

**Lewis & Clark Graduate School of Education and
Counseling**

**Professional Mental Health Counseling and
Professional Mental Health Counseling—Specialization in
Addictions Program**

**Internship Manual
2023-2024**

Professional Mental Health Counseling and Professional Mental Health Counseling—Specialization in Addictions Program Internship Manual

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INTRODUCTION

The internship is a two-semester concentrated field experience in a community counseling setting. Immediately following the practicum clinical experience, the internship is a site-based experiential component of the degree program. The internship site provides a setting within the community that allows the student to gain counseling experience while under both campus and site supervision. The internship is intended to be the culmination of the degree program as well as the initial step in developing the student's professional identity as a counselor.

The primary purpose of the internship is for students to obtain supervised practice and clinical experience that will help them develop and integrate the skills necessary to become professional counselors. Secondly, the goal of the internship is to ensure that these skills have been successfully developed. As such, the completion of the internship requires adequate demonstration of basic counseling competencies and skills.

The two-semester internship experience in a community setting immediately follows the two-semester practicum experience at the LC Community Counseling Center. During this time, students spend at least 600 hours performing activities associated with the internship with at least 240 hours being direct client contact. All students must lead or co-lead a counseling or psychoeducational group during practicum or internship. If you did not fulfill this requirement in practicum, you must complete it during the internship terms. The actual number of hours spent at the internship site varies according to the needs of the site and the student. The amount of required paperwork, training and meetings, and the typical no-show rate of clients, are site characteristics impacting the number of hours spent at the site. Student characteristics influencing the number of hours include: ability to work independently, time needed to complete case notes and other paperwork, and the amount of time spent in consultation with colleagues. Typically, interns can expect to spend between **12 and 20 hours per week** at their site.

INTERNSHIP REQUIREMENTS

Time Requirements

A total time commitment of at least 600 hours is needed to complete the internship. These hours are divided into the following activities: direct service, supervision, and "other" activities.

Direct Service: The internship requires a minimum of **240 direct service hours**. These hours include individual, group, family, and couples counseling, co-therapy, intake and assessment hours. A small portion of hours may be obtained through telephone contact. All students must lead or co-lead a counseling or psychoeducational group during practicum or internship. If you did not fulfill this requirement in practicum, you must complete it during the internship terms.

Supervision: The internship requires at least one hour of a week of face-to-face individual supervision with the site supervisor. Site-based group supervision is desired but not required. Students receive 3 hours of campus-based group supervision per week.

Other Hours: Hours that are not considered direct service or supervision hours are considered Other Hours. These hours should be the easiest hours to fill because they include case reviews,

completing paperwork including case notes, related readings, case conceptualization, consultations, staff meetings, and any counseling-related training or education experiences.

Students begin their internship experience during the semester designated by their course sequence and continue at the site through the following semester. Although students may begin to accrue orientation and training hours for one month prior to beginning classes, they **may not** count direct service hours for internship until they are receiving supervision at Lewis & Clark College, i.e., after the first day of the semester in which they are registered for internship.

Most internship students complete their hours by the end of their second semester. In the event that the 240 direct service hours are not completed by the end of the second semester, interns must continue at their site until completion of 240 direct hours. Additionally, interns are required to continue weekly campus supervision until completing their onsite clinical hours.

Interns who have met the requirement for clinical hours by the end of their 2nd semester and have met the requirements for their contract end date are finished with internship and may not extend beyond their contract date.

Those students who complete their direct service hours prior to the end of the academic year are required to continue working at their internship site until the end of the semester or as indicated on their internship contract. Students with placements in the schools are expected to remain at their placement for the entire school year.

Students who need to extend their internship past the end of a semester due to not having completed the required 240 direct hours have the following options:

- For extensions up to two weeks past the end of a final semester (and no more than three weeks), students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- If the hours are not completed within the two weeks after last day of the semester, students must register for, attend, and participate in a full semester of internship (3 semester hours for PMHC & PMHC-A). It is recommended that students make the decision about whether or not to enroll in the third semester of internship prior to the end of their second semester.

Supervision Requirements

Individual Supervision: Students are required to obtain a minimum of one hour of on-site individual supervision per week. Students who have two sites will need to have two qualified supervisors and receive one hour of individual supervision at each placement. Secondary internship with very minimal hours may receive weekly supervision as needed.

Internship Class/Group Supervision: Students are required to register for and attend a weekly three-hour class on campus during both semesters of their internship experience. The class provides additional supervision, consultation, support, feedback, and allows for evaluation of the intern's clinical work and professional growth.

- Given the clinical nature of the class, students are expected to demonstrate professionalism in supporting classmates, accepting and giving constructive feedback and showing openness to supervision.
- Since internship meets every other week and this is the minimum CACREP requirement for group supervision, students must make up any missed class sessions. Missed sessions may be made up by attending the section of another class or by attending a practicum group supervision session.

Paperwork Requirements

Internship Agreement: Students are required to read and understand the internship placement contract between Lewis & Clark and their respective sites. Prior to beginning their placement at the site, interns are required to complete a placement plan and sign a placement contract electronically. Site supervisors will be sent a placement contract for completion and signature by the placement office electronically. This document outlines the objectives, duties, and responsibilities of the internship placement and provides information essential for evaluation and supervision.

- Students are expected to adhere to the provisions of the internship agreement including:
 - specified duties
 - duration of contract
 - number of internship hours per week
 - location
- If significant changes to the provisions of the agreement occur, an amended agreement must be completed and filed with the department.

Proof of Insurance: Students are required to provide proof that they personally have professional liability insurance by providing the department a photocopy of the certificate page of the policy.

- Becoming a student member of the American Counseling Association enables one to obtain malpractice insurance at no cost.
- Students failing to provide proof of insurance will not be allowed to see clients at their internship site.

Criminal Background Checks: All students will have completed a national criminal background check during their first year of graduate study. Also, many sites require an additional background check prior to the start of the internship placement.

Documentation of Internship Hours: Students are required to document the time spent in activities related to the internship. The following paperwork for 1st semester completion of internship is due no later than the second class meeting of the 2nd semester

- Hours Summary Form (signed by site supervisor)

- Site Supervisor Evaluation (signed by site supervisor)

The following paperwork is due for all internship students upon completion of internship

- Semester Summary Form for each semester at the site, signed by supervisor
- Final Summary Form (signed by site supervisor)
- Site Supervisor Evaluation (signed by site supervisor)
- Intern's Site Evaluation

All paperwork should be submitted to the intern's campus supervisor and, if not available, to the Internship/Practicum Administrator. Interns will be assigned a grade of INCOMPLETE until all paperwork is turned in for each respective semester.

CARE notes for documentation of supervision: Students will submit a weekly CARE note to their faculty supervisors in order to document their on-site supervision.

Grading

Internship and practicum students are assigned a grade of "CREDIT (CR)" for satisfactory work, "NON-CREDIT (NC)" for unsatisfactory work, and "INCOMPLETE (I)" if all work for the respective semester has not been completed.

Evaluation of the Internship Experience: Intern performance is continuously monitored and evaluated by both the site supervisor and faculty internship supervisor. Formal written evaluation of students' performance is required at the end of the first semester and again at the completion of the internship. Students are also provided the opportunity to evaluate their internship site and experiences at the end of the internship

Formal Case Conceptualization and Case Presentation

Students are required to provide at least one formal Case Conceptualization and Case Presentation to their faculty internship supervisor and peers each term. Individual faculty supervisors may also require additional assignments which may include videotapes, audiotapes, transcripts, extra reading or written work.

PROFESSIONAL MENTAL HEALTH COUNSELING INTERNSHIP AGREEMENT

An internship placement and its fulfillment involves not only the interests of the intern, but also the interests of the host agency/school, the site supervisor, clients of the agency/school, and the relationship of mutual support and accountability between the host agency/school and the Professional Mental Health Counseling Program. Important aspects of these relationships are outlined below. Agencies, interns, and Lewis & Clark College agree to the provisions detailed below. On the final page of this agreement all parties sign off on the particulars of the agreement; this document serves as a contract between all parties.

Site Responsibilities

Approved sites accepting graduate student counseling interns from Lewis & Clark offer sufficient structure and stability to allow interns to complete their internship requirements at the site within a two-semester period. This includes providing appropriate training and supervision to ensure client welfare and enhance student learning.

Sites will provide:

Access to a client caseload to meet program requirements for breadth and depth of services including a minimum of 240 direct client contact hours with an average of about 8 client contact hours per week throughout the contract time unless the site is designated as a secondary site only.

- Students must also lead or co-lead a counseling or psychoeducational group during practicum or internship. If the site has no opportunities for group and the student did not fulfill this requirement during practicum, it is recommended that they look for a secondary site to obtain this required group experience.
- A qualified supervisor on site during all times when an intern is meeting with clients. If the primary supervisor is not available, a qualified back-up supervisor must be available at the location where the intern is meeting with the client.
- Orientation to the site with written documentation and pre-service training to ensure student understanding of agency policies and procedures including:
 - Agency administrative and supervisory organization
 - Client assignment and scheduling
 - Clerical support available
 - Paperwork and documentation expectations
 - Protocols for reporting abuse
 - Crisis response process for client(s) considered to be a danger to self or others (including suicide assessment supervisory support)
 - Confidentiality procedures/release of information/consent for treatment
 - Acquainting interns with culture and norms of setting.
- Support from the site administration to foster a learning environment. This includes support for site supervisors to provide adequate time for appropriate supervision as outlined in the section on supervision expectations. Although this requires a minimum of one hour per week of individual supervision, it is expected that supervisors may need additional time to track client caseload and welfare.
- Opportunities for the intern to develop professional relationships with peers, experienced counselors, supervisors, and related agency personnel through training, group supervision, and other agency activities.

- **Supervisors must observe students live or over videotape at least one time during the internship placement.**
- An adequate workspace in which interns can schedule time to see clients on a regular basis.
- In cases where changes to the agreement need to be made, there must be a request to the Lewis & Clark faculty supervisor to make any changes in the agreement including work location, supervisor, intern hours, or intern expectations. Any changes must be approved by Lewis & Clark *prior* to the change and will be appropriately documented.

Site Supervision Expectations & Responsibilities

An important aspect of the internship experience is the supervision on site and at Lewis & Clark. The supervisor's role is to consult with the intern about clients as well as provide ongoing feedback about counseling skills. Additionally, ethical principles mandate that the primary responsibility of all supervisors is to ensure the welfare of clients. This means that client welfare takes precedence over the needs of interns.

Consistent with supervision expectations outlined by licensing agencies, site supervisors are responsible for direct supervision to ensure client care. Faculty supervisors will typically not have the access to client data needed to manage client care directly. Along with the primary responsibility of ensuring the welfare of clients, the expectations of site supervisors are outlined below.

Site Supervisor Qualifications

- A minimum of a master's degree in counseling, social work, or a related field
- Licensure in chosen discipline
- A minimum of two years of post-degree counseling experience
- Training and experience in supervising students is strongly preferred. However, in lieu of previous training and experience, consideration will be given for the following:
 - Enrolling in the Lewis & Clark continuing education course in supervision
 - Supervision of supervision: the site supervisor will receive regular supervision of their supervision of the intern
- A familiarity with, and adherence to, the ethical code of the American Counseling Association
- Familiarity and compliance with the Lewis & Clark Professional Mental Health Counseling Internship policies as outlined in the Agreement
- Familiarity and compliance with the internship practices and policies as outlined in this Manual

Site Supervisors will provide:

- Individual supervision for a minimum of one regularly scheduled hour per week. Group supervision time cannot replace individual supervision but may be used for additional supervisory time.
- Supervision appropriate for the developmental level of the intern including:
 - Consultation with the intern to develop individual learning goals
 - Client screening and assignment according to intern competency level and individual learning goals
 - Monitoring client caseload for risk and reassigning clients if necessary
 - Helping the student learn to manage caseloads
 - Supervision and training in ethics and law as issues arise with clients
 - Regular review of work samples (live, video and/or audio tape), case notes, and treatment plans
 - Supervisory experiences to assist the student in applying basic counseling skills and developing new skills
 - Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning
 - Ongoing evaluation and feedback to interns to facilitate professional growth of the intern
 - Communication with faculty supervisor as needed
- Formal written evaluation of the development of basic counseling competencies. This includes:
 - Completing the evaluation forms at the end of both terms
 - Reviewing evaluations with the intern
 - Reviewing and signing off on the student intern's documentation of internship hours

Faculty Internship Supervisor's Roles and Responsibilities

The faculty supervisor's role is to provide general academic supervision to students around issues of ethics, standards of care, student counselor growth and development, case conceptualization, treatment planning, development of theoretical orientation and other relevant topics. As a representative of the Professional Mental Health Counseling Program and Lewis & Clark College, the faculty internship supervisor's primary responsibility is to assure the welfare of the clients at the internship site. The intern's performance at the site is continuously monitored and evaluated by both the site supervisor and the faculty supervisor. While the needs of the intern are always important, client welfare will always be the primary concern.

The faculty internship supervisor is the instructor of the internship class and is a core faculty member of the Professional Mental Health Counseling Program.

Internship class requirements and course content may vary according to instructor, but they have a common set of learning goals and objectives, with comparable emphases and quantity of requirements.

Faculty Internship Supervisors will provide:

- Weekly class meeting/group supervision with internship students. Contents will include:
 - Supervision of group feedback on client issues
 - Discussions, support, and supervision for interns in their development as counselors
 - Understanding the supervision process and determining appropriate professional and personal content (boundaries) in supervision, such as issues of professional development, countertransference, and personal content appropriate for supervision
- Coordination of the internship experience among the sites, Lewis & Clark College, and the student interns, including:
 - Conflict resolution consistent with ethical standards of the counseling profession
 - A minimum of one site visit per internship year
 - Contract changes (e.g., intern hours, location, supervisor, etc.)
 - Monitoring of intern progress toward completion of the internship requirements
- Regular ongoing feedback to the student. This includes giving feedback and voicing any concerns about stress levels and/or emotional well-being. In some cases, the intern may be required to limit or suspend his/her internship placement. This decision is the responsibility of the faculty internship supervisor in consultation with the Clinical Director.
- Periodic review of intern work samples to ensure that the intern has developed basic counseling competencies.
- Final evaluation of intern performance for purposes of meeting standards and requirements for the Lewis & Clark Counseling, Therapy, and School Psychology program including the awarding of academic credit. Determination of the successful completion of internship will be based on demonstration of adequate skills and counselor competencies, and adherence to ethical standards and appropriate resolution of ethical dilemmas. These expectations will be evaluated as evidenced by: adequate ratings on the evaluation forms from the on-site supervisor, observations of work samples including video and written work, observations from the site visit, verbal reports from officials and supervisors at the site, and supervision content and observations in on-campus supervision.

Professional Mental Health Counseling Program Responsibilities

The department's primary responsibility is to ensure appropriate training of students through monitoring quality of training experiences.

The Professional Mental Health Counseling Program will provide:

- Evaluation and approval of internship sites and supervisors
- Approval of appropriate placements of students

- Appropriate academic supervision
- Tracking of paperwork for the internship placement
- Cooperation and consultation with site regarding student progress, possible conflicts, or impairment (including decisions regarding modification of duties or the termination of internship placement)
- Intervention consistent with ethical guidelines of the profession in cases where the faculty internship supervisor believes that there is an ethical dilemma around client care or agency/student relationships, and the matter has not been successfully resolved in a less formal manner.

Internship Students' Roles & Responsibilities

The primary purpose of the internship is for students to gain supervised practice and clinical experience to help develop and integrate the skills necessary to become professional counselors. Important aspects of the intern's role and responsibilities are highlighted below:

Welfare of Clients: The basic assumption underlying all agreements between students and host agencies/schools is that the primary responsibility of all involved is to ensure the welfare of clients. Client welfare always comes before intern needs.

Counselors in Training: The student's primary role as an intern is as a "counselor in training" and therefore as a member of the staff at the internship placement. However, it is important to remember that interns are temporary and often novice members of that staff.

Being a Supervisee: Another important aspect of being an intern is the role of supervisee – a person who is open and receptive to the comments and critiques of his/her work by the on-site supervisor and the faculty internship supervisor.

- The role of counselor in training requires the intern to demonstrate a willingness to be supervised and to receive the supervision provided by both the on-site supervisor and the faculty internship supervisor. This includes:
 - Developing an understanding of the scope and purpose of supervision
 - Engaging in a working alliance with on-site and college supervisors
 - Attending all supervision sessions on-site and at the college
 - Accurately communicating content and scope of counseling sessions in supervision
 - Maintaining an openness to feedback in supervision, and following through on directives of supervisors
 - Willingness to videotape interactions with clients and receive feedback on taped interactions
 - Seeking supervision in a timely manner about individuals who are at risk (full disclosure to supervisors of risks to client welfare)

Training: Interns are expected to participate in on-going staff development, meetings, and administrative duties at their site.

Records: Interns maintain records in accordance with agency/school norms. If the setting does not require the keeping of records, interns are still obligated to do so in keeping with the Code of Ethics of the American Counseling Association.

- The requirements for maintaining records are as follows:
 - At a minimum, a record of the name, date, and type of activity; a brief description of the activity; and note of any unusual occurrences must be kept. This holds true for both individual and group activities.
 - Use of the forms supplied with this manual to keep track of internship hours and activities while on site. While these logs are not collected, it is interns should keep these records on file for possible future licensing documentation.
- It is important to keep copies of your internship hours and have them readily available! Accurate documentation of internship hours will be necessary when applying for licensure.
- Interns will also keep records (the CARE supervision note) of the supervision they receive by site supervisors. This will be recorded and submitted to their instructor of record during their weekly campus supervision.

Work Samples: At least once per term, students are expected to present a formal case presentation of a client with whom they are working to their faculty internship supervisor and internship peers.

Additional Responsibilities: Expectations of student interns also include the following:

- Adopting an attitude of attending to client welfare as a counselor's primary responsibility
- Adhering to the ethical standards of the American Counseling Association
- Adhering to the legal mandates of the state of Oregon or Washington
- Consistent and punctual attendance at all work and training activities on site
- Following agency policies
- Appropriate client termination or transfer
- Maintaining appropriate documentation as outlined by the site and the college confidentiality guidelines
- Maintaining personal liability insurance (\$1 million per occurrence, \$3 million aggregate)
- Following detailed expectations as outlined in this manual
- Completion of **all** documentation at end of internship

Problems/Conflicts at Site

If problems arise at the internship site, the faculty internship supervisor and the site supervisor will work with the intern to develop a strategy to solve them. In the event of a conflict between the intern and the site supervisor, deference will be given to the supervisor's knowledge and experience. Final decisions concerning problem/conflict resolution are the responsibility of the faculty internship supervisor.

Changing Internship Placements: Requests to prematurely change or end an internship must be approved by the faculty internship supervisor and the Clinical Director. The final decision must meet all relevant ethical and professional standards.

- Any student who considers leaving an internship before the full internship contract is fulfilled and the internship is complete must proceed in a careful, step-by-step process of consultation and evaluation. This process includes:
 - Consultation with the faculty internship supervisor and the Clinical Director or faculty member designated by the department chair
 - Disclosure of all relevant information from the beginning of any such consideration and continuing to disclose fully and consult until the matters are resolved
 - A good faith attempt to resolve the issues at the internship site with the help and guidance of the faculty internship supervisor
 - A willingness to abide by the decisions made by the faculty internship instructor and Clinical Director about how to proceed in resolving the issues
- In discussing issues with the site supervisor or other site representative, it is essential that the interests of the site supervisor, the host agency, and clients be given full consideration.
 - Further, in initiating any such discussion, the intern should avoid an approach that ends the possibilities of a positive resolution and continuation of the internship before all relevant considerations have been carefully weighed and discussed with the faculty internship supervisor and Clinical Director, and the host agency and supervisor.
- Final resolution and decision regarding the status of the student at the placement is the responsibility of the faculty internship supervisor.

Removal from an Internship Placement: In some cases, students are asked to leave their placement early.

- Students removed from a placement will be required to take some time out from seeing clients and engage in reflective activities as determined by the faculty internship supervisor and the Clinical Director. These activities may include:
 - Counseling
 - Medical care
 - Volunteer work
 - Other personal growth experiences

Students removed from a placement may not seek another placement until instructed to do so by the faculty internship supervisor and the CLINICAL DIRECTOR.

LEGAL AND ETHICAL CONSIDERATIONS OF THE INTERNSHIP

Students are expected to practice within the Code-of Ethics of the American Counseling Association and follow the laws affecting their internship placement. Students must know and understand the ethical code and be aware of the laws affecting their practice before beginning to see clients.

As counselors in training, interns must tell clients that they are students under supervision and provide the client with the contact information for the supervisor.

Relevant Issues For Interns

Competence: The ACA guidelines for an ethical practice mandate that counselors practice within their areas of competence. Competence is demonstrated by obtaining education and supervised practice. Students must complete all of the academic prerequisites for the internship, including all courses in diagnosis and treatment, before beginning their internship.

Informed Consent: Informed consent must be given by clients. An informed consent form must be signed either before seeing clients or during the first session.

Limits of Confidentiality: During the first session with a client, interns must discuss limits of confidentiality. These include:

- Reporting child abuse or neglect, elder abuse, or dependent adult abuse
- Reporting clients' intent to do harm to themselves or others
- Releasing records in a legal proceeding in response to a judge's order
- Testifying in a court case where a client's mental state is a condition of the case
- Notifying parents (as soon as it is therapeutically feasible) of treatment rendered to a child over 14 years of age who has legally consented to treatment without parental consent
- Discussion of the client with the on-site supervisor and/or the faculty internship supervisor during individual and group supervision

Use Caution in Multiple Relationships with Clients: Counselors may interact with a client in a nonprofessional activity as long as the interaction is potentially beneficial and is not of a romantic or sexual nature. Even if it is a potentially beneficial relationship, counselors must use caution, forethought and proceed with client consent whenever feasible.

Disclosure of HIV Status: Oregon and Washington laws prohibit disclosure of an individual's HIV status without written permission. This includes disclosing a client's status to the supervisor(s).

Consulting with Colleagues and Obtaining Supervision

Students are expected to understand and follow ethical guidelines, and to seek supervision when there is confusion or an ethical dilemma to be resolved. Ethical decision-making involves consultation and using the advice pooled from numerous sources. If an ethical concern related to the internship arises, the student should discuss it with the site supervisor. Additional support or guidance can be gained by raising the issue in the internship class. Regardless of the setting, collaboration is an important part of the process.

The student must inform both the on-site supervisor and the faculty supervisor in the event that an ethical error is made so that steps can be taken to minimize harm to clients. Failure to follow ethical guidelines, disclose ethical errors, and/or seek appropriate supervision may result in dismissal from the internship and/or the Counseling Psychology program.

SELF-CARE

Internship can be a stressful time. Sometimes students find themselves in emotional turmoil resulting from listening to the concerns of so many people. It is important to **make** time and **take** time for self-care.

Concerns About Self: Interns concerned about their level of stress and/or emotional well-being should consider:

- Being more attentive to personal needs
- Addressing concerns with their site supervisor and/or the faculty internship supervisor
- Seeking out therapy to help resolve issues brought up by internship experiences
- Limiting or suspending the internship if the distress continues

Concerns About Peers: Interns concerned about the level of stress and/or emotional well-being of another internship student should:

- Approach the intern directly and express their concern
- Encourage the intern to follow the steps for self-care outlined above, including discussing problems with the faculty internship supervisor
- In the case of continuing concern about a peer's welfare, if it seems that the faculty internship supervisor is not aware of the problem, discussing your concerns with the faculty internship supervisor

SECURING AN INTERNSHIP PLACEMENT

Although advisors and other faculty and staff members at Lewis & Clark can provide guidance regarding internship selection, students are ultimately responsible for contacting sites and securing internship placements.

Beginning the Process

Most students secure a clinical placement for a two-semester period. Within about 6 months prior to the start of their internship, students will have received an electronic link of the approved site map/list from the placement office; consulted with advisors, other instructors and the Program Clinical Director, attended the internship fair and set up interviews at two or more potential placement sites.

Additional resources to help students prepare for and choose an internship include:

- Speaking with students currently in internship settings
- Obtaining assistance with resumes or cover letters from advisors
- Attending the annual Internship Fair
- Obtaining assistance with site questions from the Placement Coordinator

Questions to Help Guide Selection

The first question to ask about a placement is whether it provides the opportunity to gain the experiences required for the internship. A second question is whether a satisfactory working relationship can be established with the site-based supervisor. Additional questions to consider are:

- Does the site offer general experience or work with a specific population?
- Will the site provide the intern the opportunity to work with a specific population of interest? (For example, couples, families, groups, adolescents, schools, inpatient, etc.)
- Can the site assure enough clients to fulfill the required number of direct client contact hours?
- Is the site part of a large or small agency?
- Does the site have many interns from different disciplines and programs or just one or two interns?
- What relationship has been established with the on-site supervisor? Does s/he facilitate a safe learning atmosphere? Will s/he provide the desired type of supervision?
- Does the site make provisions for adequate coverage in times of emergency?

Secondary Placements

Students may choose to have a maximum of two internship placements, but it is recommended that interns wait until the second internship term to begin working at a second site. However,

with the consent of the faculty internship instructor and the Clinical Director, it is possible to begin both placements during the first internship term.

Reasons for Adding a Second Placement: Students placed with two sites generally fall into one of the following categories:

- Students who desire to supplement a general clinical experience with specialized training in an area such as: grief, adoption, women's health, HIV, sexual minority issues, ADHD children, private schools, etc.
- Students who find they are unable to acquire enough hours at their primary site to feasibly complete internship within two semesters.

Guidelines for Secondary Placements: While recognizing that there are unique challenges inherent in working at two placements, the following guidelines apply to all:

You must obtain approval prior to selecting a second internship site. The approval decision is made by your internship instructor in consultation with the Clinical Director.

In order to receive academic credit for a previously established activity (i.e., work or volunteering), a rationale must be submitted documenting how the internship experience will differ from your previous experiences. New learning is the crucial element. Acceptable options are: providing service to a new population; providing different services to the population; or beginning a new group(s). See Appendix A for complete Workplace Internship Policy

- Students will spend a maximum of 10 hours a week at a secondary site.
- Supervision must meet the same requirements as for primary sites unless the hours obtained are very minimal (i.e., 1-4 hours a week). The secondary site supervisor will be required to evaluate the student in the same manner as a supervisor at the primary site.
- Each site must be approved as an internship placement.
- A separate internship contract must be signed for each site.

Accepting an Internship Position

It is unprofessional to make commitments to multiple practicum or internship sites when intending to only work at one. Therefore, any intent to explore other options must be clearly communicated. Accepting more than one placement is unethical and is damaging to all parties. If a mistake or misunderstanding happens, take steps to rectify the situation immediately.

Finalizing the Internship Placement

Once an internship placement has been offered and the intern wishes to pursue placement at the site, they can complete the internship placement contract. However, the internship is not considered to be officially approved until the Clinical Coordinator signs the contract and the Placement Coordinator verifies the contract.

- The primary factors impacting the approval of a placement are:
 - Sufficient opportunity for direct client contact hours
 - The specific qualifications of the site supervisor
 - The quality and availability of on-site supervision including the availability of a secondary supervisor to cover your supervision in the event that the primary supervisor is away
 - The stability of the site

- The match between the site and the student is also an important consideration when approving an internship placement.

The Internship Placement Contract specifies the activities/responsibilities of the intern, the dates of the internship agreement and the number of hours the intern is expected to be on-site. Placement Plans are due six weeks prior to the start of the internship semester. Contracts will be generated electronically and verified prior to first week of internship start.

In the event of significant changes at the internship site, such as changes in the types of activities, the hours spent on-site, or a change in site supervisor, an amended contract must be completed through the Placement Office.

Placement at a site becomes “official” only after approval by the Clinical Director and pdf copy of the signed contract is received.

Signed internship contracts and proof of insurance form are due six weeks prior to the start of the semester or, if a site is obtained after this time, as soon as possible. Interns may not begin their placement until after they submit a completed contract.

The student may schedule training, orientation and “shadowing” activities at the internship site prior to the start of the term, but there may be no direct client contact until the semester has begun.

Under no circumstances will anyone who does not have all of their paperwork on file be allowed to see clients or attend the internship class; and any student who has an incomplete in a class which is a prerequisite for internship will not be able to start the placement.

Counseling, Therapy, and School Psychology Department Policy for Students Unable to Complete Direct Hours (aka “Internship Extenders”)

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Any variation from the process described in the program handbooks regarding practicum and internship should be worked through with the program Clinical Coordinator and the Practicum or Internship Instructor.

Students who need to extend their final practicum or internship past the end of the semester, have the following options:

For extensions up to two weeks past the end of a final semester (but no more than three weeks), students must request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within two weeks, a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-based practicum or internship section until they complete their practicum or internship hours (in up to four weeks).

For extensions of more than two weeks, students must register for, attend, and participate in a full semester of practicum or internship.

All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

NECESSARY FORMS FOR THE INTERNSHIP

Many forms are required to be submitted as students move through their internships. These forms can be divided into three categories: forms related to the process of securing the internship, forms related to registering for the internship, and forms related to the documentation and evaluation of the internship experience. These sets of forms are described below. This list of forms can be used as an itemized checklist to ensure that all proper paperwork has been completed and submitted in a timely manner.

Forms Related to Securing the Internship

As stated above, all of the forms and information regarding the placement at an internship site must be submitted to the Professional Mental Health Counseling Program **prior** to beginning the internship.

Internship Placement Plan: In January prior to your internship beginning, the Placement Coordinator emails a unique link to each student to complete when interviews are complete and a site is chosen.

Internship Placement Contract: This contract outlines the objectives, duties, and responsibilities of the placement as well as the specific dates of the internship. Contracts are generated electronically to site supervisor, student, clinical coordinator for signatures. The placement coordinator works with CPSY office and clinical coordinator to approve and verify contracts. Once clinical coordinator determines student is ready to start internship, placement coordinator

sends pdf copies of completed contracts to the student, site supervisor and clinical coordinator. The placement office keeps electronic files of contracts for each placement. In cases of two placements, a separate contract for each placement must be on file.

Professional Liability Insurance Confirmation: A photocopy of the Professional Liability Insurance certificate must be submitted by 30 days prior to the start of the placement.

Internship Registration Approval

Registration for the Internship class (and therefore internship placement) is contingent upon successful completion of all course prerequisites, including successful completion of both semesters of practicum.

The Internship/Practicum Administrative Coordinator will initiate the process of internship class assignment by distributing the Class Preference form to all upcoming interns. The Clinical Director, in consultation with internship class instructors, will determine assignments.

Documentation and Evaluation of the Internship Experience

The following forms and information are necessary to document and evaluate internship experiences and are to be submitted at various points during and after the internship. The use of these forms will be explained in more detail by the faculty internship supervisor; all forms are available on the CPSY website.

Evaluation Forms: For the site supervisor to complete at the end of each semester.

Site Evaluation: For the intern to complete at the end of the final semester.

Internship Hours Summary Form – Semester: To be completed at the end of each semester, summarizing hours for the semester.

Internship Hours Summary Form – Final: A summary of hours for the entire year, to be completed at the end of the internship.

APPENDIX A: WORKPLACE INTERNSHIP POLICY

Guidelines for Students Who Seek Approval of Internship Placements at Their Workplaces

Many students who are employed in social service agencies during their graduate studies adjust their work schedules to allow for a clinical placement in a new setting during their last year of study. Some students request approval of internship placement in their employment settings. Such requests will be considered for approval when the following criteria are met:

- The site can be approved for any qualified Lewis & Clark intern
- Qualified supervision will be available onsite at all times that the intern is meeting with clients
- One-on-one supervision will be provided weekly
- The intern will have the opportunity to develop counseling skills in clinical work with individuals (and, in some cases, couples, families or groups)
- An average of 8 direct client contact hours per week will be possible

Because an internship requires new learning, it is expected that arrangements be made for the workplace internship to involve a new set of duties so that it would qualify as a new learning opportunity. In order to reduce the potential for dual relationships or conflicts of interest, a different supervisor from the intern's administrative supervisor needs to be arranged.

The student proposing a workplace internship must first meet to discuss the viability of the placement with their advisor, and then submit a written proposal to the Clinical Director. The proposal would include a description of the duties, the new learning, the supervision arrangement, the schedule, and any other pertinent details.

The request to do a workplace internship will be reviewed by the Clinical Director in consultation with others. Each proposal is considered on a case by case basis, and approval is not guaranteed. In some circumstances, approval may depend on changes to the proposal or special conditions set by the faculty.