Department of Counselor Education

Internship Manual

All Programs

Make Time for Change
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Internship, effective July 2014
INTRODUCTION

Welcome to the Professional Practice Manual series. The Department of Counselor Education is committed to the development of counselors-in-training who provide ethical and effective counseling services. Supervised activities are vital to this development. Through professional practice coursework students benefit by receiving supervised practice from both faculty and practicing counselors.

The Professional Practice Manual series (Pre-Practicum Manual, Practicum Manual, and Internship Manual) provides an overview of the professional practice experiences in the Clinical Mental Health Counseling and School Counseling specialty programs, which occurs over four sequential courses: (a) Pre-Practicum, (b) Practicum, (c) Internship I, and (d) Internship II. In addition, expectations, guidelines, and requirements are also presented. These courses are defined as professional practice courses as they require experiential/clinical experiences under the direction of a qualified supervisor.

Students need to carefully read the manuals after acceptance into the program. Once students have become familiar with the material, they should contact their advisor to discuss any questions. Students should refer to the manuals as they move through the program and watch for updates in future revisions of these documents (typically updated every spring/summer).
# CONTACT INFORMATION, STAFF

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<th>TITLE</th>
<th>EMAIL</th>
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</thead>
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</tbody>
</table>

# CONTACT INFORMATION, FACULTY

Adjunct faculty may be contacted via Blackboard

<table>
<thead>
<tr>
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<th>TITLE</th>
<th>EMAIL</th>
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<tbody>
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**DEFINITIONS**

The following are terms used throughout the professional practice manuals. This is not an exhaustive list and many of the definitions are taken directly from the CACREP 2009 Standards.

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Colorado Campus On-Campus</td>
<td>Students enrolled full or part time on the Alamosa campus</td>
</tr>
<tr>
<td>Colorado Campus Off-Campus</td>
<td>Students enrolled part time at sites in Grand Junction, Pueblo, or sites not yet determined</td>
</tr>
<tr>
<td>Online Plus</td>
<td>Students enrolled in the Online Plus program who attend two weeklong summer intensives on the Alamosa campus</td>
</tr>
<tr>
<td>Pre-Practicum</td>
<td>First professional practice course that acquaints students with the counseling experience, focusing on the personal qualities needed to develop an authentic and effective counseling relationship</td>
</tr>
<tr>
<td>Practicum</td>
<td>Second professional practice course that allows students to continue practicing foundational counseling skills and behaviors learned in Pre-Practicum, while integrating more advanced skills through coursework, supervised recorded sessions, and 100 hours of direct service at a Practicum site of choice</td>
</tr>
<tr>
<td>Internship</td>
<td>Capstone professional practice course intended to reflect the comprehensive work experience of a clinical mental health or professional school counselor and to further develop students’ skills and knowledge of counseling settings</td>
</tr>
<tr>
<td>Professional Practice Manuals</td>
<td>Series of manuals that review the expectations and guidelines for Pre-Practicum, Practicum, and Internship</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>Department handbook to guide students in understanding the program, the degrees offered, policies and procedures, and student rights and responsibilities</td>
</tr>
<tr>
<td>Supervisor Handbook</td>
<td>Resource and guide for Site Supervisors, reviewing guidelines for Practicum, Internship, and site supervision</td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td>Administrative staff member at ASU who coordinates the professional practice experiences of students and serves as the point of contact between faculty and Site Supervisors</td>
</tr>
<tr>
<td>Biweekly Consultation</td>
<td>Communication regarding the student’s progress between the Site Supervisor and the Clinical Coordinator that occurs at least every other week throughout the student’s Practicum experience</td>
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<tr>
<td>LiveText</td>
<td>Web-based assessment management system designed to collect individual and group data for programmatic evaluation</td>
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<tr>
<td>Collaborate</td>
<td>Live-classroom platform through Blackboard; used for group supervision in Practicum and Internship</td>
</tr>
<tr>
<td>MediaSpace</td>
<td>Secure server that stores recorded counseling sessions completed by Pre-Practicum and Practicum students or students enrolled in other Counselor Education courses</td>
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<tr>
<td>Candidacy Interview</td>
<td>Interview occurring at the end of the Pre-Practicum experience in</td>
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Internship, effective July 2014
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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<tr>
<td>Student Liability Insurance</td>
<td>Malpractice insurance provides liability coverage, legal defense, and investigative costs to students who are currently providing counseling services as a component of Practicum and Internship; this is a benefit of membership to selected professional counseling organizations</td>
</tr>
<tr>
<td>Licensure</td>
<td>The process by which a state agency grants permission to a person to engage in a given profession and to use the designated title of that profession, after the applicant has attained the minimal degree of competency necessary to ensure that public health, safety, and welfare are reasonably well protected</td>
</tr>
<tr>
<td>Site Supervision</td>
<td>A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in Practicum and Internship, facilitates the associated learning and skill development experiences, and monitors and evaluates the work of the student while monitoring the quality of services offered to clients/ students</td>
</tr>
<tr>
<td>Recording Supervision</td>
<td>A type of supervision in which the focus of the session is on a recorded counseling session</td>
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<tr>
<td>Live Supervision</td>
<td>A type of supervision in which the supervisor is directly observing the supervisee in action (e.g. in the same room or behind a one way mirror, etc.)</td>
</tr>
<tr>
<td>Triadic Supervision</td>
<td>A tutorial and mentoring relationship between a supervisor and two supervisees</td>
</tr>
<tr>
<td>Direct Service</td>
<td>Interaction with clients/ students that includes the application of counseling, consultation, or human development skills; generally, the term refers to time spent by Practicum or Internship students working directly with clients/ students</td>
</tr>
<tr>
<td>Other Professional Activities</td>
<td>For Practicum and Internship, these are the professional activities completed in addition to the direct service hours (e.g. record keeping, supervision)</td>
</tr>
<tr>
<td>Supervisor Training</td>
<td>Training in counseling supervision for Site Supervisors, including an understanding of models and theories of counseling supervision, ethical issues relevant to counseling supervision, and multicultural issues relevant to counseling supervision</td>
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PREREQUISITES FOR PROFESSIONAL PRACTICE COURSES

Prerequisite courses are required for most professional practice courses. This is not an exhaustive list of prerequisites. Students should consult with their advisor to ensure they are following their program of study.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>REQUIRED</th>
<th>RECOMMENDED</th>
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<tbody>
<tr>
<td>COUN 536: Pre-Practicum</td>
<td>COUN 524: Philosophy and Theories of Counseling (can be concurrent)</td>
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<tr>
<td>COUN 537: Practicum</td>
<td>COUN 536: Pre-Practicum</td>
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<tr>
<td></td>
<td>COUN 550: Ethics and Professional Issues (can be concurrent)</td>
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<tr>
<td>COUN 585/586: Internship I</td>
<td>COUN 537: Practicum</td>
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<tr>
<td></td>
<td>COUN 555: Clinical Mental Health Counseling (Clinical Mental Health Specialty Program students; can be concurrent)</td>
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<tr>
<td></td>
<td>COUN 541: School Counselors: Paradigms and Practices (School Specialty Program students; can be concurrent and taken during I or II); requires COUN 540</td>
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<tr>
<td>COUN 595/596: Internship II</td>
<td>COUN 585/586: Internship I</td>
<td>COUN 542: Diagnosis and Psychopathology (Clinical Mental Health Specialty Program students; can be concurrent)</td>
</tr>
<tr>
<td></td>
<td>COUN 541: School Counselors: Paradigms and Practices (School Specialty Program students; can be concurrent and taken during I or II); requires COUN 540</td>
<td>COUN 554: Evidenced Based Clinical Mental Health Counseling (Clinical Mental Health Specialty Program students; can be concurrent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COUN 534: Evidenced Based School Counseling (School Specialty program students; can be concurrent)</td>
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SITE/SUPERVISOR REGISTRATION

Pre-Practicum
Students typically take the first professional practice course, Pre-Practicum, during the first or second semester in the program. Pre-Practicum students do not need to submit any paperwork prior to enrolling in the course. Refer to the Pre-Practicum Manual for further information on the Pre-Practicum experience.

Practicum and Internship
Three important steps must occur for Practicum and Internship registration

1. Review Practicum or Internship Manual. It is essential that students understand what is required of the Practicum and Internship experience. Knowing this information will assist students in securing a site and supervisor that will be approved. Students may also consult with the Clinical Coordinator before completing the Practicum or Internship Registration document as the Clinical Coordinator can help students determine which sites will be the best fit for their personal and professional goals.

2. Submit Practicum/Internship Registration document by required deadline. To apply for Practicum and/or Internship, students need to submit a completed Practicum or Internship Registration document by the following deadlines. For example, for those students taking Internship I or Practicum in Fall 2014, they must submit a registration document to the Clinical Coordinator by July 1st, 2014.

   Fall semester courses: July 1st
   Spring semester courses: November 1st

Other helpful information
- The Practicum or Internship Registration document can be found on the Department of Counselor Education website. Students complete this electronic document and submit to the Clinical Coordinator via email. No hard copies will be accepted; however, students may submit scanned copies. Students should retain a copy of the document for their records.
- Students are expected to submit an Internship Registration document for Internship I, even if the site and supervisor remain the same from Practicum.
- Students need to submit an Internship Registration document for Internship II only if they are changing sites or supervisors.
- Failure to complete and/or earn an A or a B in Practicum or Internship I/II requires you to submit a new Practicum or Internship Registration document when repeating the course.

3. Register for course. Refer to ASU One Stop Student Services regarding course registration. If you have problems registering, first consult with your advisor.

   Additionally, Colorado Campuses students should contact Carol McCann at 719/587-7626.
   Online Plus students should contact Donna Griego at 719/587-8138.
LIVETEXT REGISTRATION

All students enrolling in the Counselor Education program need to register with LiveText, our web-based assessment management system. This system allows the Department to collect individual and group data throughout a student’s course of study in our program. For registration, students need to obtain a Student Membership Field Experience Edition, which must be purchased directly through the Adams State University Bookstore as students will receive an ASU specific key-code. This is a one-time expense that is good for five years. Note: Endorsement students also need to register with LiveText.

To purchase your membership, go to http://www.adams.edu/students/sub/bookstore/. Next, select “Graduation, Books, Clothing, and Merchandise,” and follow the prompts to purchase your membership as a textbook associated with COUN 524: Philosophies and Theories of Counseling. If you are approved to transfer in credit for COUN 524, you must still purchase your LiveText Student Field Experience Membership through the ASU bookstore by selecting the link to purchase as a textbook through any section of COUN 524: Philosophies and Theories of Counseling.

STUDENT LIABILITY INSURANCE

Students are expected to carry liability (“malpractice”) insurance throughout the entire program. By joining a professional counseling association, (choices below) students are provided with FREE liability insurance that covers their practice as counselors-in-training. Note: Student liability insurance only covers work within the scope of professional practice experience and employee insurance does not cover these professional practice experiences.

American Counseling Association (ACA)
American School Counseling Association (ASCA)
American Mental Health Counselors Association (AMHCA)

To ensure liability insurance coverage is effective throughout the professional practice experiences, students first obtain this insurance during their Pre-Practicum class and renew on an annual basis. To provide evidence of coverage, students submit proof of liability insurance via LiveText for each of the professional practice courses: (Pre-Practicum, Practicum, and Internship I & II). A membership card from the professional organizations will suffice as proof of insurance. The due dates for submitting proof of insurance is as follows:

Fall courses: October 1st
Spring courses: March 1st
Summer courses: June 1st
PROFESSIONAL CONSIDERATIONS

Professional practice courses provide students with the opportunity to practice counseling skills under supervision. A successful student will be open to personal growth, become proficient at giving and receiving feedback, abide by ethical standards, and pay attention to their own wellness.

Personal Growth & Wellness
During professional practice experiences, students will encounter people and situations that will personally affect them in both positive and negative ways. This is a normal process in the journey of becoming a counselor. By being open to these experiences and learning from mistakes, students will become more capable and effective counselors. It is equally important for students to become aware of their beliefs and values and how these affect the counseling process, including the counseling relationship. Being inflexible in one’s beliefs and values can impact effectiveness as a counselor. Students are free to believe what they wish, but must be aware of the possible limits these beliefs may have on their work as a counselor. Participating in personal counseling is one way to achieve personal growth. Many students choose to invest in their professional future by receiving their own counseling.

Graduate students lead busy lives! Many students are juggling numerous roles, such as student, spouse/significant other, parent, child, employee, and community/professional leader. With all the day-to-day obligations counselors and students face, it is often difficult to find time to care for oneself. Wellness is essential for personal well-being and for being effective counselors. As such, students should consider ways to keep their student responsibilities a priority while maintaining a balance with other aspects in their life. Students can talk to the faculty and their peers about ways to enhance their wellness.

Use the following suggestions as starting points for developing a wellness plan:

- Physical health: Eat well, get lots of rest, and exercise
- Social support: Don’t forget about friends and family
- Spiritual: Nurture spiritual beliefs
- Recreation: Play and have fun
- Humor: Remember to laugh at yourself and with others
- Recognize limits as counselors: Remember, we cannot “fix” clients/ students, take away their pain, or make their decisions for them

Supervision
During professional practice experiences, students will receive extensive supervision and feedback from the site supervisor, course instructor, and/or peers. Supervision sessions will address (a) skill development, (b) professional development, and (c) personal development. To take full advantage of supervision, students must be prepared for supervision sessions. This will take the form of having paperwork ready for the supervisor to review, listening/ watching to recordings of the counseling sessions, and writing down specific questions. Extensive supervision is required for Pre-Practicum, Practicum and Internship I & II. Make note of the requirements listed in each section of this manual and plan your schedule accordingly.
Receiving Feedback and Supervision
In the counseling program, students have the unique opportunity to receive extensive, close supervision from faculty members as well as practicing counselors. Students are urged to take advantage of this opportunity by making the personal decision to be non-defensive to supervision and feedback. The following are suggestions on how to be open to the supervision process.

1. Focus: Before each supervision session, take time to focus on your professional goal of becoming an effective counselor.
2. Listen: Make a commitment to truly hear the feedback offered to you, even when the comments seem critical to you.
3. Reflect: Be open to new ways of thinking about yourself and what you believe. Be willing to grow and change.
4. Value: Remember what strengths you bring to the counseling process and pay attention to your own wellness.

Giving Feedback
Students will give one other feedback during group supervision and during in-class experiences. Peer-to-peer learning is invaluable in the process of becoming a counselor. It is also an opportunity for students to practice giving honest and accurate feedback in a sensitive manner. Giving honest feedback often feels like a risk, especially when it is done correctly. It may feel safer to say, “You did a good job.” However, this statement does not provide the counselor useful or helpful information. A better statement would be: “I really liked how comfortable you seemed with this client/student. I wonder how you felt in this moment.” Or, “I liked the fact you used a scaling question, but I’m not sure if that was the best way to ask the question. What if you asked them…?” Or, “It seemed to me you were in your head when your client started crying. I wonder if you are uncomfortable with tears.”

Ethical Responsibilities
Students are expected to engage in professional and ethical behavior at all times and to follow the American Counseling Association’s Code of Ethics and Standards of Practice.

- Download the 2014 ACA Code of Ethics: School counseling specialty program students should also download the ASCA Ethical Standards for School Counselors
- Become thoroughly familiar with this information!
- Abide by the ethical behavior and standards of practice endorsed by ACA and adhere to the laws of the state in which you conduct your Practicum or Internship experience
- Bring your general, non-emergency ethical questions to classes and supervision sessions
- Immediately consult with your site supervisor when emergency ethical dilemmas arise (i.e., suicide, duty to warn, child abuse, at risk adults)
- Become familiar with and abide by policies and procedures established by your Practicum or Internship site(s)

In summary, you are responsible for being familiar with and abiding by your state laws, professional ethics, and policies and procedures of your site. Failure to adhere to professional codes of ethics, standards of practice, and state laws may result in disciplinary action and/or dismissal from the program. Your first obligation is adherence to state and federal law.
IMPORTANT LINKS

Department of Counselor Education
For general department information, including access to clinical documentation

The Graduate School
For application, admission, financial aid, and graduation questions

State Board of Licensed Professional Counselors (Colorado)
To learn about the regulations governing mental health practice in the state of Colorado and to learn about licensure requirements as a Licensed Professional Counselor in Colorado

Colorado Department of Education
To learn about professional school counseling licensure in Colorado

State Professional Counselor Licensure Boards
To learn about licensure requirements as a Licensed Professional Counselor (or equivalent) across the United States

State School Counselor Certification and Licensure Agencies
To learn about certification and/ or licensure requirements as a professional school counselor (or equivalent) across the United States

American Counseling Association
Professional association for professional counselors and student liability insurance coverage with membership

American School Counselor Association
Professional association for school counselors and student liability insurance coverage with membership

American Mental Health Counselors Association
Professional association for mental health counselors and student liability insurance coverage with membership

Association for Counselor Education and Supervision
Professional association for doctoral students and faculty in Counselor Education

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Counselor Education accrediting organization
INTRODUCTION TO INTERNSHIP

Internship I and II are the final experientially based courses that focus on skill, professional, and personal development. It is the student’s responsibility to read the Internship Manual carefully when he or she enrolls in the internship course. Please ask the Internship instructor if there are further questions.

The purpose of the Internship course is for students to integrate the skills and knowledge of the counseling experience through placement at a program-appropriate Internship site. Students will integrate all skills learned in the Pre-Practicum and Practicum courses. Under the direction of a qualified supervisor, each student will carry out the counseling and professional duties appropriate to the site. The student will meet face-to-face with the Site Supervisor on a weekly basis to review skill, professional, and personal growth. Students are required to complete a minimum of 600 hours at an Internship site, of which 240 must be in direct service with clients/students, over the course of Internship I and Internship II. Students will be evaluated throughout the semester by their supervisor(s) and instructor. More details about evaluation are included in the Department of Counselor Education Student Handbook.

As in the previous experientially based courses, Internship focuses on the self-awareness and skills needed to develop a counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that counselors be able to move outside of their own frame of reference into the client’s frame of reference, in an attempt to see the world as the client sees it.
CACREP STANDARDS FOR INTERNSHIP

The Council for Counseling and Related Education Programs (CACREP) is our accrediting organization. In order to (a) maintain CACREP accreditation and (b) follow a best practice model, the Department of Counselor Education developed the Internship courses around the 2009 CACREP standards. CACREP defines Internship as a post-Practicum, supervised ‘capstone’ clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The Department of Counselor Education requires completion of a supervised Internship in the student’s designated program area of 600 clock hours, begun after successful completion of the Practicum. The Internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the Internship, usually performed by the Site Supervisor. (Note to ASU students: this supervision is provided by the “Site Supervisor”)
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the Internship and performed by a program faculty member (Note to ASU students: this supervision is provided by the face-to-face Internship instructor and/or the live classroom instructor, e.g. Collaborate class).
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the Internship by a program faculty member in consultation with the Site Supervisor.

CACREP Standards met for this course fall into the following domains. Sample standards are also included, but these are subject to change. In addition, several standards might be evaluated by each domain.

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Domain</th>
<th>Sample Standard</th>
</tr>
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<tbody>
<tr>
<td>Foundations</td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling</td>
</tr>
<tr>
<td>Counseling, Prevention and Intervention</td>
<td>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental</td>
</tr>
</tbody>
</table>

Internship, effective July 2014
<table>
<thead>
<tr>
<th>School Counseling Domain</th>
<th>Sample Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in School Counseling</td>
</tr>
<tr>
<td><strong>Counseling, Prevention and Intervention</strong></td>
<td>Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/ social development of students</td>
</tr>
<tr>
<td><strong>Diversity and Advocacy</strong></td>
<td>Engages parents, guardians, and families to promote the academic, career, and personal/ social development of students</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/ social development</td>
</tr>
<tr>
<td><strong>Research and Evaluation</strong></td>
<td>Analyzes and uses data to enhance school counseling programs</td>
</tr>
<tr>
<td><strong>Academic Development</strong></td>
<td>Conducts programs designed to enhance student academic development</td>
</tr>
<tr>
<td><strong>Collaboration and Consultation</strong></td>
<td>Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/ social development</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Participates in the design, implementation, management, and evaluation of a comprehensive school counseling program</td>
</tr>
</tbody>
</table>
CORE EXPECTATIONS OF INTERNSHIP STUDENTS

A. **Skill Development**

Internship reflects the comprehensive work experience of a professional counselor. As such, students will engage in various duties appropriate to their site and program area. While specific counseling skills (e.g. reflecting meaning) might not be directly evaluated, these skills do have an impact on the students’ effectiveness during a team staffing or while teaching a guidance curriculum lesson. Site work allows for students to integrate and apply counseling skills learned throughout the program.

B. **Professional Development**

In addition to maintaining high academic standards, students enrolled in the Department of Counselor Education must develop professional behaviors and characteristics necessary to work effectively with people with diverse needs and backgrounds. Emerging counselors should demonstrate a concern for people, possess self-management skills (being on time, prepared for class, completing paperwork, etc.), and have high quality oral and written communication skills.

The department faculty has the following expectations of emerging counselors:

- The student relates to peers, professors, and others in an appropriate professional manner.
- The student applies legal and ethical standards during the training program.
- The student respects the fundamental rights, dignity, and worth of all people.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
- The student behaves in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Professional Practice Manual.
- The student behaves maturely and professionally. (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate).

C. **Personal Development**

The Department of Counselor Education faculty believes personal development is a crucial component in the growth of the counselor-in-training. Instructors emphasize the importance of self-evaluation and self-exploration in an effort to understand and acknowledge the issues that may hinder work as a counselor. The Student Handbook makes clear the obligation of the faculty to monitor the personal growth and self-awareness of future counselors.

The department faculty has the following expectations of emerging counselors:

- The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- The student is aware of her/his own belief systems, values, and limitations and how they might adversely affect the student’s work with clients/students or peers.
• The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.
• The student participates in classes in an appropriate manner, (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure).

In meeting the standards above, students exhibit overall suitability for the field of counseling. Faculty, in conjunction with supervisors, possess the professional judgment necessary to determine whether a student is suitable for the field of counseling, for example making progress toward self-awareness and serving his or her future clients ethically and professionally.
**INTERNSHIP COURSE REQUIREMENTS**

In addition to in-class and academic requirements as directed by your instructor, Internship students must:

1. **Carry Current Liability Insurance**

   Students in the Department of Counselor Education are required to maintain student liability insurance coverage during Pre-Practicum, Practicum, Internship I, and Internship II. As students are required to maintain membership in one of the national professional counseling organizations throughout the counseling program, consistent student liability insurance coverage is guaranteed. National professional counseling organizations such as ACA, ASCA, and AMHCA provide FREE student liability insurance as part of low-cost, student membership in those organizations.

   **American Counseling Association** (ACA)  
   **American School Counselor Association** (ASCA)  
   **American Mental Health Counselors Association** (AMHCA)

   Students will ensure the Department has the most recent renewal information and will provide evidence of this on LiveText during their Practicum, Internship I and Internship course, by the following deadlines:

   - Fall courses: October 1\textsuperscript{st}  
   - Spring course: March 1\textsuperscript{st}  
   - Summer courses: June 1\textsuperscript{st}

   Membership cards/ and or Evidence of Insurance Forms will suffice as proper documentation. Students are not allowed to conduct counseling sessions or accumulate Internship hours unless they have proof of insurance. **Students will repeat the professional experience course if they fail to fulfill this requirement.** Insurance carried by an employer will not suffice as it does not cover the student’s role as an Internship student.

2. **Complete 600 Hours at Internship Site**

   A. **Select Site**

   The Internship experience is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area and to further develop students’ skills and knowledge of clinical mental health counseling and school counseling settings. Students will assume more responsibilities and independent work than completed in Practicum. It is up to the student to discuss their needs with their Site Supervisor to gain the most from the Internship experience.

   Selecting the Internship site is an important step in the development of counseling skills and the successful completion of professional practice experiences. The following guidelines will aid the selection process:
● **Internship Manual:** Carefully read the Internship Manual to become familiar with the details of this professional practice course.

● **Professional Goals:** Students should determine his or her interests, needs, and expectations for professional practice experiences. When choosing a site, students should aim for a placement that represents a “good fit” with these interests, needs, and expectations. Students should then contact the site for an interview with the desired Site Supervisor to discuss learning objectives and expectations.

● **State Requirements:** Each student should become familiar with the requirements for counseling licensure in his or her state. For example, some states require that a percentage of hours be spent diagnosing or conducting group work during their Practicum and Internship experiences. Licensure requirements may change without notice. It is the student’s responsibility to stay current with requirements. Obtain this information from the sources listed:

  - [State Professional Counselor Licensure Boards](#)
  - [State School Counselor Certification and Licensure Agencies](#)

● **Locating a Site/ Supervisor:** The Department of Counselor Education is here to help you locate a site and supervisor. The following are some suggestions when starting your search process. First, you can consult your local listing of schools (public, private, charter), mental health agencies, private practice, behavioral health medical centers, counseling centers, addiction, rehabilitation and recovery centers, and state/federal prisons.

  Additional resources/ suggestions are as follows, and note that the Clinical Coordinator is here to assist you in this process.

  **Websites**
  - growinginterns.com A list of site opportunities and potential supervisors in your area
  - nbcc.org A list of Nationally Board Certified Counselors in your area
  - counselinginternships.com/ Database of counseling Internship sites (fee for using site)

  **Other resources**
  - ASU Counselor Education Site Database, request by emailing Clinical Coordinator: counseloredcc@adams.edu
  - Blackboard (Colorado Campus or Online Plus classrooms), post a message to other students on either the Professional Practice discussion board or through email inquiring of sites and supervisors in your area

● **Making Contact:** The following are some suggestions when making contact with a potential site or supervisor.
  - In order to convey interest and utilize all modes of communication, you should call, email and visit the site personally.
• Make yourself familiar with the Internship Manual as you will need to ensure that the site and supervisor can uphold the program requirements.
• Be prepared to provide a current resume, cover letter, the Internship Registration document, and the Supervisor Handbook

If you do get an interview, be sure to:
• Present yourself professionally
• Bring necessary items, e.g. resume, etc.
• Display good posture
• Do not chew gum
• Practice appropriate eye-contact
• Listen attentively
• Smile enough to convey your interest and positive attitude
• Sound enthusiastic and interested, yet sincere
• Turn-off all electronic devices
• Send a thank you letter, email, etc. thanking the potential site/supervisor for their time and consideration

Some questions that may be asked of you:
• What are your expectations for this Internship?
• How do you handle conflict? Stress?
• You disagree with how your supervisor has rated your skills/development/performance at your site. How would you handle this?
• What are your areas of growth and what are your strengths?
• Why are you interested in completing your Internship at our facility?
• What do you hope to gain from your Internship?
• What is your experience working with diverse populations?
• What are your future career goals?
• Do you have any questions for us?

Some questions for you to ask:
• What will my duties be?
• Have you ever supervised an Internship student before and if so, what was your experience? If not, what is your expectation?
• Will you be able to meet my program’s requirements? Be sure to ask about:
  o Total hours for individual and group counseling as well as other professional activities
  o Supervisor requirements (licensing/credentials, experience, supervisor training)
  o Required weekly supervision, including web-based documentation in LiveText
  o Maintaining communication with the Clinical Coordinator and faculty at ASU
• What would my weekly schedule be?
• What can you tell me about your school, agency, practice, etc.? What population do
you serve?

- What experiences can you provide for me as an Internship student?

B. Accumulate Required Hours

For Internship I & II, students are required to spend a minimum of 600 hours of supervised experience at a site in the student’s designated program area (e.g. school counseling). **Of the entire 600 clock hours, a minimum of 240 hours must be in direct service with clients/students at the site**. In addition, a minimum of 10 hours must be spent conducting group work and a minimum of 40 hours must be spent conducting individual counseling.

Students should aim to complete 300 hours each semester; however, this is not required.

The following tables provide examples of direct and other professional activities for the two specialty programs. Direct hours are time spent with clients/students that contributes to the development of counseling skills. Please note that other professional activities (also known as “indirect” hours) are activities that contribute to the care of the client/student, utilizing the specialized skill set as a counselor.

If students have questions about specific duties or assignments at the Internship site, ask the Internship instructor and Site Supervisor. Students may only count up to 10 hours for ASU group supervision, each semester of Internship. These first 10 hours are built into the Final Paperwork document (Internship I) and the final 10 hours are built into the Final Paperwork document (Internship II).

*Clinical Mental Health Counseling, examples include, but are not limited to:*

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Other Professional Activities or “Indirect”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couple, family, or group</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>counseling sessions</td>
<td></td>
</tr>
<tr>
<td>Conducting intake interviews and discharge planning</td>
<td>Attending staff meetings, site trainings, etc.</td>
</tr>
<tr>
<td>Participating in staffing with client (or family) present</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or non-professional</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>significant others</td>
<td></td>
</tr>
<tr>
<td>Delivering prevention services to clients, families,</td>
<td>Professional development (off site; not to exceed 20 hours)</td>
</tr>
<tr>
<td>and/or the community</td>
<td></td>
</tr>
<tr>
<td>Co-leading/ facilitating individual, family, couple or</td>
<td>Making referrals, developing resource lists for client</td>
</tr>
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</table>
**group counseling sessions**

| - | Attending weekly supervision at Internship site and completing ASU group supervision (e.g. face-to-face classes and/or live classroom supervision), including preparation (e.g. reviewing recorded sessions) |

*School Counseling, examples include, but are not limited to:*

<table>
<thead>
<tr>
<th><strong>Examples of Direct Service</strong></th>
<th><strong>Examples of Other Professional Activities or “Indirect”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, family, or group sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Delivering school guidance curriculum</td>
<td>Attending staff meetings, trainings, workshops, etc.</td>
</tr>
<tr>
<td>Individual student planning</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with student or non-professional significant others; consultation with parent/guardian</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Co-leading/facilitating individual, family, group sessions</td>
<td>Attending weekly supervision at Internship site and completing ASU group supervision (e.g. face-to-face classes and/or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
<tr>
<td>Contributing to student meetings with student and/or parent/guardian present</td>
<td>Professional development (off site; not to exceed 20 hours)</td>
</tr>
<tr>
<td>Consulting and collaborating on behalf of the student/parent/guardian with teachers, staff, etc.</td>
<td>Making referrals, developing resource lists for student/parent/guardian</td>
</tr>
<tr>
<td>-</td>
<td>System support, e.g. Response to Intervention preparation</td>
</tr>
<tr>
<td>-</td>
<td>Participating in fair share duties, e.g. recess duty</td>
</tr>
</tbody>
</table>

**C. Fulfill Supervision Requirements**

Students must contract with a Site Supervisor where the 600 Internship hours will be completed. In regards to qualifications, supervisors must:

- Have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses. All supervisors must be
licensed within the discipline they are working in, e.g. LPC, LMFT, LCSW, LAC, Licensed Psychologist, State licensed/ certified School Counselor.

- Have a minimum of two years of pertinent professional experience in the counseling field (e.g. clinical mental health, school counseling), post master’s degree.

- Have knowledge of the program’s expectations, requirements, and evaluation procedures for students (e.g. supervisor has copy of Supervisor Handbook).

- Have relevant training in counseling supervision. [Relevant training in counseling supervision can be defined as having a minimum of three clock hours (e.g. workshop, class) in counseling supervision, that includes an understanding of (a) models and theories of counseling supervision, (b) ethical issues relevant to counseling supervision, and (c) multicultural issues relevant to counseling supervision.]

  Supervisors will indicate their training and experience with counseling supervision on the Internship Registration documentation. Those potential supervisors who do not have relevant training in counseling supervision are not excluded from participating as a supervisor; however, these potential supervisors are required to participate in a website-based training, provided free of charge by Adams State University. Note: All potential supervisors can be given access to this training by emailing the Clinical Coordinator for information; refer to the Supervisor Handbook.

Additionally, students must note the following:

- Each state has different requirements for supervisors during the Practicum and Internship experiences. It is the student’s responsibility to check with their state agency to determine if other requirements must be met.

  - State Professional Counselor Licensure Boards
  - State School Counselor Certification and Licensure Agencies

- The Department of Counselor Education Clinical Coordinator approves all Internship Registration documents in the order received. Students may not begin at the Internship site until the supervisor has been approved and the semester has begun. Additionally, if your supervisor needs training in supervision, he or she will need to complete the required training before you can begin your Internship experience.

- Each student is expected to initiate contact with his/her supervisor. It is the student’s responsibility to ensure that he/she meets for supervision throughout the semester. Students are required to meet for site supervision an average of one hour every week they work at their site. It does not matter if the hours are in direct service.

- For those few students who need two supervisors (e.g. two sites), students must attend supervision for both sites. Documentation of multiple supervision is mandatory.
Similar to Practicum, ASU group supervision is provided via the weekly class time (face to face for On-Campus students or in the live classroom for Online Plus students) or through weekend classes for the Off-Campus students.

In summary, there are two types of supervision required for the Internship experience.

**Site Supervision**
Students are required to meet for site supervision for an average of one hour every week. The Internship Site Supervision Summary must be completed for these supervision sessions on LiveText.

**ASU Supervision**
Additionally, group supervision is provided by an ASU faculty member. Group supervision occurs during the weekly/weekend classes for the Colorado Campus students and during weekly live classroom sessions and the summer intensive for the Online Plus Students.

D. **School Counseling Specialty Program Procedures:**

This section applies only to students in the school counseling specialty program.

- The Colorado Department of Education licenses school counselors as K-12 school counselors; students must complete “a 600-clock hour Internship, supervised by a licensed school counselor, in a school setting, and at the appropriate grade level(s) for the endorsement being sought.” Thus, school counseling students need to complete Internship hours at multiple grade levels.

- The Department of Counselor Education requires that students select one level (e.g. elementary school, middle school, or high school) as their “major” level. Students will complete 400 hours at this major level. The remaining 200 hours will be completed at another level, referred to as the “minor” level. Students who wish to gain experience at all grade levels can further break down the 200 hours into 100 hours at each level. Doing so may enhance the student’s job potential after graduation.

- For example, both of the following students would meet the requirement:
  
  Student A: 400 hours at high school grade level, 200 hours at middle school grade level  
  Student B: 400 hours at middle school grade level, 100 hours at high school grade level, 100 hours at elementary school grade level

- Students can divide up the direct hours/other professional activities any way across these levels but should strive to have a variety of direct and other related duties at each level. Additionally, ASU defines high school as grades 9-12, middle school as grades 6-8, and elementary school as grades K-5. Students who intern at a K-12 school or a K-8 school automatically meet this requirement if they provide services to all grade levels.
• Supervision for school counselors is a bit complicated as students have “multiple sites.” Students have a choice in how to set up their supervision experience.

Option A. Students have one person be the Site Supervisor for the entire school counseling Internship experience. Additionally, students should have at least one contact person (e.g. school counselor, principal, school social worker) at the minor level(s). It is the student’s responsibility to work with the Site Supervisor and the contact persons to determine how evaluations, etc. will be completed. Students who have concerns about locating a contact person should address this with their Site Supervisor and faculty instructor in that order.

Option B. Students have multiple Site Supervisors at each of the grade levels. This requires the student fill out two or more Internship Registration documents as well as ALL other required paperwork (e.g. two or more final evaluations).

• If a student lives outside of Colorado, they are required to comply with the 400/200 split and to meet any other regulations required by their state. The following website provides access to state school counseling licensure/certification agencies. It is the students’ responsibility to make sure they are meeting any additional requirements in their state.

State School Counselor Certification and Licensure Agencies

E. Grading Note:

Evaluating a student’s skill, professional, and personal development is a highly subjective process. Our documents formalize this process. We use a 3, 2, 1, 0 system, with 3 being “exceeds expectations,” 2 being “meets expectations,” 1 being “below expectations,” and 0 being “does not meet expectations/unsatisfactory.” Please discuss this rating system with your supervisor. If a student consistently receives 1’s or lower on his or her evaluations, he or she may earn a C or lower for the course. Please note that for professional practice classes, (i.e. Practicum), a C or lower is considered a failing grade. Also, dismissal from the site may result in dismissal from the course and/or program.
INTERNERSHIP DOCUMENTATION

Internship Registration

- All students complete this electronic document with their Site Supervisor and submit to the Clinical Coordinator via email by the specified deadline for approval. If there is a change in site and/or supervisor, this document needs to be resubmitted for approval. A copy of this document can be accessed on the Counselor Education website.

Liability Insurance Coverage for Internship

- Each semester a student is enrolled in a professional practice course, evidence of current professional liability insurance must be submitted into LiveText. Students must adhere to the following deadlines:

  Fall courses: October 1st
  Spring course: March 1st
  Summer courses: June 1st

Internship Site Supervision Evaluation

- This document is located in LiveText, our web-based assessment management system. This document needs to be completed on LiveText during site supervision, which occurs for an average of one hour on a weekly basis. This document evaluates the student on the core expectations required of Internship students (e.g. skill, professional, and personal development), CACREP standards required of Internship students, and direct/other professional activity hours. Note: There are separate documents for clinical mental health and school counseling students. To access this document, go to your LiveText account.

Internship I Live/Recording Supervision Evaluation

- This document is only completed during Internship I. To meet CACREP standard 3.G.5 (students should have the opportunity to receive feedback from the supervisor on his/her skill when interacting with clients/students), students are required to have their Site Supervisors observe them in action, either via audio/video recording and/or via live supervision (e.g. watching live). Site Supervisors must observe the student a minimum of two times over the academic semester. Utilizing this electronic document, Site Supervisors provide the date, type of session, observed strengths, areas for growth, and openness to the feedback provided. Please note: No identifying client/student information should be included within this letter. Sessions (recorded or live) should run at a length appropriate for the site (e.g. 50 minutes for a clinical mental health setting or 20-30 minutes for a school setting). A copy of this document can be accessed on the Counselor Education website. Students will submit this document on LiveText by the end of Internship I. However, some instructors may require this documentation earlier; check your course syllabus for specific dates, if applicable.
**Internship I or II Final Evaluation**

- This document is located in LiveText, our web-based assessment management system. This document should be completed with the Site Supervisor at the end of Internship I or II. This document evaluates the student on the core expectations required of Internship students and CACREP standards required of Internship students. Note: There are separate documents for clinical mental health and school counseling students. Additionally, your Internship I and Internship II instructor will fill out a Final Evaluation on LiveText. To access this document, go to your LiveText account.

**Final Paperwork: Internship I or II**

- This document is located in LiveText, our web-based assessment management system. This document is completed once all course requirements have been met for Internship I or II. This document allows for students to tally their final hours and to evaluate their Site Supervisor. Students may show this document to their supervisor but are not required to. To access this document, go to your LiveText account.

**Personal & Professional Dispositions at Internship I or II**

- This document is completed on LiveText by the Internship I or II instructor at the conclusion of the course.
CONFIDENTIALITY & TECHNOLOGY

- Please review the Consent Form for information on confidentiality as related to counseling sessions.

- In regards to documentation, all client/student paperwork must be kept secure.

- In regards to recorded sessions (when applicable), it is the student’s responsibility to maintain the security of these sessions. As these sessions are not shared directly with the Department of Counselor Education (e.g. uploaded into MediaSpace), students will want to work with their Site Supervisor regarding the ethical storage and maintenance of these sessions.
FREQUENTLY ASKED QUESTIONS

Read this section very carefully! More often than not, you can find the answer to your question by reading this section. Other helpful hints include:

- Students should consult with their advisor and/or Clinical Coordinator before completing the Internship Registration document or enrolling for Internship.
- Students should ensure they have met the Internship course prerequisites.
- Students must complete and submit the Internship Registration document by the deadline.
- Students should retain copies of all paperwork to keep in their records with the exception of documentation with client information.

FAQs:

1. When will I need to start looking for an Internship site?

It is never too early to begin looking for an Internship site! Students who wait until the month before the deadline run the risk of not securing a site in time. Therefore, please do not delay in getting started. Your advisor and the Clinical Coordinator can help you with this process.

2. I am staying at my Practicum site for Internship I. Do I need to submit a new Internship Registration document?

Students need to submit a new document to the Clinical Coordinator by the posted deadline.

3. What if I fail to meet the application deadline for turning in the Internship Registration document?

The registration deadline for Internship is of great importance. As explained in question #1, students who are not actively searching for a site well before the deadline run the risk of not securing a site. If a student is not able to secure a site by the deadline, they will not be able to take the class and will have to take the class the following year. In most cases, this will push back the student’s graduation date by one year, at minimum.

4. How will I know if my site is approved?

The Clinical Coordinator will review all registration documents in the order they are received. It is imperative that all information is filled out on the registration document; this ensures the Clinical Coordinator has all the information necessary to approve the site/supervisor. You will receive a notice via ASU email (e.g. grizzly account) from the Clinical Coordinator noting if your site/supervisor have been approved. You cannot start accruing hours until (a) the ASU academic semester begins (see question #7) and (b) you have received the approval email.

5. My potential supervisor does not have training in supervision. Can he or she be my supervisor?
As long as a supervisor meets the other requirements, they will have access to a FREE supervisor training provided by ASU. Have your supervisor contact the Clinical Coordinator for more information. Students cannot accrue any hours at their Internship site until their supervisor has the required training in clinical supervision.

6. *Can I use my current employment site as an Internship site?*

This is a common, but tough question to answer. First, students can get paid for their Internship experience if they are fortunate enough to secure a site that provides compensation. However, not all students get paid for their professional practice experience. That being said, many students are currently employed in the clinical mental health/school counseling field. These students CAN use their current employment setting as their Internship site.

However, a few items need to be taken into consideration:

1. Students should look at the professional practice experience as an opportunity to further develop and enhance their *counseling* skills. Students employed at sites longer than six months and/or doing professional work other than counseling (e.g. case management, case work, school aide) are **required** to seek out new opportunities at their employment site in consultation with their Site Supervisor. Students will be asked to list these additional duties on the Internship Registration document.

2. Having the same person serve as your Site Supervisor and your employment supervisor may be a potential and problematic dual relationship. Students should strongly consider finding a different person to supervise their Internship experience and at times, this may be required.

3. CACREP, our accrediting organization, has specific requirements for the professional practice experiences. Students should look closely at the CACREP standards required for Internship and ensure that their current employment/Internship site will be able to fulfill these requirements.

7. *When can I begin collecting hours?*

Students can begin collecting hours once the official ASU semester begins (refer to Academic Calendar for specific dates), although the first face-to-face class or live classroom supervision may differ. We do not allow students to begin collecting hours before the first day of the ASU semester.

8. *Can I do Internship in one semester?*

The Department of Counselor Education faculty requires that Internship I and II be spaced out over two consecutive semesters as students gain a more comprehensive experience over an entire academic year. This also provides the students who are working part time at their Internship site with enough time to be able to complete the 600 hours.
Some students are fortunate enough to be using their current full time employment as their Internship site. These students may end up accruing 1,000 or more Internship hours over the two semesters. This is perfectly acceptable! Regardless, all students need to complete Internship I and Internship II in consecutive semesters and be at a site accruing hours throughout the Internship I and Internship II academic semester.

9. **As 600 hours is required for Internship I and II does this mean I have to do 300 hours each semester?**

Students should aim to collect 300 hours for Internship I and 300 hours for Internship II, with the hours reflecting both direct service and other professional activities service. The 300/300 split is a suggested guideline, not a requirement.

10. **Will I need to complete recordings for Internship I and/or II?**

Students should have the opportunity to receive feedback from the Site Supervisor on his/her skill when interacting with clients/students. The Department of Counselor Education faculty believes that audio/video recordings and/or live supervision is a useful way for supervisors to observe students in action during Internship. As such, recordings and/or live supervision is a requirement for the Internship I course. Your Internship I syllabus will have more information.

If a student chooses to use audio/video recordings instead of live supervision, students are responsible for maintaining the security of the recorded counseling sessions. Students must keep recordings and any client specific paperwork (i.e., case notes) in a locked cabinet. Students may not send the recordings electronically to supervisors and/or instructors. Students should make arrangements for the ethical storage and/or disposal of the recordings with their Site Supervisor.

11. **I understand I need experience leading groups/conducting individual counseling sessions as part of my Internship. How many hours needs to be spent doing group work and individual counseling sessions?**

According to CACREP, students need “at least 240 clock hours of direct service, including experience leading groups.” The Department of Counselor Education faculty, along with CACREP, believe that 10 hours spent doing group work (co-leading or leading) would meet the minimum criteria for this required standard. If students are at a site where group work is not possible, it is the student’s responsibility to locate a place to lead/co-lead groups, under supervision. Students should follow up with their Internship instructor and/or classmates regarding option. Additionally, to have the most well-rounded Internship experience, students need to ensure they have experience doing individual counseling. **Therefore, a minimum of 40 hours of direct service in individual counseling is required in addition to 10 hours of group counseling.**

12. **What is the purpose of the weekly/monthly/live classroom class?**

The face-to-face class times and/or live classroom class serves as group supervision. Students should be prepared to discuss their professional practice experiences during these sessions.
Additionally, class time and/or live classroom supervision include important instruction such as suicide assessment, working with special populations, etc. According to CACREP, students must receive an equivalent of “1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the Practicum by a program faculty member or student supervisor.”

13. What is a site visit?

For Internship I and II, the instructor (or designee) may set up a time to discuss your Internship experience with your Site Supervisor. Students will not be present for this meeting. This meeting is to help build relationships with sites and supervisors, to field questions the supervisor may have, and to check in on the student’s progress at his/her site. The instructor (or designee) will initiate this contact with the Site Supervisor.

14. Can I continue accruing internship hours over the ASU holiday break?

Students wishing to collect hours during the ASU holiday break (between Internship I and II), need to notify their instructor and upon approval, can collect hours. Please note that simply needing Internship hours is not an adequate reason for interning between semesters. There are other reasons for allowing students to continue at their site over the holiday break, including: (a) clients/students unable to go without counseling for the duration of the break (e.g. client care) or (b) having an opportunity to provide a service during this time period, such as starting a new group or guidance curriculum program.

The Clinical Coordinator will be available for monitoring student hours during the holiday break. Note: between Christmas Eve and New Year’s Day, no hours can be accrued. As such, the student will need to continue with ASU and site supervision over the break as well as continue filling out weekly paperwork. It is the student’s responsibility to request this from the Internship I instructor. Please note: A student must have a passing grade for Internship I (A or B) in order to begin accruing hours once in Internship II.

15. What if I don’t finish my internship hours by May? Can I get an incomplete?

Incompletes fall under the instructors’ discretion and are only awarded in extenuating circumstances. However, we want our students to complete their hours and understand that sometimes that cannot be done in one semester. If a student does not feel he or she can complete the Internship hours by the end of Internship II, they need to contact their instructor as early as possible and work out arrangements. The instructor will request the student develop a plan for completing their hours in a timely fashion and will make arrangements for the student to continue with ASU supervision.

16. What else may be expected of me as an Internship student?

Students are expected to behave professionally at their site at all times. This includes, but is not limited to the following: ensuring they are dressed appropriately for their site, maintaining their anticipated work schedule at their site, communicating to their Site Supervisor if they need to
miss a day at their site, and for making arrangements to transition their clients/ students to another counselor at the end of the Internship experience.

17. *I understand that I am required to have weekly site supervision that averages for one hour per week. My Site Supervisor was out this week for (fill in the blank). How do I get supervision for this week?*

Students need to work out arrangements for site supervision directly with their Site Supervisor. If a supervisor will be out of the office, the student and supervisor can plan for additional supervision for the following week. If a Site Supervisor will be out of the office for longer than one week, the student and supervisor must make arrangements for the student to obtain supervision from another professional, under the guidance of the Site Supervisor.

Students should ideally schedule for 1-hour supervision sessions. However, this may not be possible at all sites or with all supervisors. As the CACREP standard requires weekly supervision that *averages one hour per week*, the student and Site Supervisor can schedule shorter, but more frequent supervision sessions as long as the student is receiving the benefit from the supervision process.

18. *I would like to attend a two day training on (fill in the blank). Can I count these hours towards my 600 hours?*

For Internship I or II, students can count up to 10 hours for professional development, such as trainings and workshops, each semester. This would allow for a total of 20 hours of professional development for the entire Internship experience. Travel to and from the training cannot be counted as hours towards Internship.

19. *It’s March and I have completed my minimum 240/600 hours. Do I need to continue with my site and/or ASU paperwork, e.g. Internship Site Supervision Summaries?*

The Internship experience spans the course of two semesters; as such, students need to remain at their site throughout Internship II even if they have completed the minimum required number of hours. In addition, students need to honor their commitment made to the site and clients/students. Students are therefore responsible for maintaining ASU documentation until the end of Internship II.

20. *If I accrue over 600 hours for Internship, can these count towards professional licensure hours?*

Students must graduate before they can begin the process of accumulating hours for professional license.
21. When does my final paperwork have to be submitted?

All paperwork must be submitted by the last day of the academic semester (refer to Academic Calendar for specific dates) for both Internship I and II. However, some instructors may require documentation before this; check your course syllabus for specific dates, if applicable.

22. How do I provide documentation of my activities, hours, etc.?

Students are not required to use or provide documentation of logs, etc. However, students will need to track their weekly activities and hours in some fashion so this can be entered into the Site Supervision Evaluation. Additionally, students will want to track their hours over the course of the semester, including direct service hours (group, individual, and other), other professional activity hours, and individual or triadic supervision. Follow up with your Internship Instructor and/or Site Supervisor for suggestions on how to best stay on track with your weekly documentation.

23. I want to remain at my Internship site past the Internship experience. Is that okay?

Students may want to remain at their site after Internship is completed. If you choose to do so, you cannot refer to yourself as an Internship student at ASU and you need to be aware that your student liability insurance does NOT cover your work during this time. Liability insurance coverage is only active when the student is engaged in a master’s degree counseling curriculum; coverage is available to ACA student members while solely performing counseling services related to such curriculum (e.g. practicum and internship). Students performing counseling services unrelated to their professional practice experience (e.g. practicum and internship) should consider seeking coverage as individual professionals and/or ensuring their employer will cover them under employer insurance.

Questions regarding ACA’s student liability program can be accessed here; students may also want to contact ACA Member Services directly at (800) 347-6647, ext. 222. Students can contact Healthcare Providers Service Organization (HPSO) directly at (800) 982-9491. ASU students with liability insurance through ASCA and AMHCA will want to ensure coverage directly with these professional organizations. Additionally, Colorado students will want to ensure they are listed as a Registered Psychotherapist through the Department of Regulatory Agency if they are providing counseling services that are not part of their counseling curriculum. Students who live out of state will want to check with their certification/licensure agency for any further requirements.
INTERNSHIP RESPONSIBILITIES FOR UNIVERSITY, SITE, AND STUDENT

The University Agrees:

- to assign a Faculty Instructor to facilitate communication between the University and the Site;
- to provide students who are not receiving payment of any form with coverage under the Colorado Workers’ Compensation Act [more information can be provided on section 8-40-302, sub-section (7)(a), and (b)];
- to notify the student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
- to provide training in supervision as required by accreditation standards;
- that the Faculty Instructor shall be available for consultation with both Site Supervisor and student and shall be immediately contacted should any problem or change in relation to the student, Site, or University occur; and
- that the Faculty Instructor is responsible for the assignment of the Internship grade with consideration of feedback provided by the Site Supervisor.

The Internship Site Agrees:

- to assign a Site Supervisor who has the time and interest for training a student as well as the appropriate credentials for the work setting (Site Supervisors must be certified/licensed in their state);
- to assign a Site Supervisor who has appropriate training in supervision before the Internship experience begins (Site Supervisors can access a free training on supervision through ASU);
- to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student’s performance;
- to provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
- to provide the opportunity for audio/video recordings for use in supervision or to provide live supervision of the student’s interactions with clients/students;
- to evaluate the student’s strengths, areas for growth, and openness to feedback through observation of audio/video recordings and/or live supervision;
- to alert the Clinical Coordinator or Internship instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
- to participate in a site visit, when requested, with the Internship I and/or Internship II instructor (or designee) to discuss the student’s areas of growth via email or face-to-face as initiated by the instructor;
- to alert the Clinical Coordinator or Practicum instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
- to provide an average of 1-hour of individual or triadic supervision per week and to document these supervision sessions on a weekly basis utilizing LiveText, a web-based assessment management program;
- to assume legal responsibility for the welfare of clients/students seen by the supervisee as part of the Practicum experience; and
• to provide timely evaluation of student performance and completing all required paperwork

The Internship Student Agrees:

• to read and understand the ACA Code of Ethics and/or ASCA’s Ethical Standards for School Counselors and practice in accordance to these standards;
• to keep Faculty Instructor and Site Supervisor informed regarding Internship experiences;
• to demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade;
• to receive live supervision and/or review audio/video recorded sessions with Site Supervisor as outlined on the Internship I syllabus;
• to engage in individual or triadic supervision with Site Supervisor a minimum of one hour per week and to document these supervision sessions on a weekly basis utilizing LiveText;
• to attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisors’ expectations;
• to develop a work schedule with Site Supervisor that will be most conducive to student learning;
• to maintain their commitment to the site throughout the academic semester;
• to complete documentation as required by Site and University;
• to maintain student liability insurance coverage throughout Internship;
• to comply with any other requests of the Site, such as completing HIPAA training, background checks, or drug testing; and
• to contact and consult with the Site Supervisor in case of emergency.
Internship I
Checklist
Department of Counselor Education
Adams State University

Steps in Process:

_______ Locate site(s) and supervisor(s) to complete Internship requirements

_______ Meet with Site Supervisor(s) to determine duties and responsibilities at the site(s), as well as your needs as a student

_______ Complete and email Internship Registration to Clinical Coordinator by deadline

_______ Enroll in Internship I (ensure you register for the correct specialty program!)

_______ Begin to accrue 600 hours* at site (240 hours must be direct service) *Hours are spread out over Internship I and II with 300 hours each semester as the suggested guideline

_______ If applicable, renew student liability insurance coverage

_______ Upload proof of insurance into LiveText by deadline

_______ Obtain weekly supervision at site(s) and document this supervision each week on LiveText

_______ Complete recordings and/ or live supervision with Site Supervisor as outlined in the Internship I syllabus and submit Internship I Recording/Live Supervision Summary

_______ Complete Internship I Final Evaluation with supervisor(s) on LiveText

_______ Complete Final Paperwork (Internship I) on LiveText by the last day of the semester, or earlier if required by your instructor

_______ Ensure client paperwork is kept securely on site or shredded as appropriate to site
Steps in Process:

_____ Complete and email a new Internship Registration document to Clinical Coordinator if you are starting at a new site

_____ Enroll in Internship II (ensure you register for the correct specialty program!)

_____ If applicable, renew student liability insurance coverage

_____ Upload proof of insurance into LiveText by deadline

_____ Finish accruing 600 hours* at site (240 hours must be direct service *Hours are spread out over Internship I and II with 300 hours each semester as the suggested guideline

_____ Obtain weekly supervision at site(s) and document this supervision each week on LiveText

_____ Complete Internship II Final Evaluation with supervisor(s) on LiveText

_____ Complete Final Paperwork (Internship II) on LiveText by the last day of the semester, or earlier if required by your instructor

_____ Ensure client paperwork is kept securely on site or shredded as appropriate to site