



Master of Science in Mental Health Counseling

~ Internship Site Handbook ~

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Dear Internship Site Supervisor,

We at New England College are excited that you have agreed to work with one of our Master of Science in Mental Health Counseling interns!

Internship is often the most challenging but rewarding times in a clinician-in-training's life. They begin to put into practice the conceptualization, theory and skills which they have learned about in a classroom – it is an exciting but at times daunting period. We are appreciative of your time and mentorship for our students!

New England College is proud of our Master of Science in Mental Health Counseling program. We provide a rigorous curriculum and hold high expectations for our students. Please do not hesitate to contact me if you have any concerns, or need clarification about an expectation. I will be contacting each supervisor periodically, and will provide an initial site visit shortly after the student begins his or her time in placement.

I have included some information for you in this brief handbook as the student's internship begins. I hope that it is helpful in orienting you to our program! You and the student will have already developed their Learning Contract, as well, specifically outlining the terms and conditions of the placement.

Please feel free to contact me with any questions or concerns.

Thank you for partnering with us and providing an opportunity of learning for our student! We look forward to a rewarding and exciting internship period!

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General Student Objectives:

Students in the New England College MS in Mental Health Counseling will:

1. Demonstrate an ability to be self-reflective and engaging in personal awareness and growth regarding their intra- and interpersonal processes.
2. Understand and incorporate an identity as a professional counselor
3. Demonstrate the ability to develop helping relationships with diverse populations and demonstrate sensitivity and competency in skills in cultural diversity.
4. Understand and demonstrate developmentally appropriate individual counseling, group counseling, and systemic interventions.
5. Demonstrate the ability to understand concepts and skills relating to career interventions.
6. Evidence skills in effective written and oral communication, including those most utilized in the mental health counseling field.
7. Demonstrate technological competence to meet the needs of course work and employment in the field of counseling.
8. Understand and apply ethical reasoning and decision making to dilemmas faced by professional counselors, and demonstrate understanding of common legal issues within the field.
9. Show leadership and advocacy skills in supporting both individual and systemic change.
10. Understand and demonstrate appropriate assessment techniques, considering presenting problem, developmental, cognitive and cultural perspectives.
11. Identify contemporary issues in the human services field and their impact on clients, consumers, organizations, and human service providers.
12. Research and evaluate the effectiveness of counseling and systemic interventions and service programs.
13. Demonstrate an understanding of research methods for clinicians including completing an active research project as a capstone.
14. Demonstrate acquired fund of knowledge and clinical skills through a successful internship placement.

Expectations of the Student

The student's responsibilities are as follows:

1. To utilize the internship as a learning opportunity to experience appropriate knowledge and techniques.
2. Placement hours: Specific internship hours are arranged between the agency and the individual student, and is outlined in the Learning Contract.

Counseling placement consist of an average of 15-20 hours a week for three consecutive semesters (700 hours minimum, 300 of those must be in direct client clinical contact)
Placements are not always available in the evenings or on weekends and students must be prepared to alter their work schedule to meet the needs of their internship site.
If a student is considering using his or her worksite as his or her field placement site, the following must be included: new and different learning opportunities from current employment, work with a different population, placement must be in a clinical master's level internship position, and a separate clinical supervisor that is different from employment. As with all placements, the student's Department Director must approve this arrangement before placement can be accepted. An internship placement cannot be a student's primary employment, and any stipend must be discussed & approved by the Program Director.
3. To adhere to the agreed-upon schedule and to communicate to the supervisor if any change is requested.
4. To assume professional responsibility for client services and all related agency activities that are assigned.
5. To complete written work as required by the agency, in a manner that meets agency standards.
6. To participate in scheduled weekly individual supervision with on-site supervisors.

Student responsibilities may include:

 - a. Preparing an agenda and turning it into the on-site supervisor prior to scheduled meetings.
 - b. Recording information representative of work.
 - c. Selecting and presenting materials.
 - d. Sharing reactions to the placement experience.
 - e. Offering feedback to an on-site supervisor regarding supervision.
 - f. Advising the on-site supervisor of learning needs and problems that arise.
7. Keep a journal, which *must* be handed in to the Internship Seminar faculty, but does not need to be shared with onsite supervisor.
8. Ensure that the Learning Contract has been written in collaboration with the site supervisor and formally approved by the Department Program Director before placement may begin.
9. Obtain student liability insurance and provide proof of policy before placement begins.

Expectations of Agency

1. The agency agrees to provide to the student an orientation to the agency and its programs.

This should include:

- a. The purpose, function, policies, and goals of the organization.
 - b. The source of funds.
 - c. The clientele served
 - d. The specific activities carried out.
 - e. The relation to the community and other agencies.
 - f. The personnel regulations.
2. A licensed or license-eligible qualified professional must supervise students. The supervisor must have a minimum of two years of post-master's clinical practice, with prior supervisory experience preferred. The degrees, licenses, and certifications that are appropriate may include:
 - < Licensed or licensed eligible Clinical Mental Health Counselor (LCMHC preferred)
 - < Licensed or licensed eligible Clinical Social Worker (LICSW)
 - < Licensed or licensed eligible Psychologist (Ph.D. or Psy. D.)
 - < Licensed Psychiatrist (M.D.)
 3. The assigned on-site supervisor will provide direct individual supervision for a minimum of one hour per week.
 4. The on-site supervisor will prepare other agency staff prior to the student's arrival, involve staff in student's learning experience and enhancing interaction between the agency and the New England College School of Graduate & Professional Studies Mental Health Counseling program.
 5. The agency agrees to have participation of the student in staff meetings and in-service training as related to the student's functions at the agency.
 6. The supervisor assists with the development of a Learning Contract agreement (goals and objectives) with the student, specifying the student's responsibilities. (the student is responsible for completion)
 7. The agency agrees to provide appropriate and adequate space for the student to work. This should include a place where the student can receive mail, meet with clients, and have a desk. This space can be shared but would be available to the student when he or she is on site.
 8. The agency agrees to submit to the New England College MS in Mental Health Counseling program timely written evaluation of the student. The evaluation forms are found in the appendix of this handbook. The evaluations should be done and reviewed with the student.
 9. The agency will afford the student the opportunity, when appropriate, to observe other staff members at work in such specific situations as interviews, groups, presentations, etc., that represent a learning experience. Follow-up on what has been observed is vital.
 10. The supervisor will act as an advocate for the student to gain access to learning experiences within the professional community.
 11. The supervisor will monitor the student's work load, taking into consideration each student's capacity, interests, life experience, and educational goals whenever possible. **"Busy" work such as typing, filing, etc., is not appropriate for a graduate placement.** The student should perceive assignments as meaningful to both the agency functioning and his or her own educational experience.
 12. The supervisor will increase the nature and complexity of the assignments as the student's experience increases.
 13. The supervisor will help the student plan and organize tasks realistically and effectively.
 14. The supervisor will teach the student to communicate effectively, both verbally and in written form.

Communications skills should encompass:

 - a. Identify needs and problems
 - b. Collecting information.
 - c. Organizing collected information.
 - d. Evaluating collected information.
 - e. Acting on information and evaluation.
 - f. Assist the student in recognizing the reactions that occur in self and others as a result of communication

15. The supervisor will assist the student to become aware of agency problems change to challenges, including gaps in service, unmet needs, and funding issues.
16. The supervisor will teach the student the structure and purpose of accurate recording and record keeping.
17. The supervisor will discuss with the student ethical, legal, and professional issues including confidentiality and to outline agency procedures regarding these matters.
18. The supervisor will provide for the student, if possible, the opportunity to audio or video tape counseling sessions, to be observed through one-way mirror or any other form of live supervision as available through the agency. A minimum of one videotape of a client counseling session is required per term.

At any time that any individual student is found to be performing at a substandard level, the on-site supervisor is responsible for discussing the problem with the student and the New England College internship seminar faculty, and to draft a corrective action plan to assist the student in bringing their performance up to meet expectation. This should be signed by the student and supervisor, and a copy provided to the internship seminar faculty member.

New England College Support for the Agency

New England College MS in Mental Health Counseling program will:

1. Provide pertinent information regarding the School of Graduate & Professional Studies and the MS in Mental Health Counseling program, and the internship experience, to the on-site supervisor.
2. Monitor that the student obtains student liability insurance and provides a copy of the policy to the agency.
3. Assist the student and on-site supervisor in resolving any problems rising in the placement.
4. Provide on-site supervisor and student with all pertinent forms. Copies of all forms are found in the appendix of this handbook.
5. Provide contact with the agency prior to a student beginning the internship.
6. Maintain regular contact with the agency throughout the student's experience.
7. Meet at least once on site, with the student and supervisor. The initial meeting will be scheduled generally in the middle of the student's first term of placement. On-site visits may be requested by the agency any time throughout the placement.
8. Maintain regular contact with student through seminar attendance, the student's journal, and individual student contact.

New England College values our partnership with internship agencies, and we seek to make this a positive experience for all! Thank you for your work with our student!

Program Curriculum

The Master of Science in Mental Health Counseling is an intensive 60-credit program designed to develop clinical and leadership skills for professionals working in clinical programs that serve individuals with significant mental health needs. The degree is offered in collaboration with mental health agencies throughout the state. The program is designed as an intensive experience for a cohort of students who enroll and attend classes as a group.

The program develops the solid theoretical foundation and professional skills, both in the clinical and administrative aspects of community mental health. The focus of the first year is principally on the development of sound clinical skills. In the second year, the clinical foundation supports clinical internship

placement and the acquisition of the administrative competencies needed for leadership roles in the mental health profession.

The degree is rooted in the philosophy that the integration of critical knowledge with applied experience provides optimum preparation for leadership roles in the community mental health profession. Graduates will be prepared to provide contemporary, community-based counseling services, providing support to adults with mental illness, and children and adolescents with severe emotional disturbances, and their families. The program meets all of the educational requirements in preparation for New Hampshire State Mental Health Counselor Licensure. Candidates must complete the following courses that total 60 credits.

Term I

PS5000 Orientation	0 credits
PS5510 Theories of Counseling	3 credits
PS5210 Abnormal Psychology	3 credits
PS6190 Multicultural Issues	3 credits

Term II

PS5140 Human Growth & Development	3 credits
PS5520 Counseling & Psychological Skills	3 credits
PS6910 Crisis Intervention	3 credits

Term III

PS6350 Career Development	3 credits
PS7010 Family Systems Therapy	3 credits
PS5530 Group Therapy	3 credits

Term IV

PS6960 Internship I	5 credits
PS6170 Substance Abuse & Addiction	3 credits
PS5910 Legal & Ethical Aspects of Human Service Management	3 credits

Term V

PS6970 Internship II	5 credits
PS6120 Capstone Proposal Development	1 credit
PS5920 Testing & Assessment	3 credits

Term VI

PS6980 Internship III	5 credits
PS6180 Program Planning & Evaluation	3 credits
PS6220 Research Methods	3 credits

Students must also take 2 additional elective weekend seminars 2 credits

Total Credits: 60

APPENDIX A
First Term Evaluation
New England College
Master of Science in Mental Health Counseling

Student _____

Supervisor _____

Type of Supervision & Frequency _____

Date of Evaluation _____

Evaluation Covers Period of _____

Evaluation Key (Please add comment, including corrective plan, for all *)

1. Exceeds Expectations
2. Above Average
3. Satisfactory – Meets Expectations
4. Partially Meets Expectations *
5. Did Not Meet Expectations *

Clinical Skills

- ___ Able to conceptualize client issues & treatment
- ___ Produces quality clinical documentation
- ___ Follows Treatment Plan
- ___ Able to develop therapeutic relationships with clients
- ___ Provides effective interventions
- ___ Awareness of transference, counter transference issues
- ___ Willingness to explore issues of self & how this impacts practice
- ___ Provides appropriate crisis intervention
- ___ Able to set therapeutic limits with clients

Professional Skills

- ___ Maintains professional attitude
- Effective communication skills
 - ___ written
 - ___ verbal
- ___ Motivation to learn
- ___ Demonstrates ethical behavior
- ___ Ability to accept feedback
- ___ Management of stress/frustration/pressure
- ___ Self- awareness of strengths & areas of development
- ___ Flexibility

Administrative Skills

- Adheres to daily schedule
- Consistently punctual
- Follows through on assigned tasks
- Is capable of independent work
- Complies with agency policies
- Utilizes supervision effectively
- Understands role within organization

Is this student intern progressing on the learning contract goals/objectives as expected within this time frame of ending the first term? Yes No
If not, please explain barriers and outline a plan of action.

Please add comments, if needed, and address any areas keyed as a (4) or (5). Thank you!

Supervisor Signature Date

Student Signature Date

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APPENDIX B
Second Term Evaluation
New England College
Master of Science in Mental Health Counseling

Student _____

Supervisor _____

Type of Supervision & Frequency _____

Date of Evaluation _____

Evaluation Covers Period of _____

Evaluation Key (Please add comment, including corrective plan, for all *)

- 1.Exceeds Expectations
- 2.Above Average
- 3.Satisfactory - Meets Expectations
- 4.Partially Meets Expectations *
- 5.Did Not Meet Expectations *

Clinical Skills

- ___ Able to conceptualize client issues & treatment
- ___ Produces quality clinical documentation
- ___ Follows Treatment Plan
- ___ Able to develop therapeutic relationships with clients
- ___ Provides effective interventions
- ___ Awareness of transference, counter transference issues
- ___ Willingness to explore issues of self & how this impacts practice
- ___ Provides appropriate crisis intervention
- ___ Able to set therapeutic limits with clients

Professional Skills

- ___ Maintains professional attitude
- Effective communication skills
 - ___ written
 - ___ verbal
- ___ Motivation to learn
- ___ Demonstrates ethical behavior
- ___ Ability to accept feedback
- ___ Management of stress/frustration/pressure
- ___ Self- awareness of strengths & areas of development
- ___ Flexibility

Administrative Skills

- Adheres to daily schedule
- Consistently punctual
- Follows through on assigned tasks
- Is capable of independent work
- Complies with agency policies
- Utilizes supervision effectively
- Understands role within organization

Is this student intern progressing on the learning contract goals/objectives as expected within this time frame of ending the first term?

Yes No

If not, please explain barriers and outline a plan of action.

- In what areas has the student specifically progressed since first term internship?

- What Goals & Objectives will be a focus of next term for the student, & how will they be accomplished?

Please add comments, if needed, and address any areas keyed as a (4) or (5). Thank you!

Supervisor Signature _____ Date _____

Student Signature _____ Date _____

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APPENDIX C
Final Internship Evaluation
New England College
Master of Science in Mental Health Counseling

Supervisor _____

Intern _____

Dates of Internship _____

Frequency of Supervision _____

Types of Supervision _____

1. Did the intern meet your expectations? If expectations were not fully met, please explain:

2. Did the intern meet his or her stated goals? Please refer to Learning Contract. If goals were not met, what is your assessment of the reason?

3. What are the intern's clinical strengths?

4. What are the intern's professional and administrative strengths?

5. How did the intern respond to challenging situations in their internship?

6. How did this intern demonstrate integration between academic studies and clinical practice?

7. Please describe the intern's ability to receive and integrate constructive feedback into their practice:

8. Please describe a situation where the intern impressed you:

9. How has the intern changed during his or her time with your agency?

10. What are the areas of continued growth for this intern? Please be as specific as you can.

11. What did you learn about the supervision process from working with this intern?

12. How could New England College have better prepared the intern for their placement with your agency?

13. Would you hire this individual as a clinician in your agency?

Please complete rating scale below & use section below to provide additional comments, if you would like:

Overall evaluation: (Please circle)

1. Did not meet expectations, would not hire.
2. Partially met expectations, would consider hiring for limited- focus Master's position.
3. Satisfactorily met expectations, would include in eligible applicant pool for entry Master's position.
4. Met expectations in an above average manner, would consider for final applicant pool for entry level Master's position.
5. Exceeded expectations, would actively seek out for employment, even beyond usual entry level Master's position.

Thank you for supporting our interns!

Paul L. Dann, Ph.D.

Director

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