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Welcome and thank you so much for agreeing to supervise an intern from the USM Counseling Program at your site! This handbook is intended to offer you an overview of the Counselor Education Program, as well as the specifics of the Mental Health Counseling Concentration. Included are the forms you will be using with your intern, as well as helpful information. If at any point you have any questions, please feel free to contact the instructor of your intern’s seminar class, or call the Department of Counseling, Adult and Higher Education at the contact information on the cover of this handbook.

SITE SUPERVISOR QUALIFICATIONS AND TRAINING

In order to maintain a high quality of training for our interns, we ask that our site supervisors have certain qualifications. Therefore, site supervisors MUST meet these minimum requirements:

• have at least a master’s degree in counseling or a related field;
• have a minimum of two years, post-masters experience; and
• have the appropriate licensure or certification to practice in the setting.

Additionally, our accrediting body requires that the program make a commitment to have all internship site supervisors trained in clinical supervision. For individuals who have not had advanced training, we offer training three times a year at a minimal cost to our site supervisors. The training consists of both didactic and hands-on learning opportunities. You will receive a training manual to read prior to a one day experiential workshop. The dates for training are typically offered in the months as listed below. Please check our website for the actual dates. Space in each workshop is limited, so please contact Sue Jones at sjones@usm.maine.edu for questions and to RSVP for the workshop date of your choice.

October – USM Portland Campus
April – USM Gorham Campus
June – University of Maine at Augusta

Site Supervisor One Day Workshop Agenda

9:00 – 9:30 Welcome and Warm-up
9:30-10:30 What is Clinical Supervision?
10:30-11:00 Live Demonstration
11:00-11:30 Practice Session
11:30-12:30 LUNCH
12:-30-2:30 Group Supervision
2:30-3:00 Orientation to Internship
COUNSELOR EDUCATION PROGRAM OVERVIEW

The Master of Science in counseling degree provides its graduates with the counseling knowledge and skills used in school, clinical mental health, and rehabilitation settings. Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual specialties—school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) Certificate Program may be taken independently of the master’s degree. The certificate of advanced study in counseling is a post-master’s program for current counselors who are interested in pursuing advanced coursework.

The mission of the counselor education program is to prepare counselors for ethical practice. The program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Program training includes traditional university-based courses, distance education, and clinical instruction. The program provides an integrated and conceptually sound framework of knowledge, skills, and self-awareness as a foundation for ethical practice in the fields of counseling and rehabilitation. In addition, the program provides leadership for the counseling profession at the state, regional, and national levels.

Students in the counseling program will be able to:
- demonstrate knowledge of core curriculum;
- demonstrate an integration and application of their knowledge and skills in the specialty areas in counseling (school, clinical mental health, and rehabilitation);
- demonstrate knowledge and skills in addressing issues of diversity;
- apply individual and group counseling skills and techniques;
- reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs;
- analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation;
- apply ethical decision-making in counseling situations; and
- articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

The Master of Science in counseling degree is divided into three specialty areas: school counseling, clinical mental health counseling, and rehabilitation counseling. Depending on the specialty area, the counselor education program requires fifty-four to sixty-three credit hours of coursework, which includes core courses, required specialty courses, and electives. In addition to coursework, each student must successfully pass the Counselor Preparation Comprehensive Examination (CPCE).

The counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health and school counseling specialties, and from the Council on Rehabilitation Education (CORE) for the rehabilitation specialty.
MENTAL HEALTH COUNSELING CONCENTRATION OVERVIEW

The Clinical Mental Health Concentration is designed to allow students to learn skills specifically relevant to treating clients facing acute problems and developmental life issues, as well as clients interested in enriching their present life through the establishment of greater coherence and well-being. Students’ learning is accomplished through our clinical training courses and specialized electives. These specialized electives allow students to choose an area of interest which may include: children, family systems (which may also become an area of expertise), use of the creative arts, mind-body approaches, human sexuality, spirituality, or college mental health.

New students to the Clinical Mental Health Concentration are assured that they will always have the element of taking the program’s clinical courses in an interactive, face-to-face, real-time classroom experience on campus. While technology allows us to have more and more courses offered at a distance, we believe it is important to always have the element of on campus classes.

Through our courses, students in the Mental Health Concentration can expect a comprehensive array of studies which integrate the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health and human service system. The roles, functions, skills, and professional identity of clinical mental health counselors are highlighted. Coursework focuses on the diagnosis, treatment, and prevention of mental and emotional disorders, psychological trauma, and the general principles and practices for the promotion of optimal mental health. During the final portion of their coursework, students intern under the supervision of a licensed mental health clinician.

Graduates are eligible to sit for the National Counselor Examination (NCE) and prepared to be licensed as a clinical professional counselor (LCPC) in Maine. Those students interested in substance abuse issues may consider earning a Substance Abuse Expertise Certificate as part of this program, earning credits toward licensure as a drug and alcohol counselor (LADC).

MH Counseling Concentration Curriculum Requirements

The clinical mental health counseling specialty requires a total of sixty-three credit hours of coursework. The specialty offers students a comprehensive array of studies which integrates the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health and human service system with the roles, functions, skills, and professional identity of clinical counselors. Coursework will focus on the diagnosis, treatment, and prevention of mental and emotional disorders, and the general principles and practices for the promotion of optimal mental health. During the final portion of their coursework, students will intern under the supervision of a licensed mental health worker. An individual graduating from this specialty will be eligible to sit for the National Counselor Examination (NCE) and it will also prepare them to be licensed as a clinical professional counselor (LCPC) in Maine. The clinical mental health counseling specialty holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Core Courses (36 credits)
   EDU 600 Research Methods and Techniques
   HCE 500 Orientation to the Counseling Profession
   HCE 604 Career Development
   HCE 605 Psychological Measurement and Evaluation
   HCE 620 Fundamentals of Counseling Theories
HCE 621 Fundamentals of Counseling Skills
HCE 626 Group Process and Procedures
HCE 627 Group Counseling Practicum
HCE 690 Individual Counseling Practicum Seminar
HCE 691 Individual Counseling Practicum Laboratory
HRD 664 Culture, Tradition, and Diversity or HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HCE 668 Human Development

Required Specialty Courses (21 credits)
HCE 640 Professional Issues for Mental Health Counselors
HCE 642 Perspectives in Chemical Dependency
HCE 644 Crisis Intervention
HCE 645 Diagnosis and Treatment Planning
HCE 686 Internship in Counselor Education (9 credits – 900 hours)

Electives (6 credits)

TOTAL: 63 Credits

Substance Abuse Counseling Expertise Area

For those students interested in working in the area of substance abuse, the counselor education program offers coursework which will enable students to obtain a Substance Abuse Counseling expertise area within their master’s degree. This expertise is available as part of the clinical mental health counseling specialty. Students who complete this expertise area as part of their master’s degree meet all academic requirements necessary to become a licensed alcohol and drug counselor (LADC) in Maine. The following courses are required for the expertise area:

- HCE 642 Perspectives on Chemical Dependency
- HCE 643 Psychopharmacology, Substance-Related Disorders & Integrated Dual-Disorders Treatment
- HCE 644 Crisis Intervention
- HCE 650 Basic Concepts in Couple and Family Counseling
- HCE 686 Internship in Counselor Education (6 credits – 600 hours in an in-patient/out-patient substance abuse treatment facility)

Expertise in Family Systems

For those persons interested in working in the area of family systems, the counselor education program offers coursework with a focus on counseling families, and in incorporating systemic perspectives even when counseling individuals. This area is available for masters and CAS students. The following courses are required for this area of expertise:

- HCE 650 Basic Concepts in Couple and Family Counseling
- HCE 670 Application of Family Systems Theories
- HCE 686 Internship in Counselor Education (3 credits – 300 hours focused on family counseling that is supervised by a supervisor trained in family systems approaches)
INTERNSHIP OVERVIEW

Clinical mental health counseling students must complete 900 clock hours (9 credit hours) of internship, and 360 (40%) of those hours must qualify as direct service. See “Definition of Direct Service with Clients” below.

For students who have done internship in three semesters of 300 clock hours (3 credit hours each) this workload will translates into 45 weeks of 20 hours per week. Internship can also be done in two semesters of 450 clock hours. This workload translates into 30 hours per week over the course of two 15 week semesters. These options are two possible ways to structure internship hours. Other arrangements can be made to fit into a student’s life situation and should be discussed with the academic advisor and site supervisor as necessary.

Typical Activities of Clinical Mental Health Counseling Interns. Typical activities we expect our clinical mental health counseling students to experience:

1. Orientation to mental health agency
   • familiarity with office materials, agency policies and procedures
   • understand philosophy and objectives
   • understand the role of measurement and evaluation within the agency

2. Individual Counseling
   • exposure to individual counseling and therapy
   • maintain caseload of individual clients/patients
   • implementation of appropriate theoretical interventions
   • engage in treatment planning

3. Group Counseling
   • active and regular involvement as a group co-facilitator
   • direct group facilitation after proper on-site training

4. Coordination and management activities
   • referral - identify outside service agency staff
   • participate in staff meetings
   • consult with staff; meet with agency direct
   • record keeping

5. Assessment
   • engage in intake assessment and diagnosis
   • provide follow-up & interpretation of standardized tests used in the setting
   • assist with program evaluation and research

6. Supervision and Evaluation
   • regular clinical supervision
   • on-going self evaluation

7. Education
   • exposure to various intervention strategies as deemed appropriate by field supervisor
   • workshop attendance, outside reading, etc.
Typical Activities of the Substance Abuse Expertise:

1. Intervention
   • confrontation-exposure to dealing with denial of addicted persons
   • referral to primary treatment
   • family awareness of illness

2. Individual Counseling
   • exposure to individual counseling and therapy
   • maintain caseload of individual client/patients
   • implementation of appropriate theoretical interventions

3. Group Counseling
   • active and regular involvement as a group co-facilitator
   • direct group facilitation after proper on-site training

4. Supervision
   • regular and consistent clinical supervision; on-site at least 1 hour per 10 hours on site

5. Education
   • exposure to various intervention strategies as deemed appropriate by field supervisor
   • workshop attendance, outside reading, etc.

6. Case Recording
   • maintenance of accurate and up-to-date clinical histories and treatment plans on each client/patient seen

7. Diagnosis
   • diagnoses of clients utilizing diagnostic and statistical manual criteria

The internship should be in both in-patient and out-patient facilities over the course of 600 hours. Overall, approximately 40% of an intern's time should be spent in direct client/patient contact in a counseling capacity with both an in- and out-patient basis.

It is understood that some activities must be conducted only in conjunction with the supervisor or other designated person. However, most activities may be experienced in stages, first as an observer, then as a co-leader or equal member, and then as the independent leader.

Definition of Direct Service with Clients. Direct service with clients means:

1. Counseling - assisting individuals, families or groups through the counseling relationship to develop understanding of intrapersonal and interpersonal problems, to define goals, to make decisions, to plan a course of action reflecting their needs, and to use information and community resources, as these procedures are related to personal, social, educational and vocational development.

2. Consulting - applying of scientific principles and procedures in counseling to providing assistance in understanding and solving a current or potential problem that the consultee/client may have in relation to a third party, be it an individual, a family, a group or an organization.

3. Referral - determining the advisability of referral to other specialists, informing the counselee of that judgment, and communicating as requested or deemed appropriate with referral sources.

4. Assessment - selecting, administering, and interpreting instruments designed to assess personal, interpersonal and group characteristics. (Continued…)
For the purposes of internship here are the activities with clients that constitute direct service:

- Individual counseling
- Individual consultation
- Group counseling
- Group consultation
- Telephone counseling
- Telephone consultation
- Teaching/instructing
- Intake/Assessment
- Assessment
- Referral

**General Expectations for Students.** Students should gain a thorough knowledge of the placement site, its goals, objectives and operating procedures and structure. Students are expected to:

1. Spend a minimum of 100 clock hours per course credit hour in the assigned setting.
2. Meet on a regular basis for a seminar with other internship students. Students who divide the internship credit hours over two or more semesters must participate in the internship seminar for each semester they are registered. Counseling students are required to register for at least 2 credits for the summer internship section. In the spring and fall semesters students should register for the number of credits that match the number of on-site hours they expect to complete during the semester.
3. Complete as soon as possible a goal contract in conjunction with the site supervisor and faculty supervisor.
4. Appropriately use audio and/or video tapes for supervision. Taping is an expectation for all students at all sites.
5. Maintain a weekly log of internship activities. The purpose of this log is to assist in the process of determining progress toward meeting your goal contract and related on-going goals, in the required number of hours. Logs should reflect total hours of supervision and direct service for each week. **Interns are required to complete both pages of the log (the weekly summary [page #1] and weekly log of activities [page #2].** Logs will be maintained as part of the student's file and serve as the primary means for documenting internship and supervision hours.
6. Provide a final report on activities, including a self evaluation, as well as an evaluation of the placement site. Copies should be given to the site supervisor as well as the faculty supervisor. At the completion of the internship, all logs will be stored in the department. Logs will be kept on file in the Department for several years. After that time, they will be destroyed and a summary of internship activities for each student will be maintained as a permanent record. Students should maintain a copy of all internship logs for their own records.
7. In the event that a student registers for the internship and do not complete the required number of hours by the end of the semester, they will be assigned an incomplete (I) grade. A grade change will be submitted once students who have earned an incomplete (I) grade submit all required logs, evaluations and papers. Students are expected to attend all seminar classes while completing internship hours.
8. Students should attempt to gain as wide a variety of experiences as possible while at the placement site, including staff conferences, training or other experiences that are normally encountered in that type of setting.
9. The following is a list of expectations students should have met prior to the internship. Students are expected to:
• have a clear view of their goals and objectives and expectations for the internship.
• be able to identify and seek out support systems.
• be able to establish relationships with staff.
• understand the concept of confidentiality and privileged communication, as well as other legal and ethical issues.
• have a clear perspective of role definition.
• make a commitment of time for professional meetings, conferences, sessions with site supervisor, as well as to other appropriate activities.
• understand that they work within a system and must accept that or seek another placement.

10. In the unusual circumstance that a student wants to drop or change his/her internship site, efforts should first be made to address the dissatisfaction with faculty and site supervisors. If the issues are not resolved and the student decides to leave the placement, he/she should:
• Immediately notify both faculty and site supervisors of the decision.
• Work with agency/organization to professionally terminate with staff and clients when appropriate.
• Inform faculty and site supervisor by letter stating the rationale for changing the internship, e.g. activity was inconsistent with goal contract.

11. The final grade will be determined on the qualitative aspects of the student's internship by the faculty supervisors. The quantitative aspects of this experience serve only to establish minimum contact time. The final grade will be based on:
• how well the goals and objectives of the internship contract have been met
• how well the expectations of the semester--as detailed on the previous page--have been met
• the site supervisor's evaluation
• the student's self evaluation
• the faculty supervisor's evaluation.

Procedures for Addressing Unsatisfactory Internship Performance. Students deemed by virtue of their mid-term assessments to not be making satisfactory progress in their internship are required to take the following steps:

1. jointly meet with both your faculty and site supervisors to discuss the student difficulties and develop a plan of remediation.
2. collaboratively decide on corrective action that includes:
   • specifying the specific area(s) of weakness;
   • delineating concrete steps to remedy the problem(s);
   • identifying how each step will be evaluated;
   • agreeing on specific timelines for achieving satisfactory performance for each step.
3. at the end of the agreed upon timetable, the parties will re-convene and assess student progress, repeating the above steps if the supervisors determine that student performance remains unsatisfactory and recommend further remediation.

General Expectations for Site Supervisors. The site supervisor is expected to:

1. schedule time for supervision with the student on a regular basis. A minimum of one hour per week is expected.
2. provide the student with ample experiences appropriate to the school, agency, hospital, or business
3. provide training and supervision needed for students to follow the policies and procedures of the school, agency, hospital, or business where the internship is being completed.
4. assist the student to become an accepted member of the staff.
5. provide adequate facilities for the student to carry out assigned responsibilities.
6. provide a wide variety of experiences as possible for the student.
7. assist the student in a periodic self evaluation.
8. provide the student intern the opportunity to audio and/or video tape their interactions with clients.
9. be available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
10. during the next to last week of the semester, develop a written evaluation of the student's performance. This should be sent directly to the faculty supervisor and will assist in determining a course grade. The evaluation will be treated as non-confidential and retained in the student's file.

**General Expectations for Faculty Supervisor.** The faculty supervisor is expected to:

1. conduct an introductory contact with the site supervisor. This will usually be via letter just prior to the beginning of the semester or during the first week.
2. conduct class meetings or seminars at least every other week throughout the semester.
3. visit the site supervisor and the student at the internship site at least twice during the semester.
4. assist students in processing their new knowledge.
5. assist students to integrate their experiences with theory and research.
6. evaluate the internship sites and the site supervisor.
7. evaluate the student and discuss that evaluation with him/her.
COUNSELING INTERNSHIP MEMO OF UNDERSTANDING

This Memo of Understanding is entered into between __________________________ site supervisor for ____________________________ , an internship student from the University of Southern Maine, School of Education & Human Development, Counselor Education Program as represented by ____________________________ (university supervisor's name).

The site supervisor agrees to assume responsibility for assisting the internship student in conducting activities related to his/her program experience. These activities are here defined between the student and the Counselor Education Program and are agreed to by the site supervisor.

The university faculty supervisor agrees to:
1. conduct an introductory contact with the site supervisor. This will usually be via letter just prior to the beginning of the semester or during the first week.
2. conduct class meetings or seminars at least every other week throughout the semester.
3. be available for consultation with the site supervisor either personally or by phone.
4. visit the site supervisor and the student at the internship site at least twice during the semester.
5. assist students in processing their new knowledge.
6. assist students to integrate their experiences with theory and research.
7. evaluate the internship sites and the site supervisor.
8. evaluate the student and discuss that evaluation with him/her.

The site supervisor agrees to:
1. schedule time for consultation with the student on a regular basis. A minimum of one hour per ten hours on site or one hour per week is expected.
2. provide the student with ample experiences appropriate to the school, agency, hospital, or business.
3. provide training and supervision needed for students to follow the policies and procedures of the school, agency, hospital, or business where the internship is being completed.
4. assist the student to become an accepted member of the staff.
5. provide adequate facilities for the student to carry out assigned responsibilities.
6. provide as wide a variety of experiences as possible for the student.
7. assist the student in periodic self evaluation.
8. provide the student intern the opportunity to audio and/or video tape their interactions with clients.
9. be available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
10. during the next to last week of the semester, develop a written evaluation of the student's performance. This should be sent directly to the faculty supervisor and will assist in determining a course grade. The evaluation will be treated as non-confidential and retained in the student's file. See Appendix J of the Practicum/Internship Handbook for a suggested format.
11. If your agency requires home visits, please check here ______. I agree to review the following Supervisor Checklist with my intern(s) in advance of each new home visit.
   o All home-visit clients seen by an intern individually must be screened in a face-to-face meeting with agency staff first determining whether an individual visit is appropriate.
   o Identify the importance of the insurance liability coverage and understanding the limits to his/her policy depending on the scope of coverage to the student.
   o Identify where ethics of confidentiality and a potential breach would be in the best interest of the client should the client's behavior place student or the client at-risk.
   o Exchange cell #s with student and supervisor in advance of scheduling home visits.
Students must create a schedule of weekly planned home visits including the date, time, client’s name, collateral names (relative, liaison) and address/location of planned visit(s) that will be shared with the supervisor.

If supervisor discovers that a student is not at an expected home visit location according to the schedule, the supervisor will contact the student to determine if he/she requires assistance or to ensure he/she is not in an unsafe setting.

Should the supervisor become aware of potential increased risks within a client’s home, he/she will immediately notify the supervisor who will assess the risk to determine whether or not home visits can continue.

When supervisors learn there could be risk of harm to students or clients during sessions in the home, they will rescind permission for home visits and involve law enforcement at their discretion.

Please initial here ___________ that you have reviewed the above policy and agree to review the Supervisors Checklist with your intern(s) in advance of each new home visit.

The student intern agrees to:

- Act in a manner consistent with the ACA and CORE Code of Ethics.
- Be responsible for _______ hours/week at the internship site.
- Be responsible for being available to the site supervisor for supervision for one hour/per week.
- Comply with the rules and regulations of site (e.g., report writing, inservice training, etc.)
- Spend a minimum of 100 clock hours per course credit hour (200 clock hours for clinical counseling students) in the assigned setting. Meet on a regular basis for a seminar with other internship students. Students who divide the internship credit hours over two or more semesters must participate in internship seminar for each semester they are registered.
- Complete a goal contract in conjunction with the site supervisor and faculty supervisor.
- Maintain a log of internship activities.
- Appropriately use audio and/or video tapes for supervision.
- Provide a final report on activities, including a self evaluation, as well as an evaluation of the placement site.
- Complete other class assignments required by faculty supervisor.
- Attempt to gain as wide a variety of experiences as possible while at the placement site, including staff conferences, training or other experiences that are normally encountered in that type of setting.

Student's Signature ___________________________ Date ________________

Site Supervisor's Signature ___________________________ Date ________________

School/Agency Administrator ___________________________ Date ________________

University Supervisor's Signature ___________________________ Date ________________

Attachment: Supervisor Checklist and Student/Supervisee Checklist (Be Safety Conscious When in a Client’s Home)

Revised 4/2014
Advising Students Who See Clients in the Home

**Supervisor Checklist:** Review each of the following with your student(s) in advance of their home visits.

- All home-visit clients seen by an intern individually must be screened in a face-to-face meeting with agency staff first determining whether an individual visit is appropriate.

- Identify the importance of the insurance liability coverage and understanding the limits to his/her policy depending on the scope of coverage to the student.

- Identify where ethics of confidentiality and a potential breach would be in the best interest of the client should the client’s behavior place student or the client at-risk.

- Exchange cell #s with student and supervisor in advance of scheduling home visits.

- Supervisor screens all clients through face-to-face contact for appropriateness of home sessions

- Students must create a schedule of weekly planned home visits including the date, time, client’s name, collateral names (relative, liaison) and address/location of planned visit(s) that will be shared with the supervisor.

- If supervisor discovers that a student is not at an expected home visit location according to the schedule, the supervisor will contact the student to determine if he/she requires assistance or to ensure he/she is not in an unsafe setting.

- Should the supervisor become aware of potential increased risks within a client’s home, he/she will assess the risk to determine whether or not home visits can continue.

- When supervisors learn there could be risk of harm to students or clients during sessions in the home, they will rescind permission for home visits and involve law enforcement at their discretion.

**Student/Supervisee Checklist- Be Safety Conscious When in a Client’s Home:** Check with student(s) that they adhere to these precautions before making visits to a client’s home.

- Make sure that your supervisor/program knows when you go to a client’s home and where that client’s home is. Be clear about where you are going and how long you’ll be there seeing the client. You can do this via phone when you arrive at the client’s home in the client’s presence but it might be easier to do it first and then let your client know you just called the office.

- Inform the client when you arrive that you’re required to report to your supervisor following each visit to give an update from the session.

- On entering the home, be sure you know where the exits are, where there is a telephone and who else is present in the home. If it’s the first time you see the home, ask the client for a tour of his/her home.

- Ask about family pets and whether any are spooked in the presence of strangers. Avoid contact with pets which may potentially bite or injure you.

- Be alert to notice any weapons or objects that can be used as weapons, as well as where hazards might be present in the home, e.g., unsafe heating.

- Be sure to have your cell phone with you and turned on, or at least check to ask to use a house phone if needed to call your supervisor after the session.

- Always be aware of where the nearest exit is in case of potential threats including fire; plan your escape route in case of any problems.

- Try to position yourself so you always have a clear route to an exit.

- If something does not feel right, immediately leave the premises.
GoAL cONTRACT

Intern Name:_________________________________________________________________________
Internship Site:_______________________________________________________________________

1. Briefly describe your purpose for taking the Internship.

2. List all of the major goals that you have set for yourself relating to the internship. Following each
goal, list the activities and/or experiences you plan to pursue in order to meet these goals. Last,
for each goal and statement of activity, design a means of evaluating your level of progress in
accomplishing these goals.

Signatures:

Intern Student____________________________________________________ Date_______________

Site Supervisor___________________________________________________ Date_______________
UNIVERSITY OF SOUTHERN MAINE
Counselor Education Program
HCE 686 – Internship

INTERNSHIP LOG

NAME:_______________________________________________________________________________________

SITE:________________________________________________________________________________________

FOR WEEK BEGINNING:___________________________________ LOG SHEET #: ______________

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TOTAL TIME</th>
</tr>
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<tbody>
<tr>
<td>Direct</td>
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TOTALS PRIOR TO THIS WEEK

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

WEEKLY TOTAL

TOTALS TO DATE

Intern Signature_________________________________________ Date____________

Site Supervisor Signature_________________________________ Date____________

University Supervisor Signature___________________________ Date____________

NOTE: Interns are required to complete both pages of the log (the weekly summary—page #1 and weekly log of activities—page #2).
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GROWTH ORIENTED EVALUATION OF INTERN COMPETENCIES

GENERAL COMPETENCIES

Please complete this page and the next to discuss with the intern after ten (10) weeks of the term. It is intended to enable the intern to work on areas for improvement.

Name of Intern_______________________________________ Date___________________

Name of Supervisor_____________________________________________________________

**DIRECTIONS:** Please circle the area that best describes the performance of the intern.

1. Highly Adequate
2. Adequate
3. Need for Growth

<table>
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<tr>
<th>COMPETENCY</th>
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<tr>
<td>1. Listens to and appears interested in person(s) to whom he/she is talking.</td>
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<td>2. Helps co-workers understand his/her goals and values.</td>
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<td>3. Uses clinically sound judgment and skills in working with clients.</td>
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<td>4. Uses a number of different approaches in dealing with clients.</td>
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<td>5. Is knowledgeable about using the DSM.</td>
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<td>6. Is able to develop congruent and useful treatment plans.</td>
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<td>7. Consults with more knowledgeable clinicians when the need arises.</td>
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<td>8. Is familiar with strategies and procedures for client placements and referrals.</td>
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<td>9. Deals ethically with confidential matters.</td>
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<td>10. Is informed of and uses relevant information, research findings and theory in dealing with clients.</td>
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<td>11. Appropriately interprets data from tests and other sources.</td>
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GROWTH ORIENTED EVALUATION OF INTERN COMPETENCIES
DEMONSTRATION OF PERSONAL CHARACTERISTICS

Intern: ___________________________________________ Date: ______________________
Supervisor: ___________________________________________________________________

DIRECTIONS: Please circle the rating which you feel best describes the intern's ability with respect to
the following statements.

1 Highly Adequate
2 Adequate
3 Need for Growth

<table>
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<tr>
<th>CHARACTERISTICS</th>
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<tr>
<td>1. Demonstrates sensitivity to others, their feelings and their concerns.</td>
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<td>2. Demonstrates ability to establish and maintain empathic relationships with others.</td>
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<td>3. Demonstrates ability to communicate and relate effectively with staff and other persons outside the agency.</td>
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<td>4. Demonstrates objectivity when working with individuals.</td>
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<td>5. Demonstrates open-mindedness and acceptance of the values and needs of each person as an individual.</td>
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<td>6. Demonstrates patience and tolerance for ambiguity in the absence of rules and stated policies.</td>
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<td>7. Demonstrates confidence, belief and trust in the client's potential for change and growth.</td>
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<td>8. Demonstrates maturity and emotional stability.</td>
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<td>9. Demonstrates a sense of adequacy and self-worth as a person.</td>
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<td>10. Demonstrates an openness to new experiences, and a willingness to make needed and purposeful changes</td>
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<td>11. Demonstrates knowledge of and practices the counselor's professional code of ethics.</td>
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<td>12. Demonstrates sincerity and honesty in relationships with others.</td>
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<td>13. Demonstrates a willingness to accept and work with all clients.</td>
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<td>14. Demonstrates self-insight and self-understanding.</td>
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<td>15. Demonstrates interest in professional and self-growth activities.</td>
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Please write whatever comments you wish to indicate the meaning that your particular internship program had for you. This is primarily intended to serve as an evaluation of you and the program. All materials will be confidential.

1. Present a description of the internship program at the site where you worked. Write it so that the program can be understood by someone not familiar with the placement site.

2. What, in your opinion, are the strengths and weaknesses of the internship site in which you participated? (The intent of this question is to compare your theoretical background preparation with the on-the-job circumstances you experienced.)

3. What did this internship do for you as a professional?

4. What did this internship do for you as a person?

5. List books and readings that have helped you in your internship.
It is requested that your evaluation be in the form of a letter, addressing the following general areas.

1. Professional Manner

2. Personal Relations (considered most important)
   - with clients
   - with staff members
   - with supervisor

3. Knowledge about the field
   - principles and purposes
   - resources (tools and information)

4. Prognosis
   - promise in the field
   - limitations noted and/or growth needed

You may include any additional comments you feel are pertinent.

We welcome feedback about the USM internship itself! Please make any additional comments and/or suggestions you have about the internship program on a separate piece of paper. These comments would be to evaluate the organization and supervision of the program (not of the individual intern), and would help improve the overall program.

Thank you for all of your work with our interns.

Please return to: Counselor Education Program
218A Bailey Hall
University of Southern Maine
Gorham, ME 04038