MASTER OF ARTS WITH
CONCENTRATIONS IN
PSYCHOLOGY AND COUNSELING
PROGRAM

UNION INSTITUTE & UNIVERSITY

INTERNESHIP / PRACTICUM
MANUAL
Master of Arts

Rev. October 2009
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MISSION STATEMENT

The Master of Arts with Concentrations in Psychology and Counseling Program seeks to promote educational excellence in a professional environment. It encourages and supports individual professional development, mentoring and teaching from a sound and challenging base of knowledge. The Program affirms diversity of ideas, values and persons; upholds the highest of ethical principles in professional conduct; and maintains a partnership with other institutions and communities. We will continue our service through providing professional instruction in the areas of human development, psychological and educational assessment, learning theories, counseling, and the application of psychological principles to human service agencies and hospitals, as well as business and educational environments. Our aim is to educate the student to be a skilled scholar-practitioner who is capable of integrating counseling and psychological theory with high caliber applied practice. To advance the mission, the Program emphasizes the professional development of graduate students and faculty scholar-practitioners, and faculty service to the Program and the profession.

The Master of Arts with Concentrations in Psychology and Counseling Program was founded to give students an opportunity to continue their graduate education at the post-baccalaureate level, allowing for greater content mastery and practitioner expertise. In the Program, students design studies in which academic content and experiential learning reflect individual goals while simultaneously meeting the broader requirements of a specialized field. Through academic coursework, practica and internship experiences, students engage in multiple domains of learning with peer colleagues, faculty and field-based clinical supervisors to develop and integrate professional competencies that serve their work as future counselors.

It is the Program’s goal to:

- Meet the scholarly and professional goals and interests that each individual learner brings to the studies.

- Value the ongoing activities of scholar-practitioners by encouraging them to integrate their daily professional experiences into their studies.

- Assist students in finding appropriate ways to disseminate their scholarly and applied knowledge.

- Address Union Institute and University’s commitment to the improvement of society through the development of skilled, actively engaged scholarly and professional leaders.
GRADUATE PSYCHOLOGY AND COUNSELING INTERNSHIPS

There are several requirements with which all learners must comply when completing Internships. The University delineates very basic, minimum standards and there are often additional internship criteria required by individual state licensing/certification agencies. Students’ Academic Program Plans must account primarily for meeting the minimum University requirements for Practicum/Internship experiences. While many learners plan to meet further field placement criteria for credentialing beyond their MA degree, the University requirements are nonetheless inviolate and must be incorporated into any modifications required for state licensing and/or accrediting agencies.

Learners typically complete two consecutive semesters of field placement divided in half between Internship I and Internship II. Candidates on the pre-licensure Clinical Mental Health Counseling and Counseling Psychology tracks may earn from 6-9 credits for field training, depending on their individualized goals for future licensure and certification. As some states require that a Practicum experience precede the Internship, credit distributions may be adjusted to reflect this (refer to individual Academic Program Plans). Any deviation from these parameters requires consultation with first and second core advisors, an academic petition, and departmental review for approval to be granted.

While it is not possible for all counseling and clinical mental health counseling learners to undertake full-time internships, it is strongly recommended. When not possible, the expectation is that interns will spend at least 20 hours per week, carefully planned, to yield the greatest variety and value of involvement in carrying out all the duties of the full practitioner’s role. Further, the Graduate Psychology and Counseling program guidelines require that 50% of a student's field training time is spent in direct contact with clients and directly related clinical activity.

The minimum requirement for Union Institute & University in any licensure-track internship experience is 600 total hours. However, state licensure requirements should be used to ascertain the actual number of hours to be completed in the internship, as individual states often require more than 600 hours (such as 1000 hours). Learners will determine their state-specific internship requirements at the outset of their degree program. Reference to individual state licensure regulations will inform the learner's choice of degree track and development of the Academic Program Plan. Most states require significantly more hours of Internship experience than the minimum University requirement, and so academic planning must account for this. Each learner should access state licensure requirement regulations from the individual state’s regulatory body, often a Licensing Board, accessible by website and/or through direct contact with the Board.

In addition, national guidelines (such as the NBCC’s optional, specialized/advanced credential of Certified Clinical Mental Health Counselor [CCMHC]) require a minimum of 1000 clock hours of pre-Master's degree supervised
field training experience for the Clinical Mental Health Counseling internship, which includes a minimum of 360 direct service (face-to-face with clients) clock hours. The specialized CCMHC credential further requires that applicants earn a minimum of 9 credits of pre-Master’s Degree Practicum/Internship field training experience, and so learners pursuing this credential should design their academic programs accordingly. (Refer to page 28 for an overview of regulations)

Practica and Internships cannot be started until the proposed field placement, or internship site, is approved by the first core advisor following submission and filing of all pre-requisite paperwork. Any hours prior to this date cannot count towards the cumulative internship hours tally. Internships may extend to some time after the internship semester enrollment, but only to a minor and reasonable degree (i.e., special training opportunity which was not available until a few weeks after the semester was over). The vast majority of the internship experience must be completed within the time parameters of the enrollment in Internship courses for credit.

All Internships must involve formal supervision of the intern by an appropriately credentialed clinician who is licensed to practice independently in his/her state (at minimum, a Master's level clinician). The supervisory relationship must inherently involve the supervisor's having some legitimate supervisory capacity over the intern, as well as regular face-to-face meetings to discuss training and case material. Arrangements between supervisors and interns need to be free of multiple relationships and conflicts of interest that could challenge the integrity of the internship experience. Some states require students to complete specific Practicum/Internship and Supervision forms prior to starting a field training experience. Therefore, all learners should consult the appropriate regulations and guidelines during their academic program planning phases.

Individualized internship goals are established through the internship contract. This constitutes a contract between the learner and the training site. Both the intern and the internship site supervisor are responsible for executing the terms of the contract and meeting the learning goals. The student is required to submit documentation of the internship experience to the Department of Graduate Psychology and Counseling of Union Institute & University as indicated.

Practicum

Many state licensing boards, as well as other credentialing bodies, require the completion of a practicum experience of 100 hours. The Practicum is typically the first 100 hours spent at the internship setting, and regulations regarding individual and group supervision are typically the same as for Internship. Because of its importance in national, and in some state guidelines, the Practicum should be listed as a separate course on the transcripts of those for whom it is required. An Agreement Form (same form as for Internship but with Practicum box checked at the top) and a Practicum Evaluation Forms are included in the pages that follow. They should be submitted in addition to Internship forms for those students needing a Practicum.
Field Experience/Internships (for non-licensure students)

Non-licensure students must complete a Field Experience, an Internship, or an approved academic project that is equivalent to a minimum of 500 hours of experiential learning. For more information on experiential learning requirements for non-licensure, learners should consult their first and second core advisors.

Student Insurance

Although many internship settings have insurance coverage that will cover the professional activities of student interns, a potential internship site may look more favorably on potential interns who have obtained their own insurance. An application for very low cost insurance is available in the Department Office, or students may visit www.cphins.com or other agencies offering student insurance policies. Students are strongly encouraged to apply for insurance well in advance of the Internship so that they may show evidence of their coverage to a prospective internship site.
Learners are encouraged to begin searching for internship sites well in advance of the semester during which they plan to begin Internships. Internships can be hard to find, and the student is ultimately responsible for finding one. Once an Internship has been found, the learner will discuss with the site supervisor the roles and responsibilities for all parties involved. Following advisor's approval of the proposed field placement site, the learner completes the Internship Agreement form with the site supervisor.

Licensure track students must adhere to the following Internship guidelines:

1. Except under extremely unusual circumstances, learners will not be allowed to undertake internship experiences until their second year of study when they have completed the foundational reading areas applicable to their field of study.

2. Each learner must complete an Application for Internship Approval that is approved by the first core faculty advisor one month prior to beginning the Internship (Refer to page 13).

3. The Internship will frequently be scheduled in concert with relevant specialty courses such as Advanced Counseling Methods, Appraisal and Assessment, Psychological Assessment, or Treatment Modalities.

4. Supervision must be provided by an appropriately licensed or certified site supervisor at a minimum of one hour per week (16 clinical hours) for individual or triadic supervision, or a minimum of 1 ½ hours per week for group supervision. Group supervision is limited to ten or fewer students. Students in full-time internships should double the weekly supervision requirements stated so as to maintain the 1:16 or 1.5:16 ratio for individual or group supervision, respectively.

5. At a minimum, the site supervisor must be credentialed or licensed for clinical practice at the Master’s level or at an independent level, if necessary, in the state where the internship is completed. Some states additionally require that field supervisors hold a specific supervisor credential, and so learners should refer to their individual state regulations prior to negotiating an Internship.

6. The nature of the Internship, populations served, experiences provided, qualifications of supervisors and staff, and other relevant considerations must be appropriate to the Department of Graduate Psychology and Counseling scholar-practitioner training model.

7. At a minimum, 50% of the accrued internship time must be spent delivering face-to-face services to clients.

8. The learner will need to be exposed to all facets of the practitioner’s role for the particular field of study during the Internship. Internship experiences that overly limit
the learner’s professional development will not be considered acceptable.

SEQUENCE OF STEPS IN THE INTERNSHIP PROCESS

The following is an established procedure that learners must follow in the internship process. Steps cannot be eliminated, nor can one backtrack to steps that were skipped. Standardized forms are provided in this manual to assist with several of these steps.

1) Establishment of internship goals. At this point the learner works closely with his/her first core faculty to determine what types of experiences would fit the needs and interests of his/her professional goals. Documentation contained in the APP, along with new factors based on the learner's studies and practicum experience, may be used to inform the development of individualized goals for professional experience in an internship (Refer to page 26 for sample goals).

2) Finding an internship site. The learner is responsible for securing an internship site that will meet his/her professional needs. Although faculty members may offer suggestions about what sites are available, the prospective Intern is ultimately responsible for securing a site for the internship experience. Learners may secure an internship experience in their current place of employment as long as their experience under this is a bona fide internship experience. The experiences encompassed in the Internship must be different from one’s original job description, involve more clinical responsibility, and address the training issues delineated in the internship contract.

3) Negotiation of terms. The learner must negotiate the parameters and terms of the proposed Internship. Interns offer many valuable hours of service for which the internship site should reciprocate with appropriate consideration. This consideration at minimum must involve sufficient supervision and didactic experiences appropriate to the student’s course of study. Additionally, students may be paid for their Internships. However, payment does not in any way replace the requisite supervision and didactic training required in an internship experience.

4) Memorialization of the terms of the Internship. Using the Internship Goals form and the Application for Internship Approval (refer to page 13; also see Agreement Between the Facility and the University), learners secure in writing the terms of the internship experiences starting with the internship goals and ending with the details of the remaining parameters (including but not limited to length of Internship, hours of supervision, supervisor’s name and credentials, etc.) of the Internship. A copy of the supervisor’s curriculum vita and professional license is a required attachment to the internship documentation. All preliminary documentation is submitted to the learner’s first core advisor for review and acceptance.
5) **Ongoing evaluation.** The learner is evaluated by his/her site supervisor throughout the Internship process. At minimum, the learner is evaluated every term. For those in dual sites, a separate evaluation must be secured from each site’s supervisor (Refer to page 20 for End-of-Semester Progress Report form).

6) **Final evaluation.** A final evaluation is necessary. This can be subsumed under the last term evaluation. However, all such evaluations must address whether the learner has met all internship goals (Refer to page 21).

7) **Reflective essay.** At the end of either semester of Internship, learners must complete a paper written in APA style that addresses their achievement of their internship goals. This paper is typically 6 to 8 pages in length and comments on the learner’s field experiences as related to completion of his/her internship goals. This final reflective essay *can substitute for one scholarly semester paper for one semester* of the program, at the student's discretion.

8) **Internship Supervision Workshops.** Learners are strongly encouraged to attend Internship Supervision workshops and presentations presented by the Program Director and faculty during on-campus residencies at a minimum of once per semester.

GENERAL RECOMMENDED INTERNSHIP TIMELINE
| SEMESTER ONE | ✓ Identify areas of interest and other personal criteria for training.  
|             | ✓ Generate a list of potential practicum/internship training sites. |
| SEMESTER TWO | ✓ Draft a letter of interest.  
|             | ✓ Get information about potential placements (client populations served, supervisors, other interns, application criteria and timelines).  
| SEMESTER THREE | ✓ Develop a personal timeline for completion of field placement hours (refer to state and program minimum guidelines).  
|             | ✓ Discuss potential training sites with Advisor(s).  
|             | ✓ Apply to and interview with sites.  
|             | ✓ Examine opportunities; make a decision; present to Advisor.  
|             | ✓ Complete and submit practicum/internship applications (with signatures) and field supervisor credentials to Advisor.  
|             | ✓ Start Practicum (and at times, Internship) training. |
| SEMESTER FOUR | ✓ Keep a log of your field training experiences using provided forms.  
|             | ✓ Submit logs and reflective essay(s) to Advisors at end of semester.  
|             | ✓ Submit End-of-Semester Evaluation after 1st Internship semester.  
|             | ✓ Attend Internship Supervision workshop(s) during campus residencies.  
|             | ✓ Fill out forms to document experience and supervision for state licensure application. Get supervisor(s)' signatures.  
| SEMESTER FIVE | ✓ Complete MA Program Evaluation with supervisor. Submit signed evaluation(s) to Advisor(s).  
|             | ✓ Consider options for future studies and employment. |
In order for the learner to benefit fully from the rich potential of an Internship, it is important for the individuals involved to understand and carry out the responsibilities of their respective roles.

**The Intern**
- Conducts a search for potential internship opportunities and secures an appropriate placement.
- Develops Internship Agreement in consultation with the site supervisor.
- Completes Internship Application form and submits for approval by first core advisor.
- Submits signed Agreement Between the Facility and the University.
- Participates fully in the internship experience, gradually assuming greater levels of responsibility.
- Analyzes and evaluates, through ongoing reflection, practices observed.
- Analyzes and evaluates own efforts, practices and effectiveness.
- Seeks and uses feedback from site supervisor, faculty advisors, and peer colleagues.
- Attends and participates in residency internship supervision workshops, in-service training, and other didactic training opportunities available through the internship site.
- Conducts oneself in accordance with relevant ethical, professional, and agency codes of conduct at all times.
- Seeks consultation and guidance from faculty advisors as needed during the course of the internship experience.
- Completes and submits the internship log (signed by supervisor).
- Submits evaluation paperwork to supervisor for completion as indicated.
- Completes final self-evaluation and reflective essay.

**The Site Supervisor**
- Collaborates with intern to identify internship goals and complete contract.
- Gradually shares responsibility for role with intern.
- Provides day-to-day support and feedback to intern.
- Sets aside time to offer the student quality supervision.
- Communicates with first core advisor as necessary.
- Completes end-of-term and final evaluations on the intern’s performance.

**The First Core Advisor**
- Participates in initial discussions with student and site supervisor to establish clear expectations for all involved parties. Consults and communicates with internship supervisor and Program Director as indicated.
- Encourages intern’s reflections, self-evaluation and participation in on-campus residency internship supervision workshops.
- Monitors intern’s progress and the appropriateness of the internship site to ensure that the student is making appropriate progress and that the mission of the MA with Concentrations in Psychology and Counseling Program is achieved.

**INTERNSHIP REQUIREMENTS**
1.) **Application for Internship Approval.** The completed internship application, or contract, form must be submitted to the first core advisor before the student can begin to accrue required internship hours. The completed application indicates the location and duration of the internship, the goals of the experience, and methods of attainment (see p. 26 for sample learning goals). The application must be signed by the internship supervisor, the student, and the core faculty advisor before commencing the activity. Students must submit a copy of the proposed supervisor's credentials to the first core advisor for verification of eligibility to supervise. For students who remain at one internship site for an entire year (two academic semesters), only one application need be submitted at the outset of the internship experience. For those who split their internships between two different sites, two of each form must be completed, signed, and submitted to core advisors. **The Application for Internship Approval form is included on page 13 of this manual.**

2.) **Agreement Between the Facility and the University form.** This form must be reviewed and submitted along with the internship application, and must be signed by the student's first core advisor and the field site supervisor. This document constitutes a contract that outlines the expectations for all parties in the internship arrangement. **The Agreement form is included on page 15.**

3.) **Internship Log.** In order to receive transcript credit for Internship, students must submit to their core advisors an internship log at the completion of each academic semester of internship (Internship I and Internship II). The logs are simply notes of activities and learning that take place during the field experience. Hours and dates should be indicated to verify the contact hours and events, and the log must be signed for accuracy by the internship supervisor. A copy of the log is turned in at the conclusion of each semester, along with an Internship log summary sheet, and does not need to be typed. Students can use the same form for both Practicum and Internship. **Internship/Practicum Log forms are included on pages 19 and 20.**

4.) **6-8 page Reflective Essay Paper.** At the end of either semester of internship training (only one of the two semesters of internship), students write a reflective essay in APA writing style. The essay should focus on the learning that has occurred over the course of the intern’s experiences at the internship site, and include discussion of developing professional competencies. It should represent a synthesis of learning goals and experience and convey a practical, yet scholarly, approach to learning and problem-solving. A first-person narrative style is acceptable, and the paper need not incorporate reference citations. **The reflective essay can substitute for credit for one scholarly semester paper during one semester of coursework at the student's discretion.**

5.) **End-of-Semester Internship Progress Report.** At the end of the first semester of Internship, supervisors complete this form only for students who are engaged in two continuous semesters of field training (Internship I and II) at the same site. The separate Internship Evaluation form is submitted at the end of the entire training experience (after
the second semester of field placement). The Internship Progress Report is included on page 21.

6.) Internship Evaluation. Students who spend two consecutive semesters (Internship I and II) at one continuous internship site provide their site supervisors with these forms for completion at the conclusion of the entire internship experience. Students who are at two different placements for the two semesters submit a final Internship Evaluation form for each semester's experience signed by their respective site supervisor for that semester. It can be useful for interns to use their completed evaluation forms as a starting point for further dialogue with their field supervisors, and as a point of reference for the reflective essay. Internship Evaluation forms can be found on page 22 of this manual.
Date _______________________

STUDENT/LEARNER:

Name: ____________________________________________

Address: __________________________________________

City: __________________________ State/Province: __________

Zip Code: ______________ Country __________________

Telephone: Home (___) __________________ Other: (___) __________________

Candidate for Master's Degree in _____________________________________________

(Specialization and State)

INTERNESHIP SUPERVISOR:

Name: ____________________________________________

Title: _____________________________________________

Telephone: __________________________________________

Agency: _____________________________________________

Internship Address: __________________________________

Commencing Date_______________________ Ending Date____________________
Describe your planned activities in the internship experience by listing your major goals and your methods for achieving these goals:

GOAL 1:___________________________________________________________

Method for Achieving:______________________________________________

GOAL 2:___________________________________________________________

Method for Achieving:______________________________________________

GOAL 3:___________________________________________________________

Method for Achieving:______________________________________________

GOAL 4:___________________________________________________________

Method for Achieving:______________________________________________

GOAL 5:___________________________________________________________

Method for Achieving:______________________________________________

Approved by:

Internship Supervisor ____________________________________________
Signature __________________________ Date ____________

Student _________________________________________________________
Signature __________________________ Date ____________

First Core Advisor _______________________________________________
Signature __________________________ Date ____________
Agreement Between the Facility and the University

The purpose of this agreement is to define a working relationship between the University and the Facility to provide clinical learning experiences for ________________________, a student in the Department of Graduate Psychology and Counseling of Union Institute & University.

The agreement sets forth the terms and conditions under which this affiliation will be administered.

A. The University and the Facility agree:

1. That both parties shall designate one or more representatives who shall be jointly responsible for the educational experience in terms of:
   a. Planning, directing, and evaluating the learning experience and the respective roles of the representatives in the conduct of such activities
   b. Developing written plans for the student’s learning experiences
   c. Scheduling student assignments, including the number of students and the length of assignments
   d. Appropriate communication and liaison between university supervisor and site supervisor, as needed.

2. That the University has full responsibility for the academic content of the educational activity and the credit granted for its satisfactory completion.

3. That the Clinical Instructor assigned by the Facility shall directly supervise the student while they are on assignment.

4. That the conduct of the studies and research shall be reviewed and approved, in advance, by appropriate representatives of both parties.

5. That the number of students accepted by the Facility at any one time or period is determined by the Facility.

6. That the University and Facility shall meet and maintain established standards of appropriate accrediting agencies.

7. The University will be responsible for providing students with identification cards that reflect name of student and name of the University.
8. That the University shall use its best efforts to see that all students and University representatives in attendance within the Facility shall adhere to the policies, procedures, rules and regulations of the facility.

9. That only the University may remove a student from the clinical learning experience; however, the Facility may suspend a student when his/her performance is unacceptable to the Facility’s standards of behavior or his/her conduct is disruptive or detrimental to the Facility or its patients. The students will be afforded the opportunity to have input into any activity regarding his/her dismissal procedures. The Facility will notify the University of this action, and the matter will be mutually resolved by the parties.

10. That reports, studies, research projects, statistical data and other information requested by either party that may be required by professional or educational accrediting agencies shall be complied and exchanged between the parties as necessary. This information, in whatever form, may not be released by either party without the expressed written permission of the other party, except as required by state law.

11. That the University shall provide advance notification to the Facility of the students assigned for the next academic term.

12. In our educational and/or employment practices, neither the University nor the Facility will discriminate against any person because of race, color, creed, sex, religion, age, veteran’s status, national origin, physical handicap, sexual orientation, or gender identity. With respect to discrimination based on sex, the University and the Facility hereby further agree that each will comply fully with Title IX of the Education Amendments of 1972, as amended; and with all applicable requirements imposed by or pursuant to Title IX, 45, CFR, Part 86, and that each will submit to the Department of Health and Human Services an assurance to that effect satisfactory to the Director, Office of Civil Rights, Department of Health and Human Services, Washington, DC 20201.

13. That it is the responsibility of the student to have health insurance.

14. That an application for affordable malpractice insurance shall be made available to the student by the University, and that requirements for such insurance will be discussed with the Facility before the start of the internship.

15. That the ultimate responsibility for patients/clients/students and the student’s activities during the internship rests with the Facility.

B. The University agrees to:

1. Ensure that faculty and students selected for involvement in the learning experience meet educational and/or licensure requirements to effectively participate. The University retains ultimate responsibility for the education of its students.

2. Inform the student that it is their responsibility to be in good health at the time of reporting for the learning experiences and inform the Faculty, when appropriate, of any specific health problems they may have.

3. Provide written feedback to the Facility regarding its performance in providing the learning problems they may have.

4. Provide written feedback to the Facility regarding its performance in providing the learning experience, including the students’ evaluations of their experiences when
possible. Keep the Facility informed of the changes in program objectives and curriculum.

5. Require that faculty members and students comply with all documented policies, procedures, rules and regulations of the Facility as such pertains to their presence within the Facility, including all health screens and questionnaires required of Facility employees, and sanction appropriate disciplinary action for non-compliance.

6. Permit publication of material relative to the learning experience only with advance approval of the Facility and such approval shall not be unreasonably withheld.

C. The Facility agrees to:

1. Receive those faculty and students as assigned by the University for the identified learning experience.

2. The facility agrees to provide faculty members and students of the University with an appropriate orientation to the Facility and all applicable rules and regulations including orientation to the risk of exposure to blood-borne viral diseases such as HBV/HIV, to other communicable diseases; to chemical and other environmental hazards in compliance with federal hazard communications regulations; and to fire safety procedures at this Facility.

3. Make available to faculty and students adequate facilities and materials of an appropriate nature for the effective conduct of the learning experience.

4. Provide the faculty and students the privilege of using libraries, lounges, cafeterias, restrooms, parking, etc., on the same basis as employees.

5. Provide an evaluation of each student’s performance when requested by the University and ensure that students receive continuous feedback regarding their performance. Joint evaluation conferences may be held at any time it is mutually acceptable to both the University and the Facility.

6. Make available to the student emergency and outpatient services for injury and illness as a direct result of a faculty member and/or student’s clinical learning experiences. Charges incident to such services will be submitted for payment to insurance carriers, if appropriate, or such charges shall be discounted 100% by the facility. Charges for services other than as described shall be directed to the faculty or student or designated third party for payment. The Facility shall inform the University and, if appropriate, the faculty’s/student’s next of kin of any emergency situation arising regarding the student’s health.

D. Amendment and Termination:

1. This agreement may be modified at any time by amending one or more of its provisions or by adding or deleting provisions by mutual agreement of the parties executed in writing in advance of the effective date of the amendment.

2. This agreement may be terminated:

   a. by either party for breach of agreement if there has been failure to resolve after thirty (30) days advanced written notice.

   b. at any time by mutual written agreement of the parties.
c. upon written notice of either party given at least ninety (90) days prior to the effective
date of such cancellation, provided the agreement shall not be terminated while an
academic term is in progress.

E. Renewal:

This agreement will lapse on__________________________, unless it is renewed in advance
by mutual agreement of both parties as signified by a letter of agreement to continue the affiliation. Either
party may initiate action for renewal.

F. Supervision of Student:

The following employee__________________________ has been
given and has accepted the responsibility to directly supervise students during their clinical experience.

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G. Certification Agreement

The individuals named below, signing on behalf of the University and the Facility, agree to the
terms of this Affiliation Agreement.

The University

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The Facility

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Internship / Practicum Log

*At least 50% of the internship must be spent in direct client (face to face) contact.

Week Beginning______________ Learner ____________________________

SUNDAY

HOURS

MONDAY

HOURS

TUESDAY

HOURS

WEDNESDAY

HOURS

THURSDAY

HOURS

FRIDAY

HOURS

SATURDAY

HOURS

TOTAL HOURS FOR THE WEEK= ______  SUPERVISOR SIGNATURE________________________
MA WITH CONCENTRATIONS IN COUNSELING AND PSYCHOLOGY
Internship/Practicum Summary of Log Hours

Student Name: 

Degree Concentration: 

First Core Advisor: 

Second Core Advisor: 

Course / Term: 

Field Placement: 

Field Supervisor: 

Dates of Internship/Practicum: - 

Total Hours of Internship this term: 

Total of Direct Client Contact hours: 

Hours of Clinical Supervision

Individual Supervision # hours: 

Name of Individual Supervisor: 

Signature of Individual Supervisor: 

Group Supervision # hours: 

Name of Group Supervisor: 

Signature of Group Supervisor: 

I verify that the above information is true and accurate, and that log forms are attached.

Student Signature Date

_____________________________________________ ________________
MA WITH CONCENTRATIONS IN PSYCHOLOGY AND COUNSELING

END-OF-SEMESTER PROGRESS REPORT

Student: _______________________________________________________

Internship Site: ________________________________________________

Dates of Experience: ___________________________________________

Supervisor: ____________________________________________________

Advisor: _______________________________________________________

Duties/Functions Performed:

Areas of Strength:

Areas Requiring Further Emphasis:

Additional Comments:

_________________________ __________________________
Student’s Signature       Date

_________________________ __________________________
Supervisor's Signature    Date

This form should be completed at the end of the semester and returned to the first core advisor.
## Internship Evaluation

3 pages total.

Learner _____________________________ Date _____________________________

Supervisor ____________________________ Position _____________________________

Site Information ______________________________________________________

________________________________________________________________

Advisor ________________________________

*Check off appropriate box for each area.

<table>
<thead>
<tr>
<th>Evaluation of skills at the Master's level</th>
<th>Satisfactory</th>
<th>Satisfactory but needs improvement</th>
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<tbody>
<tr>
<td><strong>Interpersonal / Professionalism</strong></td>
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<tr>
<td>Ability to convey empathy</td>
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<tr>
<td>Takes detailed notes in assessments</td>
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<tr>
<td>Ability to revise treatment plan as needed throughout therapy</td>
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<tr>
<td>Ability to assess client for safety</td>
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<tr>
<td>Ability to assess for different levels of care / treatment settings</td>
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<td>Integrates assessment information into treatment plan</td>
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**Interventions**

| Shows ability to confront clients appropriately                           |              |                                    |                |     |
| Setting limits                                                           |              |                                    |                |     |
| Maintaining focus                                                        |              |                                    |                |     |
| Understands different levels of care and setting available for clients   |              |                                    |                |     |
| Ability to select appropriate treatment modality                         |              |                                    |                |     |
| Knowledge of effective interventions for the population being served    |              |                                    |                |     |
| Ability to translate best practice into practical strategies/techniques  |              |                                    |                |     |

**Groups**

| Knowledge of group therapy theories and techniques                        |              |                                    |                |     |
| Ability to design groups                                                  |              |                                    |                |     |
| Ability to run group independently                                        |              |                                    |                |     |
| Understands the group process                                              |              |                                    |                |     |

**Rate learner overall**

**Site Supervisor's Narrative Assessment of Learner:** (Please provide an overall assessment of Learner. Use additional paper as needed).
Site Supervisor's Signature _________________________ Date __________

General Statement by Learner:

________________________________________________________________________
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Intern's Signature _________________________ Date __________
MA with Concentrations in Psychology and Counseling

100 Hour Practicum Evaluation

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**Rate learner overall**
Site Supervisor's Narrative Assessment of Learner: (Please provide an overall assessment of Learner. Use additional paper as needed).

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Site Supervisor's Signature _________________________ Date __________

General Statement by Student:

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Learner's Signature _________________________ Date __________
EXAMPLES OF LEARNING GOALS AND METHODS

As part of the Application for Internship Approval form, students are required to document five Learning Goals and corresponding Methods for Achievement. Learners may use these examples in whole or in part based on their applicability. This list is by no means exhaustive and learners are not limited to the items listed below. Learners are strongly encouraged to develop goals that are tailored to their particular field placement experience.

**Goal:** Establish positive rapport and effective working relationships with clients and professional staff.
**Method for Achieving:** Work cooperatively and genuinely with clients and staff; implement verbal and nonverbal strategies; use helping relationship skills including empathic listening and reflection.

**Goal:** Garner experience and practice in treatment planning and assessments.
**Method for Achieving:** Perform psychosocial and diagnostic assessments; consider methods of intervention appropriate to client presentation; develop treatment plans with supervisor for assigned clients.

**Goal:** Develop knowledge of specific target population characteristics and treatment issues.
**Method for Achieving:** Observe and interact with clients; integrate knowledge base from reading pertinent literature with clinical experience; discuss case information with supervisor and fellow clinicians; seek specialized consultation when available.

**Goal:** Develop case formulations for individual and group clients and apply counseling theories to practice.
**Method for Achieving:** Participate in case presentations, individual supervision, and group consultation settings; deliver counseling services to clients assigned; implement counseling methods related to theoretical formulation and clinical needs of client.

**Goal:** Maintain effective counseling process and relationship throughout the course of therapy.
**Method for Achieving:** Use best practice; establish regular, close contact with supervisor and fellow clinical professionals. Monitor therapeutic boundaries and ethical challenges.

**Goal:** Effectively communicate relevant information to clients.
**Method for Achieving:** Learn and practice informed consent requirements and ways to communicate/educate clients accordingly; communicate issues of diagnosis, treatment expectations and limits, and prognosis and follow-up.

**Goal:** Provide comprehensive services to clients through proper referrals and aftercare.
**Method for Achieving:** Learn the options available to clients and communicate with client and agencies in order to ensure continuity of care.
**Goal:** Gain insight and experience in group work.
**Method for Achieving:** Facilitate or co-facilitate group under the guidance and direction of supervisor. Observe and identify group dynamics and processes.

**Goal:** Gain experience evaluating client symptoms and formulating clinical diagnoses.
**Method for Achieving:** Provide services to clients with the direction and support of supervisor and clinical staff; explore details of client history, presenting problem, and contextual factors.
### Sources of Academic Guidelines for APP Development

<table>
<thead>
<tr>
<th>Regulation Source</th>
<th>Fieldwork guidelines</th>
<th>Credit requirements</th>
</tr>
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</table>
| Individual State Licensing Boards (top priority for licensure students)          | ➢ Determined on a state-by-state basis.  
 ➢ Hours of supervised Internship.  
 ➢ May include Practicum requirement.  
 ➢ May require state paperwork for Internship or student “license”.          | ➢ Master’s degree (min. # credits)  
 ➢ Core courses  
 ➢ Distribution courses/credits                                                  |
| UI&U MA Program Regs.  
 **Licensure** tracks: Counseling Psychology and Clinical Mental Health Counseling | ➢ Minimum of 600 hours Internship.  
 ➢ State regulations often require more.  
 ➢ At least two consecutive semesters.                                         | ➢ Minimum of 6 CR total  
 ➢ May include Practicum (1 CR)  
 ➢ Counseling Psy. Internship (3+3)  
 ➢ CMHC Internship (4+5)                                                        |
| UI&U MA Program Regs.  
 **Non-licensure** degree track                                                   | ➢ Minimum of 500 hours of field experience or equivalent.                           | ➢ Individualized                                                         |
| NCC credential  
 Optional “National Certified Counselor”  
 (NBCC: National Board of Certified Counselors)                                  | ➢ Piggybacks on your state’s requirements / licensure.  
 ➢ Refer to course requirements at www.nbcc.org                                 | ➢ Field Experience in Counseling                                             |
| CCMHC credential  
 Optional National “Certified Clinical Mental Health Counselor” (specialty)  
 (NBCC)                                                                         | ➢ Requires coursework focus in clinical mental health in addition to basic counseling core courses.  
 ➢ NCC credential is a pre-requisite.  
 ➢ Additional Exam required.                                                     | ➢ Requires minimum of 9 credits of field experience/Internship with clinical focus. |