophy and goals of the UVM counseling program as well as the larger profession of counseling. Also, the site-supervisor serves as a professional role model and is often the intern's first contact with the world of service delivery and employment. In short, the site-supervisor is someone who is uniquely capable of fostering the intern's personal and professional development.

### **Philosophy and Objectives of the UVM Counseling Program**

#### **Philosophy**

The Counseling Program faculty believes that all humans have the potential for growth and change that promotes physical, emotional, spiritual, and relational well-being. As professional counselors, we have the ability and responsibility to assist individuals in taking responsibility for the positive, life-enhancing growth that nurtures self-esteem and effective functioning throughout the life span. We believe that all humans have strengths, and that the work of counselors is to build on these strengths to facilitate desired growth and change. Finally, we also believe that it is imperative that all humans live their lives responsibly in a way that enhances the quality of life for others, and improves the environments in which they live. This is an expectation we have for ourselves, for our students, and for other professional counselors.

We are committed to training critically conscious professional counselors who are able to recognize even the subtle ways in which access and opportunity are distributed unfairly across race, class, gender identity, sexual orientation, (dis)ability, language, and other factors and possess the skills to interrupt and redress societal inequities. We are also committed to training professional counselors who will continuously engage in both personal and professional growth, and respond to the needs of all people regardless of race, gender, age, religion, sexual orientation, social class, and physical or mental ability. We are a generalist training program, so we try to provide our students with a broad understanding of different theoretical orientations towards counseling and practice settings.

#### **Objectives**

The UVM Counseling Program has adopted the objectives and training standards outlined by Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Vermont Agency of Education School Counseling endorsement areas, and the licensure standards outlined by the Board of Allied Mental Health Practitioners for Clinical Mental Health Counselor license in Vermont.

Students in the UVM Counseling Program are expected to become familiar with the [2016 CACREP Accreditation Standards](#), as well as [Vermont AOE School Counselor Endorsement Areas](#) and [Vermont Clinical Mental Health Counselor licensure standards and requirements](#).

### **Counseling Program Internship Requirements**

Counseling Program students are required to complete a number of courses prior to initiating the Internship experience. These courses are designed to offer a foundation in theories in human development, group work, as well as an introduction to counseling practice in clinical mental health and/or school settings. Additionally, students receive a thorough orientation to the profession's ethical guidelines as well as instruction and practice of basic and advanced counseling skills. Satisfactory completion of all of these experiences is required prior to initiating the internship.

In accordance with Council on Accreditation of Counseling and Related Educational Programs (CACREP) standards, interns are required to complete a proportion of their internship service hours in direct counseling work

with clients. Clinical mental health and school counseling interns must accumulate a total of at least 240 direct service hours during the internship experiences over two semesters. For students on the school counseling program, these are completed in two different settings (primary and secondary). In order to stay on track, interns should strive to complete approximately 120 direct hours per semester (approximately 10-12 clinical hours per week). **All interns must be provided with at least one hour of individual supervision with their site-supervisor each week.** This direct service must include a combination of individual and group counseling opportunities. Students on the clinical mental health and school counseling programs are required to facilitate a minimum of 20 hours of group counseling. For sites that predominantly offer group counseling, interns are still required to carry a caseload of at least 3 ongoing individual clients. Direct service must involve work with actual clients (and/or their families) through: 1) counseling, 2) assessment, 3) consultation, or 4) psychoeducational activities. It does not include supervision, treatment team, case coordination or school-based meetings that do not include the client and/or family. Please refer to Section I (Internship Requirements) for a more detailed description of what constitutes direct vs. indirect hours.

School counseling interns are expected to have an opportunity to observe and perform the work of school counselors as described in the CACREP 2016 Standards and the Vermont AOE Endorsement Areas, all of which are assessed in the [School Counseling Internship Competency Checklist](#). Clinical Mental Health interns are expected to experience learning opportunities as outlined in the CACREP 2016 Standards and the Vermont Clinical Mental Health Counselor licensure requirements. The CACREP standards met in this course are assessed in the [Clinical Mental Health Internship Competency Checklist](#). We also expect that interns will be open to learning from the many opportunities available on site and provided by their site supervisor (even if they aren't specifically listed on the competency checklists).

During the 2021-22 academic year, given pandemic related obstacles, interns are permitted to provide counseling through videoconferencing and phone sessions when it is permitted by the site and in accordance with school/agency, state and federal guidelines. It is the expectation that sites provide the necessary training (provision of both technical and ethical information) when interns are engaged in the provision of telehealth.

Students are required to video record a subset of their clinical sessions (with client consent). As part of their internship seminar, interns will be required to engage in clinical presentations, using the video-recording. These video recordings will be stored in a secure manner and are erased at the completion of each semester.

According to our accrediting agency (CACREP), the site supervision for a clinical mental health internship must be conducted by a master's level (or higher) licensed mental health professional, such as a clinical mental health counselor, psychologist, social worker, psychiatrist, marriage and family counselor, with at least two years of experience post licensure. For school counseling internships, the site-supervisor must be a certified school counselor with at least two years of school counseling experience post certification.

### **Placement Arrangements**

While the Internship Coordinator initially establishes potential internship sites with school and agency counselors or program directors, students are responsible for meeting with their advisor to discuss internship possibilities and then for making the initial contact with the school or agency. When students are offered and accept an internship, they are responsible for completing the [Internship Placement Contract \(Form #2\)](#). This form should be signed by the student, the site-supervisor, the school principal or agency administrator, and then returned to the UVM Counseling Program staff who will ensure that it is signed by the student's advisor. In cases where the site supervisor is also the school principal or agency administrator, then they will need to sign both places. A signed copy of the [Internship Placement Contract](#) should be submitted to the UVM Counseling Program by **May 1<sup>st</sup>** prior to the start of an internship. At the time of signing the *Internship Placement Contract*, it is a good idea for the student and supervisor to review details regarding the logistics of the placement including start dates, work schedules, vacation time, and office space (students must have a private space to conduct counseling sessions), as well as any additional agency forms or requirements needed. **Fall internship placements may begin one week**

**prior to the start of the UVM academic semester and interns should not initiate direct counseling services until the UVM semester begins** (unless special arrangements are made in advance and in coordination with the Internship Coordinator). At the first meeting with the intern and site supervisor, the student should discuss his/her/their strengths and levels of expertise as well as identify any specific learning needs the student may have. The site-supervisor will also want to discuss the needs of the school or agency, the range of opportunities available for the student, and outline any agency/school policies and procedures regarding internship placement. The supervisor should also arrange for the student to meet with the school principal or agency personnel also, if that has not yet happened.

After the placement has been offered/accepted and the [\*Internship Placement Contract\*](#) has been signed, Counseling Program staff forwards the placement information to the office of the Dean of the College of Education and Social Services (CESS). The Dean's office then contacts the school principal, superintendent, or agency director with a ***Affiliation Agreement***, outlining the conditions of the placement and supervisor compensation. This communication typically occurs between the Dean's office and school/agency administration. Some agencies require their own agency/school contractual paperwork to be signed by UVM (in addition to UVM's affiliation agreement). If your program requires an agency or school specific Affiliation Agreement (or other contractual paperwork) prior to the start of internship, it should also be submitted to the UVM Counseling Program by May 1<sup>st</sup>.

When the placement begins, the supervisor and intern should set a regular time for individual supervision meetings. **Interns are required by our accrediting body (CACREP) to have a minimum of one hour a week of individual supervision at the placement site.** Interns are expected to participate in the full range of counseling services and to provide direct counseling services to school/agency clientele for a minimum of 120 hours during each 300 hours of internship. The amount of time that interns spend in preliminary observation will depend on individual readiness to begin providing direct service. While we know that interns will have opportunities to observe and participate in a spectrum of services provided at the school/agency, even if they are not explicitly noted on the competency checklists, we expect that the site-supervisor will identify an appropriate caseload for the intern early on. We recommend that our interns begin with a caseload of approximately 6-8 clients or clinical direct service hours (including group facilitation), eventually moving towards a working caseload of between 10-12 individual clients (or clinical direct service hours) in order to complete the direct service requirements for internship. **Even if a site uses group counseling as the primary modality, interns must work with at least 3 ongoing individual clients.** The intern will need to obtain consent for video-recording from at least some of the clients on his/her caseload as the intern will be required to show video-recordings of his/her work in the internship seminar class throughout the semester. The UVM Counseling Program has received permission from the Office of Professional Regulation for graduate counseling interns to video record tele-counseling sessions as well as in-person session. As mentioned, the site-supervisor should also clarify school or agency policies for the intern early on in the internship, especially those related to consent, mandatory reporting practices of suspected child abuse/neglect cases, school/agency standards of practice for all duty to warn issues, and school or agency policies and practices with regard to record-keeping. All of these practices should be monitored carefully by the site-supervisor, particularly early on in the semester.

### Guidelines for Culturally Sensitive Supervision

Site-supervisors are in the role of overseeing the direct counseling work of the interns with clients on site. In this role, they typically focus on the intern's interactions with their clients, as client welfare is of utmost concern. To this end, site-supervisors typically find themselves teaching, modeling, consulting, and perhaps co-counseling with the intern. Supervision often shifts between the various aspects of intern development, including the development of technical or clinical counseling skills (as appropriate to the site/client needs); learning more generally about human development, individual needs and difficulties, and about how clients are a part of the cultural, social issues and family systems that surround them; learning about the school, agency, or organization and the process of service delivery that happens in that setting; learning about appropriate professional behavior for counselors; being engaged in continuing professional and personal development; all through a culturally sensitive lens (See Hardy and Bobes, 2016).

The Counseling Program recommends using the Discrimination Model (Bernard, Goodyear, 2004)<sup>1</sup> for conceptualizing supervision. In this model, the supervisor uses the three roles below to respond to supervisee needs.

Role: *Teacher*

- Focus of the interaction is on the intern as a counselor.
- Intention or goal of the supervisor is to instruct.
- Specific activities in the teacher role include:
  - Evaluate observed counseling session interactions.
  - Identify appropriate interventions.
  - Teach, demonstrate, and/or model intervention techniques.
  - Interpret significant events in the counseling session.

Role: *Counselor* (The focus here is not on formal counseling but rather the use of counseling skills to aid the intern in processing his or her own experience of working as a counselor.)

- Focus of the interaction is on the intern as a person.
- Intention or goal of the supervisor is to facilitate intern self-growth as a counselor.
- Specific activities involved in the counselor role include:
  - Explore the intern's feelings during the counseling and/or supervision session and provide an opportunity to process those reactions.
  - Explore the intern's beliefs concerning specific techniques and/or interventions.
  - Facilitate intern self-exploration of confidence and/or worries in the counseling session.
  - Help the intern define personal competencies and areas for growth.

Role: *Consultant*

- Focus of the interaction is on the intern's client.
- Intention or goal of the supervisor is to generate information for the intern to use in his/her work with the client.
- Specific activities involved in the consultant role include:
  - Provide alternative interventions and/or conceptualizations for the intern's use.
  - Encourage the intern to consider possible strategies and/or interventions.
  - Encourage discussion of client problems, motivations, etc.
  - Understand the intern's needs during the supervision session.
  - Allow the intern to structure the supervision.
- The consultant supervisor encourages student choice and responsibility.

The Counseling Program also recommends using the Core Competencies for Executing Culturally Sensitive Supervision and Training (Hardy & Bobes, 2016)<sup>2</sup> for conceptualizing multicultural competent supervision. These competencies include:

- Be a "broker of permission" to give voice to previously silenced topics
- Introduce dimensions of diversity early in the training process
- Explicitly name and address the impact of power relations and privilege upon the relationships
- Promote awareness of and sensitivity to the anatomy of socio-cultural oppression
- Be alert to discomforts and emotional responses when diversity/multicultural issues arise
- Effectively manage culturally based hot buttons or emotional triggers
- Deepen difficult conversations
- Embrace cultural diversity and social justice

Interns will simultaneously be receiving supervision from their UVM faculty supervisor throughout the internship placement via the weekly on-campus seminar. However, the site supervisor is more familiar with the



clients that are assigned to the intern and the practice standards at the site, so the site supervisor remains key in over-seeing intern development. If there are concerns about the intern's skills, professional behaviors, or if personal issues arise that have the potential to affect the intern's work on site, it is important that the site-supervisor contact the faculty instructor as soon as possible in order to collaboratively create a plan to assist the intern. Particularly when personal issues arise for the intern, arranging appropriate consultation and/or personal therapy with an outside professional may be most appropriate.

<sup>1</sup>Bernard, J.M., Goodyear, R.K. (2004). *Fundamentals of clinical supervision* (3<sup>rd</sup>. ed.). Boston, MA: Allyn & Bacon

<sup>2</sup>Hardy, K. & Bobes, T. (2016). *Culturally Sensitive Supervision and Training: Diverse Perspectives and Practical Applications*. NY, NY: Routledge.

## Evaluation

### *Assessment Forms*

At the end of each semester, on-site supervisors will be asked to complete an evaluation of the intern's skills and professional behavior. On-site supervisors for school counseling interns will complete the [School Counseling Internship Competency Checklist](#); the on-site supervisor for the clinical mental health interns will complete the [Clinical Mental Health Internship Competency Checklist](#). It is strongly recommended that on-site supervisors review their ratings with the intern so that they can have the experience of learning from the feedback and being aware of strengths and continued skill needs. In addition, on-site supervisors will complete an evaluation of their experience working with UVM ([Site Supervisor Evaluation of the UVM Counseling Program](#)). The Competency Checklist will be sent electronically to site supervisors at the end of each semester and need to be completed on-line prior to the end of the semester. The [Site Supervisor Evaluation of the UVM Counseling Program](#) will be sent near the end of the student's internship experience at that site. In addition, site-supervisors need to monitor and sign the log of hours that interns complete weekly. There is also a summary of those hours ([Accountability Form: Accountability Form for SC and CMHC](#), [Accountability Form for Dual Option](#)) that must be signed each semester by the on-site supervisor. Signing of such paperwork is done electronically through the UVM TK20 system. Concurrently, interns will complete assessments related to their experience at the site and with the on-site supervisor. These forms are also completed each semester. The latter half of this manual provides an overview and sample of each form.

### *Site Visits*

Each semester, the faculty instructor will conduct at least one site visit meeting with the on-site supervisor and the student to: 1) discuss the student's progress, skill needs and professional goals, 2) get the student's perspective on the experience and any challenges, and 3) to answer any questions about internship requirements. Given the current pandemic, site visits during the 2021-2022 academic year will predominantly occur through either teleconferencing or phone contact. If there are any significant concerns about the student's performance at the site, it is critical that these be shared at the meeting. Further, if significant concerns arise before the opportunity for a meeting, then it is important that the on-site supervisor contact the faculty instructor as soon as possible so that these concerns can be addressed. These concerns should also be noted on the Internship Competency Checklist. However, interns should already have received feedback of any clinical or professional concerns of the site supervisor well in advance of the end of semester review.

## EDCO 389 Counseling Internship

### Checklist of Forms

The list below includes all of the forms and assignments for the Internship experience. **All of the items on this list are due in a packet submitted to the instructor at the end of each semester (unless otherwise indicated below).** See Instructions for Checklist of Forms for more information about these forms and submission requirements.

	STUDENT NAME:	
Date Submitted	Description	
	<b>Form #1 – <a href="#">Internship Application</a></b> (Only required prior to first semester. Should be submitted <i>January 1<sup>st</sup></i> for placements occurring in the following academic year. Indicate date submitted. Application does not need to be included in end of semester packet.)	
	<b>Form #2 – <a href="#">Internship Placement Contract</a> (Due May 1st).</b> Staff must have a current Contract for each semester that a student is at placement. Please see CP staff to see if this form needs to be re- submitted during current semester. Indicate date submitted. <b>The internship placement contract must also include a copy of the on-site supervisor’s resume and licensure information).</b>	
	<b><a href="#">Intern Behavior Contract</a></b> (Signed and submitted by the student prior to the start of the new academic year or new site; A new contract may also be requested for new semesters at faculty discretion.)	
	<b><a href="#">Supervisor Contract</a></b> (Signed by the site-supervisor and submitted to the faculty supervisor at the start of the semester. If there is a new supervisor, the supervisor contract needs to be re-submitted with new signatures.)	
	<b>Proof of Insurance</b> (This must be submitted by student prior to working on site. Insurance must be valid for all of the semesters that student is working on site.)	
	<b>Form # 3 -Internship Competency Checklist</b> (Note: there are separate forms for <a href="#">Clinical Mental Health Counseling</a> and <a href="#">School Counseling</a> Internships. The Competency Checklist should be completed by site supervisor at the end of each semester.)	
	<b>Form #4 – <a href="#">Student Evaluation of Internship Site</a></b> (Completed by student at the end of each semester in TK20.)	
	<b>Form #5 – <a href="#">Student Evaluation of Site Supervisor</a></b> (Completed by student at the end of each semester in TK20.)	
	<b>Form #6 – <a href="#">Site Supervisor’s Evaluation of the UVM Counseling Program</a></b> (Completed by site-supervisor at the end of each semester in TK20.)	
	<b>Internship Accountability Form - <a href="#">Accountability Form for SC and CMHC</a> and <a href="#">Accountability Form for Dual Option</a></b> (Completed by student. Original form (available from program staff) must be used. All hours must match final Log of Hours. All signatures must be on form at time of submission. Student should retain a copy of this form).	
	<b><a href="#">Hour Logs</a></b> (Hour logs are completed and submitted electronically each week by the student on the TK20 system. They must be signed off on by the internship site supervisor)	
	<b>Dates of Site Visit(s)</b> (Indicate: Site Visit/Phone Contact)	
	#1	
	#2	
	#3	

Updated: September 28, 2020

## Instructions for Internship Forms

**Each Internship student is responsible for submitting the [Checklist of Forms](#) as the cover-page for the forms submitted to the faculty supervisor/instructor at the end of each semester of Internship. Students must indicate the date of completion/submission of each requirement on the checklist. Grades for internship seminar are contingent on the submission of the completed Checklist of Forms and all accompanying original forms. All are required to be submitted by the due date given by the instructor.**

When submitting final Internship paperwork, you must include the following forms:

### Checklist of Forms

- The [Checklist](#) must be submitted as an overview of the forms that are submitted to the faculty supervisor/instructor at the end of the semester on the due date indicated in the course syllabus. Each form on the list must be dated/checked as indicated as completed and all required forms must be submitted in the appropriate electronic folders.

### Form 1

- The [Application](#) is uploaded by the student to the appropriate electronic folder at least one semester prior to registering for Internship (January 1<sup>st</sup> for placements occurring in the following academic year.) This does not need to be re-submitted with end-of-semester forms. The student is responsible for meeting with his/her advisor prior to completing this form.

### Form 2

- CP staff needs an [Internship Placement Contract](#) that is valid for each semester of Internship. This form needs to be submitted by May 1<sup>st</sup> prior to the start of internship. The student is responsible for checking with staff each semester to be sure that his/her Contract is valid. A copy of the valid contract should be submitted with end-of-semester forms.

### Internship Site Affiliation Agreement

- A site affiliation agreement is sent to internship site administrators upon receipt of the internship placement contract. These must be signed by site administration and returned to the College of Education & Social Services Dean's office prior to the start of internship. While the Dean's office and the Internship Coordinator tracks submission of these documents, students are responsible for ensuring that this paperwork is complete prior to the start of internship. This documentation does not need to be included in the Internship Forms submitted at the end of the semester.

### Intern Behavior Contract

- Signed and submitted by the student prior to the start of the new academic year or at a new site. At faculty discretion, a new contract may be requested at start of new semester.

### Supervisor Contract

- Signed by the student, site-supervisor and submitted to the faculty supervisor/staff at the start of the semester. If there is a new supervisor, then the contract needs to be signed by the new supervisor.

### Proof of Insurance

- CP staff needs a copy of the student's liability insurance. This must be submitted prior to the start of the first semester of Internship and it must be valid for each semester of Internship. Students must document on the checklist the dates of the policy duration.

### Form 3

- The [Clinical Mental Health Internship Competency Checklist](#) is completed by the site-supervisor each semester for Clinical Mental Health Counseling program students. (There is a separate competency checklist for the Clinical Mental Health and School Counseling internships.) At the start of an internship



placement, the student (in conjunction with the supervisor) should set up additional goals that are individualized to that student's needs and assessed at the end of the semester or year. The student must also sign it, and the faculty supervisor will complete the bottom portion indicating whether the student has completed all the requirements to pass the semester. This checklist should now be completed online with a link provided by the CESS Assessment specialist (sent via email near the end of the semester). The [School Counseling Internship Competency Checklist](#) is completed by the site-supervisor each semester for School Counseling program students. (There is a separate competency checklist for the Clinical Mental Health and School Counseling internships.) Individualized goals are established with the site-supervisor at the start of the internship and assessed at the end of the semester. It is the student's responsibility to see to it that the site-supervisor has completed and signed this form by the due date at the end of the semester. The student must also sign it, and the faculty supervisor will complete the bottom portion indicating whether the student has completed all the requirements to pass the semester. This checklist should now be completed online with a link provided by the CESS Assessment specialist (sent via email near the end of the semester).

#### Form 4

- The [Student Evaluation of the Internship Site](#) is completed by the student at the end of each semester on TK20. Students should be discussing the content of this form with their site-supervisor at the end of the semester.

#### Form 5

- The [Student Evaluation of Site Supervisor](#) is completed by the student at the end of each semester on TK20. Students should be discussing the content of this form with their site-supervisor at the end of the semester.

#### Form 6

- The [Site Supervisor's Evaluation of the UVM Counseling Program](#) is completed by the site-supervisor at the end of the internship experience (for students on the clinical mental health counseling program, this will be in May of the second semester; for students on the school counseling program, this will be at the end of each semester). This evaluation should be completed online with a link provided by the UVM CESS Assessment Specialist (via email).

#### Accountability Form

- The *Accountability Form* ([Accountability Form for SC and CMHC](#), [Accountability Form for Dual Option](#)) is the official documentation of student hours that is kept in the student's electronic file and used in the future for internship verification. It is essential that: (1) the original form be used each semester. This form will be held in the student's file and the student must request it from the CP staff for end-of-semester reporting of hours and signatures, (2) the hours documented on this form must be consistent with the hours reported on the Log of Hours, (3) all signatures must be on the form (this can be done electronically), (4) hours should be reported in whole or half hours only (quarter hours should be rounded up or down), (5) all students should make a copy of this form for their own records prior to submitting it at the end of the semester.

#### Hours Logs

- [Hour Logs](#) should be submitted on a weekly basis through the TK20 system and signed off on by the internship site supervisor. The final numbers reported on the logs must be consistent with those reported on the Accountability form.

**UVM Graduate Counseling Program****Internship Application**

This form is required for registration into an Internship course/seminar-please observe the application dates below. Please read the Internship Handbook prior to completing this form.

This application is *required* for placement in the internship seminar course and must be returned to Counseling Program staff by *January 1* for placements occurring in the following academic year (Fall, Spring, Summer). You do not need to have a site lined up to complete/submit this form.

Please answer all the following:

Semester/Year of Internship: Spring ☐ year: \_\_\_\_\_ Summer ☐ year: \_\_\_\_\_ Fall ☐ year: \_\_\_\_\_

Student Name: \_\_\_\_\_

Local Address: \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Other: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Program: ☐ School Counseling ☐ Clinical Mental Health Counseling

I have ☐ or have not ☐ previously completed an internship section (semester/year: \_\_\_\_\_).

I plan to graduate from the Counseling Program: Spring: \_\_\_\_\_ Summer: \_\_\_\_\_ Fall: \_\_\_\_\_

I have/will have (by placement semester) successfully completed the following prerequisite classes:

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM****Required**

- ☐ EDCO 320- Developmental Perspectives in Couns
- ☐ EDCO 350- Professional Issues in Couns
- ☐ EDCO 361- The Practice of M H Couns
- ☐ EDCO 374- Counseling Theory & Practice
- ☐ EDCO 375- Laboratory Experience in Couns
- ☐ EDCO 392- Group Counseling Experience

**Recommended/Co-Requisite**

- ☐ EDCO 376- Addictions Couns
- ☐ EDCO 377- Diversity & Intersectional
- ☐ EDCO 345- Diagnosis of CMH Couns
- ☐ EDCO 344- Modalities: Couns Ch & Adol (co-req)

**SCHOOL COUNSELING PROGRAM****Required**

- ☐ EDCO 320-Developmental Perspectives in Couns
- ☐ EDCO 340- Developmental Guidance in Schools
- ☐ EDCO 350- Professional Issues in Couns
- ☐ EDCO 374- Counseling Theory & Practice
- ☐ EDCO 375- Laboratory Experience in Couns
- ☐ EDCO 392- Group Counseling Experience

**Recommended/ Co-Requisite**

- ☐ EDCO 377- Diversity & Intersectional
- ☐ EDCO 344- Modalities: Couns Ch & Adol (co-req)
- ☐ EDCO 341- Modalities: Diagnosis in School Couns

**Please note:** You must meet with your advisor prior to applying for Internship. A signed contract and proof of liability insurance is *required and must be submitted to the program office before* you begin the internship.

My signature/name below certifies that I have read this form in its entirety.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



The University of Vermont

## Counseling Program

### INTERNSHIP PLACEMENT CONTRACT

*The following constitutes an agreement among the intern, site-supervisor, and UVM faculty supervisor. This agreement specifies each person's responsibilities in fulfilling the Counseling Program on-site requirements of the internship. This form is to be completed by the site-supervisor and intern, and submitted to the UVM Counseling Program staff with a copy of the site-supervisor's credentials/resume. Original is kept in the student's permanent file. Submit by **May 1<sup>st</sup>** prior to start of internship.*

#### PLEASE PRINT CLEARLY

Student Name:			
Student Home and/or Cell Phone:			
Placement Agency/School Name:			
Agency/School Phone:			
(If school, indicate elementary, middle or high school level.) Please check one.	ELEMENTARY	MIDDLE	HIGH SCHOOL
Placement/Agency Mailing Address:			
Name of Agency Administrator/School Principal:			
Site-supervisor Name:			
Site-supervisor's licensure/certification Type and Number. (Resume*)			
Site-supervisor Day Phone:			
Site-supervisor E-Mail Address:			
APPROX # HOURS AT SITE PER WEEK:	YEAR		DATE FROM
SEMESTERS AT THIS SITE (PLEASE CHECK ALL THAT APPLY). <i>NOTE: only 2 semesters of internship are required.</i>	FALL	SPRING	SUMMER
<b>STUDENT RESPONSIBILITIES:</b>			
I have read and accept the responsibilities and expectations as outlined in the Internship Handbook.			
Student Signature	Date	UVM Advisor Signature	Date
Site-supervisor Signature	Date	Agency Administrator/School Principal Signature	Date
<p>* Please attach a current, short-form resume to be placed on permanent file in the Counseling Program, University of Vermont, 101A Mann Hall, 208 Colchester Avenue, Burlington, VT 05405-1757. PHONE: 802-656-3888, FAX: 802-656-3173, EMAIL: cslgprog@uvm.edu.</p>			
Distribution: Original in Student's Permanent File, copies: UVM Faculty Supervisor, Site-supervisor, Student			

10/12/20

**University of Vermont Graduate  
Counseling Program**

**Clinical Experience Intern Behavior Contract**

In order for UVM student interns to remain eligible for placement in an internship site, they must demonstrate a high level of professionalism. Professionalism includes abiding by all of the standards and ethical expectation of the profession (see American Counseling Association [ACA]) and following all of the policies and accepted practices at the internship site. In line with these ethical/professional standards and site policies and practices, below is a list of examples of professional and unprofessional conduct that exemplify the standards that we expect students to uphold. While these may be intuitive to most students, we believe that it is important to highlight these specific examples in an effort be clear. Please understand that the conduct identified below should not be considered to be an exhaustive list.

Students will:

- Always remember that they are guests at the internship site and behave accordingly.
- Dress professionally and appropriately for the setting.
- Remember that their role is of a counselor, not a peer or friend.
- Always engage in professional relationships with their clients/students and with other professionals at the site –interns will refrain from establishing an on-going personal relationship or a relationship that is not related to the specific counseling work they are doing with clients/students at the site.
- Never be on site under the influence of alcohol or drugs.
- Refrain from engaging in activities with students/clients or their family members that are against the school/agency rules or state/federal laws.
- Refrain from “friending,” “following,” contacting or posting pictures of students/clients or their family members on Facebook, Twitter, Tumblr, Instagram, Pinterest, Spotify or any other social networking sites.
- Engage in phone/text communication with clients only in ways that are consistent with the site practice and approved by the site supervisor.
- Not invite students/clients or student/client family members to their home.
- Avoid giving students/clients rides in their own vehicle unless it is part of their professional responsibilities and when it is sanctioned by the site supervisor.
- Only participate in home-visits when it is part of their professional responsibilities and when it is sanctioned by the site supervisor.

I \_\_\_\_\_ have read and agree to follow the Clinical Experience  
Intern Behavior Contract. (Print name)

Internship Site: \_\_\_\_\_

Semester: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

Date: \_\_\_\_\_



The University of Vermont

### **The Counseling Program**

Department of Leadership & Developmental Studies

University of Vermont

Trinity Campus, Mann Hall 208 Colchester Avenue

Burlington, VT 05405

(802) 656-3888

### **Supervision Contract**

The site supervisor plays a key role in the intern's education. He or she serves as a professional role model and is often the intern's first contact with the world of service delivery and employment. We see the site supervisor as someone who is knowledgeable in the fields of counseling and human growth and development, who is clear about the role of the counselor in his/her specific setting, skillful in providing direct counseling services to his/her clients, is able to relate theory to practice, and who understands the philosophy and goals of the UVM counseling program as well as the larger profession of counseling. In short, the site-supervisor is someone who is uniquely capable of fostering the intern's personal and professional development.

#### *The Role of the Site Supervisor:*

Interns are to have one hour per week of individual supervision with the site supervisor as well as weekly supervision meetings in either group or individual supervision with a university supervisor. The internship site supervisor is expected to orient the intern with the site and its personnel, facilitate his/her learning experiences, meet once a week for one hour with him/her to discuss progress, participate in end of semester evaluation (written & verbal) of the intern and consult with the university supervisor about the intern's progress. Site supervisors are invited to participate in training sessions orienting them to the expectations of the UVM counseling program and providing them with the opportunity for input into the preparation of future professionals and their training. During the COVID pandemic, if a site requires in-person services, this needs to be clearly communicated to the UVM Counseling Program in advance of the start of internship. Whenever possible, accommodations should be made to allow for alternative modalities of counseling for students with COVID risk factors. If this is not possible, students who have COVID risk factors may need to seek alternative placements.

#### *The Role of the University Supervisor:*

The university supervisor is expected to provide the intern with individual and group supervision, review video recordings of their counseling sessions, assure that interns submit all required internship forms and complete all other internship requirements, assess the intern's competencies, and submit grades. The university supervisor is also available to consult with the internship site supervisor about the intern's progress and for assistance and consultation during the semester. The university supervisor will conduct at least one site visit each semester with the site supervisor and intern together. During the 2020-21 academic year, this will typically occur through video-conferencing or phone communication.

#### *The Role of the Intern:*

Interns must remember that they are beginners in the counseling field; they should seek and accept continual supervision. The site personnel will offer interns appropriate counseling and related experiences as warranted by their progress, but site staff are primarily obligated to serve their client population. Site staff may revoke an intern's privileges at any time; however, this seldom happens as the site supervisor and the university supervisor are in regular communication.

The intern is responsible for arranging a work schedule with their site supervisor. Interns are expected to adhere to the hours they have established with the site and to any dress or behavioral codes of their site, and to perform responsibilities in a professional manner. Any time that interns have questions or concerns about their work on site, they should contact their site supervisor before their university supervisor. Interns are required to acquire liability insurance before they begin their internship and to provide their university supervisor with a copy for their graduate student files. In consultation with site and university supervisors, interns are expected to develop goals and objectives for their experience and to document these goals in their competency checklists. Interns are responsible for submitting all required paperwork to their university supervisor in a timely manner. Interns must comply with all legal and ethical regulations and bring all potential legal and ethical issues to the attention of both university and site supervisors. Students need to share with sites if they are unable to engage in in-person service delivery due to COVID related risk.

## EVALUATION OF PROGRESS

Interns will receive ongoing supervision from their university supervisor throughout their internship in the weekly internship seminar. The university supervisor, site supervisor, and intern work collaboratively throughout the semester to assess the intern's performance and monitor their progress. As the site supervisor will be very familiar with the clients who are assigned to the intern and the practice standards at the site, they have a key role in overseeing intern development. Feedback to interns is most effective as a continuous process. Intern progress is also formally documented in final semester evaluations.

Supervisors clearly state to supervisees the levels of competency expected, the appraisal methods, and the timing of evaluations. Based on ongoing supervisee assessment and evaluation, supervisors should be aware of any personal or professional limitations of their interns that are likely to impede future professional performance and they should provide their intern with periodic performance appraisal and evaluation feedback.

The site supervisor must also complete formal evaluation forms at the end of each semester during the intern's internship. These forms are available in the UVM Internship Handbook. Site supervisors are expected to review their evaluations with their intern before submitting them to the university supervisor. Supervisors are also encouraged to write about the intern's specific strengths and weaknesses because this informs university supervisors of areas in which they can intervene for improvement. If there are concerns about the intern's skills, professional behaviors, or if personal issues arise that have the potential to affect the intern's work on site, it is imperative for the university and site supervisors to be in close collaborative contact in order to create a plan to assist the intern. Particularly when personal issues arise for the intern, arranging appropriate consultation and/or personal therapy with an outside professional may be most appropriate.

## INFORMED CONSENT

Supervisors have a responsibility to incorporate the principles of informed consent as these relate to their supervisees and the clients they serve. Supervisors adequately discuss with their interns the expectations, individual roles, and boundaries of the supervisory relationship, including the procedures for contacting their supervisors or alternate supervisors in case of crisis situations. Interns and supervisors should clearly review performance expectations (e.g., specific work assignments/responsibilities), evaluation criteria and procedures, and due process and appeal procedures of the site. Supervisors must be sure that clients are aware that the interns are being supervised, the parameters of that supervision, and how this affects confidentiality (e.g., that digital video recordings will be reviewed by the site supervisor and a supervision group made up of other interns and the university supervisor).

## CONFIDENTIALITY

Supervisors make every effort to safeguard confidentiality within both the therapeutic and supervisory relationships. Supervisors work to ensure interns' awareness of and respect for clients' rights to privacy and confidentiality in their working relationship and the information resulting from it (e.g., case notes, test results). Supervisors support interns in differentiating between confidentiality, privacy, and privileged communication and learning agency policies regarding procedures for obtaining clients' consent for release of information and they should help interns understand when confidentiality must be breached and how this should be done. Supervisors are responsible for protecting interns' right to privacy and confidentiality as well. It is important for supervisors to review with interns the limits of confidentiality within the supervisory relationship. The intern will not discuss the events or contents of the supervision sessions outside the confines of the group or individual supervision sessions. Violation of this policy is considered a breach of ethical behavior and may result in dismissal from the counseling program.

## TELEHEALTH

At sites where interns will be engaged in telehealth, supervisors have the responsibility for ensuring that interns have the technical competency to engage in telehealth, as well as an understanding of ethical considerations and relevant regulations. The Vermont Office of Professional Regulation recommends that clinical mental health supervisors sit in on every telehealth session for the first 2 weeks of an intern's clinical experience and then 2 times during the third week. Following that, it is the discretion of the supervisor to determine the need for live observations of an intern's work.

## MULTIPLE RELATIONSHIPS

Despite the inherent duality in the supervisory relationship, supervisors are responsible for creating and maintaining appropriate relationship boundaries with interns. Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisees. They are aware of the differential in power that exists and the intern's possible incomprehension of that power differential. Supervisors should not engage in social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided or supervisory relationship must be terminated. Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment.

COUNSELING INTERNS

Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning. If supervisees request counseling, supervisors provide them with acceptable referrals. Supervisors do not serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles. Supervisors may not accept as a supervisee anyone with whom they have a close pre-existing relationship (e.g., a family member).

MULTIPLE SUPERVISORY ROLES

Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), the roles should be divided among different supervisors when possible. When this is not possible, it is important to carefully explain to supervisees the expectations and responsibilities associated with each supervisory role. Supervisors have multiple responsibilities. They must balance their responsibility to protect clients’ well-being while simultaneously promoting the intern’s professional development. Supervisors are responsible for making every effort to monitor client welfare, intern performance (actions and inactions) and professional development, and intern compliance with relevant legal, ethical, and professional standards of care. To assist in monitoring both client welfare and supervisee development, supervisors must meet for one hour each week in face-to-face sessions with their supervisees. As a regular part of the supervisory process, supervisors should review actual work samples (via recording or live observation) along with case notes.

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors encourage and support interns in defining their own theoretical orientation toward their work, in establishing supervision goals for themselves, and in learning to monitor and evaluate their own progress toward meeting these goals. Supervisors should be competent to assess interns’ skills and restrict interns’ activities to those commensurate with their current level of skill. At the same time, supervisors must be able to appropriately challenge and support interns in developing additional skills.

RETENTION/DISMISSAL/ENDORSEMENT

Supervisors are both facilitators of interns’ growth and gatekeepers for the profession. They must give interns every possible opportunity to succeed in their internships, keep them informed of their progress, provide feedback pertaining to intern weaknesses as well as strengths, and in cases of egregious professional incompetence, supervisors must be prepared to dismiss interns from the internship site. Supervisors must be fair to interns whose performances are inadequate and help them improve, but also act as gatekeepers to the profession.

Supervisors have the responsibility of recommending and securing remedial assistance for interns who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the intern. Supervisors should not endorse an intern for certification, licensure, completion of an academic training program, or continued or future employment if the supervisor believes that the intern is not qualified for the specific tasks associated with employment or they are impaired in any way that would interfere with the performance of their duties. Supervisors seek professional consultation and document their decision to dismiss or refer interns for assistance, assuring that interns have recourse to address such decisions.

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UVM Supervisor Signature

\_\_\_\_\_  
Date

# Clinical Mental Health Counseling Internship

**Form #3**

## Competency Checklist

*Updated January 2019*

Intern Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Internship #: \_\_\_\_\_

Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

University Supervising Faculty: \_\_\_\_\_

Rating scale: 1 – inadequate demonstration of skill (i.e., below expectation for Internship level)

2 – adequate demonstration of skill (i.e., meets expectation for Internship level)

3 – exceptional demonstration of skill (i.e., above expectation for Internship level)

**Please note: Sections I-IV to be completed by *site supervisor* every semester. Final section completed by *faculty supervisor* every semester.**

Counseling, Assessment, & Intervention Planning Skills (Section I)		Skill Level		
		1	2	3
1. Intern demonstrates basic counseling skills. (see <i>Counseling Skills</i> list)				
2. Intern demonstrates advanced counseling skills. (see <i>Counseling Skills</i> list)				
3. Intern maintains a framework that is strength-based and person-centered.				
4. Intern demonstrates knowledge of dynamics associated with group process and development.				
5. Intern demonstrates ethical and culturally relevant strategies for designing and facilitating groups.				
6. Intern demonstrates ability to conduct an intake assessment, using appropriate tools including mental status exam, substance use/abuse, self-harm and violence assessment, stage of change, and is able to conduct a biopsychosocial and mental health history.				
7. Intern competently employs the DSM V and agency practices for the purpose of diagnosis (as appropriate to agency policies/practices).				
8. Is able to organize client information (intake, assessment tools, clinical interview) into understandings of client and client concern and conceptualization of the issues.				
9. Intern writes intervention goals that are appropriate to client needs, that are consistent with the problem conceptualization, and that are worded in measurable language.				
10. Intern uses intervention strategies that are consistent with theories and models of counseling for a broad range of mental health issues and that are consistent with identified intervention goals.				
11. Intern applies relevant research findings to inform practice, particularly literature that outlines theories and practice approaches that are effective with special and diverse populations.				
12. Intern is able to conceptualize the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.				
13. Intern is able to appropriately manage and consult with others regarding crisis situations.				
14. Intern demonstrates a knowledge of and ability to abide by ACA ethical and legal standards.				

Contextual and Practice Skills (Section II)		Skill Level		
		1	2	3
1. Intern displays knowledge and skills appropriate to client's cultural and social context when planning and delivering counseling services.				
2. Intern identifies systemic and environmental factors that affect human development, functioning, and behavior*				
3. Intern engages in strategies for identifying and addressing barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.				
4. Intern is aware of relevant community resources and makes appropriate referrals for clients, as appropriate.				
5. Intern advocates for clients within the agency or community, particularly when clients experience some form of oppression.				



6. Intern takes assessment bias into account when using assessment and intake materials.			
------------------------------------------------------------------------------------------	--	--	--

<b>Personalization Skills (Section III)</b>	<b>Skill Level</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
1. Intern demonstrates insight into how their counseling and work-related style impacts clients and demonstrates a flexibility to adapt to client and or setting needs.			
2. Demonstrates awareness of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others. This awareness is evidenced by conversations with supervisor and peers.			
3. Intern participates in regular supervision by being prepared to discuss work and open to feedback and suggestions.			
4. Intern recognizes own limitations and seeks additional supervision and/or consultation when unsure of how to proceed.			
5. Intern participates in feedback exchange with peers and supervisor (i.e., giving feedback, hearing feedback, and incorporating feedback into subsequent client work) appropriately during supervision sessions. This is evidenced by implementation of feedback with clients and peers.			
6. Intern demonstrates a willingness to work on areas that present a personal or professional challenge.			

<b>Professional Skills (Section III)</b>	<b>Skill Level</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
7. Intern demonstrates good organization and task management skills -reports, notes, summaries, and all documents are maintained appropriately and completed by due dates.			
8. Intern follows agency policies in regard to client records (intake, case notes, treatment plans, termination summaries, etc.), including providing well written client records completed according to policy timelines.			
9. Intern strictly abides by the professional guidelines regarding confidentiality.			
10. Intern demonstrates good professionalism by being on time and dressing appropriately, and by conducting him or herself in a manner that is appropriate to the setting.			
11. Intern participates in relevant agency staff (and other) meetings and teams.			
12. Intern maintains regular and appropriate contact with other professionals working with the client (for consultation and collaboration).			
13. Intern demonstrates an ability to plan and/or participate in offering professional development and outreach activities within the agency and/or in the community.			

<b>Goal Setting (Section IV)</b> <b>(goals identified by Intern and supervisors at start of the semester)</b>	<b>Skill Level</b>		
	<b>1</b>	<b>2</b>	<b>3</b>

Comments relevant to strengths of Intern:

Comments relevant to areas that are challenging the Intern:

*This checklist should be completed and signed by the Site-Supervisor, UVM Faculty Supervisor and reviewed/signed by the Intern. The original will be kept in the Intern’s permanent file.*

\_\_\_\_\_  
*Site-Supervisor Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*UVM Supervisor Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Intern Signature*

\_\_\_\_\_  
*Date*

## **Counseling Skill List**

### **Basic Counseling Skills**

- Listens carefully and communicates understanding to client
- Is genuine and warm with client
- Is respectful of and validates the client
- Displays appropriate awareness of the client's cultural and social context
- Displays appropriate awareness of the client's developmental context
- Appears comfortable with a variety of feelings/and or issues shared by the client as demonstrated by the ability to hold the session in an emotional space.
- Demonstrates appropriate use of feeling reflections including appropriate delivery and accuracy.
- Appropriate use of paraphrases, content reflections and summaries including appropriate delivery and accuracy.
- Appropriate use of questions, probes, and accents including appropriate timing, concreteness, accuracy and brevity.
- Appropriate pacing of session/ responses.
- Avoidance of advice-giving and inappropriate problem-solving.
- Demonstrates ability to address termination issues with client.

### **Advanced Counseling Skills**

- Demonstrates ability to identify patterns and use these as a basis for interventions.
- Demonstrates use of advanced-level empathy delivered accurately and appropriately.
- Demonstrates use of advanced-level interpretation delivered accurately and appropriately.
- Uses humor appropriately for relationship building, genuineness, and to regulate the session.
- Uses self-disclosure rarely and only as appropriate.
- Appropriate use of immediacy.
- Appropriate use of confrontation.
- Offers client feedback, even when it may be difficult for client to hear. Feedback is appropriate and offered respectfully/appropriately.
- Uses counseling interventions that are consistent with theoretical understandings of client and client concerns.
- Upholds an orientation towards wellness and prevention when working with client.

## CACREP Standards –Key Performance Indicators

Standard		
	Section	#
Professional Orientation/Ethical Practice i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	I	14
Social and Cultural Diversity d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	III	2
Social and Cultural Diversity h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II	3
Career Development b. conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	I	12
Counseling and Helping Relationships g Essential interviewing, counseling and case conceptualization skills	I	1, 2. 9. 10
Group Counseling and Group Work b. Dynamics associated with group process and development	I	4
Group Counseling and Group Work g. ethical and culturally relevant strategies for designing and facilitating groups	I	5
Mental Health Practice –b. techniques and interventions for prevention and treatment of a broad range of mental health issues	I	10

# School Counseling Internship

Form #3

## Competency Checklist

Updated January 2019

Intern Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Internship #: \_\_\_\_\_

Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

University Supervising Faculty: \_\_\_\_\_

Rating scale: 1 – inadequate demonstration of skill (i.e., below expectation for Internship level)

2 – adequate demonstration of skill (i.e., meets expectation for Internship level)

3 – exceptional demonstration of skill (i.e., above expectation for Internship level)

**Please Note: Sections I-IV to be completed by *site supervisor* every semester. Final section completed by *faculty supervisor* every semester.**

Counseling, Assessment, & Intervention Planning Skills (Section I)	Skill Level		
	1	2	3
1. Intern demonstrates basic counseling skills. (see <i>Counseling Skills</i> list)			
2. Intern demonstrates advanced counseling skills. (see <i>Counseling Skills</i> list)			
3. Intern maintains a framework that is strength-based and person-centered.			
4. Intern demonstrates knowledge of dynamics associated with group process and development.			
5. Intern demonstrates ethical and culturally relevant strategies for designing and facilitating counseling groups for schools.			
6. Intern demonstrates an ability to conduct a school appropriate assessment for issues such as substance use/abuse, self-harm and violence assessment.			
7. Intern writes intervention goals that are appropriate to student needs, that are consistent with the problem conceptualization, and that are worded in measurable language.			
8. Intern uses intervention strategies that are consistent with theories and models of school counseling for a broad range of social/emotional/behavioral issues and that are consistent with identified intervention goals.			
9. Intern is able to appropriately manage and consult with others regarding crisis situations.			
10. Intern applies relevant research findings to inform practice, particularly literature that outlines theories and practice approaches that are effective with special and diverse populations.			
11. Intern is able to conceptualize the interrelationships among social-emotional functioning, supportive relationships, sense of belonging, and academic performance, mental well-being and other life roles and factors.			
12. Intern implements strategies and activities to prepare students for a full range of post-secondary options and opportunities.			
13. Intern demonstrates a knowledge of and ability to abide by ACA and ASCA ethical and legal standards.			

Teaching Skills (Section II)	Skill Level		
	1	2	3
1. Intern is able to plan pedagogically substantive units and lessons.			
2. Intern is able to effectively deliver differentiated instruction.			
3. Intern is able to manage classroom behavior in a supportive and authoritative manner.			
4. Intern is able to evaluate learning outcomes.			

Consultation Skills (Section III)	Skill Level			N.A. (*No Opportunity)
	1	2	3	
1. Intern initiates contact with parents and guardians when appropriate.				
2. Intern is able to review and interpret testing and school related assessment measures to students, parents, and teachers.				
3. Intern collaborates with school-based teams such as IEP teams, 504 teams, and student support teams.				
4. Intern demonstrates an understanding of the process/is able to make refers to the <i>Department of Children and Family Services (DCF)</i> as appropriate regarding concerns of suspected child abuse and neglect.				
5. Intern is aware of other relevant community resources and provides information to students, families, and other school staff as appropriate.				

Contextual and Practice Skills (Section IV)	Skill Level		
	1	2	3
7. Intern displays knowledge and skills appropriate to student's cultural and social context when planning and delivering counseling services.			
8. Intern identifies systemic and environmental factors that affect human development, functioning, and behavior.			
9. Intern engages in strategies for identifying and addressing barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.			
10. Intern advocates for students and families when equity is needed.			
11. Intern takes assessment bias into account when using assessment and intake materials.			

Leadership Skills (Section V)	Skill Level		
	1	2	3
1. Intern is familiar with and participates in planning related to the school or district comprehensive developmental guidance plan, the ASCA National Model, the Vermont School Counseling Program Model, and the Vermont Framework of Standards.			
2. Intern gathers and uses data to inform decision making.			
3. Intern advocates for policies, practices, and programs in the school that enhance school climate and are responsive to a diverse student population and engages with school personnel, family members, and community agencies to promote the academic, career, social, and personal development of students.			
4. Intern demonstrates an ability to plan and participate in delivering professional development trainings (e.g., workshops, advocacy, and outreach programs) to school personnel and families.			
5. Intern understands the relationship of the school counseling program to the academic mission of the school and has strategies for promoting student success.			
6. Intern participates in the in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.			
7. Intern is able to articulate, model, and advocate for an appropriate school counselor identity.			

Personalization Skills (Section VI)	Skill Level		
	1	2	3
1. Intern demonstrates insight into how their counseling and work-related style impacts clients and demonstrates a flexibility to adapt to student and or setting needs.			
2. Demonstrates awareness of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others. This awareness is evidenced by conversations with supervisor and peers.*			
3. Intern participates in regular supervision by being prepared to discuss work and open to feedback and suggestions.			
4. Intern recognizes own limitations and seeks additional supervision and/or consultation when unsure of how to proceed.			

5. Intern participates in feedback exchange with peers and supervisor (i.e., giving feedback, hearing feedback, and incorporating feedback into subsequent client work) appropriately during supervision sessions. This is evidenced by implementation of feedback with clients and peers.			
6. Intern demonstrates a willingness to work on areas that present a personal or professional challenge.			

Professional Skills (Section VII)	Skill Level		
	1	2	3
1. Intern demonstrates good organization and task management skills: reports, notes, summaries, and all documents are maintained appropriately and completed by due dates.			
2. Intern follows agency policies in regard to client records (intake, case notes, treatment plans, termination summaries, etc), including providing well written client records completed according to policy timelines.			
3. Intern strictly abides by the professional guidelines regarding confidentiality.			
4. Intern demonstrates good professionalism by being on time and dressing appropriately, and by conducting themselves in a manner that is appropriate to the setting.			
5. Intern participates in relevant agency staff (and other) meetings and teams.			
6. Intern maintains regular and appropriate contact with other professionals working with the client (for consultation and collaboration).			
7. Intern demonstrates an ability to plan and/or participate in offering professional development and outreach activities within the agency and/or in the community.			

Goal Setting (Section VIII) (Goals identified by Intern and supervisors at start of the semester)	Skill Level		
	1	2	3

Comments relevant to strengths of Intern:

Comments relevant to areas that are challenging the Intern:

*This checklist should be completed and signed by the Site-Supervisor and the UVM Supervisor and then reviewed and signed by the intern. The original will be kept in the intern’s permanent file.*

<hr/> <i>Site Supervisor Signature</i>	<hr/> <i>Date</i>
<hr/> <i>UVM Supervisor Signature</i>	<hr/> <i>Date</i>
<hr/> <i>Intern Signature</i>	<hr/> <i>Date</i>



## **Counseling Skill List**

### Basic Counseling Skills

- Listens carefully and communicates understanding to student
- Is genuine and warm with student
- Is respectful of and validates the student
- Displays appropriate awareness of the students' developmental context
- Appears comfortable with a variety of feelings/and or issues shared by the client as demonstrated by the ability to hold the session in an emotional space.
- Demonstrates appropriate use of feeling reflections including appropriate delivery and accuracy.
- Appropriate use of paraphrases, content reflections and summaries including appropriate delivery and accuracy.
- Appropriate use of questions, probes, and accents including appropriate timing, concreteness, accuracy and brevity.
- Appropriate pacing of session/ responses.
- Avoidance of advice-giving and inappropriate problem-solving.
- Demonstrates ability to address termination issues with student.

### Advanced Counseling Skills

- Demonstrates ability to identify patterns and use these as a basis for interventions.
- Demonstrates use of advanced-level empathy delivered accurately and appropriately.
- Demonstrates use of advanced-level interpretation delivered accurately and appropriately.
- Uses humor appropriately for relationship building, genuineness, and to regulate the session.
- Uses self-disclosure rarely and only as appropriate.
- Appropriate use of immediacy.
- Appropriate use of confrontation.
- Offers client feedback, even when it may be difficult for client to hear. Feedback is appropriate and offered respectfully/appropriately.
- Uses counseling interventions that are consistent with theoretical understandings of student and student concerns.
- Upholds an orientation towards wellness and prevention when working with student.

## CACREP Standards –Key Performance Indicators

Standard		
	Section	#
Professional Orientation/Ethical Practice i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	I	13
Social and Cultural Diversity d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	VI	2
Social and Cultural Diversity h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	IV	3
Career Development b. conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	I	11
Counseling and Helping Relationships g Essential interviewing, counseling and case conceptualization skills	I	1, 2, 7, 8
Group Counseling and Group Work b. Dynamics associated with group process and development	I	4
Group Counseling and Group Work g. ethical and culturally relevant strategies for designing and facilitating groups	I	5
School Counseling Contextual a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	V	3

**UVM Counseling Program**  
**Student Evaluation of Internship Site**

**Form #4**

For the purpose of helping us provide quality experiences for current and future students, we ask you, the student, to fill out this evaluation at the end of each semester.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Site

\_\_\_\_\_  
Semester & Year

1. Describe your primary activities on site:

2. Indicate the percentage of time you spent in each of the following:

Individual Counseling:

Family or Couples Counseling:

Group Facilitation:

Case Management/Paperwork/Administrative Tasks:

Other:

3. What were your major learnings?

4. What were your major frustrations?

5. What advice are you willing to offer that will help a student get the most out of an internship at this site?

cc: Counseling Office (original), Student File

Updated: 1/14/19

## UVM Counseling Program

### Student Evaluation of Site Supervisor

**To be completed by the student/intern each semester. We encourage you to discuss your written reactions with your site supervisor**

---

Student's Name

---

Date

Site Supervisor's Name

---

## Placement/Site

1. To what extent did the site supervisor fulfill responsibilities?

1□ 2□ 3□ 4□ 5□ 6□ 7□ 8□ 9□ 10□  
Low moderate more

**Please explain:**

2. In what ways did the site supervisor facilitate your development?

3. In what ways could your site supervisor have been more helpful?

**SITE SUPERVISOR'S EVALUATION OF THE UVM COUNSELING PROGRAM**

*This form is to be completed by the site supervisor at the end of student's internship experience.*

\_\_\_\_\_  
Student/Intern's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor's Name

\_\_\_\_\_  
Placement/Site

Yes      No

1. ☐      ☐      Did you receive a copy of the Internship Handbook?
2. ☐      ☐      Was it helpful?
3. ☐      ☐      Did you have a pre-internship meeting with your intern?
4. ☐      ☐      If yes, did you discuss mutual expectations and responsibilities?
5. ☐      ☐      If no, did you have such a meeting early in the internship?
6. ☐      ☐      Did you attend an internship orientation prior to the student placement?
7. ☐      ☐      If you did, was the orientation helpful?
8. How often did you have contact by phone, videoconference, email or in person with the UVM supervising faculty? Once during the semester ☐ Other: \_\_\_\_
9. ☐      ☐      Would you have preferred more contact from them?
10. ☐      ☐      Is the organization of the internship helpful to you and/or the student? Comments: \_\_\_\_\_
11. Are you interested in attending training sessions, workshops or summer class sponsored by the Counseling Program for site supervision?  
☐ Yes, if recertification credit is offered      ☐ Yes, unconditionally  
 If yes, what time would be best? \_\_\_\_\_
12. What other support could the Counseling Program offer to you? \_\_\_\_\_
13. Based on your knowledge of the UVM program, and your experience with your UVM student, what aspects of our counselor training program need improvement?
14. Additional comment or requests? *(Please use the back of this form if you need more space)*

# UVM COUNSELING PROGRAM PRACTICUM AND INTERNSHIP ACCOUNTABILITY FORM

Student Name: \_\_\_\_\_ ☐ School Counseling Program ☐ Clinical Mental Health Counseling Program

The Accountability Form is the official documentation of student practicum & internship hours. The original version of this form must be maintained in the Counseling Program Office.

	PRACTICUM	INTERNSHIP #1 ONLY	INTERNSHIP #2 ONLY	INTERNSHIP #3 ONLY (Not Required)	TOTAL ACCUMULATED HOURS FOR ALL SEMESTERS
PRACTICUM/INTERNSHIP PLACEMENT SITE NAME					
(Please print) ON SITE SUPERVISOR'S NAME					
START & END DATES OF EXPERIENCE					
# OF HOURS OF <sup>1</sup> DIRECT SERVICE (INCLUDING GROUP WORK) <sup>3</sup> B  ( <b>DO NOT</b> COUNT GROUP HOURS TWICE)	DIRECT SERVICE HOURS = <b>40</b>	DIRECT SERVICE HOURS =	DIRECT SERVICE HOURS =	DIRECT SERVICE HOURS =	TOTAL OF ALL DIRECT SERVICE HOURS =
# GROUP WORK HOURS ONLY <sup>2</sup>	GROUP HOURS =	GROUP HOURS =	GROUP HOURS =	GROUP HOURS =	TOTAL ALL GROUP HOURS =
# HOURS OF INDIRECT SERVICE	INDIRECT HOURS = <b>60</b>	INDIRECT HOURS =	INDIRECT HOURS =	INDIRECT HOURS =	TOTAL ALL INDIRECT HOURS =
AUTHORIZING SIGNATURE OF UVM SUPERVISING FACULTY					
AUTHORIZING SIGNATURE OF ON-SITE SUPERVISOR					N/A
STUDENT SIGNATURE - ATTESTS TO ACCURACY OF THIS DOCUMENT					
	Practicum Total Must equal 100 Hours = <b>100</b>	Internship #1 Total (This Semester Only) =	Internship #2 Total (This Semester Only) =	Internship #3 Total (This Semester Only) =	Total Accumulated Hours for All Semesters =

Original: Counseling Program permanent student file.

<sup>1</sup> 240 DIRECT SERVICE HOURS TOTAL REQUIRED FOR SCHOOL COUNSELING PROGRAM ; 360 FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAM

<sup>2</sup> 20 HOURS TOTAL DIRECT SERVICE MUST BE GROUP WORK FOR SCHOOL COUNSELING PROGRAM; 30 FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAM

<sup>3</sup> ONLY 100 HOURS (40 DIRECT & 60 INDIRECT) FROM THE PRACTICUM EXPERIENCE ARE DOCUMENTED IN THIS FORM

\*UPDATED 9/28/20

**UVM GRADUATE COUNSELING PROGRAM**  
**Practicum and Internship Accountability Form FOR DUAL OPTION**

Student Name: \_\_\_\_\_

☐ Dual Option - School Counseling Program

☐ Dual Option - Clinical Mental Health Counseling Program

The Accountability Form is the official documentation of student practicum & internship hours. The original version of this form must be maintained in the Counseling Program Office.

	Practicum	Internship #1 Only	Internship #2 Only	Internship #3 Only	Internship #4 Only	Internship #5 Only (Not Required)	Total Accumulated Hours for ALL Semesters
Practicum/Internship Placement Site Name							
(Please print) On Site Supervisor's Name							
Start & End Dates of Experience							
# of Hours of Direct Service (including group work) <i>(Do not count group hours</i>	Direct Service Hours = <b>40</b>	Direct Service Hours =	Direct Service Hours =	Direct Service Hours =	Direct Service Hours =	Direct Service Hours =	Total of ALL Direct Service Hours =
<i>) Group Work Hours Only<sup>2</sup></i>	Group Hours =	Group Hours =	Group Hours =	Group Hours =	Group Hours =	Group Hours =	Total ALL Group Hours =
# Hours of Indirect Service	Indirect Hours = <b>60</b>	Indirect Hours =	Indirect Hours =	Indirect Hours =	Indirect Hours =	Indirect Hours =	Total ALL Indirect Hours =
Authorizing Signature of UVM Supervising Faculty							
Authorizing Signature of On-Site Supervisor							N/A
Student signature - Attests to accuracy of this document							
	Practicum Total must equal 100 hours = <b>100</b>	Internship #1 Total (This semester only) =	Internship #2 Total (This Semester Only) =	Internship #3 Total (This Semester Only) =	Internship #4 Total (This Semester Only) =	Internship #5 Total (This Semester Only) =	Total Accumulated Hours for ALL semesters =

Updated 10/13/2020

University of Vermont  
Graduate Counseling Program  
**INTERNSHIP LOG OF HOURS**

Student Name: \_\_\_\_\_

Log # 1

Week  
(Date) \_\_\_\_\_

to  
(Date) \_\_\_\_\_

Mental Health Setting

School Setting

Site Name: \_\_\_\_\_

Semester	Year						Site Name
Day	Direct Group	Direct Individual	Other Direct Service	Supervision Indirect	Seminar Indirect	Other Indirect Service	Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Sat./Sun.							
<b>Totals For This Week</b>	<b>Total Group</b>	<b>Total Direct Service (includes Group)</b>	<b>Total Indirect Service</b>			<b>Total Hours For This Week</b>	
	0	0	0			0	
							Total Hours For This Semester
							0
<b>Group Hours Current Semester Totals</b>		Previous Log Sheet Total	+	This Weeks Log		* Total Group Hours This Semester	
				0			
<b>Direct Service Current Semester Totals (includes Group)</b>		Previous Log Sheet Total	+	This Weeks Log		* Total Direct Service Hours This Semester	
				0			
<b>Indirect Service Current Semester Totals</b>		Previous Log Sheet Total	+	This Weeks Log		* Total Indirect Service Hours This Semester	
				0			
<b>Total Hours Current Semester</b>		Previous Log Sheet Total	+	This Weeks Log		* Total Hours This Semester	
				0			
Box below indicates breakdown of both direct & indirect hours for <b>total</b> (including previous semesters) <u>mental health or school</u> internship experience to date.							
<b>Previous Semester(s) ONLY (Mental Health or School) Final Log Sheet Totals</b>				<b>* Total For This Log Sheet</b>		<b>Total Hours-to-Date</b>	
Direct = <u>0</u>				Direct = <u>0</u>		Direct = <u>0</u>	
Indirect = <u>0</u>				Indirect = <u>0</u>		Indirect = <u>0</u>	
(Total Group = <u>0</u> )				(Total Group = <u>0</u> )		(Total Group = <u>0</u> )	
<b>Grand Total Semester Hours-To-Date (Direct and Indirect)</b>						0	

On-Site Supervisor's Initials \_\_\_\_\_

UVM Supervisor's Initials \_\_\_\_\_

Completed Originals must be turned in to the UVM supervisor at the end of each semester to be kept in student's permanent file.

\* "Total For This Log Sheet" column totals are automatically entered from the "Total Hours For This Semester" Column Above.

Revised 8/27/19 cp