



INTERNSHIP HANDBOOK

Seattle University Counseling Programs

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I. INTRODUCTION

WELCOME TO SEATTLE UNIVERSITY

The counseling faculty at Seattle University would like to express its most sincere appreciation for your willingness to be an on-site Internship supervisor for our students. Your contribution to this endeavor by helping future counselors gain experience is a demonstration of your dedication to your profession. We hope that you find the experience as a Internship site supervisor to be rewarding.

The Counseling Programs in the Department of Counseling and School Psychology of the College of Education have been preparing counselors for five decades. During the 1950s and 1960s, the major emphasis was on training candidates for school counseling positions. Beginning in the early 1970s, a significant number of students opted for agency counseling and others chose the college and community college programs. In 1987, the graduate program in rehabilitation counseling merged with other counseling programs at the university. The program earned accreditation through the Council for Accreditation of Counseling and Related Programs (CACREP) for both the clinical mental health counseling and school counseling in 2010. The School Counseling Program qualifies students for the Educational Staff Associate (ESA) Certification in K-12 settings, public and private. The Clinical Mental Health Counseling Program prepares students for work in clinical mental health settings, such as youth service agencies, mental health centers, psychiatric hospitals, and correctional facilities.

This Internship handbook, in conjunction with the Internship syllabus, are designed to provide Internship site supervisors with knowledge of the program's expectations, requirements, and evaluation procedures for students. With what we believe to be a strong academic curriculum and 40 years of experience working with schools and agencies to prepare counselors, we feel that with your involvement, we will meet our mission of preparing diverse, ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice and provide quality service in diverse communities.

II. GENERAL INFORMATION

A. COURSE DESCRIPTIONS

COUN 5550 *School Counseling Internship I 4 credits*

COUN 5560 *School Counseling Internship II 4 credits*

COUN 5570 *School Counseling Internship III 4 credits*

Supervised counseling experience in a school setting.

COUN 5650 *Clinical Mental Health Counseling Internship I 4 credits*

COUN 5660 *Clinical Mental Health Counseling Internship II 4 credits*

COUN 5670 *Clinical Mental Health Counseling Internship III 4 credits*

Supervised counseling experience in a clinical mental health counseling setting.

B. GENERAL OBJECTIVES

The Internship provides students an opportunity to connect theory to practice. The Internship is an opportunity for the counseling student to continue with the development of putting their skills into practice in a real-life situation with available supervision. Students who enter into Internship have demonstrated they possess the academic, personal, and clinical competence to excel in the internship. Through a combination of site supervision and faculty supervision students will refine their counseling skills. It is important that students have experience with diverse populations and it is incumbent on the Internship site supervisor to provide the counseling student with opportunities to work with diverse populations.

C. SEATTLE UNIVERSITY CONTACT INFORMATION

For *general* questions and information regarding Internship, please contact the Clinical Placement Coordinator: Dr. Manivong J. Ratts at vong@seattleu.edu.

For *specific* questions or concerns regarding Internship and the Internship student please contact the university faculty member assigned to the Internship class. Contact information is below:

School Counseling Faculty	Phone	Email
Mary Graham, Ph.D.	206-296-5748	graham@seattleu.edu
Chris Wood, Ph.D.	206-296-5749	greenleaf@seattleu.edu
Manivong J. Ratts, Ph.D.	206-296-2843	vong@seattleu.edu

Clinical Mental Health Faculty	Phone	Email
Jackie Leibsohn, Ph.D.	206-296-5766	leibsohn@seattleu.edu
Bill O'Connell, Ed.D.	206-296-5753	oconnelw@seattleu.edu
Kristi Lee, Ph.D.	206-296-5751	leekrist@seattleu.edu

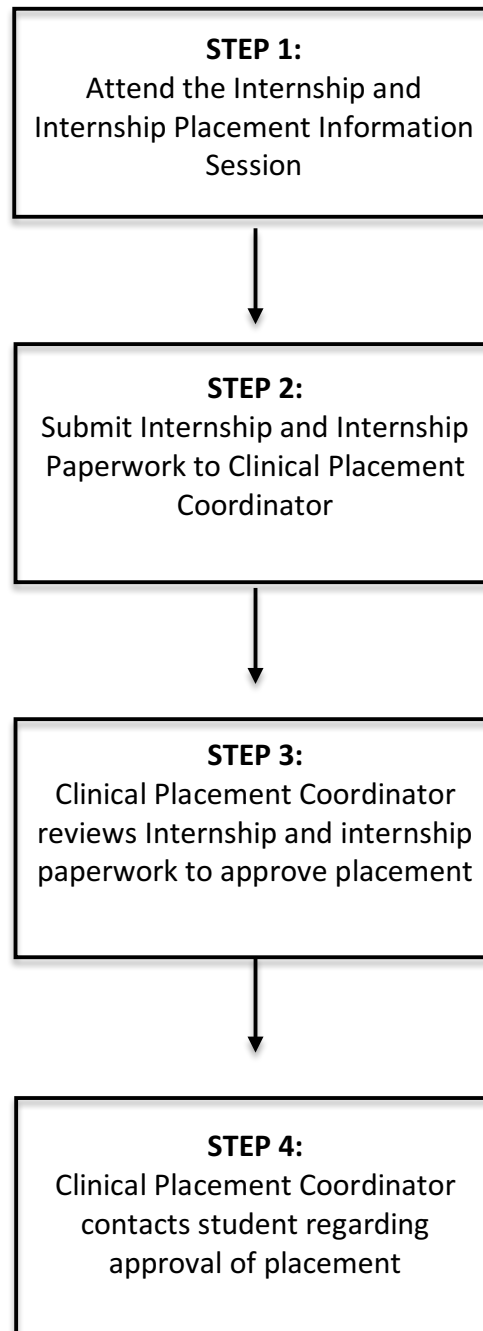
III. PLACEMENT

A. RESPONSIBILITIES OF THE CLINICAL PLACEMENT COORDINATOR

The Clinical Placement Coordinator oversees the placement process. The responsibilities of the Clinical Placement Coordinator are:

- Assist students in finding appropriate placements;
- Identify future placement options for students;
- Respond to field placement questions;
- Coordinates Internship and Internship Orientation meetings;
- Oversee and collect Internship and internship paperwork (e.g., contracts and site supervisor resumes);
- Approves Internship and internship placements;
- Respond to student concerns regarding Internship and internship placements;
- Serve as the primary liaison between the university and Internship and internship sites

C. INTERNSHIP AND INTERNSHIP PLACEMENT PROCESS



- Step 1:** Students are required to attend the Internship and Internship Placement Orientation meeting to learn about the placement process. There is a separate orientation for school counseling and clinical mental health counseling students. Information regarding the dates and times of the orientation will be emailed to students. The orientation is coordinated by the Clinical Placement Coordinator.
- Step 2:** Students seek out placement opportunities either individually or with the assistance of the Clinical Placement Coordinator. Placements must meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). School counseling students are required to work with the Clinical Placement Coordinator if they intend to be placed in districts that require the Clinical Placement Coordinator to communicate with the district. Students who are working individually, and have identified an appropriate placement, should communicate the Internship and internship requirements to the site supervisor.
- Step 3:** Once a Internship or internship placement has been determined students need to have all forms filled out for the placement. For school counseling students seeking a Internship this includes: Forms #2, #10 and the site supervisor resume. School counseling students seeking an internship this includes: Forms #4, #10, and the site supervisor resume. For community counseling students seeking a Internship this includes: Forms #3, #10 and the site supervisor resume. CMHC students seeking a internship this includes: Forms #5, #10, and the site supervisor resume. All forms can be obtained on the program website under the “Internship and Internship” link. All forms must be submitted to the Counseling Department Office by 4:00pm on Friday of Finals Week to the Clinical Coordinator of the program track in which the student is enrolled (i.e., School Counseling or Community Counseling Program Directors). All paperwork must be submitted prior to the beginning of Internship or internship. Incomplete or late forms will not be accepted. The Clinical Coordinator of each program track will review all required forms to determine appropriateness of the placement before approval is granted. Students are *strongly* encouraged to submit their paperwork as early as possible to the Clinical Coordinators in case a placement is not approved so they may have time to find other placement options. Late forms will delay a student’s field placement up to a year.
- Step 4:** The Clinical Coordinator of the School Counseling Program and the Community Counseling Program will notify students through email regarding the approval or denial of Internship and internship placements. Placements that have not been approved will require the student to work with the Clinical Coordinator to find appropriate placements.

IV. PROGRAM EXPECTATIONS

A. PRE-INTERNSHIP INFORMATION

1. Each Internship student's progress is evaluated prior to the start of a Internship using the Personal and Professional Competencies and a review of their overall grades.
2. Community Counseling students must become registered counselors prior to Internship (COUN 564).
3. School Counseling students must have cleared fingerprints in the Washington State Patrol and FBI database prior to Internship (COUN 554).
4. All counseling students will have attended a Internship/internship orientation prior to starting the Internship.

B. DOCUMENTS

Counseling students, the Clinical Coordinator, and site supervisors for Internship, must sign, signifying agreement, a respective agreement. Counseling students must sign a risk acknowledgement and release form. All clients or students of Internship must sign the respective "Disclosure of Information and Client Consent" form. The forms can read and downloaded at www.seattleu.edu/coe/counseling/ under "Documents/Forms." All Internship Site Supervisors must complete the "Supervisor Information" form. Agreements and consent forms are required as follows:

Form	Due	To
Disclosure of Information and Consent to Participate (client release)	Prior to recording	University Instructor
Risk Release	Must accompany all Internship agreement	Clinical Coordinator Dept of Counseling and School Psychology Seattle University 901 12 th Avenue, PO Box 222000 Seattle, Washington 98122-1090 Phone: (206) 296-5750 Fax: (206) 296-1892
Internship Agreements	The last day of the quarter preceding the respective Internship.	Clinical Coordinator

C. SITE SUPERVISOR EXPECTATIONS

Internship site supervisors are expected to orient the student counselor to the counseling profession well as that of the administration and counseling staff, including emphasis on counseling policies, ethical guidelines, multicultural issues, and any other pertinent information that an emerging student counselor needs to know. Emergency procedures for dealing with potentially suicidal or homicidal clients and for reporting suspected abuse or neglect are expected to be part of this orientation. In addition, Internship site supervisors are expected to provide the following:

1. Provide student counselors with a case load of 10-15 clients

2. Access to a confidential office equipped with necessary technology needed to provide quality counseling services
3. Support with developing individual and/or group counseling skills
4. Support of the student counselor in their development as a professional
5. Provide the student counselor with supervision as needed
6. Assist the student counselor in developing ethical and reflective decision making skills
7. Provide the student counselor opportunities to work with diverse populations.

D. ETHICAL STANDARDS

All students are expected to adhere to the ethical standards of the counseling profession. The American Counseling Association's (ACA) *Ethical Codes* and/or the American School Counselor Association's (ASCA) *Ethical Standards for School Counselors* should be used as guidelines when providing supervision of the Internship student.

E. SITE SUPERVISOR QUALIFICATIONS

Community Counseling site supervisors must hold a master's degree in counseling and have at least three years of post-Master's experience working as a counselor comparable to that in which the Internship will occur. It is desirable for supervisors to be licensed, which as Mental Health Counselors, Marriage and Family Therapists or Clinical Psychologists. School Counseling site supervisors are required to hold a master's degree in school counseling and be an ESA Certified School Counselor with three years of post-Master's experience working as a school counselor. All site supervisors are asked to complete the "Supervisor Information" form and return it along with a copy of the site supervisor's resume/vita to the Clinical Coordinator at the same time the agreement is signed.

F. RELATIONSHIP WITH THE COUNSELING FACULTY

The counseling faculty seeks a collaborative relationship with each site supervisor toward the mutual goal of providing the highest quality learning experience possible for the student counselor. During each Internship quarter, a faculty member will meet with the student and the site supervisor on site to reviewing the student's progress and experience. If at any time the site supervisor has any questions or concerns about the student counselor or any aspect of the process or procedures, the Internship site supervisor is encouraged to call the students' Internship instructor or the Clinical Coordinator. During each quarter of Internship there may be a different faculty member supervising the on-campus Internship. It is the intention of the faculty to provide the greatest amount of depth, breadth, and diversity in faculty supervision.

V. REQUIREMENTS

A. START OF INTERNSHIP

The Internship begins on the first day of classes during the quarter the student enrolls. Exceptions must be documented on the respective Internship agreements. Internship precedes internship; internship continues for three successive quarters, ending the final day of the third successive quarter.

B. INTERNSHIP HOURS

Students must complete supervised Internship experiences that total a minimum of 600 clock hours. The Internship provides for the development of counseling skills under supervision. The student's Internship includes all of the following:

1. 240 hours of direct service with clients, including experience in individual counseling and group work (121 of these hours must be individual counseling);
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by the site supervisor working in consultation with the university faculty member;
3. an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's Internship by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. evaluation of the student's performance throughout the Internship including a formal evaluation after the student completes the Internship.

C. AUDIO/VIDEO RECORDING

The counseling faculty requires that students use audio or video recording of counseling sessions. Such recording allows the Internship student, site supervisor, and the university supervisor to effectively evaluate the quality of the student's counseling skills and give appropriate feedback. Permission for recording and sharing must be obtained from the client, using the "Disclosure of Information and Client Consent" form. Requirements for recording vary. Parental permission may be required. Consent forms are available in Spanish.

D. INTERNSHIP POLICIES

1. Internship is graded Credit (CR) or fail (F). The student, university supervisor, and the site supervisor complete student evaluations for Internship.
2. If a student is dismissed by the Internship site supervisor or staff, such action can be grounds for dismissal from the counseling program. The Seattle University Fair Practices Policy (Part III) dictates the process to follow regarding the dismissal of a student in a program.
3. Supervision between fall and winter (3 weeks), winter and spring (1 week), and spring and summer (1 week) will be done on an on-call basis. A designated faculty member will be available for consultation. Logs must be kept during this 6-week interim.
4. Internship placements must be at a site in the Seattle area.

VI. EVALUATION PROCEDURES

A. INTERNSHIP SYLLABUS

The Internship syllabus and Internship Evaluation Agreement delineates the course expectations, assignments, and evaluation procedures for students. Students' clinical counseling skills are assessed using the "Clinical Assessment" below.

Clinical Assessment III Summative Assignment

The Clinical Assessment Summative assignment is used to determine student clinical knowledge and skills in the Counseling and Helping Relationships CACREP core and specialty areas. Student acquisition of clinical knowledge and skills are evaluated in the following clinical courses: COUN 5100 (Fundamental Counseling Skills), COUN 5510 (Counseling Lab), COUN 5540/5640 (SC and CMHC Practicum), and COUN 5550/5650 (SC and CMHC Internship) Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

Evaluation Process

The professor will complete the following rubric to assess student counseling and helping knowledge and skills. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
173-192	Mastery	4	Able to perform at a high level without supervision on a consistent basis
154-172	Proficient	3	Able to perform without supervision on a consistent basis
133-153	Developing	2	Able to perform with supervision on a consistent basis
116-132	Beginning	1	Able to perform with supervision on an inconsistent basis
115 & below	Inadequate	0	Unable to perform with supervision

Clinical Competency Skills

Skill Areas		Score
Procedural	Opens session smoothly	
	Provides informed consent	
	Identifies important concerns in the session	
	Identifies risk issues and reports to supervisor	
	Follows policy and procedures of an educational or agency setting	
	Ability to end session smoothly	
	Provides appropriate referrals when necessary	
	Appropriately integrates the client's cultural background into the session	
Attending Behavior	Counselor demonstrates interest in client	
	Ability to establish a rhythm and pace compatible with the client	
	Ability to establish a rhythm and pace compatible with the client	
	Counselor is able to manage silence appropriately	
Listening Responses	Clarification	
	Paraphrase	
	Reflection of feeling (empathy)	
	Summarization	
Influencing Responses	Open Question	
	Closed Question	
	Interpretation (Advanced Empathy)	
	Information Giving	
	Immediacy	
	Self-disclosure	
Counselor and Client Relationship	Confrontation/ Perception Check/ Challenging Statement	
	Ability to mix and balance responses in session	
	Demonstrates patience with client	
	Establishes a collaborative working relationship with client	
	Ability to set goals with client and move toward action in problem solving	
	Ability to facilitate decision making	
Ethical Awareness and Conduct	Ability to evaluate counselor-client relationship	
	Demonstrates knowledge of general ethical principles	
	Demonstrates awareness and sensitivity to ethical issues	
	Demonstrates consistent ethical personal behavior	
Response to Supervision	Consults with supervisor about ethical issues if needed	
	Prepared for supervision meetings	
	Receptive to feedback from supervisor/colleagues	
	Understands information communicated in supervision	
	Successfully implements suggestions from supervisor	

	Aware of areas that need improvement	
	Willingness to explore personal strengths and weaknesses	
Interaction with Colleagues	Appears comfortable interacting with colleagues	
	Communicates effectively with colleagues	
	Builds rapport and respect with colleagues	
	Is sensitive and responsive to colleagues needs	
	Communicates effectively with colleagues	
	Builds rapport and respect with colleagues	
	Is sensitive and responsive to colleagues needs	
	Is sensitive to cultural differences	
	Is sensitive to gender differences	
Total Score		

VII. LIABILITY INSURANCE

All enrolled students in the field experience (Internship and internship) have liability insurance through Seattle University for up to \$1,000,000.00. However, students are strongly encouraged to obtain additional liability insurance through student memberships in such organizations as the American Counseling Association (ACA) and the American School Counselors Association (ASCA).