

## **E6720 Internship in Counselling Psychology (9 credit hours)**

**Please ensure a criminal record check and vulnerable sector check is provided with this application; students will not be assigned a placement without it. If you are a permanent employee of NLESD and completing your internship within the board but at a different school you are NOT required to submit one. The checks are valid for one year.**

### **Course Description**

An internship is a practical experience for a minimum of 600 hours with at least 240 hours of direct client contact; the internship is undertaken after the completion of **ALL** course work. The internship is understood to be the student=s culminating practical experience at the master=s level. The purpose of an internship is to provide a graduate student with a breadth, depth and integration of experience in a practical setting and to provide opportunities for:

1. the development and application of personal and professional competencies for each intern based on perceived needs, previous experiences, and career plans;
2. clinical experiences that serve to highlight the theoretical, pedagogical, and ethical/legal aspects under study in the program;
3. the development of a creative and reflective perspective which integrate the stated goals of the intern, the nature of the setting, the specific placement, and field supervisor=s sharing of knowledge of subject matter, and counselling competence.

**Interns (as well as supervisors) should review the Canadian Counselling Association Accreditation Standards for professional practice at <http://www.ccacc.ca/CACEPstds.htm>**

The internship should be designed to meet these standards.

### **General Objectives**

1. Demonstrate skills in individual and group counselling, program development, implementation and evaluation, collaboration, case conferencing and consultation, career education and guidance, and personal/social growth.
2. Demonstrate sensitivity and skills to address sociological, cultural, and linguistic diversity.
3. Demonstrate ability to apply ethical decision making across the range of clinical activities undertaken.

4. Demonstrate sensitivity and skills in developing cooperative, collaborative relationships with community groups, effective use of community resources, and active involvement of parents in the educational process.
5. Assume an active role in the counselling profession and the community of learners through regular participation in professional organizations, attending professional workshops, reading of professional journals, and participation in other professional growth activities.

### **Arranging an Internship**

1. Requests to complete an internship must be made well in advance in order to allow sufficient planning and organizing of your placement. Deadlines for arranging placement with the University Supervisor are September 15<sup>th</sup> for a winter placement and April 1<sup>st</sup> for a fall placement.
2. To arrange for a Field Supervisor(s), you and your University Supervisor must consider specific criteria: an internship must be undertaken in a setting separate and distinct from an intern=s place of employment; the Field Supervisor must be an experienced counsellor/psychologist/social worker who has at least a master=s degree. The Faculty Internship Coordinator or University Supervisor will make initial contact.
3. You and your University Supervisor will recommend the name of your on-site supervisor to the Associate Dean of Graduate Programs. The name, address, and complete contact information must accompany the recommendation. Upon approval of the recommendation by the Associate Dean, the Field Supervisor will be appointed.

### **Course Content**

#### **Supervised Experience**

The Internship experience includes the following activities:

1. Individual Counselling

Individual counselling services address personal, academic and career concerns. Clients present with a broad range of issues, with varying degrees of needs. Presenting problems range from test anxiety, social phobias, and substance abuse to relationship issues, academic difficulties, course selection, time and stress management, and career planing and exploration concerns. More serious counselling issues that you might experience in your internship placement include generalized anxiety disorders, adjustment disorders, post-traumatic stress disorders, obsessive-compulsive disorders, depression and

personality disorders. When necessary, in such cases, appropriate referrals should be made.

## 2. Group Counselling

The majority of groups run by interns are issue-focused and time-limited and rely on a general counselling, psycho-educational, or support models. Counselling groups are usually developed as a result of perceived needs in the school or community. Common concerns focus on stress management, managing relationships, cross-cultural conflicts, gay/lesbian and bisexual issues and the concerns of children of alcoholics. The intern is expected to be involved in a least one group during the Internship.

## 3. Interview, Assessment and Counselling Planning

Interns should be familiar with the interview process and counselling planning procedures of the field site. Counselling goals are identified and defined based upon the client=s stated needs and the counsellor=s impressions. Counselling sessions should be discussed with your supervisor on a regular basis. Counselling plans are designed and strategies for implementing those goals are specified. The counselling plans are reviewed and revised as needed during individual supervision and case conferences throughout the internship.

## 4. Testing and Career Exploration

It is expected that the intern will administer psychological and career assessments to assist client self understanding and decision making. These assessments may include administration of academic achievement and intelligence tests. No more than 25% of the Internship should be spent engaged in activities related to assessment/testing.

Career education/counselling services include assessment of individual needs, interests, abilities, educational backgrounds, and academic achievement. Career counsellors also provide career and educational information related to employment statistics, education requirements, job opportunities, exploration of occupational fields, cooperative education options, career and job opportunities data, graduate admissions test information, and financial aid/scholarship data.

## 5. Crisis Intervention

Counselling interns may be in an agency/school which provides service to those in need of immediate assistance. This may necessitate additional training in crisis intervention techniques. In such cases, the intern would be expected to avail of any training opportunities available.

## 6. Consultation and Outreach

Where ever possible, interns should be involved in consultation and outreach that are part of the school/agency programs.

## **Training Activities**

### 1. Individual Supervision

Individual supervision is provided by experienced counsellors in the school/agency. For example, students, together with their supervisors, will decide on the methods of evaluation, including audio/videotapes and written reflective analysis of counselling sessions. Acknowledging the need to think about counselling issues, case management concerns, and preparation for supervision and case conferences, time should be earmarked for reviewing notes, listening to and viewing tapes, and for setting goals for supervision.

### 2. Case Conference

Where appropriate, interns are expected to attend case conferences.

### 3. Training Activities Related to Administration

Interns are expected to participate in staff meetings where appropriate.

### 4. In-Service Seminars

Regular in-service seminars are encouraged to address current issues relevant to counselling interventions and the field of counselling in general.

## **Additional Requirements/Activities**

1. develop counselling plans for clients and review plans with supervisor(s);
2. maintain comprehensive case notes for each client contact;
3. be responsible for a case load of clients that will enable the intern to meet the client contact hours;
4. maintain a journal of activities and reflections, and submit it (minimum of 3 times) during the internship to the university supervisor;
5. obtain signed consent forms from each client (or their legal guardian) for any contact made on behalf of the client and for audio/video taping of sessions;
6. complete termination summaries for all clients seen during the internship;
7. meet with the University Supervisor a minimum of three times over the course of the internship. These meetings may be face-to-face or covered via a conference call. Some of these meetings may include other interns.

## **Evaluation of the Intern**

The Internship is evaluated using two methods: 1) The Internship Evaluation Forms; and 2) The Internship Report. Formative and summative evaluation is carried out by the Field Supervisor and University Supervisor in consultation with the intern. The Final Internship Evaluation is Pass/Fail.

## **Internship Proposal**

The first two weeks in an intern=s placement should be a time to develop rapport and to become familiar with the setting and demands of the placement. During this time, there should be a discussion of the preliminary proposal with the Field and University Supervisors and subsequent refinement of goals and activities relevant to the creative and reflective final report.

A proposal is to be developed for each internship site.

The proposal will include the following:

- \$ a rationale for the choice of internship setting;
- \$ identification of the University and Field Supervisors;
- \$ goals and specific objectives for the internship;
- \$ identification and description of the activities intended to meet the internship objectives.

After discussions about the revisions to the proposal have been completed and deemed acceptable by the University Supervisor(s), a copy of the approved internship proposal should be filed in the Office of the Associate Dean of Graduate Programs.

## **Internship Report**

The Internship Report must provide documentation on how you met each of your goals and specific objectives. This report, written according to APA standards, must be approved by the University and Field Supervisor. The final report would normally grow out of the proposal and include:

- a brief description of internship setting;
- identification of the University and Field Supervisors;
- goals and specific objectives for the internship with explanation and description of how they were met during the internship;
- descriptions of experiences and training activities that met the course content goals outlined above;

- reflections of your experiences, thoughts about the clients, and impressions of treatment outcomes with corresponding support from current research, theory and clinical practice. (One example could be an annotated bibliography);
- discussion of ethical issues encountered and how they relate to your growth as counselling professional.

In addition to the written report, the final report package will include the internship proposal and the up-to-date daily descriptive journal. The Internship Report will be examined by the Field Supervisor and University Supervisor. Agreement by both supervisors that the Report is acceptable will constitute a passing grade (PASS).