



College of Education and Social Services

Department of Counseling,
Human Development and Family Science

Master of Science in Counseling Program

Internship Handbook

2024-2025 ACADEMIC YEAR

For UVM Internship Students,
UVM Supervising Faculty & Site Supervisors

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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	 8
 Section III – Information for Internship Site Supervisors.....	 10
 Appendices: Requirements for the Completion of Internship (CNL 389)	
• Checklist of Forms	15
• Instructions for Internship Forms	16

This internship manual is available on the UVM Counseling Program website under Handbook and Forms: <https://www.uvm.edu/cess/chdf/handbooks-and-forms-counseling-ms>

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 (CNSL 389 Counseling Internship). Advisor approval is required for enrollment in the internship seminar and for engaging in an internship. All students must submit a signed [Internship Placement Contract](#) with an internship site (due May 1st), 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 (unless there is already a resume on file within the past 3 years). 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:

- CNSL 6200 - Developmental Perspectives in Counseling
- CNSL 6500 - Professional Issues in Counseling
- CNSL 6740 - Counseling Theory & Practice
- CNSL 6750 - Laboratory Experience in Counseling
- CNSL 6920 - Group Counseling Experience
- CNSL 6630 - Counseling Practicum
- CNSL 6770 - Diversity and Intersectionality
- CNSL 6400 - Developmental Guidance in Schools (School Counseling Program)
- CNSL 6610 - The Practice of Mental Health Counseling (Clinical Mental Health Counseling Program)

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

- CNSL 6440 - Modalities: Counseling Children & Adolescents (recommended concurrent enrollment w/Internship)
- CNSL 6760 - Addictions Counseling
- CNSL 6450 - Diagnosis in Counseling (Clinical Mental Health Counseling Program)
- CNSL 6410 - Diagnosis in School Counseling (School Counseling Program)

Note: Students in the Dual Option Program need to complete the pre-requisites associated with the type of placement they are enrolling in during a particular semester (i.e., school counseling vs clinical mental health counseling placement).

Internship Requirements

Internship Seminar

The internship requires enrollment in *CNSL 389 Counseling Internship* – a 3-credit hour seminar course that meets weekly during the semester. Full-time students in both the clinical mental health program and the school counseling program must participate in the seminar for a minimum of two semesters (a total of six credits). Full-time students taking the dual option must participate in the seminar for a minimum of four semesters, two for the school counseling program and two 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. Students who are not at an internship site cannot enroll in the *Counseling Internship* seminar.

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 in both the clinical mental health counseling 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 four 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 schools 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 in 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 or family 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 neither the client nor 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 in 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 in 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 do 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 typically include 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 CNSL 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). You cannot count readings/preparation for other Counseling courses towards your indirect hours.

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. Interns can 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

The Counseling Program supports the use of telehealth, to the extent that it is 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 Fall and Spring 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 third 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 third semester of internship for 3 credits could be counted towards the 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 CNSL 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 CNSL 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 two semesters but *desire* a third semester of internship (and the site desires that they stay for a third 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 third 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 (at 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 academic year 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 related actions.
2. After consulting with their advisor and attending the informational meeting, students may continue their placement process by researching potential internship sites (Clinical Mental Health and School Counseling sites) on the Counseling Program listings (on Teams). 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 on the Teams page 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.
3. 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 Teams listing 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.
4. Students should keep their advisor informed of their progress in securing a site. It is best to consult with your academic advisor before any commitments are made/contracts are signed as advisors may have information pertinent to the sites.
5. Once a student has received an internship offer, these steps are necessary for placement confirmation:
 - The student is responsible for having all of the appropriate signatures on the [**Internship Placement Contract**](#).

- The [Internship Placement Contract](#) must be uploaded in PRISM and emailed to the Counseling Program Specialist after all of the appropriate signatures are obtained. **This contract needs to be submitted by May 1st prior to the start of internship.**
 - **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.
6. 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** (*Affiliation Agreements are valid for three years*). 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. This process should be initiated as soon as possible so that there are not delays to the start of the student’s internship.
7. Counseling faculty may decide to assign students to an internship seminar section. When this happens, seminar assignments are based on a number of factors (including type of placement); 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 Counseling Association](#) or the [American School Counselor Association](#) for student Professional Liability Insurance. Applications are available on the websites of these professional organizations. Remember:
- Students must upload proof of liability insurance coverage to the Counseling Internship PRISM site prior to initiating any work at the site.
 - Students are responsible for uploading insurance renewals to PRISM 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 engaged in counseling work at their site.**
8. An internship orientation for site supervisors will be held prior to the beginning or at the start of the fall semester. Students may 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.
9. Students must complete the [Intern Behavior Contract](#) during the first week of the internship. This contract should be uploaded to PRISM 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.
10. Students should be sure that their site supervisor has electronically approved a [Supervisor Contract](#) during the first week of the internship. This contract can be accessed by the site supervisor through the PRISM

platform. In subsequent semesters, **new contracts are required if a new site-supervisor or a new faculty supervisor will be working with the intern.**

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 mental health professionals and educators, we have the ability and responsibility to assist individuals in taking responsibility for the positive 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. However, we do see the internship as an opportunity to learn more deeply about a particular theoretical framework.

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.** The 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 3-4 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 (located on PRISM). 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 (located on PRISM). 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).

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 tele-counseling.

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 in the field (preferably 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](#). 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 1st** 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 for the purpose of orientation and training. Interns should not initiate direct counseling services until the UVM semester begins. At the first meeting with the intern and site supervisor, the student should discuss 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 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, agency director or human resources director with an *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 1st.**

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 their caseload as the intern will be required to show video-recordings of their 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 sessions. 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 abuse/neglect of vulnerable individuals, school/agency standards of practice for all duty to warn issues, and school or agency policies and practices with regard to record-keeping and electronic health record systems. 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)¹ 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)² 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 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 with an outside professional may be most appropriate.

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

²Hardy, 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*** (located on PRISM) ; the on-site supervisor for the clinical mental health interns will complete the ***Clinical Mental Health Counseling Internship Competency Checklist*** (located on PRISM). 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 needs to be completed on PRISM prior to the end of the semester. The [Site Supervisor Evaluation of the UVM Counseling Program](#) needs to be completed at the end of the student's internship experience at that site (also through PRISM). In addition, site-supervisors need to monitor and approve the log of hours that interns complete weekly through PRISM (the system will generate emails with links to the log of hours for approval). 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 and then uploaded by the student to the UVM PRISM 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 through the PRISM system.

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. Site visits may occur through teleconferencing, phone contact or in-person visits. 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.

PRISM

Interns are expected to gain a working facility with the PRISM platform for all of the record keeping components of the CNSL 6991 Internship Seminar experience.

CNSL 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 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 Form Submitted	Form Description
	<u>Internship Placement Contract</u> (<i>Due May 1st</i>). Staff must have a current Contract for each semester that a student is at placement. Indicate date submitted. The internship placement contract must also include a copy of the on-site supervisor's resume and licensure information. Student submits to Counseling Program staff and uploads it to PRISM.
	<u>Intern Behavior Contract</u> Uploaded to PRISM 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.
	<u>Supervisor Contract</u> This contract will be electronically sent to the supervisor at the start of each semester. If there is a new supervisor, the new supervisor will need to also sign off on the contract electronically. Student uploads it to PRISM.
	Proof of Insurance (The professional liability face page must be uploaded to PRISM by student prior to working on site. Insurance must be valid for all of the semesters that student is working on site.)
	Internship Competency Checklist (<u>Note</u> : there are separate forms for Clinical Mental Health Counseling and School Counseling internships. The Competency Checklist should be completed by site supervisor at the end of each semester. These forms are located on the PRISM platform.)
	<u>Student Evaluation of Internship Site</u> (Completed by student at the end of each semester in PRISM.)
	<u>Student Evaluation of Site Supervisor</u> (Completed by student at the end of each semester in PRISM.)
	<u>Site Supervisor's Evaluation of the UVM Counseling Program</u> (Completed by site-supervisor at the end the internship experience in PRISM.)
	Internship Accountability Form - <u>Accountability Form for SC and CMHC</u> and <u>Accountability Form for Dual Option</u> (Completed by student. Original form 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 for licensure). Student uploads it to PRISM and sends a copy to Program staff.
	<u>Hour Logs</u> (Hour logs are completed and submitted electronically each week by the student in the PRISM system. They must be <u>signed off on</u> by the internship site supervisor)
Dates of Site Visit(s) (Indicate: Site Visit/Teleconference/Phone Contact)	
<i>Visit 1</i>	
<i>Visit 1</i>	
<i>Visit 1</i>	

Updated: May 2023

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.

Internship Placement Contract

- CP staff needs an [Internship Placement Contract](#) that is valid for each semester of Internship. This form needs to be submitted by May 1st 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

- An email will be sent to the site supervisor at the start of the internship placement with a link to PRISM for their approval. It then must also be approved within PRISM by the student and the faculty instructor for internship seminar. If there is a new supervisor, then the contract needs to be signed by the new supervisor.

Proof of Insurance

- A copy of the student's liability insurance must be uploaded to PRISM 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.

Skill Competency Checklists

- The *Clinical Mental Health Counseling 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 *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.

Student Evaluation of the Internship Site

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

Student Evaluation of Site Supervisor

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

Site Supervisor's Evaluation of the UVM Counseling Program

- 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 in PRISM.

Accountability Forms

- 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 electronic file, as well as uploaded each semester to PRISM; (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 (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. The student must upload the completed form with signatures to PRISM at the end of each internship semester.

Hours Logs

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