

**Frostburg State University
Master of Science in
Counseling Psychology
Internship Proposal Guide
Revised: 11/07/08**

***Prepared by
Master of Science in Counseling
Psychology Faculty
and Graduate Assistants***

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INTERNSHIP CHECKLIST:

- _____ 1. Reread the Graduate Handbook which was distributed to you at the beginning of your first year. If you do not have a copy, obtain one from the Program Coordinator.
- _____ 2. Read this Internship Proposal Guide.
- _____ 3. Look for an internship site. Approved Internship Sites can be found online at: <http://www.frostburg.edu/dept/psyc/graduate/sites.htm>
- _____ 4. Review previous students' internship papers located in the Program Administrative Assistant's office (GC119) to gain a better idea of which internship site would be most beneficial for you.
- _____ 5. Consult with your advisor to discuss the details of possible internship experiences.
- _____ 6. Set up interviews with internship sites and secure a position. Any new site will need to be approved by the Program Coordinator and could take some time, thus it is best to consult with the Program Coordinator as early as possible.
Interviews should begin in Early December
- _____ 7. Develop your internship proposal following the guidelines in **Appendix A**, including specific behavioral objectives and evaluation criteria for any certificate (if applicable).
- _____ 8. Secure approval for your internship proposal from your advisor. This may take multiple drafts.
- _____ 9. Secure approval for your internship proposal from the agency supervisor. This includes a **signed Letter of Assurance**
- _____ 10. Present a final approved copy of your internship proposal to the Program Coordinator with the Letter of Assurance signed by the agency head and your advisor. **The final proposal and Letter of Assurance must be submitted to the Program Coordinator by the last day of regular classes, Spring Semester in order to begin your internship in the following Fall semester.**
- _____ 11. **Student Liability Insurance is provided by FSU after the approved proposal and Letter of Assurance have been submitted to the Program Coordinator.**
- _____ 12. Once your internship begins, make contact with your advisor to discuss individual consultation, at least one hour of which **must occur before** your advisor makes a site visit to your internship site (about mid-semester).
- _____ 13. Remember a new proposal needs to be submitted for **each semester** that you intern.

Prior to interning you must complete all course work with a GPA of 3.0 or better. Electives may be taken concurrently while interning.

**NOTE: 50% OF THE INTERN'S TIME MUST BE SPENT IN DIRECT SERVICES TO CLIENTS, (define as face-to-face therapeutic contact).
The FSU, M. S. program attests to this on licensure forms.**

POINTS OF CLARIFICATION:

University Faculty Advisor/Consultant: The M. S. faculty member assigned to you as an **Advisor** throughout your program of study will act as your university faculty **Consultant** throughout the course of your internship. You select your internship site and develop your internship proposal with the guidance

of your Advisor. When your proposal is final, and your advisor as well as the agency head have signed the Letter of Assurance, you submit a copy to the **Program Coordinator** who will also sign the Letter of Assurance and place your proposal in your file where it can be accessed later by your faculty advisor. Your **Advisor** chairs your exit interview at the end of the program.

Second Reader: In addition to your **Advisor**, one of the M. S. faculty will act as a second committee member for your exit interview and a second reader. You are responsible for arranging the second faculty reader. **You are to provide the second reader with your internship paper AFTER your advisor has signed off on it, typically two weeks before your scheduled exit interview.**

Group Internship Consultation: You will enroll in a section of PSYC 695 or 696, and the faculty member assigned to that section is your **Group Internship Consultant**. In some semesters, your **advisor**, who provides you with individual consultation, may be the same as your Group Internship Consultant. The **Program Coordinator** is assigned one section of group internship and the other section rotates among the other M. S. faculty.

Program Coordinator: You hand in the final copy of your proposal (with signatures from your Advisor, Site Supervisor & Agency head on the Letter of Assurance) to the **Program Coordinator**. Agency supervisors (either directly or through the intern) return the written internship evaluation to the **Program Coordinator** by the last day of classes each semester. For some students, the **Program Coordinator** may also be your group internship consultant and/or advisor.

YOU ARE REQUIRED TO ATTEND 7 GROUP SUPERVISION MEETINGS AND MEET WITH YOUR UNIVERSITY FACULTY ADVISOR AT LEAST ONCE PRIOR TO YOUR SITE VISIT EACH SEMESTER and then as needed.

Agency Supervisor: The person at your internship site who is responsible for providing you with direct supervision **must hold a mental health license**. You must meet weekly with your agency supervisor for at least 1 hour of direct supervision.

Please refer to Appendix C, Guidelines for Internship Supervision.

STUDENT LIABILITY INSURANCE:

Your liability insurance will be provided by Frostburg State University if you provide the required information about your site by the end of the semester prior to the semester in which you intern. The Program Coordinator arranges this. Copies of the policy can be obtained, if required, for the Internship site.

ALL INTERNS MUST HAVE LIABILITY COVERAGE during all semesters of internship.

PURPOSE OF INTERNSHIP:

The purpose of the internship is to provide students with a supervised counseling experience. During the supervised experience, interns will have the opportunity to apply their knowledge and skills acquired in their course work. In addition, this experience gives interns the opportunity to solidify their philosophical approach to working with others in a helping relationship. The internship site provides first-hand involvement in counseling clients and learning about the agency's services, working within an agency's system, utilizing community resources, and understanding local/state laws which affect our work as counselors. The internship experience enables students to further develop their skills and competencies required as a helping professional.

PREREQUISITES:

All program course requirements must be completed, except the elective, prior to interning.

OVERVIEW OF INTERNSHIP EXPERIENCES:

All students are required to intern at an approved site, and adhere to the objectives outlined in this internship proposal guide. Graduates can take 5-12 internship credit hours per semester, with an obligation of three clock hours per credit hour per week for a minimum of 15 weeks (students will be required to work anywhere from 15-36 hours a week; 50% of your hours must be in direct face-to-face service with clients). Both individual supervision at your agency (with a licensed mental health professional) and group university consultation are required and count as part of the required clock hours. The program's minimum internship requirement is two semesters on site earning a total of at least 10 credits. Interns may be required to take additional credit hours during a third semester (or more) if the university faculty believe that the intern would benefit from additional professional development. It should be kept in mind that all interns do not develop their professional skills at the same rate and therefore some interns may need more experience and supervision to develop their potential.

Throughout the internship experience, interns will be required to have weekly agency supervision as well as attend bi-monthly group consultation meetings at the university. Group consultation will be held every other week during which time graduates can discuss their internship experiences and their specific skills and knowledge needed to be an effective counselor. Interns must attend at least 7 group consultation meetings a semester. Prior to the first week of the semester, students will be notified of the time and location of their first group consultation meeting. This typically occurs during the first week of the semester.

GRADUATE CERTIFICATE PROGRAM INTERNSHIPS:

If a student's internship experience will also be fulfilling one or both of the Psychology Graduate Certificate Programs, **separate behavioral objectives** must be written for the 150 hours of supervised direct services specific to the Graduate Certificate Program being completed. Students may complete both Psychology Graduate Certificate Programs (Child and Family Counseling and Addictions Counseling); in this case, behavioral objectives specific to each certificate must be developed. These behavioral objectives also must be reflected in the Intern's Evaluation Criteria (p. 19 of this Guide). That is, for each behavioral objective specific to a Graduate Certificate Program there must be a **corresponding evaluation criterion** about which level of competence is rated.

Please be sure to note on the Title Page of your Internship Proposal that this experience will be also fulfilling requirements for a Graduate Certificate Program(s) (see page 12 of this Guide).

FACULTY SITE VISITS:

Beyond any approval site visits (approving a new internship site), FSU faculty visit each internship site once a semester. Interns need to have at least one individual consultation meeting with their **University Faculty Advisor** prior to the site visit.

APPROVED INTERNSHIP SITES:

The approved internship sites are considered by the Frostburg State University faculty to have well organized programs which are staffed by helping specialists who are qualified to accept the responsibility of sharing in the training of counselors. Each site must have a licensed mental health professional who will provide direct supervision to the intern. To be effective, the intern should be considered a part-time member of the staff. Therefore, it is important that the administration of the approved internship site be satisfied with the intern as a professional member of their staff. Approved Internship Sites can be found on line at: <http://www.frostburg.edu/dept/psyc/graduate/sites.htm>

Given the wide variation of agency programs, agency size, and organizational structure, etc., it is not possible to "standardize" either the internship experience or the approved internship sites. The richness, depth and breadth of the internship depend, in large part, upon the commitment and interest of both the intern and the licensed supervising professional in the agency setting.

If a student would like an internship experience with an agency that is not on the list, the student should contact the Program Coordinator to arrange approval of a new internship site.

SALARIED INTERNSHIP OR INTERNING WHERE YOU WORK:

Occasionally students are given the opportunity to intern at their current site of employment or are offered a salary for part or all of their internship activities. Interning where employed can result in some uncomfortable problems. The prospective intern must consider the potential of conflicting demands being made of him/her as an intern and as an employee. A student should not consider this dual-role unless it is clear with the agency that internship goals must be met first. Approval to intern at one's work site can only be granted by the Program Coordinator.

To even be considered to be allowed to intern at one's current employment setting, two criteria must be met. First, proposed internship activities must differ significantly from functions performed as an employee. These new activities should require skills and knowledge commensurate with your advanced training. Your internship activities should be more demanding and challenging than those duties listed in your job description (i.e., utilize skills acquired in program). Second, your internship activities must be supervised by someone other than your employment supervisor who is a licensed mental health professional. See the Program Coordinator for further discussions on this issue.

ROLE OF INTERN IN THE AGENCY:

Interns must be socially aware, mature, and function as a part-time member of the professional staff. The readiness, motivation, and professional initiative of interns will significantly affect their internship experience. Interns should recognize and appreciate the value of the opportunities to learn provided within the agency. Interns are not expected to fill job duties created by agency staffing shortages or problems.

Adherence to the dress code of the agency is expected. Likewise, interns are expected to keep the same time schedule of the regular staff. Interns should not work before or after the established regular hours at the agency for safety reasons, nor should they ever be alone with clients at the agency (i.e., no other agency staff on premises). At all times interns are to rigorously maintain client

confidentiality (including sessions with clients, client records, securing records, etc.) as expected of all professional counselors. In addition, interns are expected to identify themselves to clients as graduate interns in training. See **Appendix D** for a suggested introduction to use with clients.

Although the internship experience is unique to each individual and agency, interns typically move through three developmental phases of growth. During the initial period of internship, the intern learns primarily through observation. The intern may not feel ready or be ready early in the course of his/her assignment to "counsel" clients. There may also be initial difficulty with independently consulting with other staff members or relatives of the client regarding client difficulties. Observing another staff member engage in these activities, with client approval, would be appropriate. In addition, observation of group work can well lead to a co-facilitation role with the group leader, etc. This type of shared responsibility characterizes the second--and obviously longest and most significant phase of internship--learning through participation in a wide range of professional helping activities, with increasing levels of personal responsibility. The last of these inter-related phases might be thought of as one of disciplined and critical inquiry. The intern will focus on his/her concerns about helping relationships and discuss these with the agency supervisor, the university faculty advisor/ consultant, and/or the group internship consultant. Clearly, gaps will exist in the best of agency programs. In specific professional areas where interns have not had an opportunity to observe or participate, they are expected to engage in readings and other scholarly inquiry to learn about current views and findings reflected in the professional literature.

ROLE OF THE AGENCY SUPERVISOR:

The agency supervisor has the fundamental responsibility of making the internship a good learning experience for the intern. **This individual must be a qualified professional as defined by holding a master's or doctoral degree in the helping professions (e.g., M.S.N.-Psychiatric emphasis, M.S.W., M.Ed. in Counseling, M.S., M.A., Ph.D. Psy.D. or Ed.D. in Counseling or Clinical Psychology, M.D. - Psychiatry, M.Div.-Pastoral Counseling) and hold a mental health license.** The agency supervisor becomes, in effect, a member of the university training team and shares the responsibility of the intern's induction into the counseling profession. See **Appendix C** for specific guidelines of the agency supervisor's role.

ROLE OF THE FROSTBURG STATE UNIVERSITY FACULTY ADVISOR/CONSULTANT:

The role of the university faculty advisor/consultant is reflected or implicit throughout this guide. The university faculty advisor shall be involved in the critical review of periodic written reports submitted by the interns, **conduct agency visitations (at least one each semester)**, meet individually with interns, and in consultation with the agency supervisor conduct an assessment of the intern's performance. The assignment of a grade (pass/non-pass) for the intern is also the responsibility of the university faculty advisor and group consultant. See **Appendix C**, Guidelines for Internship Supervisors.

INTERNSHIP PROPOSAL:

The intern is required to develop and write a separate proposal for **each semester** of internship. While each intern's proposal should be based on and responsive to the information, objectives, and expectations to be made explicit in **Appendix A**, it should also rest heavily on each intern's own perceived needs, objectives, and personal aspirations.

It is expected that intern's potential concerns will have changed upon completion of their first semester of interning. Interns will also be able to define their goals and objectives more specifically. Interns' second semester proposals must reflect these and other changes.

REQUIRED WORK TO BE SUBMITTED BY THE INTERN:

The following is the basic outline of what is generally required of interns. In these requirements, the client's anonymity should be totally protected when written work is submitted to the university faculty group consultant or faculty advisor. The specific format and particulars may vary from faculty member to faculty member. Interns should consult directly with their assigned university faculty group consultant or advisor for details.

1. **PROPOSAL** -The specific guidelines for writing the internship proposal can be found in **Appendix A**. The internship proposal must receive agency and faculty approval before the intern will be given permission to register for the internship. Approval is acknowledged when Letter of Assurance has been signed by your **Agency Supervisor, University Faculty Advisor**, and the **Program Coordinator**.
2. **LOG** - The intern should keep a weekly log which may be requested to be reviewed by your university faculty advisor at periodic intervals. Entries should be descriptive and evaluative. That is, interns should indicate what they did or experienced and then reflect on it. Even if not requested for review, it is a good idea to keep track of your internship hours, with respect to hours in direct services and hours in site supervision.
3. **OUTCOMES ASSESSMENT** - Outcomes assessment is another name for **program evaluation**. The FSU M. S. Program endorses the importance of systematically evaluating our program with respect to stated goals and objectives by focusing on student outcomes (learning); i.e., what skills and knowledge do students have when they leave our program?

It is very important that students take outcomes assessment seriously. Curricular and policy changes are based, in part, on results of students' program evaluation responses. Collecting data on students' experiences in our program is one very important way to assess program quality and needed modifications. We also survey alumni, usually in four-to-five year cycles, asking questions about employment satisfaction as well as evaluation of the M. S. Program.

While you are enrolled in our program, you will be asked to participate in outcomes assessment at the beginning and end of your program of study. The first assessment administration may be during your first semester orientation meeting. The exiting assessment will be during your second to last or last internship seminar meeting. A specific assessment of the internship experience may necessitate that interns complete anonymous information forms on individual clients seen at the time of the first and last (termination) counseling sessions.

There is also a more open-ended program evaluation component in the Internship Evaluation paper. These responses are discussed at the Exit Interview and then are collated within weeks of each intern groups' graduation for review by the M. S. Committee

4. **FINAL INTERNSHIP PAPER**:

A. INDIVIDUAL CASE SUMMARY - One individual case summary is to be prepared. If you are unsure about case summaries make sure you check the handbook, then look at sample summaries and if you are still unsure then go to your advisor.

B. GROUP COUNSELING OR MULTI-CLIENT CASE SUMMARY -

One summary of a group or multi-client counseling experience is to be prepared, including the intern's view of group dynamics and changes over time. Interns should consult with their advisor for more details.

Guidelines for writing the case summaries are available online at:
<http://www.frostburg.edu/dept/psyc/graduate/intern.htm> under the heading
Guidelines for Writing the Internship Activities Report

5. **ASSESSMENT REPORTS** - In settings where the intern becomes involved in individual client psychological assessment, the intern's reports will be submitted for review by your university faculty advisors, at their request.

EVALUATION:

Evaluation of the intern is an intrinsic part of the total experience. Thus, the evaluation will be both formative and summative. The intern will be assigned a final grade of PASS or NON PASS. Given this grading system, a strong emphasis will be placed on formative evaluation through continuous feedback from the agency supervisor and monitoring of the total process and feedback from the university faculty advisor. In addition to feedback conferences with the intern, the agency supervisor may need to initiate telephone or personal conferences with the university faculty advisor if problems arise or if appropriate growth and professional development are not taking place.

The summative evaluation will take place at the conclusion of each semester of internship. Grades are recorded by the group internship consultant. The agency supervisor will assist at this point by completing the Intern's Evaluation Criteria form (see **Appendix E**). **You are responsible for providing your site supervisor with this evaluation form and insuring that it is returned by the semester's last day of classes.** The agency supervisor should review the evaluation with the intern and then must forward it to the Program Coordinator and/or the university faculty advisor who will assume **FULL RESPONSIBILITY** for ascertaining whether or not a minimal competency has been demonstrated. No student will receive a passing grade until a minimal competency level is achieved as judged by the university faculty advisor/consultant and the Program Coordinator. Further, at the conclusion of each semester of internship the university faculty advisor/consultant, in consultation with other program faculty, will review each intern from the perspective of what areas need further development and what constitutes the most appropriate supervision plan. At the end of the first semester an informal review of the intern's evaluation will be conducted by his/her university faculty advisor (the agency supervisor may conduct an informal review as well). During the intern's final semester, this assessment is referred to at the Exit Interview.

Additionally, you may evaluate your agency supervisor using the Supervisor's Evaluation Form located in **Appendix G**. This evaluation is **optional** and may be shared with your Agency Supervisor, University Faculty Advisor/Consultant, and/or the Program Coordinator. Supervisor evaluation should be discussed with your on-site supervisor before the Supervisor's Evaluation Form is completed. Evaluation of your site supervisor should be a mutually agreed upon process.

EXIT INTERVIEW:

All candidates, for their professional degree in Counseling Psychology, will participate in an **Exit Interview** which is an evaluation of the individual's strengths and developmental needs as related to the practice of counseling. The primary subject matter for this assessment will be the degree candidate's internship experience and his/her written Internship Paper. Additionally, the **Exit Interview** serves as a more formal, termination experience for the graduating student and the faculty members participating in the interview (advisor and one other M.S. faculty member).

ETHICAL CONSIDERATIONS:

The ethical standards of the American Psychological Association and the American Counseling Association are the standards to which we subscribe. You are to read, digest, and internalize these standards. **Any breach of this code of professional conduct shall provide sufficient grounds for dismissal from the program.** The intern is reminded to take special care to obtain adequate consultation in cases which may present problems outside of his/her range of competencies.

APPENDIX A
GUIDELINES FOR DEVELOPING THE INTERNSHIP PROPOSAL

GENERAL REQUIREMENTS:

1. Internship proposals should be developed with an introductory-advanced sequence in mind. Behavioral objectives should reflect the goals of the student regarding practice of some skills, initial development of some, and improvement of others. The first semester internship proposal should reflect the objectives of a student first entering a career related experience. The second semester internship proposal should reflect further development and refinement of skills, competencies, and characteristics plus any expansion in the number of skills, competencies or theoretical understandings the student now has or seeks to acquire. **Therefore, the second internship proposal should be a substantial revision of the first, even when the student is continuing at the same site.**
2. Develop a first draft of your proposal, listing your desired behavioral objectives and related activities. These objectives and activities can be developed in accordance with the agency head or your agency supervisor. After negotiations with the agency, submit your first draft to your advisor. Your advisor will then suggest appropriate additions and corrections to your proposal to ensure that you meet program requirements. All changes to your proposal should be reviewed and approved by the agency. This initial draft is to be submitted to your advisor no later than three weeks before the last day of classes of the semester before you are to intern. This will allow time for any revisions that must be made.
3. A final copy of your proposal, including the Letter of Assurance (see **Appendix B**), must be submitted to the Program Coordinator by the last day of classes of the semester before you are to intern. In addition, a final copy of your proposal should also be given to your agency supervisor, and you should retain a copy for yourself as well. The copy submitted to the Program Coordinator will be placed in your file where it will be available to all program faculty. Be sure to include the Letter of Assurance signed by the agency head, agency supervisor, and your faculty advisor **before** you submit the copy to the Program Coordinator.
4. It is your responsibility to arrange for individual consultation with your advisor.
5. All interns must obtain student liability insurance. The insurance policy must be in effect during the dates specified in your proposal. You can obtain insurance from Frostburg State University if you provide the required information (site supervisor's name, e-mail, and site name) about your site by the end of the semester prior to the semester in which you intern.
6. Internship Proposals and Papers, from previous years, may be checked out by all graduate students. These documents are located in the Program's Administrative Assistant's office (GC 119).

For each hour of credit you are requesting, you must substantiate internship time of a minimum of three hours per credit per week for each of the 15 weeks of the semester (i.e., 45 hours total per semester for one credit, 90 hours for two credits, 135 hours for three credits, etc.). Fifty percent of these hours must be in direct face-to-face direct services. Agency supervision and university consultation count within your non-direct service hours. Except for consultation at FSU, no other hours spent off internship site apply toward internship hours, even if you consider the hours to be internship activities (e.g. writing a discharge summary at home).

INTERNSHIP PROPOSAL FORMAT:

The following format should be adhered to when preparing your typed proposal (for access to past student proposals see the Program Administrative Assistant in Guild Center Room 119):

Page 1 is the Title Page and this information should be centered as follows:

Frostburg State University
Master of Science in Counseling Psychology
Internship Proposal

semester, year

(double space)

intern's name

(double space)

intern's local address

intern's local phone number

(double space)

internship site name

site address

site phone number

(double space)

agency supervisor's name, credentials

agency supervisor's e-mail address

agency supervisor's phone number

(double space)

number of weeks for internship

dates of internship

number of clock hours for internship

number of credit hours requested

total number of clock hours for internship

(double space)

date submitted to Program Coordinator

Internship will fulfill the _____ Graduate Certificate Program(s)
(name of Program)

PAGE 2 should list the Table of Contents & Description of Site. Please make certain that you number the following proposal pages with consecutive numbers to match the Table of Contents. Below the Table of Contents, describe the site at which you are interning, including type of facility (e.g., inpatient addictions, generalist, private practice, residential school, etc), client population (i.e. age, gender, racial/ethnic/SES diversity, type(s) of presenting problem(s), size of the facility (number of clients & staff), location of facility (rural, urban, suburban), and the theoretical orientation of the facility. Be as specific as possible as this description may be of benefit to future interns considering this site.

PAGE 3 to x should list your Behavioral Objectives accompanied by a statement of the Activities that you will participate in to meet these objectives, along with an estimate of the weekly clock hours you will devote to the activities listed. Provide a total sum of hours per week/semester. You should end this section with a summary table listing the activities (column one) and hours per week you will engage in the active (column two), with total hours per week at the bottom. This summary table provides an overview of your activities and time. For specific behavioral objectives and activities requirements' see pages 13 and 14, respectively. **Be sure to include separate behavioral objectives for any graduate certificate programs you are completing.**

Next Page: Potential Concerns. Write a brief statement of any concerns you have in meeting the objectives at your internship site. These concerns should include items such as whether or not an activity can be met and/or concerns about your ability to meet your objectives. For instance, if you want a community outreach program and the agency agrees with the idea, you may initiate the

program and there may not be enough participants to complete the activity. Or, you may be uncomfortable with public speaking and are concerned that this may interfere with your ability to conduct a successful community outreach activity. Include plans to address these concerns.

Next Page: Supervision, Consultation, and Evaluation. Write a brief paragraph outlining the nature of the supervision you will receive. List, for example, that you will be meeting 1 1/2 hours bi-monthly in group consultation sessions, AND at least once with your university faculty advisor prior to the site visit. Also, include the minimum amount of time provided by your agency supervisor (1 hour a week). Identify any optional information you will prepare for supervision such as a log, audio or video tapes or verbatim written reports.

Next Page: Intern's Evaluation Criteria form (See **Appendix E** for a copy of this form). These are the minimal competencies and understandings on which the faculty expects you to be evaluated. Notice that there are items for individual, multi-client/family, and group counseling, and supervision. In your individual evaluation form you are to include the items for the activities in which you are engaged. These items should be reviewed by your agency supervisor. If additional items are necessary to evaluate your competencies, skills, and understandings as specified by your objectives, then add the additional items as necessary. Each objective should have an appropriate set of evaluation criteria. **Again, be sure to include evaluative items relating to any graduate certificate program objectives.**

WE EXPECT THAT YOU WILL HAVE TO ADD ITEMS TO FIT YOUR PARTICULAR SITE REQUIREMENTS AND ESTABLISHED BEHAVIORAL OBJECTIVES.

It is also possible that you, as an intern, may have the opportunity to evaluate your on-site supervisor. A former graduate student devised a Supervisor's Evaluation Form based on criteria presented in Corey, Corey & Callanan's (1998) Issues and Ethics in the Helping Professions (see **Appendix G** for a copy of this form). Supervisor evaluation should be discussed with your on-site supervisor before the Supervisor's Evaluation Form is completed. Evaluation of your site supervisor should be a mutually agreed upon process. This form is not a required element of the internship proposal.

Next Page: Resume. At the end of your proposal, attach a current, updated copy of your resume. You should consult with your advisor to develop an appropriate resume. Be sure to include relevant course work. Additional help with the resume can be obtained from the Career Services, Sand Spring Hall, Frostburg State University.

Next Page: Attach the Letter of Assurance (Appendix D) with the appropriate signatures affixed. Get the official watermarked form from the Program Coordinator.

BEHAVIORAL OBJECTIVES:

List clearly, and as specifically as you can, your behavioral objectives while serving your internship site. Begin this section with the statement: *"At the completion of the internship, I expect to have achieved the following skills and competencies."* Be sure to make your identified objectives and activities specific to your needs, and the opportunities available, at your internship site.

The following list represents the major behavioral objectives of the M. S. in Counseling Psychology Program.

- Demonstrate the ability to maintain a helpful and constructive counseling relationship.
- Demonstrate the ability to diagnose problem conditions and design effective intervention strategies.
- Demonstrate sensitivity to social and cultural diversity, resulting in appropriate assessment and intervention strategies and other professional behaviors.
- Demonstrate skill in conducting group counseling and other multi-client interventions.

- Demonstrate the ability to consult with other professionals regarding client needs and development.
- Demonstrate a phenomenological understanding of the client's environment. Be able to identify ways in which that environment facilitates or impedes client learning and development.
- Demonstrate the ability to be responsive to feedback, and to assess one's own strengths and areas needing development.
- Demonstrate an understanding of the agency or setting in which you are interning.

DESIRABLE INTERNSHIP ACTIVITIES:

Immediately following each behavioral objective statement, list clearly and specifically the activity or activities which you will perform to fulfill your responsibilities and duties at your internship site. Each stated activity must support the achievement of your behavioral objective(s). After each behavioral objective and corresponding identified activities, indicate the approximate number of hours each week you will spend meeting the objective(s). If the behavioral objective and/or the activity will not take place every week, list the approximate number of hours the activity will take place during the course of your internship

**NOTE: 50% OF THE INTERN'S TIME MUST BE SPENT IN DIRECT SERVICES TO CLIENTS (face-to-face therapeutic contact).
The FSU, M. S. program attests to this on licensure forms.**

In achieving your behavioral objectives keep in mind that you will be expected to cultivate a thorough understanding of the agency's record keeping system and policy, methods of client appraisal (including any testing program), sources of additional information to help clients, and referral procedures. Further, you are expected to attend staff meetings, observe/ participate in case conferences, and in short, become a professional member of the agency staff.

The following list offers some suggestions of appropriate internship activities. These activities must be modified to match each specific behavioral objective developed in your internship proposal.

- Assist staff in obtaining and interpreting client information.
- Cooperate with agency personnel in identifying causes of client interpersonal, learning, and/or behavioral difficulties.
- Observe and participate in case conferences and parent or family conferences.
- Participate in staff directed research such as follow-up studies, program evaluation, etc.
- Work with clients in individual and multi-client counseling relationships.
- Become familiar with and develop skills in individual psychological assessment.
- Use the community and referral sources in an effective and efficient manner to provide a sound information base or to assist in the solution of problems affecting the client.
- Participate in the dissemination of information regarding the scope and function of the counseling program.*
- Observe or participate in program review and revision activity.
- Explore the potential of expanded counseling services by developing peer or paraprofessional assistance.*
- Assist in the development of referral procedures and in the maintenance of cooperative working relationships with community resources.
- Study the philosophy, organization, and functioning of the agency's program.
- Continue developing appropriate professional boundaries (this would include never providing personal information, such as home or cell phone numbers and addresses to clients, not using

one's own personal computer for note/report writing, not working after normal business hours, etc.)

*For example, a University Counseling Center might involve the intern in these types of activities.

**APPENDIX B
LETTER OF ASSURANCE**

(Sample)

(The official form to be submitted is provided by the Program Coordinator on letterhead)

Dr. Michael Murtagh, Coordinator
M. S. in Counseling Psychology Program
Frostburg State University
Frostburg, MD 21532

I have received a copy of the Frostburg State University M.S. in Counseling Psychology Internship Proposal Guide, and have met with _____ to discuss her/his particular internship experience.
(Intern Name)

I have read and do agree to the terms of the proposal submitted by _____ including the objectives, schedule of activities and plans for supervision. I feel that the proposed evaluation instrument adequately reflects characteristics and competencies that can be evaluated in the internship experience at this agency.
(Intern Name)

I further agree to serve as the agency supervisor for _____ in our program during the _____ 20____ semester.
(Fall/Spring) *(Intern Name)*

Type of License	State	License #	Expires	<i>Agency Direct Supervisor Signature</i>
-----------------	-------	-----------	---------	-------------------------------------------

I agree to accept _____ as an M. S. in Counseling Psychology intern at _____ during the _____, 20____ semester.
(Intern Name) *(Agency Name)* *(Fall/Spring)*

Agency Head/Director/Representative

Date: _____

(DO NOT WRITE BELOW THIS LINE)

FROSTBURG STATE UNIVERSITY APPROVAL

_____, University Advisor Comments:

_____, Program Coordinator Comments:

APPENDIX C

GUIDELINES FOR INTERNSHIP SUPERVISION

Some of the most significant growing experiences occur while interning. Therefore, internship supervision can be a very rewarding adjunct to the service demands of the internship.

Feedback is started early in M. S. program course work (for example, Introduction to Counseling) to help students develop the ability to receive critical feedback and focus on self-development. We hope to build a model of professional behavior that will always include supervision/consultation. If we can help the student become comfortable, trusting and seeking of supervision, we will have made our most important step in training a professional who is attentive to her/his ethics and protection of the rights of clients. We recognize that counseling practice can embody inequities, particularly if the counselor/helper abuses the ascribed and real power of that position. While we would like to insure the mental health and professionalism of our students, we can only teach others how to recognize when they are in trouble. Acceptance of supervisory feedback may be our only assurance.

AGENCY SUPERVISION:

In general, the university faculty advisor/consultant is a resource with respect to areas such as counseling skills, client issues, resource materials, problematic aspects of the internship, and intern's issues that may affect counseling (for example, counter transference). The agency supervision will be more case-oriented; and indeed, responsibility for case supervision is with the internship agency. Because the agency supervisor holds responsibility for the student's actions while interning, supervision is often driven in the direction of issues around client care. Meetings with the site supervisor may be particularly case management oriented in times of crisis.

Stepping back from the daily concerns of client care also happens on site. From this perspective the agency supervisor and intern may examine intern growth issues. This often happens when client's concerns or characteristics evoke emotional reactions in the intern. Patterns will emerge where types of clients or their concerns will result in certain feelings for the intern. The agency supervisor will most likely be the observer of these occurrences because of proximity. Daily availability of supervision, even if only for minutes, seems to be most facilitative for interns sharing their concerns.

ROLE OF THE AGENCY SUPERVISOR:

As a part of our training staff we have outlined some basic principles that will aid you in supervising the interns. This is not an all inclusive list but provides some of the "basics" of what we believe helps create a successful internship experience for all involved.

- Establish and maintain informal, friendly working relationship with the intern.
- Encourage the intern to make and take responsibility for his/her own decisions.
- Encourage the intern to express opinions and to ask questions.
- Closely monitor the intern's early work and suggest ways for improvement and/or alternative strategies.
- From your agency's perspective, clarify the intern's responsibilities and privileges. This will give the intern a sense of security knowing what is expected of him/her.
- Clarify role relationships and give the intern an understanding of the proper channels of communication and ways of working in your agency.
- Provide the physical conditions (office, desk, closet, file drawer, etc.) which will allow competent professional functioning and secure client records.

- Make a definite arrangement for the time, place, and frequency for your supervisory conferences with the intern. Supervision should occur at a **minimum** of one hour per week, preferably the same time each week.
- Be available for emergent concerns.
- Give the intern the opportunity to test some ideas in the “real world.”
- Contact the intern’s university faculty advisor/consultant with any concerns you may have.
- Evaluate the intern’s performance by completing the Evaluation Criteria form (see **Appendix E**).
- Help interns to continue to develop appropriate boundaries (including not providing personal information such as home or cell phone numbers and home address to clients; not using their own personal computer; and not working after normal business hours).

FACULTY ADVISING/CONSULTING:

Because the university faculty advisor/consultant is not on site, consultation may not be as tied to case management. Rather, the “distance” inherent in this consulting may facilitate reflection on issues germane to her/his growth and development. Faculty will know of any difficulties or weaknesses of the student discussed at M.S. Committee evaluations, particularly candidacy. With this feedback in mind, the university faculty advisor/consultant will be attentive to these issues as they relate to internship experiences.

Furthermore, the university faculty advisor/consultant and the group internship consultant should be an academic resource for the intern, providing readings and/or other relevant materials to particular client issues. Obviously, the intern will be challenged by situations on internship not directly addressed in program courses. The university faculty advisor/consultant also monitors the extent to which the intent of the intern’s proposal is manifest in the actual experience. Interns may be reluctant to assert their goals and wishes, particularly if these seem in conflict with the agency. For example, the agency may have a three week waiting list for individual counseling and, seeking to add cases to the intern’s load, diminish the time the intern may have allotted for making case notes or writing reports. The university faculty advisor/consultant first attempts to support the intern in making her/his expectations known. However, in rare cases, faculty may meet with the agency supervisor to address conflicts that the intern has not been able to resolve.

ROLE OF THE UNIVERSITY FACULTY ADVISOR/CONSULTANT:

- Schedule individual consultation AT LEAST once prior to the site visit and then as needed.
- Insure that the intern keeps a log of internship activities if requested.
- Make one site visit per semester to meet with the agency supervisor.
- Review the intern’s evaluation by the agency supervisor at the end of the semester.

In closing, the agency, group, and university faculty advisors/consultant should have a copy of M.S. in Counseling Psychology Program Internship Proposal Guide and the intern’s proposal for each semester.

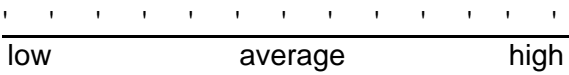
**APPENDIX D
INTERN'S IDENTIFICATION OF SELF TO CLIENTS**

The Master of Science in Counseling Psychology faculty prefers that interns identify themselves as graduate interns in training to clients through some type of introduction. Below is a suggested format. However, this format should be discussed and agreed upon with your agency supervisor.

I, _____, am a graduate intern in the last stages of my training as a
(Intern's name)
counselor. Since I am still in the process of completing my counseling degree, I must
have a supervisor assigned to me with whom I can consult. I will be supervised and receive
consultation in my work with you by _____ and
(Agency supervisor)
_____. In order for me to give you my very best help, I will be
(University faculty consultant)
sharing portions of our sessions with my supervisor and consultant. Your identity will not be known to
the university faculty consultant. My supervisor and consultant will treat all information shared in the
strictest confidence in the same way that I will do. The purpose of this sharing is to assist me in
understanding your needs and to help me develop possible directions for our sessions. Please sign
below if you agree to this process of internship supervision.

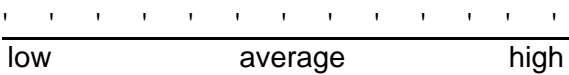
C. Facilitative dimensions of counseling

1. Empathy.

Competence:  N/A

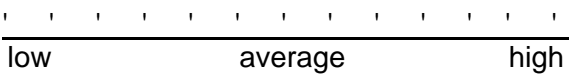
Comments:

2. Confrontation.

Competence:  N/A

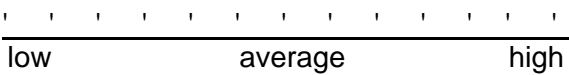
Comments:

3. Support.

Competence:  N/A

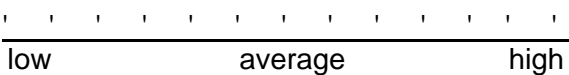
Comments:

4. Concreteness and Specificity.

Competence:  N/A

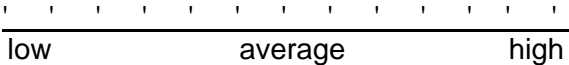
Comments:

5. Ability to establish personal relationships.

Competence:  N/A

Comments:

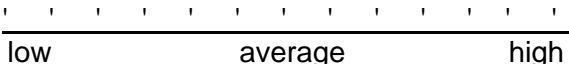
6. Ability to terminate.

Competence:  N/A

Comments:

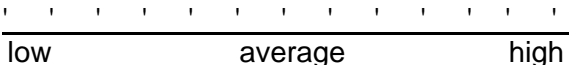
D. Professional and Ethical Understanding

1. Knowledge and practice of the professional code of ethics.

Competence:  N/A

Comments:

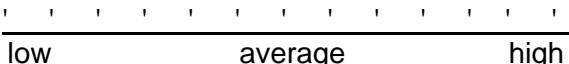
2. Knowledge and ability to work as a professional with an agency.

Competence:  N/A

Comments:

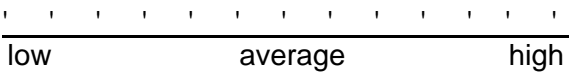
E. Responsiveness to Supervision

1. Openness to supervision.

Competence:  N/A

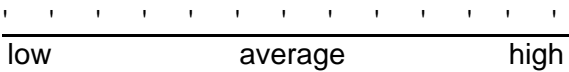
Comments:

4. Is able to reframe symptom(s).

Competence:  N/A

Comments:

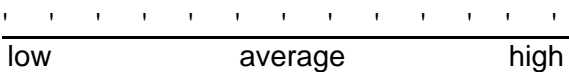
5. Employs paradoxical strategies.

Competence:  N/A

Comments:

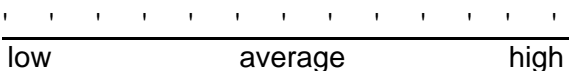
G. Understanding of Group Counseling: Demonstrates knowledge and techniques of Group Theory.

1. Observe total group process and discerns from content.

Competence:  N/A

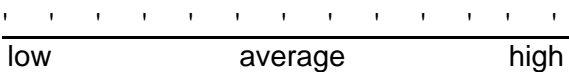
Comments:

2. Makes appropriate interpretations of group and individual dynamics.

Competence:  N/A

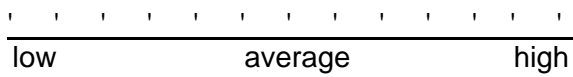
Comments:

3. Identifies various stages of group process.

Competence:  N/A

Comments:

4. Assesses appropriate time for member separation.

Competence:  N/A

Comments:

H. Comments: Summarize your impression of the intern in a brief paragraph.

Strengths:

Weaknesses:

Recommendations:

**APPENDIX F
CONSENT FORM FOR AUDIO RECORDING
OF A COUNSELING SESSION**

As a Counseling Psychology Intern from Frostburg State University (FSU), I am would like to audio tape a counseling session with a consumer who is receiving services from _____ (agency name). After my FSU consultant listens to the tape to evaluate my skills, the tape will be returned to me and I will destroy it. A fictitious name will be used when discussing the session with my FSU faculty consultant).

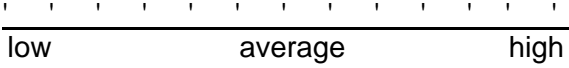
I understand that I have no obligation whatsoever to consent to the disclosure of any information and that if I do not give my consent I will not be refused treatment.

I have read this statement and understand its content. I hereby give consent to be audio taped for the sole purpose of evaluating this Intern's skills.

Consumer _____ Date _____

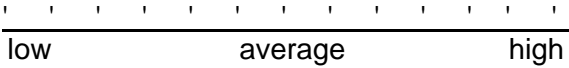
Clinical Intern _____ Date _____

My consent expires automatically after this session. Date _____

Competence:  N/A

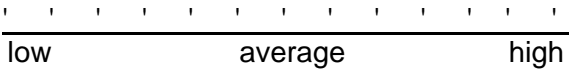
Comments:

- 5. The supervisor was sensitive to the intern's development as a master's level counselor and treated the intern as a professional.

Competence:  N/A

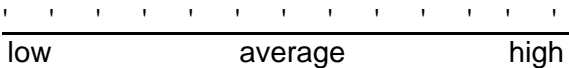
Comments:

- 6. The supervisor met with the intern on a regular basis to give ongoing evaluation and feedback.

Competence:  N/A

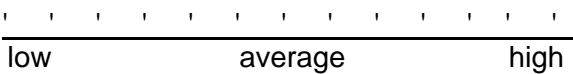
Comments:

- 7. The supervisor promoted the intern's ethical knowledge and behavior.

Competence:  N/A

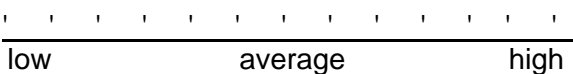
Comments:

12. The supervisor taught and modeled ethical and professional behavior.

Competence:  N/A

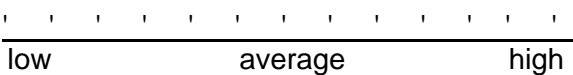
Comments:

13. The supervisor was knowledgeable about the goals and techniques being employed by the intern.

Competence:  N/A

Comments:

14. The supervisor maintained the confidentiality of clients.

Competence:  N/A

Comments:

Comments: Summarize your impression of the supervisor in a brief paragraph.

Strengths:

Weaknesses:

Recommendations:

**APPENDIX G
SAMPLE FACE PAGE**

Frostburg State University
Master of Science in Counseling Psychology
Internship Proposal

Fall 2006

Lindsey R. Shorts

608 Ormand Street, Frostburg, MD 21532
301-999-9999

Watermark Counseling
Watermark Way, Fort Ashby, WV 26791
304-999-9999

Mary E. "Beth" Jacobson, LPC/ALPS, D. Min., M.A., M. Div
304-999-9999
fsurocks@fsurocks.net

Weeks for Internship=15
January-May 2007
Number of Weekly Clock Hours for Internship=27
Number of Credit Hours Requested=9
Total Number of Hours=405

December 15, 2006
Internship will fulfill the Child and Family Graduate Certificate Program