

Graduate Program in Counseling
School of Applied Human Sciences
University of Northern Iowa

Practicum and Internship Packet
for
Students, Interns, and Site Supervisors

COUN 6290 Clinical Mental Health Counseling Practicum
and
COUN 6291 Clinical Mental Health Counseling Internship

**Graduate Program in Counseling
Clinical Mental Health Counseling and School Counseling
University of Northern Iowa**

Clinical Mental Health Counseling Emphasis

Dear Colleague:

Thank you for agreeing to supervise one of our Clinical Mental Health Counseling Practicum students. Because you have agreed to mentor and supervise a practicum student, you must be aware of the rewards. Practicum supervision is the important link between the academic program of study and the profession of practicing counselors. Many of the requirements Practicum are detailed in our CACREP accreditation standards. Our program has been CACREP accredited since 1990, but UNI has been graduating counselors since 1953!

Supervision can involve a combination of activities which include didactic instruction, case discussion, role plays, direct observation of sessions, joint therapy, frequent review of audio or videotapes, and opportunities to observe the supervisor conducting counseling sessions. We recommend that both parties (intern and supervisor) take an active role in discussing what kinds of learning experiences would be most helpful during internship. Initial and on-going discussions, including a review of the information in the packet are encouraged throughout the experience. Your evaluation is needed both at midterm and the end of the semester. A copy of the Professional Counseling Performance Evaluation (PCPE) is provided in this packet as a required evaluation tool. The student will not receive "credit" until the final evaluation is received.

Our practicum students are required to complete 100 contact hours, including 40 hours of direct client (individual, group or family counseling) contact and 60 of indirect time logged over the course of the semester. One hour of weekly supervision by the site supervisor meets our minimum requirements and live supervision of practicum students in counseling related activities is necessary, especially if it is not possible to video or audio tape.

I will be available throughout the semester if you need to contact me and I may check in with you on our student's progress. At least once, I will visit your agency in person or via phone. I am providing both my email and phone contact information below. If you have any questions please let me know and thank you for mentoring our student!

Respectfully,

Respectfully,

Darcie Davis-Gage Ph.D.

Division Chair and Program Coordinator of Counseling and Clinical Coordinator of Counseling

247 Latham Hall University of Northern Iowa

Cedar Falls, Iowa 50614

319-273-4243

Darcie.davis-gage@uni.edu

Clinical Mental Health Counseling Practicum Guidelines

Course Description

First-level intensive experience designed to further develop individual and group counseling skills. Offered on credit/no credit basis only. Prerequisite(s) for Mental Health Counseling: COUN 4103/5103; COUN 4105/5105; COUN 6205 (grade of B or higher); COUN 6220; COUN 6227; COUN 6241 (recommended/can take as co-requisite); COUN 6250 (recommended); consent of department head.

General Guidelines

The University of Northern Iowa requires that students in the Mental Health Counseling program complete a graduate-level clinical supervised counseling practicum consisting of a minimum of 100 clock hours spread across one semester. It is **required** that the practicum experience will be spread over the entire semester in order to provide a longer time frame for growth and integration as well as a time for working with clients who may need longer-term counseling. The University of Northern Iowa Clinical Mental Health Program is CACREP accredited and also follows CACREP standards and the State of Iowa Requirements for Mental Health Licensure (31.6 (2)). Below are the guidelines interns will be required to follow:

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. A minimum of 1 hour weekly individual or triadic supervision by an approved site supervisor.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. Audio or video recordings for use in site and university supervision. In the unusual event where recordings are not feasible, the site supervisor agrees to live supervision in which the site supervisor sits in on sessions with the practicum student for a minimum of 15 minutes to evaluate the student's counseling skills.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation at mid-semester and the end of the semester of practicum.

During Practicum, students will:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in CMHC.
2. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
3. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
4. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
5. Demonstrate the ability to use procedures for assessing and managing suicide risk.
6. Apply current record-keeping standards related to clinical mental health counseling.
7. Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
8. Demonstrate the ability to recognize limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
9. Maintain information regarding community resources to make appropriate referrals
10. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients
11. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
12. Select 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
13. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
14. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
15. Apply 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.
16. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
17. Be able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
18. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Placement Procedures for Practicum

1. Students will attend a Practicum meeting mid-semester of the semester preceding their practicum.
2. During the meeting faculty will
 - a. Review and discuss various sites for practicum
 - b. Discuss procedure for placement at a practicum
 - c. Discuss expectations and guidelines outlined within this document, and
3. Once students have attended the meeting, faculty will assign them a site(s) and inform students
4. Students will then attend a on-site meeting

*Subject to change when new faculty and sites are added

**Graduate Program in Counseling
Clinical Mental Health Counseling and School Counseling
University of Northern Iowa
Clinical Mental Health Counseling Emphasis**

Dear Colleague:

Thank you for agreeing to supervise one of our Clinical Mental Health Counseling Internship students. Because you have agreed to mentor and supervise an intern, you must be aware of the rewards. Internship supervision is the important link between the academic program of study and the profession of practicing counselors. The process of internship ends with two individuals knowing one another's philosophy and skills in an intimate way; two individuals who are now and will continue to be colleagues. Many of the requirements for internship are detailed in our CACREP accreditation standards. Our program has been CACREP accredited since 1990, but UNI has been graduating counselors since 1953!

Supervision can involve a combination of activities which include didactic instruction, case discussion, role plays, direct observation of sessions, joint therapy, frequent review of audio or videotapes, and opportunities to observe the supervisor conducting counseling sessions. We recommend that both parties (intern and supervisor) take an active role in discussing what kinds of learning experiences would be most helpful during internship. Initial and on-going discussions, including a review of the information in the packet are encouraged throughout the experience. Your evaluation is needed both at the end of the fall and spring semester. A copy of the Professional Counseling Performance Evaluation (PCPE) is provided in this packet. Please use it evaluations. The student will not receive "credit" until the final evaluation is received.

Our interns are required to complete 600 contact hours, including 240 hours of direct client (individual, group or family counseling) contact and 360 of indirect time logged over the course of the fall and spring semester. One hour of weekly supervision by the site supervisor meets our minimum requirements and live supervision of interns in counseling related activities is necessary, especially if it is not possible to video or audio tape.

I will be available throughout the semester if you need to contact me and I may check in with you on our student's progress. At least once, I will visit your agency. I am providing both my email and phone contact information below. If you have any questions please let me know and thank you for mentoring our student!

Respectfully,

*Darcie Davis-Gage Ph.D.
Division Chair and Program Coordinator of Counseling and Clinical Coordinator of Counseling
247 Latham Hall University of Northern Iowa
Cedar Falls, Iowa 50614*

319-273-4243

Darcie.davis-gage@uni.edu

Clinical Mental Health Counseling Internship Guidelines

Course Description

The counseling internship is a two-semester experience, which provides intensive on-the-job training in a mental health settings. It involves a collaborative effort between the university and community agencies. The internship experience should be similar to that of a typical mental health counseling position, but with closer supervision.

General Guidelines

The University of Northern Iowa requires that students in the Mental Health Counseling program complete a graduate-level clinical supervised counseling internship consisting of a minimum of 600 clock hours spread across the fall and spring semesters. At least 240 of these hours must consist of direct contact with clients (i.e. individuals, couples, families, groups). The time beyond 240 that is not client contact hours will typically include time spent at the off-campus site, attendance of seminar sessions on-campus and individual supervision by your on-campus instructor. It is **required** that the internship experience will be spread over **both** the entire fall and spring semesters in order to provide a longer time frame for growth and integration as well as an extended time for working with clients who may need longer-term counseling. The University of Northern Iowa Clinical Mental Health Program is CACREP accredited (Section III Professional Practice G 1-8) and also follows CACREP standards State of Iowa Requirements for Mental Health Licensure (31.6 (2)). Below are the guidelines interns will be required to follow:

1. A minimum of 240 hours of direct service with clientele appropriate to the program of study;
2. A minimum of one hour per week of individual supervision and triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. A minimum of one and one-half hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;
4. The opportunity for the student to become familiar with a variety of professional activities in
5. addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings)
6. The opportunity for the student to develop program-appropriate audiotapes or videotapes, or a combination of both, of the student's interactions with clients for use in supervision;
7. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
8. A formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

On Site

As an intern you will be expected to work closely with the site supervisor to:

1. Spend an average of 20 to 25 hours on site per week over two semesters. The needs of a particular site may necessitate additional hours. (Adhere to the agency/site calendar especially regarding vacations(s), breaks, etc.)
2. Average at least 8-10 hours of direct client contact per week in order to gain 240 direct contact hours. Interns are encouraged to have as much direct contact as reasonable.
3. Gain experience in the use of the current edition of the DSM in relation to performing initial assessments, interpreting data from a variety of sources, planning treatment and writing reports.
4. Provide counseling to clients who represent different age, socio-economic, and ethnic groups, and clients who present different problems and different personality characteristics. It is also important to have practice in crisis, brief, intermediate, and long-term counseling.
5. Arrange to average of at least three hours of client contact time per week should be video or audio taped.
6. Arrange to receive at least one hour of supervision per week from your site supervisor.
7. Become thoroughly familiar with the site, its purposes, policies, and procedures, including how decisions are made and implemented.
8. Become familiar with the range of clients served, services provided, assessment, treatment, termination and referral policies and procedures, and major theoretical approaches and philosophical positions at the site.
9. Gain experience in as many aspects of a counselor's position at the site as possible. Attend staff meetings (if permitted), try to spend some time with various staff members, become familiar with administrative and management policies, including fiscal, accounting and service management concerns, utilize the library and other agency resources. Become aware of criteria for determining accountability and quality assurance.
10. Become familiar with prescribed psychotropic medication used by clients and note their effects.
11. Develop and maintain written reports (i.e. case notes, treatment plans, termination notes) as required by your site/agency.
12. Terminate your relationships with both clients and the agency appropriately.

On-Campus

1. Regularly attend seminar sessions on campus and assume responsibility for making your needs, concerns, and ideas known, and for assisting in the growth of your peers. Seminar sessions will generally occur in one to two hour blocks. Seminar may not always be held weekly.
2. Receive individual supervision during each semester from the university instructor on an arranged basis. The session will generally be one to two hours each. The schedule will be determined after the semester begins.
3. You are required to make a case presentation on a minimum of two different clients during the semester. Guidelines for preparing case presentations will be provided. Typed copies of case presentation are to be distributed to your peers one week prior to the date of presentation.
4. Provide at least one video or audiotape (preferably two) for weekly individual supervision. Instructions will be given.
5. Provide a flow chart of your site including its address and phone number(s), names (s), phone numbers, and e-mail address of your site supervisor (s), and any relevant information and materials that will help your instructor and peers to conceptualize its roles and functions in the community.
6. Prepare written reports. These reports will include: Case Presentations, Weekly Logs, Summary of Internship Activities, Summary of Clinical Experience Data, etc.
7. Prepare appropriate client documentation. This will include: Treatment Plans, client case documentation, self-assessment/evaluation of individual sessions.
8. Students will be expected to research their client's issues. Students will also be asked to share interesting materials and articles with the group. In addition, students will be given short articles to read or web sites to explore and discuss in group.
9. Exhibit professional and ethical standards both on site, on campus, with your supervisor, and while in seminar.
10. Communicate with your supervisor. She is available if there are problems or questions that arise concerning your clients or yourself.

Placement Procedures for Internship

1. Students will attend an Internship meeting in February prior to the semester they are taking internship.
2. During the meeting faculty will
 - a. Review various sites available for internship
 - b. Provide contact information for sites
 - c. Review procedures for seeking approval for new sites (see page 13-14)
 - d. Discuss expectations and guidelines outlined within this document
 - e. Have students identify which sites they plan to apply to for internship
3. Once students have attended the meeting, they are free to contact approved sites and set up interviews.
4. Students must complete and gain approval for new sites before interviewing at the site.
5. Students must notify faculty where and when they will be interviewing via email
6. After securing an internship site, students will need to gain the site and university supervisors signature on the ***On Site Supervisor and Internship Student Agreement*** (see page 16). Students should complete this as soon as placement is secured. The document will be loaded on to eLearning at the beginning of the Fall semester.

CACREP 2016 Supervisor Qualifications and Support Standards

- A. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must have the following:
 - 1. Relevant experience
 - 2. Professional credentials
 - 3. Counseling supervision training and experience.
- B. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must meet the following requirements:
 - 1. Have completed CACREP entry-level counseling degree requirements
 - 2. Have completed or are receiving preparation in counseling supervision
 - 3. Be under supervision from counselor education program faculty.
- C. Site supervisors must have the following qualifications:
 - 1. A minimum of a master's degree, preferably in counseling, or a related profession
 - 2. Relevant certifications and/or licenses
 - 3. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled
 - 4. Knowledge of the program's expectations, requirements, and evaluation procedures for students
 - 5. Relevant training in counseling supervision
- D. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- E. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

AUDIO AND VIDEO TAPING PROCEDURES

Audio and/or videotaping is crucial, both for supervisory purposes and in order to protect the interests of clients. Therefore, audio and/or videotaping will be utilized whenever appropriate.

1. Receiving parental consent for taping of children and adolescents is encouraged by UNI. However, this decision is left to the discretion of respective site. Forms are available.
2. It is essential that the purpose of the taping be explained to clients. In essence, indicate that it is to help the trainee improve skills and that their identity will not be revealed to others.
3. All tapes are to be listened to or viewed by the counselor trainee; they also will be shared with the university instructors, and/or his/her designated on-campus supervisor, and by the on-site supervisor. Occasionally, tapes are group critiqued in practicum or internship seminar. However, no tape is shared in the seminar if the identity of the client is likely to be evident, and no reference to the client's last name is to be made. Listening to or viewing a tape by the seminar is an activity which is entered into only after adequate safeguards are taken to protect the identity and interests of the client. (Only first names of the clients are to be used on tapes and/or forms).
4. After recordings have been critiqued, **they are to be erased or destroyed**. This responsibility rests with the counselor trainee.
5. Interview content, whether taped or not, is to be kept **strictly confidential**. All listening to tapes, critiquing, and supervision are to be confined to private critique and supervisory areas. Under no circumstances are clients, their identities, or the nature of their concerns, to be discussed with persons other than supervisors or seminar members.

If auto or videotaping is not possible at your site, it is essential that the interns receive live supervision of counseling skills in individual or group sessions. Feedback is vital to counselor development.

The following pages are required forms for practicum/internship and signed copies by all parties should be provided for student, site supervisor, and faculty supervisor.

**COUN 6290 Clinical Mental Health Counseling Practicum
or
COUN 6291 Clinical Mental Health Counseling Internship**

University of Northern Iowa

Practicum/Intern Student Name _____

Fall _____

Spring _____

Practicum or Internship Site

Location Name _____

Address _____

Site Phone _____

Intern's Cell Phone _____

Intern's Email _____

Supervisor Information

Supervisor _____

Supervisor's title _____

Phone _____

Email _____

**Clinical Mental Health Counseling Practicum or Internship
University of Northern Iowa
On Site Supervisor and Practicum/Internship Student Agreement**

Prior to beginning the internship experience, and after the internship meeting with the instructor, the internship student should have this form signed by the on-site supervisor.

_____ has explained the practicum/internship experience and
(Student name)

the CACREP requirements with me. I understand and agree to meet these expectations of me, as the site supervisor. I will also work to assist the student in meeting his/her expectations. The student has permission to work with clients under my supervision at:

Location: _____

Semester & Year: _____

I understand that if I have further questions regarding the practicum or internship or if I am unable to resolve any concerns with the student that I will contact.

Clinical Mental Health Counseling Practicum or Internship Instructor

Clinical Coordinator contact information:

Darcie Davis-Gage Ph.D (Internship)

319-273-4243

Darcie.davis-gage@uni.edu

(On site supervisor's signature)

(Date)

(Student's signature)

(Date)

(Instructor approval)

(Date)

*Instructor retains a copy, site supervisor retains a copy, and student retains a copy.

Counselor-in-Training Evaluation of Skills (CITES)

Student: _____ **practicum/internship I/internship II**

Supervisor: _____

Semester/year: _____ **date:** _____

Supervisor: please complete the following evaluation of skills. Assessments should be consistent with what is expected for other CITs with similar level of training and experience. For example, a practicum student who scores a "4" would perform differently from an internship II student who scores a "4."

N/A – not applicable or not observed

1 – low proficiency; 3 – on-target; 5 – exceeds expectations

Counseling skills

Counselor-in-training:

Develops a collaborative and therapeutic relationship	N/A	1	2	3	4	5
Demonstrates effective group counseling skills	N/A	1	2	3	4	5
Maintains appropriate structure such as session times, location, duration of session	N/A	1	2	3	4	5
Guides the session without relying heavily on questions	N/A	1	2	3	4	5
Communicates non-verbally through body language, voice tone, etc.	N/A	1	2	3	4	5
Uses minimal encouragers such as "tell me more" "go on," "uh hu," "head nod," etc.	N/A	1	2	3	4	5
Asks open-ended questions	N/A	1	2	3	4	5
Reflects feelings	N/A	1	2	3	4	5
Empathize s- Understand clients' perspective without over-identifying with client	N/A	1	2	3	4	5
Reflects meaning	N/A	1	2	3	4	5
Use interventions in a way that is timely and on-target with the goals of the session	N/A	1	2	3	4	5
Collaborates with clients to set meaningful and appropriate goals	N/A	1	2	3	4	5
Facilitates movement toward the counseling goals	N/A	1	2	3	4	5
Keeps accurate and timely records	N/A	1	2	3	4	5
Effectively begins a session	N/A	1	2	3	4	5
Manages termination of the counseling sessions	N/A	1	2	3	4	5
Manages termination of the counseling relationship	N/A	1	2	3	4	5
Applies forma assessment tools to the counseling process (e.g. SASSI, BDI, CCAPS, OQ-45)	N/A	1	2	3	4	5

Conceptualization skills

Counselor-in-training is able to:

Identify and consistently demonstrate guiding theory	N/A	1	2	3	4	5
Demonstrate an understanding of his or her own cultural worldview or biases and how they might interface with the counseling process	N/A	1	2	3	4	5
Understand the unique elements of clients' story	N/A	1	2	3	4	5
Recognize implications of culture on the counseling relationship	N/A	1	2	3	4	5
Respond to cultural differences in a way that is helpful to the client	N/A	1	2	3	4	5

Professional Demeanor

Counselor-In-Training:

Conducts self ethically and in compliance with legal requirements	N/A	1	2	3	4	5
Relates to peers appropriately	N/A	1	2	3	4	5
Relates to other professionals appropriately	N/A	1	2	3	4	5
Seeks out resources that help him or her improve in-session skills	N/A	1	2	3	4	5
Is aware of his or her levels of wellness or limitations	N/A	1	2	3	4	5
Practices self-care strategies	N/A	1	2	3	4	5
Recognizes boundaries of competence	N/A	1	2	3	4	5
Seeks supervision when necessary	N/A	1	2	3	4	5
Responds well to supervision and feedback	N/A	1	2	3	4	5
Implements feedback from supervision	N/A	1	2	3	4	5
Is able to recognize personal, professional, or skills deficits that influence their counseling	N/A	1	2	3	4	5
Takes responsibility for deficiencies	N/A	1	2	3	4	5
Demonstrates appropriate levels of self-confidence	N/A	1	2	3	4	5

Supervisor Comments:

Strengths:

Areas for growth:

Supervisor Signature: _____

Counselor-in-Training Signature: _____

University Supervisor Signature: _____

Student Evaluation of Site and Faculty Supervisor Clinical Mental Health Counseling University of Northern Iowa

This evaluation form should be completed by the practicum/internship student at the end of the practicum/internship experience. Discussion of the form with the site supervisor being evaluated is encouraged but not required.

Name of Site/Faculty Supervisor: _____ Date: _____

Name of Site: _____

Name of Student: _____ Semester/Year: _____

DIRECTIONS: Circle the number which best represents how you, the student, perceived the supervision received at your site:

Key: 0 = Insufficient opportunity to observe/experience

1 = Needs much improvement

2 = Needs some improvement

3 = Meets expectations

4 = Superior

- **Note: site supervisor and faculty supervisor are used interchangeably throughout the survey depending on who you are evaluating.**

My site/faculty supervisor:

Circle One

- | | |
|--|-----------|
| 1. Gives time and energy in observing my skills and discussing cases | 0 1 2 3 4 |
| 2. The site supervisor was friendly and approachable | 0 1 2 3 4 |
| 3. Accepts and respects me as a person | 0 1 2 3 4 |
| 4. Recognizes and encourages further development of my strengths & capabilities | 0 1 2 3 4 |
| 5. Gives me useful feedback when I do something well | 0 1 2 3 4 |
| 6. The site supervisor observed my work on a regular basis | 0 1 2 3 4 |
| 7. Encourages and listens to my ideas and suggestions for developing my counseling skills | 0 1 2 3 4 |
| 8. Provides suggestions for developing my counseling skills | 0 1 2 3 4 |
| 9. Helps me to understand the implications and dynamics of the counseling approaches I utilize | 0 1 2 3 4 |

- | | |
|---|-----------|
| 10. Encourages me to use new and different techniques when appropriate | 0 1 2 3 4 |
| 11. The site supervisor demonstrated multicultural competencies | 0 1 2 3 4 |
| 12. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience | 0 1 2 3 4 |
| 13. Gives me useful feedback when I do something inappropriate | 0 1 2 3 4 |
| 14. Allows me to discuss problems I encounter in my practicum/internship setting | 0 1 2 3 4 |
| 15. Focuses on both verbal and nonverbal behavior in me and in my clients. | 0 1 2 3 4 |
| 16. Helps me define and maintain ethical behavior in counseling and case management. | 0 1 2 3 4 |
| 17. Encourages me to engage in professional behavior | 0 1 2 3 4 |
| 18. Maintains confidentiality in material discussed in supervisory Sessions | 0 1 2 3 4 |
| 19. Deals with both content and affect when supervising | 0 1 2 3 4 |
| 20. Focuses on the implications, consequences, and contingencies of of specific behaviors in counseling and supervision. | 0 1 2 3 4 |
| 21. Helps me organize relevant case data in planning goals and strategies with my client. | 0 1 2 3 4 |
| 22. Helps me to articulate my a theoretical orientation | 0 1 2 3 4 |
| 23. Offers resource information when I request or need it | 0 1 2 3 4 |
| 24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes/or receiving feedback from live supervision | 0 1 2 3 4 |
| 25. Allows and encourages me to evaluate myself | 0 1 2 3 4 |
| 26. Explains his/her criteria for evaluation clearly | 0 1 2 3 4 |
| 27. Applies his/her criteria fairly in evaluating my counseling performance | 0 1 2 3 4 |
| 28. The site supervisor was a good liaison to the counseling profession | 0 1 2 3 4 |
| 29. The site supervisor informed me about professional | 0 1 2 3 4 |

growth opportunities that would enhance my learning

30. Did your site placement meet your expectations 0 1 2 3 4

31. Did your site placement broaden your understanding of the counseling field and diverse client populations 0 1 2 3 4

32. Do you believe your site placement enhanced your counseling skills and professional growth 0 1 2 3 4

33. Would you recommend this supervisor for other students in our program 0 1 2 3 4

Additional Comments and/or Suggestions:

Student's Signature: _____ Date: _____

Site Supervisors' Evaluation of Program
Clinical Mental Health Counseling
University of Northern Iowa

Date: _____

Semester: ___Fall ___Spring

___School Counseling Supervisor ___Clinical Mental Health Supervisor

___Practicum ___Internship

Optional: Site_____

Dear onsite supervisor:

We value the services that you provide to the school and clinical mental health counseling programs at the University of Northern Iowa and we are very interested in obtaining your feedback in order to improve the quality of our program. Your experiences as a Practicum and/or Internship supervisor are very valuable to us. Thanks!

Please respond on a scale of:

1 = poor

2 = fair

3 = average

4 = above average

5 = excellent

Students' Preparation and Training

1. Compared to other master's degree level students, UNI students overall educational preparation is:

1.....2.....3.....4.....5

2. Student's counseling skills abilities:

1.....2.....3.....4.....5 N/A

3. Student's case conceptualization skills:

1.....2.....3.....4.....5 N/A

4. Student's ethical behavior:

1.....2.....3.....4.....5 N/A

5. Student's theoretical knowledge:

1.....2.....3.....4.....5 N/A

6. Student's administrative skills:

1.....2.....3.....4.....5 N/A

Facilitation of Supervision and Program's Feedback

7. Supervisor's perception of support from UNI faculty and administrative personnel:

1.....2.....3.....4.....5 N/A

8. I am able to communicate frequently with the Practicum/Internship faculty supervisor:

1.....2.....3.....4.....5 N/A

9. My feedback and suggestions are heard by the UNI program:

1.....2.....3.....4.....5 N/A

10. The program uses technology efficiently to enhance supervision and communication processes:

1.....2.....3.....4.....5 N/A

11. The program offers me the opportunity to learn about supervision processes:

1.....2.....3.....4.....5 N/A

12. The following suggestions should be considered for program improvement:

Approval Application for New Internship Sites and Distance Supervision

Rationale:

Internship is an important experience during your clinical training. As a program, it is crucial faculty are familiar with your sites, site supervisors, and the services provided at these agencies and organizations. We must ensure the following parameters are met: 1) the services interns provide are ethically appropriate for your level of training and that funding/payment avoid putting students, faculty, and supervisors in unethical positions, 2) interns are provided with opportunities to be involved with all the necessary elements of the prevention, treatment, assessment, and the diagnosis of mental health disorders, problems, and issues, and 3) CACREP and state licensure guidelines are followed.

We are interested in adding local sites (preferably within approximately a 1 hour distance from UNI) to our existing list of sites provided they meet all of our requirements. We will consider approval for sites further than one hour travel time but other requirements may be required to accommodate such requests. Distance supervision is not guaranteed and is dependent on who is assigned to teach the sections. Such sites appropriate for internship generally include community agencies, managed behavioral health care organizations, integrated delivery systems, hospitals, employee assistance programs, substance abuse treatment centers. Private practices are not appropriate for internship sites. The American Counseling Association sites the following rationale regarding interns and private practice:

“It is not recommended and strongly discouraged that any students complete internship at a private practice. By the very nature of a private practice, interns simply cannot receive the kind of interaction with other counselors and mental health professionals and the intense supervision that is required - and that they can receive at an agency, school, or institution.”

Procedure:

Students interested in applying for a new site to be approved must complete the following application questions and email it to Darcie.davis-gage@uni.edu . The faculty will review the request, contact the site, and make decisions based on the appropriateness and uniqueness of the setting, qualifications of supervisor and clinical staff, and the clinical and interpersonal skills of the student. Approval will need to be granted before an interview is scheduled.

Students who are interested in distance supervision will need to fill out a request form. Distance supervision is not guaranteed and is dependent on who is assigned to teach the sections. Students will still be required to attend some supervision sessions on campus throughout the semester. The faculty will review this request and make accommodations when possible.

New Site Application

1. Please explain the site you are interested in having approved by the Clinical Mental Health Program. Include such information as the services provided, scope of practice, mission statements, how long they have been in existence, how many licensed master level clinicians practice at the organization, and any other information which would help the program learn about the site

2. What academic and clinical experiences will this site provide that the existing approved sites does not provide?

3. Do they meet the following requirements:
 - Two years clinical experience?
 - Licensed as a helping professional (LMHC, LISW, Licensed Psychologist)?
 - Experience and training in clinical supervision?
 - Available for supervision 1 hour per week and other times as needed?

Distance Supervision

1. Provide a rationale for completing internship outside of the Cedar Valley area.
2. What makes you a good candidate for distance supervision?
3. Do you have reliable internet and laptop computer?

Mental Health Internship Sites

Sites

Covenant Hospital

Horizons

2101 Kimball Ave
Waterloo, IA
Denny Feltz
319-272-2873

Allen Hospital

To apply to any of the UnityPoint Health/Allen Hospital area sites follow this procedure:

1. Prospective students apply to the UnityPoint Human Resources Department by sending an email with a letter of interest and their resume to Jan Erpelding, Recruiter at Allen Health Systems at Jan.Erpelding@unitypoint.org.
2. The UnityPoint Human Resources Department will screen prospective students based on the criteria established from the Affiliates listed above.
3. An email will be sent to representatives of the Affiliates listed above to schedule a joint interview with students to determine the best placement or fit for the students.
4. Representatives of the affiliates will discuss and make recommendations to the Human Resources Department about student placements.
5. If a student is offered a placement or internship, that offer will come from the UnityPoint Human Resources Department and orientation will be scheduled.

Possible Sites:

Black Hawk Grundy Mental Health Center, Inc.

UnityPoint Hospice

Unity Point Hospital

Unity Point Employee Assistance Program

Amanda Schara
1825 Logan Ave.
Waterloo Iowa
(319) 235-3550

UnityPoint Clinic Psychiatry Cedar Falls

Kristi Clemons/Yance Childs 233-3351

Mental Health Unit

David Moore
319-235-3657

Blackhawk-Grundy Community Mental Health

3251 West 9th Street
Waterloo, Iowa 50702
Tom Eachus
(319) 234-2893

Success Street

Elisa Fruebrach/Nicole Iben 319-433-2780

Women's Correctional Center

Cindy Enyart
1st Judicial District Dept. of Correctional Services
314 E. 6th St. Waterloo, IA 50703
Office: 319-292-1268
Fax: 319-291-3947

Hawkeye Community College

1501 East Orange Road Waterloo, IA 50704
319-29604224

College Counseling Centers**UNI Counseling Center**

Paula Gilroy
319-273-2676

Wartburg College

Stephanie Newsom
100 Wartburg Blvd. Waverly, IA 50677
319-352-8596

Grand View University

Kent Schornack
Des Moines, Iowa
515-263-2986
kschornack@grandview.edu

Kirkwood Community College

Dean of Students office
(319) 398-5540

Marshalltown Community College

Iowa Veterans Home

Isabell Lewis
1301 Summitt Street
Marshalltown, Iowa 50158
1-800-645-4591

Pathways Behavioral and Addiction Services**Waverly Site**

Scott Dickison/ Wendy Kepford
111 Tenth St. SW
Waverly, Iowa 50677.
319-352-2064

Waterloo Site

Lindsey Stack
3362 University Ave.
Waterloo, Ia 50701
319-235-6571

Catherine McAuley Center

Jennifer Tibbets
866 4th Ave SE Cedar Rapids, IA
319-731-0454

Des Moines**Employee Family Resources**

Lori Hancock-Muck
505 Fifth Ave STE 600 Des Moines, IA 50309
515-471-2317
515-707-0172

Life Works

Joby Holcomb
600 42nd St Des Moines, IA
515-225-8399

Possible Sites for Exploration***Cedar Rapids*****Covenant Family Solutions**

Christine Topping
1655 Blairs Ferry Rd
Marion, IA 52302

319-261-2292
Covenantfamilysolutions.com

St. Luke's Hospital

1026 A Ave NE
Cedar Rapids, Iowa 52406
319-369-7211
319 -369 -7190

Mercy Medical Center

1340 Blairs Ferry Rd, Hiawatha, IA 52233
319-398-6575

Horizons

819 5th St SE, Cedar Rapids, IA 52406
319- 398-3943

Four Oaks

5400 Kirkwood Blvd SW, Cedar Rapids, IA 52404
319-364-0259

Des Moines

Integrative Counseling Solutions

Cheryl Garland
1200 Valley West Drive S. 508, West Des Moines, IA 50266
515-267-1340
cgarland@intergrativecs.net