



College of Education and Social Services

Department of Counseling,
Human Development and Family Studies

Master of Science in Counseling Program

Internship Handbook

2024-2025

The Counseling Program Internship Handbook

Section I

Internship

Section II

Section III

Appendices: Requirements for the Completion of Internship (CNL 389)

5

6

This internship manual is available on the UVM Counseling Program website under Handbook and Forms: <https://www.uvm.edu/cess/chdf/handbooks-and-forms-counseling-ms>

SECTION I: INTERNSHIP REQUIREMENTS

The internship experience provides opportunities for graduate students to develop and practice clinical counseling skills within the context of a supervised field site. Through these experiences, students integrate knowledge and counseling skills in their work with clients or students in clinical mental health or school settings under careful direction and supervision provided by faculty and site-supervisors.

All Counseling Program internship sites are set up by the Internship Coordinator and must meet specific experiential and supervision requirements established by licensing and accrediting bodies. Interns apply to sites of interest with the guidance of their Counseling Program advisor. Internship sites, however, make the determination as to whether a student is an appropriate match for their site. The process used by students for securing an internship placement is outlined in Section II.

All students on internship must also be enrolled in a concurrent internship seminar (CNSL 389 Counseling Internship). Advisor approval is required for enrollment in the internship seminar and for engaging in an internship. All students must submit a signed [Internship Placement Contract](#) with an internship site (due May 1st), and a resume from the site-

Internship Requirements

Internship Seminar

The internship requires enrollment in *CNSL 389 Counseling Internship* a 3-credit hour seminar course that meets weekly during the semester. Full-time students in both the clinical mental health program and the school counseling program must participate in the seminar for a minimum of two semesters (a total of six credits). Full-time students taking the dual option must participate in the seminar for a minimum of four semesters, two for the school counseling program and two for the clinical mental health counseling program. Students doing the internship on a part-time basis need to be in communication with their academic advisor to determine internship credits per semester. Students who are not at an internship site cannot enroll in the *Counseling Internship* seminar.

The seminar requires that students engage in clinical presentations of clients and students that they are working with on-site. Typically, clinical presentations require the sharing of video recorded demonstrations of their work with clients/students. All information shared in the small seminar group remains confidential. Client videos are to be stored in a secure manner and deleted at the end of the semester.

Required Internships Hours & Responsibilities

For students in both the clinical mental health counseling and school counseling programs, the internship requires successful completion of a total of 600 hours of field experience over a minimum of two semesters. Dual Option students must complete both the school counseling and the clinical mental health internships for a total of 1200 hours over four semesters. **It is important to note that field experience hour requirements alone are not sufficient for satisfactory completion of the internship requirements. Mastery of foundational and modality specific counseling skills and interventions, along with satisfactory demonstration of professional behavior consistent with what is expected by professional counselors in the clinical mental health or school setting is also required for completion of the internship.** These additional requirements are evaluated and documented by site and faculty supervisors every semester that the student is enrolled in the internship.

Of the 600 field experience hours required for the clinical mental health and school counseling internship, at least 240 hours must be in DIRECT SERVICE (see definition in the section below). Students on the dual option program will need to complete 480 direct service hours (240 hours in schools and 240 hours in a c

More specifically, the following activities are included in this definition of direct service:

- 1) Counseling sessions (i.e., individual, group, family, or educational) that directly include the client(s) and/or family member(s) of the client
- 2) Video conferencing or phone calls with the client or family member(s) that involve a discussion of treatment issues
- 3) Student based school meetings (i.e., IEP, 504) and other treatment team meetings are only counted if the client/student or family member is present
- 4)

experiences (within reason - documentation may be requested). You cannot count readings/preparation for other Counseling courses towards your indirect hours.

It is generally assumed that interns will acquire approximately 300-350 field work hours during each semester of internship in order to finish the Counseling Program in a timely way. This is typically completed by working at a site approximately 2 ½ to 3 days per week. Students will typically spend an average of 20-24 hours per week at their site when registered for 3 credits of internship. Interns can continue work at their internship site under the supervision of their site supervisor between the fall and spring UVM academic semesters-this is an arrangement they make with their site supervisor and is dependent on the availability of regular on-site supervision during this time (as well as faculty availability and approval).

Counseling Format

The Counseling Program supports the use of telehealth, to the extent that it is consistent with the policies of the internship site where the intern is practicing. It is the expectation of the UVM Counseling Program that students receive site specific training on telehealth practices (both the technical aspects and the ethical considerations) and abide by the state regulations guiding the use of telehealth. For sites requiring in-person counseling where accommodations for students with health risk factors are not possible, students may need to seek an alternative placement.

Implications for Not Completing Required Hours

Interns who have performed satisfactorily in the field setting and in seminar, but who have not acquired the 300-350

The [Internship Placement Contract](#) must be uploaded in PRISM and emailed to the Counseling Program Specialist after all of the appropriate signatures are obtained. **This contract needs to be submitted by May 1st prior to the start of internship.**

It is important to note that this contract confirms the placement; it should not be initiated/signed unless the student is sure of the placement decision. Counseling Program faculty expect students to honor signed contracts this means that the student will officially be an intern at a particular site.

The student is responsible for assuring the submission of a copy of the site-including licensure details, to the Counseling Program administrative staff.

The student should inform the site supervisor that they will receive notification of the site-supervisor orientation which will occur in the summer or fall. Students are responsible for assuring that their site supervisors have the most up-to-date forms/Handbook.

6. Submission of the Internship Placement Contract leads to the College of Education and Social Services (CESS) sending out a ***UVM Affiliation Agreement*** to be signed by the internship site administrator. **Students should not begin their internship placements until this Affiliation Agreement has been signed**

platform. In subsequent semesters, **new contracts are required if a new site-supervisor or a new faculty supervisor will be working with the intern.**

SECTION III: INFORMATION FOR SITE SUPERVISORS

The Role of the Site-Supervisor

The site-supervisor is someone who he or she is knowledgeable in the fields of counseling and human growth and development; is clear about the role of the counselor in his/her specific setting; is skillful in providing direct counseling services to his/her clients; is able to relate theory to practice; and understands the philosophy and goals of the UVM counseling program as well as the larger profession of counseling. Also, the site-supervisor serves as a professional role model for students in the field of counseling and employment. In short, the site-supervisor is someone who is committed to the professional development of students.

Philosophy and Objectives of the UVM Counseling Program

Philosophy

The Counseling Program faculty believes that all humans have the potential for growth and change that promotes physical, emotional, spiritual, and relational well-being. As mental health professionals and educators, we have the ability and responsibility to assist individuals in taking responsibility for the positive growth that nurtures self-esteem and effective functioning throughout their lives.

academic semester for the purpose of orientation and training. Interns should not initiate direct counseling services until the UVM semester begins. At the first meeting with the intern and site supervisor, the student should discuss their strengths and levels of expertise as well as identify any specific learning needs the student may have. The site-supervisor will also want to discuss the needs of the school or agency, the range of opportunities available for the student, and outline any agency/school policies and procedures regarding internship placement. The supervisor should also arrange for the student to meet with the school principal or agency personnel if that has not yet happened.

After the placement has been offered/accepted and the [*Internship Placement Contract*](#) has been signed, Counseling Program staff forwards the placement information to the office of the Dean of the College of

Model (Bernard, Goodyear, 2004)¹ for conceptualizing supervision. In this model, the supervisor uses the three roles below to respond to supervisee needs.

Role: *Teacher*

Focus of the interaction is on the intern as a counselor.

Intention or goal of the supervisor is to instruct.

Specific activities in the teacher role include:

- o Evaluate observed counseling session interactions.
- o Identify appropriate interventions.
- o Teach, demonstrate, and/or model intervention techniques.
- o Interpret significant events in the counseling session.

Role: *Counselor* (The focus here is not on formal counseling but rather the use of counseling skills to aid the intern in processing his or her own experience of working as a counselor.)

Focus of the interaction is on the intern as a person.

Intention or goal of the supervisor is to facilitate intern self-growth as a counselor.

Specific activities involved in the counselor role include:

- counseling and/or supervision session and provide an opportunity to process those reactions.
-
- Facilitate intern self-exploration of confidence and/or worries in the counseling session.

CNSL 389 Counseling Internship

Checklist of Forms

The list below includes all of the forms and assignments for the Internship experience. **All of the items on this list are due**

Instructions for Internship Forms

Each Internship student is responsible for submitting the [Checklist of Forms](#) as the cover-page for the forms submitted to the faculty supervisor/instructor at the end of each semester of Internship. Students must indicate the date of completion/submission of each requirement on the checklist. Grades for internship seminar are contingent on the submission of the completed Checklist of Forms and all accompanying original forms. All are required to be submitted by the due date given by the instructor.

The *School Counseling Internship Competency Checklist* is completed by the site-supervisor each semester for School Counseling program students. (There is a separate competency checklist for the Clinical Mental Health and School Counseling internships.) Individualized goals are established with the site-supervisor at the start of the internship and assessed at the end of the semester. It is the site-supervisor's responsibility to complete and sign this form by the due date at the end of the semester.

Student Evaluation of the Internship Site

The [*Student Evaluation of the Internship Site*](#) is completed by the student at the end of each semester on PRISM. Students should be discussing the content of this form with their site-supervisor at the end of the semester.

Student Evaluation of Site Supervisor

The [*Student Evaluation of Site Supervisor*](#) is completed by the student at the end of each semester on PRISM. Students should be discussing the content of this form with their site-supervisor at the end of the semester.

The _____-supervisor at the end of the internship experience (for students on the clinical mental health counseling program, this will be in May of the second semester; for students on the school counseling program, this will be at the end of each semester). This evaluation should be completed online in PRISM.

Accountability Forms

The *Accountability Form* ([*Accountability Form for SC and CMHC*](#), [*Accountability Form for Dual Option*](#)) is for internship verification. It is essential that: (1) the original form be used each semester. This form will be an electronic file, as well as uploaded each semester to PRISM; (2) the hours documented on this form must be consistent with the hours reported on the Log of Hours, (3) all signatures must be on the form (electronically), (4) hours should be reported in whole or half hours only (quarter hours should be rounded up or down), (5) all students should make a copy of this form for their own records prior to submitting it at the end of the semester. The student must upload the completed form with signatures to PRISM at the end of each internship semester.

Hours Logs

[*Hour Logs*](#) should be submitted on a weekly basis through the PRISM system and approved electronically by the internship site supervisor. The final numbers reported on the logs must be consistent with those reported on the Accountability form.