



*CLINICAL MENTAL HEALTH  
COUNSELING  
INTERNSHIP MANUAL*  
DEPARTMENT OF COUNSELOR EDUCATION  
RADFORD UNIVERSITY  
Revised September 2023

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Dear Clinical Mental Health Counseling Intern:

Welcome to the culminating experience of your Master's of Science Degree program in the Department of Counselor Education at Radford University. Having successfully completed courses in the foundations of counseling and clinical practicum courses, you are now prepared and equipped for the internship experience.

This manual serves as a guide for you concerning the responsibilities and requirements of interns and supervisors as it relates to this internship experience. You are responsible for reading and understanding the specific assignments and expectations of an intern. If you have any questions, please contact your university supervisor for clarification.

Internship is your first professional experience as a counselor "in the field" and it is expected that you will demonstrate the highest standards of professionalism, including what you wear and overall appearance/presentation, adherence to ethical codes, and respect for the dignity of clients in your care. Functioning with high standards includes maintaining a professional demeanor, not only at the internship site, but also with your university supervisor and fellow interns. It also means being open and receptive to feedback and recommendations from your supervisors, as well as providing meaningful feedback to other interns enrolled in your university supervision group.

Internship builds on all previous courses you have completed and will help you to expand and refine the counseling skills, strategies, and proficiencies you have developed in practicum experiences. In addition, you are expected to increase and refine your abilities in the areas of case conceptualization, and the implementation of integrated and theoretically sound counseling interventions.

Best wishes,

Clinical Mental Health Faculty  
Department of Counselor Education

# Introduction Internship Purpose and Goals

Internships are considered essential experiences for successful completion of any master's degree in counseling. According to the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards:

*Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (CACREP, 2015, p. 14).*

The Department of Counselor Education's internship experience provides students with the opportunity to put into clinical practice what they have learned in their training program. Therefore, the focus of the internship on the application of knowledge in diverse situations. Flexibility and willingness to work with diverse clients using various counseling strategies are key components to completion of a successful internship.

## Internship Purpose

*COED 690: Internship in Clinical Mental Health Counseling* completes the academic and clinical training of our Clinical Mental Health Counseling program. The following information describes the scope of the course:

The internship is designed for helping professionals in the behavioral sciences whose career objective is counseling within the context of a clinical mental health setting. Content of the internship focuses on (a) the application of counseling theories, techniques, and strategies, b) effective treatment planning, and (c) ethical practice and case management, referral activity, and program administration in a clinical mental health setting.

Emphasis is placed on providing counselors-in-training with practical clinical experiences to assist them in becoming knowledgeable, thoughtful, insightful, and skillful in (a) helping clients resolve developmental tasks; (b) facilitating normal human growth and development; (c) identifying and remediating mental, emotional or behavior disorders, and associated distress which interfere with personal effectiveness and mental health; and (e) demonstrating professionalism and effectiveness in program administration. The course also provides an opportunity to synthesize and integrate clinical experiences into an effective approach to clinical mental health counseling.

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling p. 24 (CACREP, 2015).

Based on the 2016 CACREP standards, Section 3:

*Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (p. 15)*

The following Standards apply to entry--level programs for which accreditation is being sought. ENTRY- LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program--appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co--lead a counseling or psychoeducational group.

#### INTERNSHIP COURSE LOADS

- I. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3--semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- J. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3--semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- K. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.



- L. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3--semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

## SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

### C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

#### 3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues.

## Internship Application Procedures

Students in their first semester are required to meet with their advisors and plan the sequencing of their courses using the "Programs of Study." During this process the student and the advisor determine the appropriate times for taking the internship courses and can also discuss potential internship sites.

Internships are typically completed in the last two semesters of the graduate program. The following courses must be completed prior to *COED 690. Internship in Clinical Mental Health Counseling*:

- COED 610. Human Growth and Development
- COED 611. Introduction to Counseling Theories and Techniques
- COED 612. Professional, Ethical, and Legal Issues in Counseling
- COED 614. Group Counseling Theories and Techniques
- COED 620. Psychopathology, Diagnosis and Treatment Planning
- COED 641. Practicum: Individual Counseling Techniques
- COED 642. Practicum: Group Counseling Techniques

## COED 650. Introduction to Clinical Mental Health Counseling

Please consult your advisor if you have questions concerning the prerequisites above.

### **Internship Application**

The Application for Internship forms can be found on the COED website and in Appendix A of this manual. ALL STUDENTS must complete and submit the Application for Internship form by the deadlines indicated. The Application for Internship form must be approved (signed) by the advisor and submitted to the Chair of the Practica and Internship Committee. The Practica and Internship Committee will review all Application for Internship forms and students will be notified when they have been registered for the internship course.

### **Finding Internship Site Placements**

In the second semester of coursework for full-time students, students should consider making initial contacts with potential cooperating community agencies. The student seeking an internship placement should first discuss his or her options with the faculty advisor and then approach an internship site in the same manner as one would when seeking an initial professional job. Please note that some internship sites have deadlines for application.

Most communities publish human services directories which list agencies serving the social services needs within a geographic area. Local mental health Community Services Boards, Mental Health Associations or Information and Referral Agencies within the community may publish community service directories or otherwise be of assistance in locating potential internship sites. The Department of Counselor Education website has a list of sites and supervisors used by former students.

Students may have several options available to them. The following eight factors may be important in selecting and interviewing with an internship site:

1. Location of the agency and the administrative structure of the agency;
2. Methods of practice, philosophy and theoretical orientation of the agency;
3. Potential for interdisciplinary support, collaboration, consultation, and referral;
4. Cultural, ethnic, and gender diversity of populations served;
5. Qualifications, availability, and experience of the On-Site Supervisor;
6. Variety in professional resources including computer applications to counseling, electronic and printed media, professional literature, assessment tools, and techniques;

7. Availability of assorted professional activities other than direct client services, including consulting and training activities, administrative case management, and other opportunities for institutional and community services; and
8. Referral networks of appropriate human service providers.

Students are encouraged to consider the above factors when evaluating potential internship sites. Again, meet with your advisor to discuss the merits of various sites and options. In consultation with your advisor, select an internship site that will challenge, support, and nurture you in your professional and personal development. An *On-Site Supervisor's Manual* is available on-line for students to present to their on-site supervisors or potential on-site supervisors to facilitate communication and clarify responsibilities.

### **Internship Agreement**

Students will need to complete the Internship Agreement Form (Appendix B) before beginning to accrue hours and/or attend the internship class. A list of approved sites and supervisors is available for the students' reference. This list is updated regularly and available through the COED website. The on-site supervisor will need to be approved by the Practica and Internship Committee and the on-site supervisor may be asked to provide a vita/resume. CACREP Standards require that the on-site supervisor have a master's degree in counseling or a related profession with equivalent qualifications and a minimum of 2 years' experience.

Hours for Internship cannot be accrued until all necessary forms are completed, submitted, and approved. Plan ahead for this process and complete the paperwork as early as possible to avoid financial aid difficulties and class close-outs. Other forms that are necessary for the internship are located in the APPENDIX of this manual and are also available on the COED Website.

### **Simultaneous Internship Enrollment**

The Department endorsed the following policies on "simultaneous internships," when students desire to complete two internships in one semester:

Internship is a sequence of culminating clinical challenges, instructional and supervisory communication, and mentoring to promote experience, applied knowledge, understanding, self-awareness, professional responsibility and know-how. Internships are also sequential and developmental in promoting optimal competence of interns. Professional development and clinical competence are acquired over time with prescribed and supervised clinical experiences involving not less than 600 hours of supervised clinical practice.

The department affirms that the optimal course of professional development is over a two-semester period involving two 300 clinical hours per three-credit hour internship, preferably at varying sites. Simultaneous enrollment in internships of



more than three-credits is an exception to departmental policy. Exceptions to this academic policy will require:

- Achievement of an “A” in all clinical courses (i.e., COED 611, COED 641, and COED 642);
- Recommendations from prior clinical instructors, the faculty advisor, and the chair of the Department of Counselor Education justifying exceptional clinical proficiency and professional development; and
- Practica and Internship Committee approval of the site and supervisor specifically for simultaneous internship.

## Supervision

### Standards for Supervised Experience

Specific standards have been established by CACREP for the internship experience. The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform. Careful selection of an internship site needs to be made that considers the opportunity for both individual and group counseling. Additionally, family counseling may be a consideration for students interested in pursuing this specialty area.

The 2016 CACREP standards outline the following requirements for internship:

- I. Students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- J. Internship students complete at least 240 clock hours of direct service.
- K. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- L. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

## The Nature of Supervision

According to CACREP (2016), supervision consists of:

*Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (p. 14).*

Supervision is one of the most essential aspects of the internship experience because it provides the intern with information concerning his or her performance, case conceptualization, use of appropriate interventions, and understanding how self-awareness plays a role in the counseling relationship. The faculty of the Department of Counselor Education at Radford University have specific training and appropriate licensure and certification to provide interns with high quality supervision.

Falender and Shafranske (2004) define clinical supervision, from a competency-based approach as a distinct professional activity:

- in which education and training is aimed at developing science informed practice;
- facilitated through a collaborative interpersonal process;
- involves observation, evaluation, feedback, facilitation of supervisee self-assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving;
- builds on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy; and
- ensures that clinical supervision is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large (p. 3).

In examining research conducted in the field of internship supervision (Bernard & Goodyear, 1992; Blocher, 1983; Borders & Leddick, 1987) several important factors have been identified which are related to the development of competent counselors:

1. Internship supervision is necessary for interns to learn and refine their abilities in the use of counseling skills and treatment planning;
2. A variety of supervisors and internship sites is helpful to an intern's development as a professional; and
3. "...a 'developmental learning environment' that is characterized by challenge, involvement, support, structure, feedback, innovation, and integration" will assist interns in becoming competent practitioners (Borders & Leddick, 1987, p. 30).

## **The Practicum and Internship Coordinator**

The Practicum and Internship Coordinator is a faculty member or administrator in the Department of Counseling whose primary duties include collaboration with faculty to provide oversight of all practicum and internship experiences. The Practicum and Internship Coordinator establishes the due dates for practicum and internship applications, reviews and approves all applications, serves as the liaison with the Director of Educational Internships and Clinical Placements for the School of Education, processes any changes of site requests and provides support to university supervisors and student interns, as well as, intervention to resolve practicum and internship dilemmas.

## **Internship Supervisors**

Internship students have two clinical supervisors. One supervisor is on-site at the internship placement who must be approved. The other is the university supervisor who is the course instructor for the Department of Counselor Education. Students sign a contract with and are accountable to both supervisors who meet with them weekly.

## **On-Site Supervisors**

The on-site supervisor provides experiences and information that inform the intern of the responsibilities and roles of a clinical mental health counselor. The on-site supervisor assists the intern in learning the procedures and regulations that are part of the agency's environment and will affect the counselor's day to day functions.

Student interns need to communicate continually with their on-site supervisors. Interns, who wish to confer with an outside agency concerning clients, students, or administer tests, need to receive approval from the on-site supervisor. Students are expected to meet regularly (weekly) with the on-site supervisor for supervision throughout the semester to determine the quality of an intern's performance and professional functioning at the internship site.

**SUPERVISOR QUALIFICATIONS (Section 3: Professional Practice, CACREP 2016).**

- I. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry--level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- J. Students serving as individual/triadic or group practicum/internship supervisors for students in entry--level programs must (1) have completed CACREP entry--level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3)

be under supervision from counselor education program faculty.

- K. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- L. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- M. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **Responsibilities of On-Site Supervisors**

The specific responsibilities of the on-site supervisor are listed below:

1. To schedule a minimum of one (1) hour per week of individual supervision, throughout the internship with the intern.
2. To provide an atmosphere of trust and support to encourage and enhance the professional growth and maturity of the intern.
3. To provide information and knowledge that is helpful to the intern in effectively carrying out the therapeutic process and learning the roles and responsibilities of a counselor.
4. To assist the intern in exploring intrapersonal and interpersonal issues which impact (positively or negatively) on his or her counseling performance.
5. To encourage and facilitate the development of the intern's assessment and counseling skills.
6. To review cases and case materials (via live observation, recordings, or oral report) and to provide feedback regarding case conceptualization and case management.
7. To share clinical expertise and skills in a way which will enhance the intern's learning as well as his or her use of self in the therapeutic process.

8. To respect the individuality of the intern and his or her present level of development.
9. To seek advisement when issues develop which impede the supervisory process.
10. To recommend personal counseling or other interventions for the intern when personal issues appear to adversely affect his or her counseling performance.
11. To maintain confidentiality about the supervisory process.
12. To assign readings or other activities to help the intern learn more about the world of clinical mental health counselors and their responsibilities.
13. To maintain a collaborative supervisory relationship with the intern which encourages continual feedback concerning the intern's progress, and when necessary, re-negotiating of goals.
14. To assist the intern in refining his or her consultation and coordination skills.
15. To encourage the intern to develop a philosophy of counseling and professional practice as a professional counselor.
16. To submit at least two (2) written evaluations of the intern; one at the mid-point of the semester, and the other after the intern has completed the fall and spring internships. Only one (1) written evaluation is required for summer internships.

### **Responsibilities & Expectations of the University Supervisor**

The specific responsibilities of the University Supervisor are listed below:

1. To meet weekly with the intern for group supervision.
2. To provide training concerning the scope and standards of clinical practice.
3. To review counseling practice and provide feedback and recommendations concerning case conceptualization, counseling interventions, and counselor/student relationship issues.
4. To work collaboratively with the intern and on-site supervisor to remediate deficiencies in counseling skills or knowledge areas of the intern.
5. To help interns further refine use of counseling techniques and skill level.
6. To assist interns in developing an integrated philosophy and style of

counseling.

7. To encourage the use of consultation skills among interns during group supervision as a method of providing feedback to each other concerning internship cases.

The University Supervisor expects interns to familiarize themselves with the requirements of internship and seek clarification if needed. Students will meet once per week with the University Supervisor for group supervision. Group supervision generally lasts from 1½ to 2 hours. Students are encouraged to seek assistance from their University Supervisor when needed, which may require the scheduling of individual supervision meetings-

Your relationship with your supervisor is meant to be a collaborative one. Your supervisor has your best interests in mind and will provide experiences which help you grow as a counseling professional. This means that your supervisor may ask you to modify your approach with a specific client, seek counseling to work on personal issues that impede your work with a client, challenge you to more clearly articulate your philosophy as a counselor, and provide feedback which might produce some discomfort for you. You can also be assured that your supervisor will provide the support, assistance, and concern you need to develop your abilities within an atmosphere of trust and respect.

Supervised clinical experience is foundational to the instructional programs in the Department of Counselor Education at Radford University. The counseling faculty in this department firmly believes that: “*supervision must accompany client contact experiences if students in the mental health professions are to acquire the necessary practice skills and conceptual ability*” (Bernard & Goodyear; 1998, p. 3).

Additionally, the faculty's basic orientation is reflected by the following four statements:

1. Supervision must accompany direct client services if students are to acquire the skills, knowledge and attitudes which result in the thoughtful use of professional ethics and standards of practice in counseling;
2. Supervision is an essential requirement to assure that the public safety is assured while junior members of the profession of counseling benefit from the usefulness of internship experiences;
3. Counselors-in-training benefit from diversity in clinical supervision and supervision sites; and
4. Broad clinical experiences under effective clinical supervision are essential for facilitating competent clinical skills in mental health counseling.



## Selecting a Site Supervisor

Each internship student **must** be supervised by a qualified Site Supervisor. the

Site Supervisor must have:

1. A minimum of a master's degree in counseling or closely related profession (e.g., Social Work, Counseling Psychology)
2. Relevant certifications and/or licenses in good standing (e.g., LPC, LPCS, LCSW)
3. A minimum of two years of pertinent professional experience in the specialty area in which student is enrolled
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students
5. Relevant training in counseling supervision.
6. Availability to provide **one hour** per week of formal supervision.
7. Availability at the prospective site where the student applies to be placed.

## Out-of-State Internship

Students may petition the department to complete the internship out-of-state. This process should begin with a conversation with the academic advisor and Practicum and Internship Coordinator well in advance of the due date for the internship application. Students must initially identify the:

- the potential site
- the potential site supervisor and supervisor qualifications
- a brochure describing the agency

As with any other placement, students are expected to meet all internship requirements. Students who complete out-of-state internship placement must return to campus each week to participate in group supervision.

# Students as Interns

The progress of internship students will be evaluated by the satisfactory completion of departmental and CACREP requirements, the successful completion of academic requirements, and the demonstration and assessment of clinical competency.

## Student Requirements and Responsibilities

Internship courses usually carry 3 academic credits but may carry as many as 6 academic credits in a semester (see Simultaneous Internship Enrollment). Students may register for 9 academic credit hours of internship over their Plan of Study. Each three-credit internship course involves completing 300 hours of supervised clinical experience in an appropriate clinical counseling setting. Two three-credit internship courses (or 600

total hours of supervised clinical experience) are required to complete a master's degree in Clinical Mental Health Counseling. The following list describes specific parameters of internship and the responsibilities of the intern:

1. Complete 600 hours of Clinical Mental Health Internship.
2. A minimum of 240 hours at the internship site must involve direct client contact (i.e., individual or group counseling). The remaining 360 hours at the internship site should be spent in other professional activities that help the student learn the responsibilities and roles of counselors.
3. Each internship lasts approximately 15 weeks (the duration of a semester) which means students will spend approximately twenty hours per week at the internship site. It is suggested that students begin their internships at the beginning of the first week of a semester to ensure that they obtain the needed hours for internship.
4. The intern meets with the University Supervisor once-per week for 1½ to 2 hours of group supervision.
5. The intern meets with the On-Site Supervisor for one hour per week of individual clinical supervision.
6. Interns will be expected to evaluate their on-site and university supervisors at the conclusion of the internship.
7. Since Radford University and the internship sites may have different calendars in terms of start and end dates (i.e., breaks and holidays), interns are expected to balance scheduling expectations of both calendars.

### **Log of Clinical Activities & Hours Requirement**

The intern should provide specific details of time spent in the various training activities. A digital Internship Log is provided for students to record and analyze their internship activities. The Internship Log permits the intern to quantify the number of hours engaged in particular counseling activities while in the internship. Requirements for completing the Internship Log may vary with the preferences of your University Supervisor; however, a log must be maintained on a weekly basis. At the end of the internship, the on-site Supervisor must sign the Internship Log certifying that the information provided in the log is an accurate record of activities completed during the internship. Instructions for how to complete the internship log will be provided by your University Supervisor.

By completing the internship log on a weekly basis, students will be able to update their cumulative hours which will allow an overall analysis of internship activities. This activity analysis can help the student make decisions regarding the types of activities needed to broaden an internship experience as well as a method of documenting the breadth and scope of activities successfully completed.

## **Direct Contact Hours**

According to CACREP (2015), direct service to clients for students in the Mental Health Clinical Counseling program may include conducting the following activities with clients: intake interviews, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

## **Professional Liability Insurance**

Students need to obtain liability insurance before beginning internship. The American Counseling Association (ACA) provides liability insurance through subcontracting with an insurance company (see [www.counseling.org](http://www.counseling.org)). Membership fees for the ACA are much lower for students than for regular members. As a student member of ACA liability insurance is included as part of your membership. You may also purchase professional liability insurance through the Health Providers Service Organization (HPSO) at the following website: [www.hpso.com](http://www.hpso.com). Rates are relatively low for students.

## **Academic Requirements & Evaluations**

To successfully complete internship, students are expected to fulfill specific assignments that are designed to assist them in developing the skills, knowledge, and self-awareness needed to function as a professional counselor. It is a process that will, in most cases, result in the development of competent professional counselors. Your efforts during the internship process will determine the level of accomplishment you have achieved at the end of internship. The following list describes specific assignments, which may be used to determine your grade for the internship.

Grades are assigned using an A-F scale and are based on the quality of work in the following areas:

1. Attending and actively participating in individual and group supervision meetings.
2. Providing your University Supervisor with a "Uniform Case Study" (See Appendix for the specific form) and practice of individual and group counseling sessions throughout the length of the internship, if requested by the University Supervisor.
3. Keeping accurate records documentation of supervision. This will be specific to the requirements of your professor.
4. Documenting the specific activities of your internship on the Internship Log and keeping accurate hours that specify the time you spent in counseling and other responsibilities at the internship site. University Supervisors may require weekly journal reflections on the clinical work and activities on site.
5. Demonstrating advanced counseling skills and techniques in work with clients.

6. Demonstrating the ability to apply counseling theory in assessing and planning interventions with clients.
7. Submitting mid-semester and final “Counselor Assessment of Progress” forms which assess the intern’s competence on a variety of internship skills. Also, completing and submitting the “Intern Evaluation of On-Site Supervisor” form. All assessment and evaluation forms are in Appendix C of this manual.
8. Finally, an intern will be assessed in terms of the quality and thoroughness of work submitted to the University Supervisor.

## Counseling Dispositions

Professional Dispositions are defined as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as counselors in training interact with clients, colleagues (i.e., other COED students and supervisors), and faculty (adopted from The National Council for Accreditation of Teacher Education: NCATE). Your practicum course instructor will utilize the counseling dispositions as goals that describe students' desired behaviors and attitudes as an outcome of their education and are related to real-world functioning (Nutt-Williams & Hill, 1996). The counseling dispositions evaluation used by the Department of Counselor Education was adapted from McAdams, Foster, and Ward (2007).

1. Openness to new ideas				
1	2	3	4	5
Closed				Open
Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior.		Was amendable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior.		Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior.
2. Flexibility				
1	2	3	4	5
Closed				Open
Showed little or no effort to recognize changing demands in the professional & interpersonal environment. Showed little or no effort to flex own response to changing environmental demands. Refused to flex own response to changing environmental demands despite knowledge of the need for change. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.		Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. Efforts to flex own response to new environmental demands was evident but sometimes inaccurate. Flexed own response to changing environmental demands when directed to do so. Accepted necessary changes in established schedule or		Showed accurate effort to recognize changing demands in the professional & interpersonal environment. Showed accurate effort to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly. Attempts to understand needs for change in established schedule or protocol to avoid resentment.

	protocol, but without effort to understand the reason for them.	Accepted necessary changes in established schedule and attempted to discover the reasons for them.		
<b>3. Cooperativeness with others</b>				
1 Uncooperative	2	3	4	5 Cooperative
<p>Showed little or no engagement in collaborative activities.</p> <p>Undermined goal achievement in collaborative activities.</p> <p>Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input.</p> <p>Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Worked actively toward reaching consensus in collaborative activities.</p> <p>Was willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities.</p>		
<b>4. Willingness to accept and use feedback</b>				
1 Uncooperative	2	3	4	5 Cooperative
<p>Discouraged feedback from others through defensiveness and anger.</p> <p>Showed little or no evidence of incorporation of supervisory feedback received.</p> <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than receive it.</p>	<p>Was generally receptive to supervisory feedback.</p> <p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p> <p>Showed some defensiveness to critique through “over-explanation of own actions” – but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p>	<p>Invited feedback by direct request and positive acknowledgement when received.</p> <p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p> <p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p>		
<b>5. Awareness of own impact on others</b>				
1 Uncooperative	2	3	4	5 Cooperative
<p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored supervisory feedback about how words and actions were negatively impacting others.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p>	<p>Effort toward recognition of how own words and actions impacted others.</p> <p>Initiates feedback from others regarding impact of own words and behaviors.</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>		
<b>6. Ability to deal with conflict</b>				
1 Unable	2	3	4	5 Able
<p>Was unable or unwilling to consider others’ points of view.</p> <p>Showed no willingness to examine own role in a conflict.</p> <p>Ignored supervisory advisement if not in agreement with own position.</p> <p>Showed no effort at problem solving.</p> <p>Displayed hostility when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p> <p>Was responsive to supervision in a conflict if it was offered.</p> <p>Participated in problem solving when directed.</p>	<p>Always willing and able to consider others’ points of view.</p> <p>Almost always willing to examine own role in a conflict.</p> <p>Was consistently open to supervisory critique about own role in a conflict.</p> <p>Initiated problem-solving efforts in conflicts.</p> <p>Actively participated in problem-solving efforts.</p>		
<b>7. Ability to accept personal responsibility</b>				

1 Unable	2	3	4	5 Able
Refused to admit mistakes or examine own contribution to problems. Lied, minimized, or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.		Was willing to examine own role in problems when informed of the need to do so. Was accurate and honest in describing own and others' roles in problems. Might blame initially but was open to self-examination about own role in problems.		Monitored own level or responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Accepted own mistakes and responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination.
<b>8. Ability to express feelings effectively and appropriately</b>				
1 Unable	2	3	4	5 Able
Shown no evidence of willingness and ability to articulate own feelings. Shown no evidence of willingness and ability to recognize and acknowledge the feelings of others. Acted out negative feelings (through negative behaviors) rather than articulating them. Expressions of feeling were inappropriate to the setting. Was resistant to discussion of feelings in supervision.		Shown some evidence of willingness and ability to articulate own feelings, but with limited range. Shown some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate. Expressions of feeling usually appropriate to the setting – responsive to supervision when not. Willing to discuss own feelings in supervision when directed.		Was consistently willing and able to articulate the full range of own feelings. Shown evidence of willingness and accurate ability to acknowledge others' feelings. Expression of own feelings was consistently appropriate to the setting. Initiated discussion of own feelings in supervision.
<b>9. Attention to ethical and legal considerations</b>				
1 Inattentive	2	3	4	5 Attentive
Engaged in dual relationships with clients. Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. Endangered the safety and the well-being of clients. Breached established rules for protecting client confidentiality.		Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. Was responsive to supervision for occasional insensitivity to diversity in professional interactions. Used judgment that could have put client safety and well-being at risk. Used judgment that could have put client confidentiality at risk.		Maintained clear personal-professional boundaries with clients. Demonstrated consistent sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.
<b>10. Initiative and motivation</b>				
1 Poor	2	3	4	5 Good
Often missed deadlines and classes. Rarely participated in class activities. Often failed to meet minimal expectations on assignments.		Missed the maximum allowable classes and deadlines. Usually participated in class activities.		Met all attendance requirements and deadlines. Regularly participated in class activities. Met or exceeded expectations in assigned work.



Displayed little or no initiative and creativity in assignments.	Met only the minimal expectations in assigned work. Showed some initiative and creativity in assignments.	Consistently displayed initiative and creativity in assigned work.
		Overall Dispositions: /50

## Professional and Ethical Considerations

As counselors-in-training, interns may encounter challenging situations where they are uncertain regarding how to proceed. One of the most important aspects of internship is the adherence to the ethical standards of the American Counseling Association (ACA). It is essential that internship students familiarize themselves with these standards of practice. When faced with a challenging or uncertain situation, the best action to take is to consult the ethical codes and meet with either the on-site or University Supervisor to discuss the particular situation. ***No book of guidelines, or textbook, can replace consultations with supervisors when confronted with ethical dilemmas and/or concerns. Consult with the ethical decision-making process (Corey, Corey & Callanan; 2007; Remley & Herlihy, 2015).***

Below is a list of general ethical guidelines for clinical mental health counselors:

- Understand and apply the limits of confidentiality as they relate to individual, group, and family counseling.
- Always use informed consent.
- Avoid multiple relationships (e.g., meeting a client outside of the office, buying products from a client, bartering for services, or entering into a business relationship with a client).
- Do not accept gifts from clients.
- Use only assessment instruments that you are qualified to use.
- Respect client autonomy.
- Respect cultural diversity.
- Maintain self-awareness of bias and stereotyping that may inhibit effectiveness in counseling.
- Never have any type of sexual contact with a client or former client.
- Provide counseling only with supervision.
- Identify and seek help when you have personal counseling needs.

- Refer clients who require clinical skills and abilities that are outside your area of competency. Consult with your supervisor when considering a referral.
- Always consult with your supervisor when you have a legal or ethical concern and chronologically document plans made and actions taken.

### **Early Internship Termination**

There are rare incidents when an internship ends early. Early separation may be site, university, or student initiated, or a combination of these. The goal of an early separation is to make it a positive learning experience for the student and to maintain positive programmatic working relationships with the site. Permission for early separations is granted only after other efforts to address the situation have been unsatisfactory. In the event an early separation is appropriate, it will occur with the mutual consent of all parties and requires active consultation and participation of the supervising faculty member. Should problems arise, we strive to maintain positive working environments for the student and a positive working relationship with the site.

Students may be removed from internship for difficulties in academic performance. Academic performance includes demonstrated knowledge, technical and interpersonal skills, attitudes, and professional character. Students may also be removed from internship based on evidence of incapacity, incompetence, or unethical behavior. These are defined as:

- Persistent limitations in interpersonal or social relationships characterized by frequent disruptions in collegial and/or client-therapist relationships, due to factors such as withdrawal, conflicts, inappropriateness, aggressiveness, or hostility; and
- Persistent inability to carry out the professional functions of a counselor, characterized by frequent inability to be able to complete complex skills and techniques of the profession without assistance or direction.

### **Remediation, Repeating, and Dismissal from Internship**

If at any time, the Site Supervisor and/or the University Supervisor deem that a student is not demonstrating satisfactory internship knowledge, skills, or dispositions, the student will be notified in writing, and a remediation plan addressing areas of concern (plan of improvement) will be developed. If the student continues to display unsatisfactory knowledge, skills, and/or disposition he/she may be dismissed or terminated from the clinical placement and transitioned out of the counseling program.

If a student is removed from a clinical placement, the following will apply:

- The student must get approval from the departmental chair before enrolling in the course a second time.
- The student cannot return to the site from which he/she was dismissed.

## Internship Application Checklist

- \_\_\_\_\_ Read all of the materials in the *Internship Manual* thoroughly.
- \_\_\_\_\_ Meet with the academic advisor to discuss internship intentions.
- \_\_\_\_\_ Select an Internship Site.
- \_\_\_\_\_ Complete interviews with potential site supervisors (if required).
- \_\_\_\_\_ Confirm appropriateness of site placement with the academic advisor or the Practicum and Internship Coordinator if needed.
- \_\_\_\_\_ Secure Professional Liability Insurance for students. Some students obtain insurance from the American Counseling Association ([www.counseling.org](http://www.counseling.org)) or Healthcare Provider Services Organization ([www.hpsso.com/](http://www.hpsso.com/)). Remember, you must submit proof of your insurance in the internship application packet.
- \_\_\_\_\_ Get the Internship Agreement form signed.
- \_\_\_\_\_ Complete the Internship application, Parts A and B and submit with supporting documents to the academic advisor by the identified deadline. You should complete this form well in advance in order to allow yourself time to obtain appropriate signature from your advisor.
- \_\_\_\_\_ Complete a criminal background check (if needed).
- \_\_\_\_\_ Register for internship
- \_\_\_\_\_ Submit a copy of the Internship Manual to your site supervisor once approval of the site has been granted by the Practicum and Internship Coordinator
- \_\_\_\_\_ Notify the University Supervisor and the Practicum and Internship Coordinator as soon as possible if you have to change your clinical placement site. Changing sites is only permissible under specific circumstances

# Counselor Licensure in Virginia

Students who are interested in professional licensure in Virginia (LPC) should note that graduating and completing 60 credit hours in a CACREP approved program prepares them for license residency. Become familiar with Virginia Licensure regulations and specific policies and procedures of the internship site in order to ensure that you meet all requirements. Complete information governing the licensing and practicing of counseling in Virginia is available by going to the home page for the Virginia Board of Counseling (<http://www.dhp.state.va.us/counseling/>) and by following links to “LPC Supervision and Examination Licensure Process” ([https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC\\_Licensure\\_Process\\_Handbook.pdf](https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf)).

Some pertinent selections (pp. 3-5, 2017) from these REGULATIONS concerning coursework and internship hours toward licensure follow:

## LPC SUPERVISION AND EXAMINATION LICENSURE PROCESS

You must hold the Licensed Professional Counselor (LPC) credential in order to practice professional counseling in the Commonwealth of Virginia. There are two avenues to obtain this credential: 1. Licensure by Endorsement a. This process may be applicable to those who have held or hold an independent, equivalent professional counseling license in another jurisdiction. 2. Licensure by Examination a. This application process is for those who have never held a professional counseling license.

## A DETAILED LOOK AT HOW TO BECOME LICENSED AS A LPC IN VIRGINIA:

From start to finish, the process of becoming a LPC in Virginia takes years to complete. Several forms that you will need to complete and submit for consideration are available on the Virginia Board of Counseling website ([www.dhp.virginia.gov/counseling](http://www.dhp.virginia.gov/counseling)). The information provided in this document can be a valuable tool to use throughout the process.

## LPC LICENSURE BY EXAMINATION ANY PERSON PURSUING A LICENSED PROFESSIONAL COUNSELOR (LPC) BY EXAMINATION WILL NEED TO COMPLETE THE FOLLOWING STEPS:

- STEP 1. Complete the education requirements.
- STEP 2. Apply for Initial Supervised Residency (Registration of Supervision) and receive Supervision Approval prior to obtaining supervised residency experience in Virginia.
- STEP 3. Complete supervised residency experience requirements.
- STEP 4. Apply for LPC Licensure by Examination.
- STEP 5. Take and pass the NCMHCE examination.

## STEP 6. Receive LPC License.

**STEP 1: EDUCATION** To become a LPC in Virginia, your degree must be either CACREP or CORE accredited or be a graduate degree from a program that prepares individuals to practice counseling, as defined in §54.1-3500 of the Code of Virginia, which is offered by a college or university accredited by a regional accrediting agency and which meets the following criteria:

- Academic study with the expressed intent to prepare counselors;
- Identifiable counselor training faculty (licensed LPC faculty) with an identifiable body of students; and,
- Have clear authority and primary responsibility for the core and specialty area.

**Foreign Degrees:** The Board currently does not have the authority to approve foreign degrees that are not offered by a regionally accredited college or university. "Regional accrediting agency" means one of the regional accreditation agencies recognized by the U.S. Secretary of Education responsible for accrediting senior postsecondary institutions.

Additionally, the regulations require you to complete 60 graduate semester hours or 90 graduate quarter hours that must include the following 13 core content areas:

1. Professional counseling identity, function and ethics -This course provides a foundation in professional counselor identity and ethical practice, including the study of the history and philosophy of the counseling profession, professional counselor function and credentialing and ethical standards for practice in the counseling profession.
2. Theories of counseling and psychotherapy - This course provides an overview of the basic tenets and applications of currently preferred theories of counseling and psychotherapy including the study of humanistic, cognitive-behavioral, psychodynamic and post-modern theoretical orientations.
3. Counseling & psychotherapy techniques - This course provides a didactic and experiential overview of basic techniques used in the counseling process including establishing the counseling relationship, setting treatment goals, applying listening and interviewing skills, initiating termination and referral, and recognizing parameters and limitations of the treatment process.
4. Human growth & development - This course provides an overview of contemporary theoretical perspectives regarding the nature of developmental needs and tasks from infancy through late adulthood, the influences of development on mental health and dysfunction and the promotion of healthy development across human life span.
5. Group counseling and psychotherapy, theories and techniques - This course provides a didactic and experiential overview of group counseling process and dynamics,

contemporary group counseling theories, and group counseling leadership skills including group selection, group formation, group interventions and group evaluation.

6. Career counseling and development theories and techniques - This course provides an overview of career development and counseling including study of factors influencing career development, contemporary theories of career decision-making, career assessment and group and individual career counseling techniques.

7. Appraisal, evaluation & diagnostic procedures - This course introduces students to the selection, administration; scoring and interpretation of contemporary psychological assessments used by professional counselors and includes the study of formal and information assessment procedures, basic test statistics, test validity and reliability, and the use of test findings in the counseling process.

8. Abnormal behavior and psychopathology - This course provides students with an overview of the major categories of mental disorders including study of their etiology and progression, their prevalence and impact on individuals and society, their diagnosis according to the DSM-5 and the use of diagnosis in treatment planning and counseling intervention.

9. Multicultural counseling, theories and techniques - This course provides students with an overview of the diverse social and cultural contexts that influence counseling relationships (e.g., culture, race, ethnicity, age, gender, SES, sexual orientation) including the study of current issues and trends in a multicultural society, contemporary theories of multicultural counseling, the impact of oppression and privilege on individuals and groups and personal awareness of cultural assumptions and biases.

10. Research - This course provides students with an overview of the principles and processes of performing counseling research including the study of quantitative and qualitative research designs and methods, methods of statistical analysis used in research, and reading and interpreting research results.

11. Diagnosis and treatment of addictive disorders - This course provides students with an overview of addictive disorders including the study of contemporary theories of addictive behavior, pharmacological classification of addictive substances, assessment of addictive disorders and currently preferred models of addictions treatment.

12. Marriage and family systems theory - This course provides students with an overview of counseling with couples and families include the study of the rationale for family therapy intervention, the dynamics of general systems theory, the states of family life-cycle development, and contemporary theories of family therapy intervention.

13. Supervised internship of at least 600 hours to include 240 hours of face-to-face direct client contact. All coursework must be a minimum of 3 semester hours or 4.0 quarter hours. One course may count for one content area only.



All coursework reviews are based on the regulations in effect for applicants when they begin their first residency. It is the applicant's responsibility to stay aware of regulatory changes that may affect the results of the review. The Board does not pre-approve schools, coursework or make recommendations as to particular classes or degree programs. The Board will review your education, degree program, and coursework as part of the Initial Supervised Residency for LPC (Registration of Supervision) Application process.

To see the remaining steps, 2-6, go to: "LPC Supervision and Examination Licensure Process:"

([https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC\\_Licensure\\_Process\\_Handbook.pdf](https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf)).

## Statement of Academic Honor and Personal Integrity

The student's enrollment in the internship acknowledges acceptance of the following statements of minimal standards of personal and academic integrity and honesty approved by the Department of Counselor Education and Radford University:

- 1. By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. This class will be conducted in strict observance of the Honor Code. Refer to your Student Handbook for details.*
- 2. I understand that assuming personal responsibility for my thoughts, actions and feelings is a core requirement for success in my role as a counselor-in-training and as a counselor. I will assume responsibility for expressing my personal concerns about this course or the conduct of the professor, On-Site Supervisor or fellow students directly to the professor and will instruct any student who expresses personal concerns to me to demonstrate similar personal responsibility by immediately meeting with and discussing those concerns with the professor.*
- 3. "Counselor" and "client" change of behavior is expected during the internship. Personal issues which affect the performance of counseling and achieving client change will be identified and discussed. Incapacity, incompetence, or unethical professional behavior will result in the termination of counseling relationships and the internship. Incapacity in social or interpersonal functioning or incompetence in task competency were defined earlier.*

- 4. Appropriate referrals will be recommended when an impairment or incompetence is noted. The internship can be resumed when there is evidence that the incompetence or impairment is resolved and the welfare of the client is assured.*

## Radford University Disability Accommodation Statement

Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. Students qualified for academic accommodations will receive accommodation letters and should meet with each course professor during office hours, to review and discuss accommodations. To begin the registration process, complete a Student Registration Form and submit documentation to PO Box 6902, Radford, Virginia 24142, or deliver to the Russell Hall, Room 325, by fax to 540-831-6525, or by email to [cas@radford.edu](mailto:cas@radford.edu) (See documentation guidelines). For more information, visit the Center for Accessibility Services (CAS) website or call 540-831-6350.

## Radford University Office of Institutional Equity

The Office of Institutional Equity supports and advances the University's commitment to diversity, equity, and access by providing education, guidance and leadership to administrators, faculty, and staff in their efforts to comply with Title IX of the Education Amendments Act of 1972, equal opportunity in education, programs, and employment, and ensure safety on campus and a campus free from discrimination and harassment for our students, faculty and staff. We are committed to advancing equal access in all opportunities, programs, services and facilities of the University in strict accordance with applicable federal laws, state laws and University policies. To learn more about this office and the services offered, go to:

<https://www.radford.edu/content/institutional-equity/home.html>.

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries about this policy may be directed to the **Office of Institutional Equity at 314B Tyler Place, 2<sup>nd</sup> floor (on Tyler Ave. next to Subway)**. Telephone: 540-831-5307.

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## Appendix A

# Application for Internship: Clinical Mental Health Counseling

**Directions:** Complete the entire application. Fill out each box. Attach your **resume** and a copy of your most recent **unofficial academic transcript**. Applications with missing information will not be considered for any internship. Return this completed form to the Practicum and Internship Committee Chair.

Name (Last, First, Middle):		RU Student Id #	
Street Address:		City, State & Zip:	
Email :	Home Phone:	Work Phone:	Other Phone:
Indicate year when you entered the program:			
Prospective graduation date:		<input type="checkbox"/> December <div style="text-align: right; margin-left: 100px;">Year</div> <input type="checkbox"/> May <div style="text-align: right; margin-left: 100px;">Year</div>	
Indicate the semester and year in which you plan to be <u>enrolled</u> in internship:	1 <sup>st</sup> Internship: Semester:  Year:	2 <sup>nd</sup> Internship: Semester:  Year:	3 <sup>rd</sup> Internship (optional for additional licensure hours): Semester:  Year:
<b>Internship Site Information</b>			
Internship Site:	Address:	Phone Number:	Email:
Supervisor Name and Title:	Degree and Graduation Year:	Licensure/Certification(s):	Years of Experience:
If approved by the Practicum and Internship Committee, are you interested in using your current employment as your internship?			
<input type="checkbox"/> Yes <input type="checkbox"/> No		If YES, what is your current job title, employer, and supervisor? Please also provide contact information.	

Internship Application Signature:	Date:
Advisor Name:  Advisor Signature:	Date:





## Appendix C

### Internship Student Contract and Checklist

The internship student is to submit this contract and checklist to the Counselor Education Department's University Supervisor the first week of the internship.

1. \_\_\_\_\_ (initial) I have read and understand the ethical standards of the American Counseling Association (ACA) and CACREP and will conduct my internship in accordance with those standards. I further understand that any unethical behavior on my part will result in my receiving a failing grade.
2. \_\_\_\_\_ (initial) I have obtained liability insurance and have attached that form to this checklist.
3. \_\_\_\_\_ (initial) I have obtained agreement from the internship site (attach internship site agreement form).
4. \_\_\_\_\_ (initial) I understand I will not be assigned a passing grade until I have completed all specified requirements and demonstrated a specified minimum level of competency in my internship.
5. \_\_\_\_\_ (initial) I further understand that my responsibilities include attending supervisory sessions, fully prepared as specified in the Internship in Community Counseling handbook.

Intern Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Education University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix D

### INTERNSHIP SITE AGREEMENT FORM

Name of Intern: \_\_\_\_\_ Name of Internship Site: \_\_\_\_\_

Name of Internship Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

Site Address: \_\_\_\_\_

Site Phone Number: \_\_\_\_\_ Site Fax: \_\_\_\_\_

#### Part I: Site Supervisor

As the internship site supervisor for \_\_\_\_\_ (name of student), I agree to the following:

1. To provide the intern student an opportunity to experience all the activities that a professional would experience in this setting.
2. To provide 300 hours of clinical experience with 120 of those hours in direct client contact per internship.
3. To meet a minimum of one hour per week for supervision sessions.
4. To conduct supervisory sessions in a professional and ethical manner which encourages the development of professional integrity and respect for professional ethics and codes of conduct.
5. To maintain confidentiality about the supervisory process.
6. To respect and foster the individuality of the intern and the elements of his/her professional style.
7. To provide an atmosphere of trust and support for professional growth.
8. To provide information and knowledge helpful to the intern student the functions of this position.
9. To assist the intern student in exploring intrapersonal or interpersonal issues which impact (positively or negatively) on his/her conduct as a counseling professional.
10. To recommend personal counseling for the intern student should he/she be unable to resolve personal issues that affect his/her effectiveness.
11. To model positive interpersonal behaviors which enhance the supervisory process.
12. To help the intern student work with diverse students and/or clients.
13. In collaboration with the student, monitor and evaluate the progress of the intern student in the supervisory process, with an opportunity for re-negotiating goals and means towards those goals, within the context of this agreement.
14. To complete both a mid-term and final evaluations of the intern and allow for bi-monthly collaboration with the Radford University Counselor Education Supervisor on the intern student's progress.
15. To read the supervision article presented by the intern.
16. To agree to a site visit by the Radford University Counselor Education Supervisor.

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Part II: Internship Student

As the internship student working with \_\_\_\_\_ (name of site supervisor), I agree to the following:

1. To be open and willing to experience the various opportunities and activities at this site.
2. To meet a minimum of one hour per week for supervision sessions.
3. To conduct myself in accordance to the professional ethics and codes for my internship area and overall counseling profession.
4. To adhere to and support the confidentiality standards of my professional field and internship site.
5. To seek information and knowledge to be successful in the functions of this position.
6. To seek help and possibly counseling to resolve personal issues that may be affecting my internship experience.
7. To model positive interpersonal behaviors in working with peers, supervisors, and clients.
8. To be open and embracing of work with diverse colleagues and clients.
9. To participate in projects, programs, research activities, and other opportunities that are agreed upon.
10. To continually evaluate my progress and discuss with my supervisor re-negotiating goals and means towards those goals, within the context of this agreement.
11. To complete all of the assignments agreed upon.

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E

# Weekly Progress Journal

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Must be completed:

<i>Administrative Hours on site this week:</i> _____	<i>Cumulative Administrative hours</i> _____
<i>Client Direct Contact hours on site this week:</i> _____	<i>Cumulative Client Direct Hours</i> _____
	<i>Running Combined Total</i> _____

**What were your main responsibilities this past week?**

**Explain some of your successes for the week?**

**Explain some of your struggles for the week?**

**What did you learn from the experiences?**

**What do you need help with?**

## Appendix F

### Counselor Assessment of Progress

**Counseling Dispositions Evaluation.**

Disposition Criterion	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Openness to new ideas.	1	2	3	4	5
Flexibility.	1	2	3	4	5
Cooperativeness with others.	1	2	3	4	5
Willingness to accept and use feedback.	1	2	3	4	5
Awareness of own impact on others.	1	2	3	4	5
Ability to deal with conflict.	1	2	3	4	5
Ability to accept personal responsibility.	1	2	3	4	5
Ability to express feelings effectively and appropriately.	1	2	3	4	5
Attention to ethical and legal considerations.	1	2	3	4	5
Initiative and motivation.	1	2	3	4	5
<b>Total score</b>					<b>/50</b>

Additional comments and/or suggestions

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Signature of University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Student Counselor \_\_\_\_\_ Date \_\_\_\_\_

**Please return this form in a sealed envelope to the University instructor (via student) or mail the form to the attention of the University site supervisor at Radford University, P. O. Box 6994, Radford, Va. 24142.**

## Appendix G

### Evaluation of On-Site Supervisor

Student Name:	Date:				
On-Site Supervisor:					
Internship Site:					
<b>Directions: Please circle the response that best fits your experience of working with your site supervisor. Space has been left after each response for comments.</b>					
Item	<i>Below Expectations 1</i>	<i>Almost Meets Expectations 2</i>	<i>Meets Expectations 3</i>	<i>Above Expectations 4</i>	<i>Exceeds Expectations 5</i>
Explains his/her expectations of me as an intern.					
Helps me clarify my goals and objectives.					
Makes supervision a constructive learning process.					
Commends me when I have performed a task well.					
Provides me with constructive feedback in areas where I need improvement.					
Motivates me to assess my own counseling sessions.					
Enables me to express opinions, questions, and concerns about my counseling.					
Prepares me adequately for my next counseling session.					
Provides me with the opportunity to adequately discuss the major difficulties I am facing with my clients.					
Encourages me to conceptualize in new ways.					
Encourages me to use new and different techniques when appropriate.					
Is timely, dependable, and attends all of our weekly supervision meetings.					
Emphasizes the development of my strengths and capabilities.					
Invites me to brainstorm solutions, responses, and techniques that would be helpful in future situations.					
Invites me to become actively involved in the supervision process.					
Helps me feel like a part of the department/office.					

Motivates me to assess my written work (case notes, tape reviews, informed consents, etc.).					
Conveys competence in the field.					
Appropriately addresses interpersonal dynamics between the two of you.					
Can accept feedback from intern.					
Helps reduce defensiveness in supervision.					
Invites me and challenges me to express opinions, questions, and concerns about my internship.					
Is familiar with a variety of theoretical models.					
Develops case conceptualizations grounded in theory.					
Maintains reasonable boundaries with students, staff, and interns.					
Networks with other professionals/professional associations.					
Recognizes and adheres to professional ethical guidelines.					
Demonstrates commitment to ongoing professional development.					
Recognizes and supports various cultural dimensions (gender, age, race, religion, ethnicity, ability, class, sexual orientation).					
Maintains awareness of own cultural group membership.					
Expects me to evaluate myself.					
Explains the criteria for evaluation clearly and in behavioral terms.					
					<b>Total</b>

Other areas:



Overall comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Adapted from - Borders, L. D., & Leddick, G. R. (1987). Handbook of counseling supervision. Alexandria, VA: AACD & ACES.*

## Appendix H

### Uniform Case Study

**Date:**

**Client Identifier:**

**Session Dates:**

1. Brief Description and Background Information:
2. Current functioning, recent behaviors, and physical appearance:
3. Presenting Problem:
4. Pertinent Historical Data:
  - a. individual
  - b. family
  - c. academic
  - d. career
  - e. social
  - f. legal
  - g. medical
5. Clinical/Diagnostic Impression (summary of research)
6. Theoretical Framework
7. Multicultural, ethical and/or legal considerations
8. Treatment Plan
  - a. Assessment
  - b. Techniques
  - c. Intervention strategies
9. Course of treatment – progress shown
10. Prognosis
11. Closure considerations