

Frostburg State University

Master of Science in  
Counseling Psychology

Internship Proposal Guide

2017-2018

Congratulations! You have made it through candidacy and are now ready to plan your internship experience. This guide will walk you through the process, but never hesitate to ask your advisor or the program coordinator for any information or assistance.

### Table of Contents

PURPOSE OF INTERNSHIP .....	3
REQUIREMENTS.....	3
LENGTH OF INTERNSHIP .....	3
OVERVIEW OF INTERNSHIP EXPERIENCE.....	3
INTERNSHIP SITES.....	4
HOW DO I FIND AN INTERNSHIP SITE? .....	4
INTERNING WHERE YOU WORK .....	5
THE ACTUAL INTERNSHIP PROPOSAL .....	5
ROLES OF THOSE INVOLVED IN THE INTERNSHIP .....	5
REQUIRED WORK SUBMITTED BY THE INTERN .....	6
EVALUATION.....	7
ETHICAL CONSIDERATIONS .....	7
EXIT INTERVIEW.....	8

### **APPENDICES**

A. GUIDELINES FOR THE INTERNSHIP PROPOSAL.....	9
B. GUIDELINES FOR INTERNSHIP SUPERVISION.....	14
C. INTERN'S IDENTIFICATION OF SELF TO CLIENTS.....	16
D. INTERN'S EVALUATION FORM .....	17
E. CONSENT FORM FOR AUDIO/VIDEO RECORDING OF ONE COUNSELING SESSION.....	19

**Purpose of the Internship:**

The internship is where you put into practice all of the academic and skills training of the past two years. Under supervision, you will be working directly with clients. In addition to increasing your counseling skills, you will also learn about working within an agency's system, utilizing community resources, and understanding the local/state laws that influence our work as counselors. This is the time where you make the shift from student to a professional. It is exciting, scary, and an incredible learning experience all rolled into one! Here is where you will begin to directly help others.

**Requirements:**

For full-time students, the third year of the program is the internship year. You must have your Internship Proposal approved by the last day of regular classes the semester before the internship begins (i.e., end of spring semester for fall semester, etc.). All program course work must be completed before the start of your internship. You must have liability insurance during all semesters of your internship. [As long as you complete, and have approved, your Internship Proposal on time, your liability insurance will be provided by Frostburg State University.]

**Length of the Internship:**

All students are required to complete two consecutive semesters (Fall-Spring) of internship. While students typically take 9 credits of internship each semester, they are required to take a minimum of 14 credits total across the two semesters.

Typically, students continue their internship at the same location for the two semesters, but a student may choose to do separate internships in the Fall and in the Spring. Either way, students must submit a separate internship proposal to their faculty advisor for each semester. (Even if one stays at the same internship site, goals and activities may change and will need to be updated.)

**Overview of the Internship Experience:**

All students are required to intern at an approved internship site, and adhere to all ethical and professional standards. You may enroll in 6-12 credits of internship per semester, but the two semesters combined must equal a minimum of 14 credits. For each credit of internship, you are required to work 3 hours per week for the 15 weeks of the semester. Thus for a 9-credit internship, you would work 27 hours per week for a total of 405 hours (810 for the year). Half of your required hours (for a 9-credit internship this would be 202.5 hours; 405 hours for the year) must be in direct face-to-face services with clients.

You will receive both individual supervision at your internship location by a licensed mental health professional and group consultation through your internship class on campus. You are required to participate in all 7-group consultation meetings each semester.

Interns will typically shadow at the start of their internship, but quickly move to having their own clients. Each internship site has its own timetable for this process. For those who are completing an emphasis, you must 1) include additional behavioral objectives for that emphasis, and 2) document having worked with clients of that specific area for a minimum of 150 direct service contact hours over the course of the two semesters.

Given the wide variation in 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.

### **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.

### **How do I Find an Internship Site?**

In some ways, this can be the hardest part of the process. You need to balance gaining experience in the area where you currently feel most interested in working for your career, with the opportunity to gain a wide range of experiences to better learn what you are most interested, and talented, in doing. Talking with your advisor, as well as other students in the program (especially those currently in their internship), can be helpful in figuring this out.

To help with this process, the program maintains a listing of the internship sites that we have already approved. These are places where past students have interned. This listing includes the name and location of the internship site, the primary contact person and their contact information, a description of the type of work done at the site, etc. This list can be found at:

<https://www.frostburg.edu/fsu/assets/File/dept/psyc/graduate/2015%20Graduate%20Internship%20Sites.pdf>

In addition, we keep a copy of every student's report on their internship experiences. Students sign a form after their exit interview stating whether they will allow us to share them with future students; virtually every student has said yes. Thus, you can read some of the reports on the sites you are considering. This can provide some useful information for your decision-making process. Please contact the administrative assistant to access these reports.

*Two important notes:* First, if an internship site is more than 50 miles away from Frostburg, you need to receive permission from both your advisor, and the coordinator of the program, to consider this site. This stems from the need for site visits. Second, if you are interested in an internship that is not on this

list, you need to speak to the program coordinator as early in the process as you can. (The evaluation and approval of a new site can take some time.)

Once you have decided which internship sites you are interested in, you then contact them and share with them your interest. Typically, they will set up an interview, much as if you were applying for a job. After the interview, if both you and the site want to work together, you then complete the Internship Proposal.

### **Interning Where You Work:**

It is very rare for a student to be allowed to intern where they are employed, due to the critical differences between the employee-employer and the intern-supervisor relationships. For this possibility to be considered, you would need to demonstrate that your two roles would be completely separate (i.e., you would be doing different work with different clients and different supervisors). To request approval to intern where you are employed, please see the program coordinator. (This is the only person who can grant this approval.)

### **The Actual Internship Proposal:**

Please see Appendix A for the step-by-step guide to writing the actual proposal.

### **Roles of Those Involved in the Internship:**

1. **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 for the intern's induction into the counseling profession. See Appendix B for specific guidelines for the agency supervisor's role.
2. **FSU Faculty Advisor:** 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 site visits (at least one each semester), meet individually with interns, and assist in the assignment of the intern's grade (pass/non-pass). See Appendix B, for specific guidelines for the FSU Faculty Advisor.
3. **FSU Faculty Internship Group Instructor:** 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.
4. **The Intern:** 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. Interns should not work before or after the established regular hours at the agency for safety reasons, nor shall they ever be with clients at the agency when there are no other agency staff on the premises. (For home visits there must be another staff member at the home as well.) 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 to identify themselves to clients as graduate interns in training. See Appendix C for a suggested introduction to use with clients.

### **Required Work Submitted by the Intern:**

The following is the basic outline of what is generally required of interns. In these requirements, the client's anonymity is to always be protected.

1. **Proposal:** As stated above, 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 the Letter of Assurance has been signed by your Agency Supervisor, University Faculty Advisor, and the Program Coordinator. (This must be completed by the last day of class the semester before the start of the internship.)
2. **Internship Log:** You are required to keep a weekly log that may be reviewed upon request by your faculty advisor, internship group class instructor, or program coordinator at periodic intervals. Entries should include both basic numbers (hours spent on specific activities) and process (descriptive and evaluative). You may choose to have one log that contains all of this information, or two separate logs, one for each type of information. Logs are to be maintained continually such that they can assist in your processing your experiences and that you can stay aware of the specific hours you have spent in different activities. Specifically, interns should indicate what they did or experienced and then reflect on it.
3. **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?

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 and internship supervisors, 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 took place during your first semester orientation meeting. The exiting assessment will take place

during your second to last or last internship seminar meeting. There is also a more open-ended program evaluation component in the Case Study and Report of Internship Activities that you will complete at the end of your internship. These responses are discussed at the Exit Interview and reviewed by the M. S. Committee

4. Case Study and Report of Internship Activities: Nearing the end of your internship experience you will complete a report which focuses primarily on an in-depth case study from your internship. See the Guidelines for Writing the Case Study and Report of Internship Activities for detailed information.

### **Evaluations:**

Evaluation of the intern is an intrinsic part of the total experience and will be both formative and summative. The formative evaluation will take place through continuous feedback from the agency supervisor and university faculty group instructor and 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 or group instructor 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. The agency supervisor will complete the Intern's Evaluation form and review it with the intern (see Appendix E). The intern is responsible for providing their site supervisor with this evaluation form and insuring that it is returned by the semester's last day of classes to the Program Coordinator. The intern will be assigned a final grade of PASS or NON PASS based upon the evaluations of the group instructor, the advisor, and the site supervisor's evaluation. 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.

### **Ethical Considerations:**

As discussed throughout your training, the ethical standards of the American Psychological Association and the American Counseling Association are the standards to which we subscribe. You are to continue 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.

### **Exit Interview:**

Within the last 3 weeks of their final semester, each student is required to participate in an Exit Interview. The primary focus of this interview is the student's case presentation of one of their clients from their internship (see the Guidelines for Writing the Case Presentation and Report of Internship

Activities for detailed information). Included is an evaluation of the student's strengths and developmental needs as related to the practice of counseling, as well as feedback concerning the program. 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).

## APPENDIX A

### GUIDELINES FOR THE INTERNSHIP PROPOSAL

#### General Requirements:

1. Internship proposals are to be written with a developmental mindset, keeping an introductory-advanced sequence in mind. Behavioral objectives should reflect the goals of the student regarding initial development and practice of some skills, 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 and competencies, and the development of any additional skills, competencies or theoretical understandings the student 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 the Program Coordinator for a copy of the Letter of Assurance), 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 have liability insurance coverage during all semesters of internship. Your liability insurance will be provided by Frostburg State University if you have submitted your approved internship proposal, including the signed letter of assurance, by the last day of regular classes the semester before you are to intern.
6. Internship proposals and papers from previous years may be viewed by all graduate students. See the Program's Administrative Assistant for these.

**Internship Proposal format:**

The following format should be adhered to when preparing your typed proposal:

1. **Title Page:** This information should be centered as follows:

Frostburg State University  
 Master of Science in Counseling Psychology  
 Internship Proposal  
**(Double space)**  
 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 per week for internship  
 Number of credit hours requested  
 Total number of clock hours for internship  
**(Double space)**  
 Date submitted to Program Coordinator  
**(Double Space)**  
 Internship will fulfill the \_\_\_\_\_ Graduate Certificate Program(s)  
 (Name of Program)

2. **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 – taking care not to plagiarize others' descriptions. Include the type of facility (e.g., inpatient addictions, generalist, private practice, residential school, etc.), client population (i.e. age, gender, racial/ethnic/SES diversity, types of presenting problems), size of the facility (number of

clients & staff), location of facility (rural, urban, suburban), and the theoretical orientation of the facility.

3. **Behavioral Objectives:** 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. (Because some activities will address more than one objective, a total of these numbers would far exceed the number of hours of your internship.) You should end this section with a summary table listing the activities (column one) and hours per week you will engage in the activity (column two), with total hours per week at the bottom (this total must equal your weekly hours). Your bi-weekly on-campus internship meeting counts towards your internship hours (non-direct hours) and can be included under supervision for .75 hours per week. This summary table provides an overview of your activities and time. For possible specific behavioral objectives and activities, see pages 12 and 13 below. **Be sure to include separate behavioral objectives for any graduate emphasis programs you are completing.**
4. **Potential Concerns:** List and discuss 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.
5. **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 bi-weekly for 1.5 hours of group consultation sessions at FSU, 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.
6. **Intern's Evaluation Criteria Form** (See Appendix D for a copy of this form). These are the minimal competency areas on which the faculty expects you to be evaluated. In your individual evaluation form, you are to add any additional items that are necessary to evaluate your competencies, skills, and knowledge as specified by your objectives. Each objective should have an appropriate set of evaluation criteria. **Again, be sure to include evaluative items relating to any graduate emphasis program objectives, as well as any needed to fit your particular internship site requirements and behavioral objectives**
7. **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 University's Career Services, in Sand Spring Hall.

8. **Letter of Assurance.** Attach the Letter of Assurance with the appropriate signatures affixed. See the Program Coordinator for a copy of the Letter of Assurance to be completed.

**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. 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

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 possible 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.

**Remember, 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.**

## APPENDIX B GUIDELINES FOR INTERNSHIP SUPERVISION

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 with, trusting of, and willing to seek supervision, we will have taken a critical step in training a professional who is attentive to her/his ethics and protection of the rights of clients.

### **AGENCY SUPERVISION:**

The agency supervisor has responsibility for the intern's actions while interning; thus supervision is often case-oriented and focuses on issues around client care. Meetings with the site supervisor may be particularly oriented around case management 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 clients' concerns or characteristics evoke emotional reactions in 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 a few minutes, can be very useful, allowing interns to share their concerns.

### **ROLE OF THE AGENCY SUPERVISOR:**

We have outlined some basic principles that will aid agency supervisors in supervising 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 of your supervisory conferences with the intern. Supervision must 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 D).

- 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:**

In general, the university faculty advisor and the group internship consultant are resources 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).

Because they are not on site, consultation is not tied to case management. Rather, the "distance" inherent in this consulting may facilitate reflection on issues germane to the intern's 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 and the group internship 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 materials relevant to particular client issues. Obviously, the intern will be challenged by situations on internship not directly addressed in program courses. The university faculty 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 seek to add cases to the intern's load beyond the agreed-upon caseload, diminishing the time the intern may have allotted for other internship activities. The university faculty advisor/ and the group internship consultant would first attempt 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:**

- 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.

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

Interns are to identify themselves to clients as graduate interns in training through some type of introduction. One possible format is presented below; however, whatever format is used needs to be discussed with, and agreed upon by, your agency supervisor.

Hello, my name is \_\_\_\_\_, and I am a graduate intern in the last stages of my training as a counselor. Since I am still in the process of completing my graduate counseling degree, I have a supervisor (state your supervisor's name) who I can consult with and who supervises me. I also receive consultation from my university faculty consultants. In order for me to give you my very best help, I will be sharing portions of our sessions with my supervisor and consultants. 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.

**APPENDIX D**  
**INTERN EVALUATION FORM**

Frostburg State University  
Master of Science in Counseling Psychology  
Intern Evaluation

Intern's Name:

Date of Evaluation:

Agency Supervisor's Name:

Internship Site:

University Faculty Advisor's Name:

Please rate the competency level of this intern on each of the items below on a scale of 1 to 7, with 1 = "Low" and 7 = "High".

1	2	3	4	5	6	7
Low						High

1. Counseling Theory
  - a. Knowledge of counseling theory \_\_\_\_\_
  - b. Use of theory in practice \_\_\_\_\_
  
- 2) Client Understanding
  - a. Understand the content of the client's concern \_\_\_\_\_
  - b. Develops a strong case conceptualization \_\_\_\_\_
  
- 3) Counseling Skills
  - a. Empathy \_\_\_\_\_
  - b. Support \_\_\_\_\_
  - c. Assessment \_\_\_\_\_
  - d. Reflection \_\_\_\_\_
  - e. Summary \_\_\_\_\_
  - f. Confrontation \_\_\_\_\_
  - g. Establishing a therapeutic alliance \_\_\_\_\_
  - h. Proper boundaries \_\_\_\_\_
  - i. Termination skills \_\_\_\_\_
  
- 4) Professional and Ethical Understanding
  - a. Knowledge of the professional code of ethics \_\_\_\_\_
  - b. Ethical practice \_\_\_\_\_
  - c. Work as a professional within the agency \_\_\_\_\_
  
- 5) Responsiveness to Supervision
  - a. Appropriately seeks supervision for difficult cases or situations \_\_\_\_\_
  - b. Openness to supervision \_\_\_\_\_
  - c. Applies new insight stemming from supervision \_\_\_\_\_
  - d. Accepts responsibility in supervision \_\_\_\_\_



**APPENDIX E**  
**CONSENT FORM FOR AUDIO/VIDEO RECORDING OF ONE COUNSELING SESSION**

As a Counseling Psychology Intern from Frostburg State University (FSU), I would like to audio/video tape a counseling session with you. After being used in individual or group supervision/consultation, the tape will be erased. A fictitious name will be used when discussing the session. The purpose of this recording is to evaluate my counseling skills and to allow my supervisor/consultants to provide me with feedback in my work with you. This should result in my becoming a better counselor to you and future clients. All information will remain confidential.

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I understand that I have no obligation whatsoever to consent to this audio/video taping and that if I do not give my consent it will not affect my treatment or relationship with this agency in any way. If I do provide consent, I understand that I can withdraw this consent at any time and any taping that has already taken place will be immediately erased.

I have read and/or have had read to me this statement and I understand its content. My signature below signifies that I do give consent to be audio/video taped for the session dated below

Consumer \_\_\_\_\_

Date \_\_\_\_\_

Clinical Intern \_\_\_\_\_

Date \_\_\_\_\_

Date of session to be taped: \_\_\_\_\_