

**University of Wyoming**



**Counselor Education**

**CNSL 5580**

**Supervised Internship**

**Handbook**

**INTERNSHIP HANDBOOK**  
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# INTRODUCTION TO SUPERVISED INTERNSHIP

## Philosophy

Supervised fieldwork is a critical component of the student's educational experience. The fieldwork experience is designed to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's specialization. It is expected that each student will be able to incorporate and utilize individual and group counseling skills in accord with the theories of counseling in providing direct services to clients.

## Definitions

*Internship* is defined as an advanced supervised experience in counseling. Internship is designed to provide either an in-depth or breadth experience in practical work settings. Internship is a post practicum experience in which the student gains practical and professional experience in the work setting.

*Site* refers to any setting in which the student is working in order complete training requirements. (Examples are community mental health center, college counseling center, hospital, school, student affairs offices, etc.)

*Site Supervisor* refers to the staff member at each Site to whom the student is directly accountable while working at the Site. Students must receive supervision from a qualified supervisor (licensed professional counselor and two years experience) or a certified school counselor. (See page 7 for more details.)

*University supervisor* refers to the faculty member who provides group supervision, instruction and administrative coordination. This individual acts as the liaison for the University and is the contact person for the on-Site Supervisor.

## OBJECTIVES

**The Council for the Accreditation of Counseling and Related Educational Program (CACREP)** is the major accrediting body for the counseling profession. The 2009 *CACREP Standards* (CACREP, 2009) state that training programs need “to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively. Students can expect to engage in clinical experiences consistent with the activities of regularly employed group, family, and couple counselors. Experiences will also be supplemented by discussions and case presentations designed to help integrate knowledge base with clinical application. Students that successfully complete the internship experience will meet the standards set by CACREP. The CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively. Graduates of CACREP-accredited programs are prepared for careers in mental health and human service agencies; educational institutions; private practice; and government, business, and industrial settings.

P. The program faculty conducts a **systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development.** Consistent with established institutional **due process policy and the American Counseling Association’s (ACA) code of ethics and other relevant codes of**

**ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.**

- Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.
- R. **Group supervision for practicum and internship should not exceed 12 students.**
- S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

**Specific goals established by CACREP** in each of the eight common core curricular areas and as related to internship experiences **include but are not limited to:**

### **1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE:**

- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

### **2. SOCIAL AND CULTURAL DIVERSITY:**

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

### **3. HUMAN GROWTH AND DEVELOPMENT:**

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;

- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

#### **4. CAREER DEVELOPMENT:**

- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

#### **5. HELPING RELATIONSHIPS:**

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

#### **6. GROUP WORK:**

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

#### **7. ASSESSMENT:**

- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

#### **8. RESEARCH AND PROGRAM EVALUATION:**

- e. the use of research to inform evidence-based practice.

**CACREP Skills areas:** Students will demonstrate the following professional skills, and practices necessary to work in an internship setting:

- Demonstrates skill in conducting an intake interview, a mental status evaluation, a bio psychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management
- Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
- Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental, addiction and emotional disorders.
- Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
- Understands the impact of crises, disasters, and other trauma-causing events on people.
- Demonstrates the ability to use procedures for assessing and managing suicide risk.
- Provides appropriate counseling strategies.
- Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
- Knows the principles, models, and documentation formats of diverse types of case conceptualization and treatment planning.
- Applies current record-keeping standards related to clinical mental health counseling.
- Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions
- Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
- Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
- Demonstrates the ability to advocate for clients' career development and employment.
- Demonstrates ability to examine life-work roles, including the balance of work, leisure, family, and community in their careers.
- Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
- Maintains information regarding community resources to make appropriate referrals for clients
- Applies effective strategies to promote client understanding of and access to a variety of community resources
- Recognizes the importance of family, social networks, and community systems in the treatment and recovery process and in the treatment of mental, addictions, and emotional disorders.
- Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

- Applies multicultural competencies to clinical mental health/addictions counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
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Additionally and particularly related to the internship site students will:

1. develop advanced counseling techniques within the professional work setting;
2. benefit from the experience of a professional relationship with a practitioner working on site in the student's specialization through direct supervision a minimum of one hour per week;
3. become aware of assessment techniques used with clients in the internship setting;
4. demonstrate understanding of the theoretical and philosophical bases of counseling; identify and clarify a tentative personal theoretical counseling approach;
5. understand, record, and clearly communicate the essential factors in each client case.
6. gain understanding and appropriate experience in the consultation with parents, teachers and/or Site representatives as appropriate to the Site setting;
7. acquire and demonstrate adequate knowledge of available referral sources;
8. demonstrate knowledge of administrative policies, procedures, ethical and legal aspects of the Site; and
9. demonstrate knowledge of prevention techniques and resources applicable to clients served by the Site.

## **PROCEDURES AND REQUIREMENTS**

### **Prerequisites**

The prerequisites for the internship are the successful completion of the Counseling Practicum courses CNSL 5310 & CNSL 5320, Ethics CNSL 5060, Counseling Theories CNSL 5650, and Group Procedures CNSL 5510. Students should consult with the coordinator of the area of emphasis prior to the selection of a site and registration for CNSL 5580 Internship.

- Students must also turn in a proof of liability insurance to the Internship Coordinator prior to beginning the class and ensure that a current proof of insurance is in their Internship file at all times.

### **Application Procedures**

1. In conjunction with the area emphasis coordinator, select a site of interest for internship.
2. Arrange a meeting with the Site contact.
3. Send your resume (with cover letter) to the Site contact.
4. Participate in an interview with Site staff.
5. When accepted, complete the ***Internship Agreement*** contract, which is reviewed and agreed upon by the Site Supervisor, Internship Coordinator, University Supervisor and Intern.
6. Submit the completed ***Internship Agreement*** to the Internship Coordinator along with your **Proof of Liability Insurance** (must have your name and expiration date). These documents will be used to start your Internship File.

## Counselor Education Area Emphasis Coordinators

Dr. Kent Becker- Doctoral Program  
Office # ED 335: 766-6819 email: [kwbecker@uwyo.edu](mailto:kwbecker@uwyo.edu)

Dr. Mary Alice Bruce - Department Head and School Counseling Program  
Office # ED 331: 766-3123 email: [mabruce@uwyo.edu](mailto:mabruce@uwyo.edu)

Dr. Kara Carnes-Holt - Internship Program & Play Therapy  
Office #ED 337: 766-5329 email: [kholt3@uwyo.edu](mailto:kholt3@uwyo.edu)

Dr. Deborah McGriff- Master's Admission Coordinator  
Office #: ED 306: 766-2370 email: [mcgriff@uwyo.edu](mailto:mcgriff@uwyo.edu)

Dr. Michael Morgan- Clinical Supervision & Early Childhood Mental Health  
Office # ED 336: 766-7657 email: [morganm@uwyo.edu](mailto:morganm@uwyo.edu)

Dr. Jane Warren- Mental Health Counseling Program  
Office # ED 338: 766-3417 email: [jwarren4@uwyo.edu](mailto:jwarren4@uwyo.edu)

## EXPECTATIONS

### Expectations of the Intern

1. The intern must purchase professional liability insurance prior to participating as an intern. **Proof of on-going coverage must be turned in to the department secretary and another copy must be placed and kept in the Internship File (portable file box) before any internship activity occurs.**
2. The intern is to negotiate and finalize an *Internship Agreement* contract with the Site Supervisor and the University supervisor.
3. The intern must complete 600 total clock hours (1 credit = 100 hrs) in the internship experience. These are to be recorded on the Activities Log Sheet which is signed by the student and site supervisor. Keeping track of these hours across semesters is the responsibility of the intern. Interns are expected to enroll for the number of credits that accurately reflects the hours and client contact hours that they will work at their site. “Carrying over” hours from one semester is discouraged and may be done **only** when the student is enrolled in internship credits in both the preceding and current semester. **An incomplete will be assigned to the final semester of internship if a total of 600 clock hours have not been achieved.** Please be aware that the completion of internship hours needs to be done by the end of the University of Wyoming semester (typically the beginning of finals week) and that failure to complete the total internship hours requirement by this time will result in an incomplete. This will delay your official graduation date by one semester and you must enroll for a credit of internship (or continuous enrollment) in the following semester while you collect the remaining hours. This enrollment requirement is a requirement of the University and most liability insurance providers; you need to be enrolled in the semester that you officially graduate.
4. At least 240 hours of the 600 hours, need to be direct client contact, including experience leading groups. Direct client contact constitutes but is not limited to the following: one-on-one counseling, group facilitation or co-facilitation, classroom guidance activities led by the intern, individual or small group testing /assessments, intakes, consultation with other relevant parties, etc.
5. **The intern is expected to video record all counseling sessions.** These recorded sessions can then be presented in weekly supervision sessions with site supervisors in addition to the required class/small group presentations. Continuous taping reduces the chance that clients will wonder why taping is occurring in one session over another. Interns will need to explain that they are counselors in training and that continuous taping facilitates enables them to engage in effective supervision sessions designed to improve counseling skills and the service that the intern provides to clients. Identification as a student and requests for permission to tape will also be included in the consent / disclosure statements provided to clients. Additionally, continuous taping facilitates the recording of unexpected situations that require supervision consultation.
6. The intern is expected to log all activities of the internship on the Hours Log form and sign, verifying that the hours are correct. The

Intern will also obtain the signature of the Site Supervisor, verifying that the Hours Log is accurate, before turning this log into the University Supervisor at the end of each semester.

7. The intern is expected to meet with both the Site Supervisor and the University Supervisor on a regular basis. **The meeting with the Site Supervisor should be on a weekly basis for a minimum of one hour.** Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
8. The intern is also required to attend group supervision sessions with the University Supervisor throughout the semester for a minimum total of 24 contact hours. These supervision sessions will include the presentation of recorded counseling sessions. 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.
9. The intern is expected to complete two Counseling Skills Evaluations of the experience with the Site Supervisor at mid-term and another at the end of the semester.
10. The intern will also provide a self-evaluation statement for the University Supervisor at the completion of each semester.

### **Expectations of the University Supervisor**

1. The University Supervisor is to meet with the interns in classroom group sessions and be available to meet with supervisees, as needed/requested throughout the semester.
2. The group sessions are to consist of both didactic and experiential activities incorporating a wide spectrum of topics, concerns, activities and experiences of the group.
3. The University Supervisor (or an appropriate representative) is to meet with the Site Supervisor during the semester in person if logistically possible, by phone if travel is prohibitive.
4. The University Supervisor is to provide individual students with feedback regarding their performance and turn in the final grade for the internship experience including an 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.

### **Expectations of the Site Supervisor**

1. Site supervisors must have the following qualifications (CACREP, 2009, Section III, C.):
  - a) A minimum of a master's degree in counseling or a related profession with equivalent
  - b) A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

- c) Knowledge of the program's expectations, requirements, and evaluation procedures for students.
  - d) Relevant training in counseling supervision.
2. The Site Supervisor is to be apprised of the goals, objectives, requirements and procedures of the program.
  3. The Site Supervisor will complete a contract (*internship agreement*) with the intern.
  4. The Site Supervisor must meet with the intern about the performance in the work setting on a weekly basis. This supervision needs to include but not be limited to:
    - a) Instruction for the intern in all matters related to delivery of service at the Site.
    - b) 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).b)
    - c) Assurance that the policies of the Site are understood and carried out. The supervisor serves as an advocate for the intern.
    - d) 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.
    - e) Clinical critique and supervision of the video, audio and/or the personal observation of the intern's direct contact.
    - f) Assistance for the intern in the development of counseling and consultation skills.
  5. The Site Supervisor is to provide the intern with sufficient experience in areas typically part of the Site counselor's role and function.
  6. The Site Supervisor is to provide a midpoint and ending evaluation of the intern.

### **Expectations of the Training Site**

1. The Site is expected to have a sustained interest in participating in the professional education of counselors.
2. Mutual understanding between the Site and the Counselor Education program exists on the basic philosophy and goals in relation to counseling.
3. Provision is made for on-going professional development for the professional staff and the intern.
4. The Site will provide physical arrangements, which are conducive to a positive learning environment e.g., office and desk space, privacy for interviewing, **the ability to video record sessions** (not necessarily the equipment necessary for recording), and adequate guidance relative to site record keeping requirements.

5. The Site will provide the intern with a variety of experiences typical of those encountered by the Site counseling staff.
1. The Site will regard the intern as a professional in training and accord the intern the generally expected professional courtesies

### **Possible Site Benefits of Interns**

1. Interns can lessen the workload of a site and may increase its service capability.
2. Interns at a site may bring new ideas, with positive feedback on present functioning procedures and creative new ideas for improvements. More mutual interactions can evolve, i.e. workshops, speakers, consultation...
  1. The communication and interaction between the site and the Counselor Education Training Program will be increased.

## **EVALUATION AND GRADING**

The grade for the internship experience is based substantially on the Site Supervisor evaluation, the University Supervisor evaluation, and the intern's self-evaluation. Completion of the course assignments, class participation and participation in peer group consultation sessions will also determine the grade for the course. Failure to complete and hand in assignments may result in an Incomplete or Unsatisfactory grade for the semester.

### **Site Supervision Evaluation**

The Site Supervisor and intern student are requested to provide an evaluation of the intern's performance. This is to be completed both at midterm and at the end of the semester. It is the intern's responsibility to arrange these evaluation meetings, make copies of the completed forms and send the original to the faculty supervisor.

### **Intern Self Evaluation**

A brief self-evaluative statement is to be submitted to the University Supervisor at the end of the term with regard to the following factors:

1. Were your experiences at the site helpful to you in your own counselor training? How, why or why not?
  - **Discuss your goals for your development as stated earlier in the semester in your "mission statement" – did your experience at the site and in the class help you to attain these goals? How? Discuss how your experiences contributed to your goals not being met. How will you attain these goals in the future?**
2. Do you feel that you were a help to your site? Discuss how; why or why not?
3. Would you suggest that another student might be placed with this site? Why or why not?
4. What grade would you give yourself? Discuss why.
5. Additional Comments

## ETHICAL STANDARDS AND CONSIDERATIONS

### American Counseling Association Ethical Standards

The University of Wyoming Counselor Education Department subscribes to the American Counseling Association (ACA) and (as appropriate), the American School Counseling Association (ASCA) Codes of Ethics and Standards. Students of this program are expected to be aware of the codes and behave in the subscribed ethical manner.

**Students are expected to review the ACA Code of Ethics and Standards prior to beginning an internship placement. In addition, students practicing in the schools must review and adhere to the ASCA Code of Ethics.**

The 2005 code of ethics can be found on the ACA website:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

The 2004 ASCA code of ethics can be found on the website:

<http://www.schoolcounselor.org/content.asp?contentid=173>

### Confidentiality and Informed Consent

Confidentiality has long been considered an integral part of the counselor's role with clients. Most therapists agree that maintaining the right to privacy is a basic ingredient in maintaining human dignity. The ACA code reflects this in Section B., an important section for the intern and practicing therapist to know. As the internship is a learning situation that will introduce this issue along with several other issues, it is important that the intern understand the responsibility for the protection of the client's rights.

The intern must take special care to obtain adequate consultation in cases that may present problems outside of the intern's range of competencies. It is the ongoing communication between the supervisors and the intern that will assist in addressing any issues that may arise in the internship experience.

The legal counterpart of confidentiality is informed consent. Given that the client has a right to confidentiality and privacy, a valid procedure needs to be followed to inform client of the limits of confidentiality. Ideally such information is given before counseling starts and discussed with the Site Supervisor prior to seeing any clients. The Site may have specific forms and procedures. Independent expectations need to be clarified for the intern prior to seeing any clients within the Site.

### Roles and Relationships With Clients

Appropriate roles and relationships with clients are specifically covered in the ACA Code of Ethics Section A.5. In rural settings, non-professional relationships with clients, former clients, their romantic partners, or family members are not uncommon, "non-professional interactions or relationships (other than sexual or romantic interactions or relationships) ...should be avoided, except when the interaction is potentially beneficial to the client" (Section A.5.c. p.5 see also Section A.5.d.regarding "Potentially Beneficial Interactions"). "Sexual or romantic counselor-client interactions or relationships with current clients, their romantic partners, or their family members are prohibited" (Section A.5.a, p.5 see also section A.5.b regarding former clients).

If, as an intern, there is any concern about your role or relationship with a client, former client, their romantic partners, or family member, consultation with the supervisor is necessary.

### **Preparing for Crisis Situations**

Emergencies are likely to arise in any Site setting: a client may be abused, be considering suicide, or be in need of temporary food and shelter. Students preparing for clinical experience need to develop a plan for dealing with crisis situations. Each student's plan will be in keeping within the Site's policies and the ACA Code of Ethics. When time is taken to consider who needs to be contacted and what the intern will do ahead of time, the intern can better respond to the client's needs. Interns are more likely to be calmer and more rational when they have a plan.

The following questions can help in the preparation of a crisis intervention plan:

1. What crises are likely to occur in this setting?
2. What person(s) at this Site are qualified to help in these emergencies?
3. What is expected of me at this site in each of these crisis situations?
4. What resources are available at this Site that will be helpful?
5. What kind of crises do I feel capable of working with effectively?
6. What kind of crises do I feel unable to handle?
7. To whom can I refer clients when I cannot be effective in a crisis?
8. What do I need to do to increase my awareness of issues such as rape or domestic violence?
9. How do I generally act in an emergency?
10. What can I do to develop the skills I need to deal effectively with crises?

Remember that you seldom have to deal with a crisis situation alone. Your supervisors are always on call for consultation in emergencies. Any situation which poses a danger to client or others, or which is outside of the professional competence of the intern, needs to be brought to the attention of the supervisors as soon as possible.

### **Closure Process**

Client:

Ending the counseling relationship is as important a part of the counseling process as the introduction and intervention. The closure of the relationship may be a formal or informal process. The ACA Code of Ethics Section A.11 covers what is necessary for this process. Closure is an important issue that needs to be clarified and discussed with the Site Supervisor for guidance and clarity.

Supervisor:

Part of the evaluation of the intern will come from the closure with the Site Supervisor. The intern needs to clearly define the benefits and growth within the internship experience as well as discuss any concerns or suggestions for the supervisor. Clear and direct communications are important aspects of the closure with the supervisor as well as the client.

## **PROFESSIONAL LIABILITY ISSUES**

Students, as professionals in training, are to show proof of liability insurance **prior to placement in the field. Students may not start the internship without first obtaining liability insurance.** This is a requirement for the Counselor Education program.

### **University Policy**

The University of Wyoming has liability insurance that covers students attending classes and seeing clients in the lab as part of the course work during the period that the clinical classes are in session. However, it is important to understand the University's insurance is primarily to protect the institution. The interns still need to be responsible for their own liability insurance.

### **ACA/ASCA Insurance**

All students are encouraged to be a member of the American Counseling Association (ACA) or the American School Counselor Association (ASCA). Through ACA the intern can obtain coverage under a Professional Liability policy and meet the requirement for carrying a liability insurance policy, membership may not be required. Students who join ASCA obtain coverage as part of their membership fees. Check with your advisor or Site Supervisor to obtain information regarding membership and insurance, if you are currently not a member.

### **Site Responsibility**

The Site typically is responsible for providing liability insurance for their employees. Whether or not this includes interns is an issue that needs to be discussed with the supervisor at the time of acceptance to a Site. Nonetheless, the interns are expected to have their own professional liability insurance policy in addition to any policy provided by the site.

## TIME REQUIREMENTS

Activities	Minimum Hours
Direct Service (1: 1, group, consultation, intakes, assessments, etc.)	240
Supervision, preparation, reviews, evaluation, planning, client staffings, etc.	360  (Note: Individual Supervision with a Site Supervisor needs to be 1 hour on a weekly basis)
Credit hours	1 credit = 100 clock hours
Total	6 credits = 600 clock hours

### SPECIFIC CLOCK HOUR REQUIREMENTS FOR MAJOR AREAS OF STUDY

The Counselor Education Program at the University of Wyoming prepares school counseling interns for certification as K-12 Professional School Counselors. Of the basic 600 clock hours required, a maximum of 200 hours may be completed outside of the school setting with children, adolescents, and their families (as stated in CACREP policies).

This policy applies to anyone seeking clinical hours in a setting outside of their major area. Please consult with your advisor and the Internship Coordinator or Instructor as you consider internship sites and experiences that best fit you.

#### **Crisis Management**

The following information is provided as guidelines and issues to consider before a crises situation occurs. Reviewing the process in dealing with a crisis is an important function of the supervisor/supervisee relationship.

#### **SUICIDE**

1. Suicide can be defined in the following manner:

- a) a person intentionally brings about his/her own death.
- b) others do not coerce the person to do the actions.
- c) death is caused by conditions arranged by the person for the purpose of bringing about his/her own death.

## 2. Confidentiality

The American Counseling Association endorses the following ethical standard as a definition of confidentiality and how it relates to the suicidal client:

*When the client's condition indicates that there is clear and imminent danger to the client, the member must take reasonable personal action to inform responsible authorities. Consultation with other professionals must be used when possible. The assumption of responsibility for the client's behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.*

## 3. Risk Factors

There are certain risk factors associated with the possibility of eventual suicide:

- a) Gender-- women attempt three times more frequently than men, but men actually complete suicide more than three times as often as women.
- b) Age-- clients aged 19 or younger and 45 or older are considered at a higher risk.
- c) Depression-- it plays a significant factor in 12 to 60% of suicides.
- d) History of previous attempts.
- e) Alcohol abuse
- f) Loss of rational thinking--any psychosis presents a hazard to the patient if judgment and rational thought is impaired.
- g) Lack of social support -- the suicidal patient often lack significant others, employment and/or religious support.
- h) Organized Plan--the person with a well-delineated plan and access to lethal means is a far greater risk than others.
- i) Sickness-- chronic, debilitating and severe illness may be a definite risk factor.

## 4. Intervening with the suicidal client:

Listed below are some of the recognized techniques used by counselors to facilitate the counseling process for suicidal clients. Be aware that each case is unique, as each client is unique.

- a) Listen intelligently, sensitively and carefully
- b) Accept and acknowledge your client's suicidal thoughts
- c) Do not give false assurances to your client. Don't say things like "Everything will be all right."
- d) Be supportive of your client.
- f) Don't use euphemisms. Be direct such as "You would like to kill your self" rather than vague expressions of the problem.
- g) Bring out any ambivalence the client has. Try to increase the choices or the awareness of choices.
- h) If your client is in crisis, do not leave the client alone.
- i) Intervene in the search for hopefulness instead of helplessness.

- j) Intervene to dispose of any weapons the client may have.
- k) Tell others who would be concerned and can help. You have already informed the client of the limits of confidentiality.
- l) Help your client identify and develop support systems.
- m) Trust your own judgment.
- n) Have available the suicide hot lines in your area.
- o) Understand the procedures for commitment in your area
- p) In cases of suspected suicidal risk always seek consultation from your supervisors.

## **HARM TO OTHERS**

Students in training should know that when a client is determined to pose a threat to another's well being, serious legal and ethical questions are at issue. It may be that many agencies or schools do not have an explicit policy regarding this situation. This is another issue that should be addressed with the Site Supervisor ahead of time. The intern should immediately consult the Site or University supervisor regarding a violent client if the situation occurs. To defer the supervision until a regularly scheduled meeting is due is not advisable. The institutionalized supervisory meeting may not meet the client's needs nor provide protection to the public. Addressing the issue as soon as the awareness is available is the proper course of action for the client and intern.

## **SUBSTANCE ABUSE**

More people are sensitive to the role and consequences of their personal substance use and abuse. However, many struggle for years without recognizing their personal abuse patterns and do not seek some with whom to talk to about it. The intern needs to learn the typical symptoms a client who is abusing may exhibit. There are many resources available for referral and information. Know the referral procedures of the site's policy on substance abuse.

## **CHILD ABUSE**

### 1. Recognition:

Child abuse/neglect becomes apparent to the counselor in one of two ways: either by direct verbal report or by being uncovered indirectly via the counseling process. When uncovered directly, it is usually via a report from the victim, perpetrator, or some other party involved with the victim or perpetrator. This is the most direct method and the position of the counselor is not to evaluate the authenticity of the report, at least not at this phase. This is the job of authorities such as the police and the Department of Family Services. However, it is also possible that counselors may indirectly, through their work with clients or students, find evidence of abuse or neglect.

### 2. Counselor Responsibility:

Counselors are obligated to report suspected cases of child abuse to the proper authorities and the supervisor, although caution must be exercised in evaluating the evidence. The intern needs to be concerned when several of the following characteristics are present.

### 3. Characteristics of Abuse or Neglect in Children:

There are some general characteristics of child abuse applicable to both the perpetrator and the victim. The most widely accepted for the abusive or neglectful parent are as follows:

- a) abused as children themselves
- b) socially and emotionally immature
- c) low self esteem
- d) expect children to act as adults
- e) cannot express frustration or anger via acceptable means
- f) expectations of their children are unacceptable given their ages
- g) violent marital discord
- h) abuse of alcohol and/or drugs
- i) inability to tolerate stress
- j) lack of adequate parenting skills
- k) ignore child's needs
- l) are guarded in discussing family relationships
- m) lack of appropriate role model

The most widely accepted general characteristics of the abused and/or neglected child are as follows:

- a) inappropriate hostility directed toward adults
- b) disruptive and destructive behavior
- c) passive and withdrawn behavior, crying easily
- d) fearful at times, not wanting to go home (or places where abuse has occurred)
- e) habitual absences or tardiness from school
- f) inappropriately dressed for the weather
- g) failure to thrive
- h) bruises, burns, or other unexplained marks
- i) chronically untreated medical needs
- j) constant hunger
- k) sexually oriented remarks
- l) sexually suggestive behavior
- m) discomfort of genital areas
- n) consistent high levels of anxiety

**Reports of suggested child abuse or neglect should be made to the Site Supervisor, the proper authorities, and the University supervisor as soon as possible after discovery.**

**University of Wyoming  
Counselor Education  
Internship Agreement**

Student: \_\_\_\_\_ Phone: \_\_\_\_\_ email: \_\_\_\_\_

Internship Site: \_\_\_\_\_ email: \_\_\_\_\_

Site Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_ email: \_\_\_\_\_

Site Supervisor Credentials: \_\_\_\_\_ Lic. No.: \_\_\_\_\_ Years of practice: \_\_\_\_\_

Beginning Date of Internship: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Physical Site Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Anticipated Weekly Schedule:

	Mon.	Tues.	Wed.	Thurs.	Friday	Sat.	Sun.
Hours							

**Purpose:** The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of counseling.

*The University Program Agrees:*

1. to assign a University faculty liaison to facilitate communication between the University and the Site;
2. to notify the student that the student must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
3. that the faculty liaison 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
4. that the University supervisor is responsible for the assignment of the fieldwork grade.

*The Internship Site Agrees:*

1. to assign a internship supervisor who has the appropriate credentials, time and interest for training the internship student;
2. to provide opportunities for the internship student to engage in a variety of counseling activities under supervision and for evaluating the internship student's performance;
3. to provide the internship student with adequate work space, telephone, office supplies, the ability to video record sessions (not necessarily the equipment necessary for recording), and staff to conduct professional activities

*The Internship Student Agrees:*

1. to read and understand the ACA Code of Ethics and practice in accordance to these standards;
2. to keep internship supervisors informed regarding internship experiences;
3. to demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade;
4. to attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisors' expectations.

**Student Agreement:**

I understand and agree to perform the above responsibilities. I understand and agree to practice my counseling in accordance with the ACA / ASCA Code of Ethics. I understand that it is my responsibility to keep my faculty & Site Supervisor informed of my on-site activities and provide them with the appropriate material needed for supervision.

\_\_\_\_\_  
Counselor in Training                      Date

\_\_\_\_\_  
Site Supervisor                              Date

\_\_\_\_\_  
Faculty Supervisor                         Date



# UNIVERSITY OF WYOMING

Department of Professional Studies-Counseling  
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Laramie, WY 82071  
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Email: [cnsled@uwyo.edu](mailto:cnsled@uwyo.edu)  
Webpage: <http://www.uwyo.edu/cnsled/>

## Waiver of Supervision

Date: \_\_\_\_\_

To Whom It May Concern:

\_\_\_\_\_, a graduate student in the Counselor Education Program, will be allowed to provide clinical counseling services at

\_\_\_\_\_ under the following conditions:

- A. Permission is for the period: \_\_\_\_\_ through \_\_\_\_\_.
- B. All counseling supervision will be the full responsibility of the site supervisor.
- C. Counseling supervision by the University of Wyoming will not be available for the identified period.
- D. The above named trainee will adhere to all American Counseling Association ethical standards.

Special questions may be directed to the individuals listed below:

\_\_\_\_\_  
Internship Site Supervisor

\_\_\_\_\_  
Internship Faculty Supervisor

\_\_\_\_\_  
Graduate Student Trainee

\_\_\_\_\_  
Other Administrative Personnel (Optional)