

The Seattle School

OF THEOLOGY & PSYCHOLOGY

MACP Internship Handbook

2021-2022 | GLOBAL & DOMESTIC

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INTERNSHIP HANDBOOK
Master of Arts in Counseling Psychology
GLOBAL & DOMESTIC
2021-2022

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1. INTRODUCTION

1.1 COMPLETION OF INTERNSHIP

In order to graduate with a Master of Arts in Counseling Psychology (MACP) from The Seattle School of Theology & Psychology, students must satisfactorily complete a clinical internship which meets the standards and requirements outlined in this handbook. It is our desire that your internship experience be educational, enlightening and even enjoyable. Toward that end, please speak to either the Internship Director or the Registrar for ongoing clarification, assistance, and understanding.

1.2 PURPOSE OF HANDBOOK AND OVERVIEW

The purpose of this handbook is to prepare the student for the process of Global and Domestic Clinical Internship Eligibility and Application. It follows and builds on the training experiences detailed in the Washington State Internship Handbook, helping the student to prepare for the Global and Domestic Internship.

Masters level clinical training culminates in the Clinical Internship year. It is a six-month unpaid (including no payments by stipend or gift) position involving clinical hours, supervision, and consultation. Students are encouraged to further develop their clinical skills from experience, and deepening their qualifications. The Global and Domestic Internship experience facilitates the student to grow in their awareness of new cultures and to broaden their larger world view. This experience provides the chance for building relationship in the wider field of counseling and psychology.

The student must be Internship eligible to apply for a Global and Domestic Internship. Certain criteria must be met. These criteria are in the Academic Catalog and in the Washington State Internship Handbook. Global and Domestic Internship sites require the ability to travel and relocate. For the purpose of Global and Domestic Internship placement and fulfillment of all responsibilities, all students must complete their Internship experiences at sites that meet all the Washington State criteria. These criteria are discussed extensively in the Washington State Internship Handbook.

Appendix O contains copies of applicable Washington State laws governing the licensure process as it pertains to Internship.

1.3 LICENSURE REQUIREMENTS

While this handbook reflects or exceeds current Washington State mental health licensure requirements, it is each student's responsibility to ensure that her or his own particular clinical training experiences meet state licensing requirements in the state in which they plans to pursue licensure. The student is ultimately responsible for determining whether or not their anticipated state of residence requires a particular number of internship hours in order to be licensed as a mental health counselor.

1.4 LOCATION OF FORMS, DOCUMENTS, AND HANDBOOK

As you read through this handbook you will see various forms and documents referred to. Anything that is *italicized* is available to you within this handbook itself and online at www.theseattleschool.edu under the Students/Catalogs, Handbooks, and Forms link.

1.5 MISSION STATEMENT OF THE GLOBAL AND DOMESTIC INTERNSHIP

Through listening and serving the Global and Domestic Internship is structured to advocate for the human rights of all peoples of all cultures. In pursuit of our mission, the Global and Domestic Intern will provide serving and listening to the emotional needs to the Global and Domestic community.

2. GLOBAL AND DOMESTIC INTERNSHIP ELIGIBILITY AND INTERVIEW

2.1 INTERNSHIP ELIGIBILITY AND REGISTRAR VERIFICATION

When the student meets the criteria for Internship Eligibility, criteria for readiness has been met. The Registrar verifies the student has met the criteria for Internship Eligibility via Signature on the Application for Global and Domestic Internship - Appendix I. If the student meets the criteria for Internship, the student is then eligible for Global and Domestic Internship.

2.2 GLOBAL AND DOMESTIC INTERNSHIP ELIGIBILITY

Verification process involves meeting with the Academic Office for academic advising on MACP program requirements. Once this meeting has occurred, student will attain signature by the Registrar, acknowledging the student's academic standing. The student is then ready to apply for a Global and Domestic Internship.

The following items must be completed and reviewed with the Registrar and the Internship Director.

1. Successful completion of First Year Listening Lab I and II.
2. Successful completion of all prerequisite course work.

2.3 GLOBAL AND DOMESTIC INTERNSHIP SITE APPLICATION PROCESS

The student must be designated as Internship Eligible prior to applying for any Global and Domestic sites. IN COORDINATION WITH THE REGISTRAR, The Global and Domestic Internship site process is coordinated by the Internship Director and the Global and Domestic Assistant Internship Director. In coordination with each site, the applicants will be evaluated on best practice and best fit for the Global and Domestic Site.

The student will submit to the Global and Domestic Assistant Internship Director, who will review and verify the following:

1. Completion of Global and Domestic Internship Application (Application and Preparation Forms - Appendix I).
2. Intern Support Systems (Appendix J)
3. Three letters of recommendations: faculty, peer & past employer.
4. Current Curriculum Vitae or Resume.
5. Statement of Purpose (Application and Preparation Forms - Appendix I).

AS DEEMED NECESSARY PER THE REGISTRAR, an interview with the Associate Dean of Teaching & Learning may occur. THE INTERVIEW IS TO DETERMINE whether adequate support systems are in place for the student. If the student is not fully prepared for the Global and Domestic Internship Interview, the interview may be cancelled and rescheduled.

2.4 GLOBAL AND DOMESTIC INTERNSHIP PLACEMENTS

Crucial and designed to maximize your training opportunities, and provide you with quality supervision and didactics to augment your learning. The following requirements apply to all Washington State and Global and Domestic internships.

1. Your internship will consist of a minimum of 250 hours over a period of 6 months.
2. You are required to have at least 1 hour of supervision for every 10 hours of direct contact (individual or group) each week.
3. The site must have a formalized internship program, as approved by the Internship Director.
4. Documentation describing the internship program must be made available.
5. 125 hours must be in direct client contact including assessment, diagnosis, treatment and intervention, and milieu management.

3. THE GLOBAL AND DOMESTIC INTERNSHIP TIMELINE

3.1 STEP ONE: APPLICATION

Submit Application by deadline (deadline determined by Global and Domestic Assistant Internship Director). Verify Internship eligibility with the Registrar.

Submission of Application will include the following:

1. Completion of Global and Domestic Internship Application (Application and Preparation Forms - Appendix I).
2. Intern Support Systems (Appendix J)
3. Three letters of recommendations: faculty, peer & past employer.
4. Current Curriculum Vitae or Resume.
5. Statement of Purpose (Application and Preparation Forms - Appendix I).

3.2 STEP TWO: INTERVIEW

1. IN ORDER TO ASSESS ADEQUATE SUPPORT SYSTEMS ARE IN PLACE, an interview will sometimes be necessary. IF AN INTERVIEW IS NECESSARY, you will be notified by the Registrar IF YOU ARE NOTIFIED AN INTERVIEW IS REQUIRED, please email academics@theseattelschool.edu to SCHEDULE THIS APPOINTMENT.

4. CREDITS, HOURS, AND SITE REQUIREMENTS/GUIDELINES

4.1 MACP REQUIREMENTS

The Master of Arts in Counseling Psychology degree requires a two-trimester, four-credit internship. An internship consists of at least 250 hours, with a minimum of 125 direct client contact hours. The student and supervisor are responsible for

recording and calculating the total internship hours. Note that supervision hours are not included in the 125 hours of direct client contact. **These hours are accumulated over two continuous trimesters at the same site**, with a minimum six-month commitment. If the required number of hours is not completed within two trimesters, the student may register for additional trimesters of counseling internship (CSL532) in order to fulfill the 125 direct/250 total hour requirement. **Note that internship credits beyond the 4 required credits of CSL 530 and CSL 531 do not count toward credits within the degree.**

5. INTERNSHIP EXPECTATIONS

5.1 COMPENSATION

There is no compensation for Internship (i.e. Stipends or Gifts for INTERNS DURING THEIR INTERNSHIP).

Washington State Regulations do not allow compensation of any form for graduate students DURING their internship. The Washington State guidelines will apply to any student DURING completing internship out of state or out of country.

5.2 INTERNS AND THE USE OF TITLE

Students need to use the title Intern. Students will list their status as Intern, MA in Counseling Psychology.

5.3 DUAL RELATIONSHIP WITH SUPERVISORS

It is unethical for students to receive supervision from persons with whom they relate in some other professional or personal capacity. This includes receiving supervision from a therapist, spouse, close relative, friend, employer or employee.

5.4 PLACEMENT TERMINATION PRIOR TO COMPLETING CONTRACTED REQUIREMENT

If, for any reason, a student is unwilling or unable to complete a placement at the original placement, they must notify the Internship Director as soon as possible. This must be done before terminating with your site. This applies even if a placement has not started. Once a verbal commitment has been communicated, the Intern is contracted with the site and may not terminate their site without authorization from the Internship Director. *This must be done before terminating with the original placement and before contracting with a new one.*

The student has an ethical and legal responsibility to fulfill contractual agreement unless explicitly relived of their duties by the site or the site not living up to its obligations under the contract. In either case, a due process should always be attempted. The Internship Director makes the final decision about termination.

6. SUPERVISION REQUIREMENTS

6.1 REQUIRED SUPERVISION

Each intern is required to have a clinical supervisor. The supervisor is ethically and legally responsible for the intern's clinical work. In addition, the supervisor is considered an employee of the internship site either as a consultant, part-time or full-time employee. The intern shall not be responsible for any direct financial compensation to either the supervisor or to the site in exchange for internship resources.

6.2 QUALIFICATIONS OF SUPERVISOR

The supervisor must have a Master's degree in one of the following fields: mental health counseling, marriage and family therapy, social work, psychiatry, or psychology.

6.3 HOURS OF SUPERVISION

For every 10 hours of direct client contact, an intern is required to have at least 1 hour of direct supervision with her/his on-site supervisor.

6.4 TYPE OF SUPERVISION

Supervision can be as an individual or in a group setting.

6.5 SUPERVISOR GUIDELINES

The intern's supervisor assists in assessment, diagnosis, treatment, goals, professional development and possible counter-transference issues. To assist in this process, The Seattle School provides the supervisor with *Supervisor Guidelines* (Appendix C), a document that provides general objectives for supervision. These guidelines serve as an agreement

between The Seattle School and the supervisor. This document should be signed by the supervisor and returned to the Academic Office by the dates listed in the timeline section above.

6.6 WEEKLY ASSESSMENT TOOL

Intern will complete the Weekly Assessment (Appendix F) and turn in to site supervisor on a weekly basis. The site supervisor will sign and complete form. The intern is responsible for sending completed form to Registrar at The Seattle School.

7. STANDARDS OF CARE

7.1 LEGAL AND ETHICAL REQUIREMENTS

You are expected to uphold the responsibilities and ethical obligations commensurate with the standards of care for this profession. Moreover, if you take part in a breach of confidentiality and/or if you leave (abandon) your clients or internship site prematurely or without the appropriate authorization to do so, the following consequences could ensue: failure of this course and/or expulsion from this institution.

8. INTERNSHIP I AND II REQUIREMENTS

8.1 WEEKLY INTERNSHIP I AND II CLASS

The Seattle School will provide a remote Internship I and II Class. Each student is required to participate in the class when enrolled in the Internship course. The purpose of the Internship I and II is to provide the intern with faculty and peer feedback regarding the intern's clinical work with their clients.

8.2 REQUIRED ATTENDANCE

Internship I and II is mandatory.

8.3 FORMAT OF INTERNSHIP I AND II

Interns will present two verbatim sessions. Sessions are not to be recorded. Refer to syllabus for details.

9. REQUIRED COMPLETION FORMS

9.1 Four forms are necessary to complete for the intern to receive course credit for their internship.

- (1) *Record of Weekly Site Hours* (Appendix K) reviewed and signed by Intern supervisor
- (2) *Internship Completion Form* (Appendix L) signed by the student and Intern supervisor
- (3) *Internship Site Evaluation* (Appendix M)
- (4) *Supervisor Evaluation* (<https://www.surveymonkey.com/r/VQDH5XX>)

Supervisors should review survey with the intern in person using the hard copy in the Appendix Q. Supervisors will then complete the survey online at the above address. Physical copies of the survey will not be accepted. Taken from Gabbard, M.D. Glen O. 2010. Long-term Psychodynamic Psychotherapy.

All four of these completed, signed documents must be returned to the Academic Office by the last day of the term in which the student is completing their internship requirement. For example, if the student is enrolled in Internship or II over fall and spring trimesters, the forms are due the last day of the spring trimester, including the fall trimester record of weekly site hours.

10. INTERN RIGHTS AND RESPONSIBILITIES

10.1 INTERN RIGHTS

Intern Rights at designated Internship site recognizes the rights of interns, which include:

- Clear statement of general rights and responsibilities upon entry into the internship training program in Counseling Psychology Internship Program at _____.
- To be trained by professionals who behave in accordance with the ACA, CACREP, and/or APA Code of Ethics.
- To be treated with professional respect.
- To ongoing evaluation that is specific, respectful, and pertinent.
- To engage in ongoing evaluation of the internship training experiences.
- To initiate an informal resolution of problems and/or concerns that might arise in the internship training program.
- To due process.

10.2 INTERN RESPONSIBILITIES.

The designated Internship site and the counseling, and psychology supervisors expect that interns' function within the bounds of ACA, CACREP, and the APA's Ethical Principles of Psychologists and Code of Conduct, APA's Standards for Providers of Psychological Services and Specialty Guidelines for Delivery of Services, and the laws and regulations of the State of Washington, as they pertain to the work of counselors, social workers, or psychologists. The interns are also expected to perform according to the policies and procedures delineated by the Human Resources Department, as applicable, to the designated Internship site. In addition to performance within the bounds of professional, legal, ethical, and site rules, the interns are required to carry out their clinical, assessment, and intervention procedures with clinical soundness and appropriate knowledge of scientific literature, as such knowledge develops and refines during the internship year. The interns are required to participate in training provided at the site in a multidisciplinary setting, through didactic seminars with their supervisors, and in events offered in the community at large. This requirement is designed to cross a wide range of activities with a frequency appropriate to that of a practicing counselor and the quality required for the obtainment and maintenance of the professional license.

11. EVALUATION, REMEDIATION, CORRECTIVE ACTION, DUE PROCESS

11.1. EVALUATION

The designated Internship site holds responsibility for assisting the interns to successfully complete their internship year and the eventual achievement of their master degree. All supervisors provide the interns with continuous feedback informally throughout the day about the performance of their duties. Weekly feedback is provided orally during formal individual supervisions. Also, the Weekly Assessment Tool is completed weekly by site supervisor and intern. Formal evaluations submitted to their respective schools occur twice a year, quarterly, or as required by each native program. These are completed evaluations (see section 9.1, point 4) on the extent to which the interns are meeting requirements and performance expectations. The interns expect clear statements by their supervisors about the standards and expectations of their performance. All hours of supervision, both individual and group, with each supervisor, are excellent opportunities for receiving evaluations in an effort to balance the program requirement with the intern's need to learn. Feedback includes not only evaluation of clinical performance, but it is also an opportunity to improve misconduct or deficiencies that may be encountered. The three competencies (Knowledge, Skills and Attitude) are assessed formally and informally. The formal assessment is structured through a 5-point, Likert-type scale, where level 1 is Not Acceptable and level 5 is Proficient (Appendix Q). Inadequate performance is defined as performance of a rating of 1 or 2 in one of the three competencies. Informally, the training director and primary supervisor requests continuous information from the other supervisors who have direct experience with multiple facets of the intern's performance. The training director discusses with each intern their progress and areas that may need further attention. As well, the training director assists the intern in formulating a plan to address such areas. The informal assessment of the three competencies occurs as outlined in the supervision section above, i.e. throughout the day and during individual and group supervision.

11.2. REMEDIATION PROCEDURES.

11.2.1. FOCUSED COMPETENCY GUIDANCE.

In the event that the intern's performance in any area of training or competencies falls below the expected level, i.e. a rating of 1 or 2 in any of the competencies, the issue is discussed in individual supervision. If necessary, this is discussed multiple times, to provide the intern with enough structure and guideline to remedy the issue. These supervision sessions contain: identification of issue, understanding of the intern regarding the issue, explanation of the issue, and recommended action for remediation. Supervision sessions with the supervisor identifying the issue will continue to provide continuous support. In the event that such supervisor is not the primary supervisor and director of training, the latter is notified and informed regarding what has transpired and steps taken for remediation.

At the time a letter of warning is the next step to be issued to the intern, the designated Internship site supervisor (training director, etc.) will contact the Internship Director (ID) at The Seattle School. The purpose is to inform the ID and to discuss the details of the Corrective Action Plan.

11.2.2. WRITTEN LETTER OF WARNING.

In the event that these actions are not taken, a letter of warning is written to outline the intern's failure to achieve timely and sustained improvement after all the remediation procedures have taken place (Appendix E). This action

is taken by the primary supervisor/director of training when an intern receives one or more rating(s) of 1 in the areas of professional competencies and conduct. The letter of warning includes: (a) description of unsatisfactory performance, (b) contextualization of the unsatisfactory performance within the applicable Necessary and/or Practical Competencies (outlined above in paragraph 4.2), (c) Notification that the intern is no longer considered in “good standing” with the training program, (d) outline of measures already taken and implemented to address the concern, (e) expectations of successful outcome, (f) consequences of unsuccessful outcome, and (g) timeline for completion. The supervisor in charge provides the intern and the training director with copies of this letter. In the event that the intern successfully completes these requirements, a letter is placed in their file, stating the intern’s efforts and successful completion. The intern is notified that they are once again in good standing with the training program.

11.2.3. SUPERVISION SCHEDULE MODIFICATION.

Supervision schedule increases in the following ways: (1) increasing individual supervision time with the same or other supervisor, (2) changing the emphasis of the supervision focus, (3) recommending personal therapy, (4) reducing or modifying the workload, and (5) requiring specific academic coursework in the affected area. The timeline for the modified schedule is determined by the training director and in conjunction with the supervisor identifying the issue.

11.3. CORRECTIVE ACTION PLAN.

11.3.1. PROBATION.

Interns placed on probation are those who are not successfully completing the requirements of the internship year and for whom the remedial actions have not been successful. The probationary period consists in more closely scrutinized supervision by more than one supervisor. In conjunction with other supervisors, the training director closely supervises the probation period. Probation is described to the intern in written format (Appendix E), including: (a) description of reason(s) for probation, (b) required supervisory schedule modification, (c) time frame during which the problem is expected to improve, and (d) the criteria based on which the resolution of the problem is determined. In this letter, the intern is notified that they are no longer in good standing with the program. Failure to demonstrate improvement may result in an extension of the probation period, suspension, and/or termination. Factors that are considered when placing an intern on probationary period are severity of violation, number of violations, known/documented past history of non-compliance, whether the intern was appropriately trained in the rules and regulations that were violated, whether the violation was negligent or intentional in nature, or whether there is evidence of personal gain.

11.3.2. SUSPENSION.

In the event of a suspension, the training director makes this decision in conjunction with the primary leadership at the site. Suspension is triggered if the intern fails to comply with the state or federal law, internship sites’ human resources policy, and demonstrates unprofessional and unethical behavior that may or has jeopardized the welfare of the patients they serve and that create risk for their fellow interns, site staff, and training program. During the suspension period, the intern is notified that they are no longer in good standing with the training program and site. The suspension may be overturned by appeal during the due process procedures. As above, the suspension is communicated both in-person and via written letter to the intern and the ID. Similarly, if, upon appeal, the suspension is overturned, the intern’s human resources file will reflect such decision and indicate whether the intern regained good standing with the training program. If, however, the suspension is upheld upon appeal, the intern may choose to resign from the program.

11.3.3. TERMINATION.

Termination means the permanent separation of the intern from the designated Internship site and withdrawal of all site privileges. This action is triggered when intern: (a) violates state and federal laws, such as HIPAA, and in which physical or psychological harm to patient is imminent; (b) severely violates the ACA, CACREP, or APA Ethical Principles and Code of Conduct; (c) severely violates the policies of the designated Internship site, endangering the safety of patients and staff; and (d) has not fulfilled remediation attempts and the original concerns have not been addressed. The intern may also be terminated when they are unable to complete the program due to severe physical and/or mental deterioration that results in compromising the acceptable standards of care. As in the case of suspension, the decision of termination is not made lightly and singlehandedly. It is made jointly by the training director and site supervisor. The decision to terminate is communicated to the intern face to face and a written letter is provided.

11.4. DUE PROCESS

11.4.1. OVERVIEW AND PURPOSE

The primary purpose of due process is to provide a mechanism by which all decisions made by the training program regarding an intern's evaluation, remediation, and corrective action, and status in the training program can be fairly reviewed. Due process is a mechanism by which an intern may challenge any decision made by the program. Interns will not be subject to reprisal in any form as a result of participating in the due process procedure. This procedure applies to all interns in training at the designated Internship site. This procedure is not intended for disputing quarterly, semi-annual, or annual evaluation of the intern's performance at the designated Internship site.

11.4.2. INTERN'S WRITTEN CHALLENGE TO DECISION

If an intern objects to the results of a program decision or an evaluation, or wishes to challenge any remedial or corrective action initiated by members of the training staff, the intern may request a review of the decision or action. In order to challenge any such decision, the intern must notify the director of training, and/or supervisor in writing as soon as possible after receipt of the decision. This written notification shall include the following information: (a) name of intern, (b) date of letter, (c) date and description of decision under dispute, (d) description of intern's disagreement with decision, including supporting information, and (e) description of intern's objective/goal for resolving dispute.

11.4.3. HEARING AND HEARING COMMITTEE

A hearing committee is appointed by the training director (or lead supervisor) within 5 business days from reception of intern's appeal letter. The hearing committee consists of no fewer than three members and may not contain the supervisor with which the intern has the dispute. This may also include the training director, if letter of warning, probation, or suspension have been written by the latter. The hearing committee also honors the intern's request to include members of his or her choosing, who are licensed professionals and part of the program leadership.

The hearing is held within 10 business days from receipt of intern's appeal letter. All relevant material is presented. The intern has: (a) the right to hear all facts about the concern, (b) to present supporting material of his or her own, and (c) to dispute or explain the disputed concern. Ten business days after the hearing, the hearing committee will make a final decision, by majority vote, and submit it to the intern and training director.

11.4.4. APPEAL POST-HEARING

If unsatisfied with the committee's decision, the intern may appeal the decision to the executive team of the designated Internship site (i.e. Chief Operating Officer (COO), Medical Director, Board, etc.). Within 5-10 business days, the Executive Team may consult with their designated personnel. The decision taken at this step depends on the legal and regulatory practices of the Human Resources department, as they apply to all employees at the designated Internship site. The intern may direct his or her appeal to the Human Resources consultant.

12. PROGRAM LEADERSHIP

12.1 INTERNSHIP DIRECTOR, GLOBAL AND DOMESTIC ASSISTANT INTERNSHIP DIRECTOR

O'Donnell Day, Ph. D., serves as the Internship Director. She is responsible for directing the training program and has administrative authority commensurate with such responsibility. She is a licensed psychologist. Corinne Vance, M.A., LMHC serves as the Global and Domestic Assistant Internship Director. She is responsible for connecting with the sites, supervisors, and interns at the designated Internship sites. She is a licensed Mental Health Counselor.

12.2 INTERNSHIP I AND II FACULTY

Internship I and II Faculty serve as the weekly consultant, providing group consultation for the students who are placed at their designated Internship sites. Each Internship I and II Faculty is a licensed mental health provider.

12.3 ADMINISTRATIVE AND PROGRAM LEADERSHIP STRUCTURE

Several members of The Seattle School staff and faculty serve as officers in the training program's structure. They are Members of Clinical Internship Committee. While their functions are primarily focused on the successful management of

the academic setting, their administrative and clinical expertise helps the interns along in their duties at the designated Internship site. The official representatives who administer this contract and form any subset of the clinical internship committee.

Misty Anne Winzenried, Ph.D., Dean of Teaching and Learning
Kristen Houston, M.A., Associate Dean of Academic Administration
O'Donnell Day, MA, LMHC, Ph.D., Internship Director

APPENDIX

APPENDIX A	<i>Guidelines and Forms for Sites</i>
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APPENDIX Q	Intern Evaluation – FOR REFERENCE ONLY

Appendix A: Guidelines and Forms for Sites

Site Information

Global and Domestic Internship sites are asked to provide an Information sheet that details the address of the site, executive director(s), the services provided at the site, the On-site supervisor with degree(s) and license information (if applicable), dates of Internship service with a start and stop date, and details the supervised services that the student will be performing. Specific details associated with supervision will also be included. These details are to include:

1. Frequency of supervision meetings
2. Range of actual activities
3. Additional learning activities including but not limited to staff meetings, didactic trainings, etc.

Global and Domestic Internship Site Self-Assessment and Quality Enhancement

Global and Domestic Internship sites will demonstrate a commitment to excellence through on-going trainings and study which will enhance the quality of professional education and training obtained by interns. These trainings and study will address the following:

1. Goals, objectives, and outcome data in relation to local, regional, state/provincial, and national standards of professional practice and changes in the knowledge base of the profession.
2. Resources and/or opportunities to enhance the quality of training and supervision staff through continued professional development.
3. Program value and recognition of the importance of internship training, and of the staff's training and supervisory efforts, and demonstrate this valuing in tangible ways.

Intern-Staff Relations

Global and Domestic Internship sites will demonstrate that education, training, and socialization experiences are characterized by mutual respect and courtesy between interns and training staff and that it operates in a manner that facilitates interns' training and educational experiences.

1. Site staff recognize the rights of interns to be treated with courtesy and respect. In order to maximize the quality and effectiveness of the interns' learning experiences, all interactions among interns, training supervisors, and staff should be collegial and conducted in a manner that reflects the highest standards of the profession (see the current APA "Ethical Principles of Psychologists and Code of Conduct"). The program has an obligation to inform interns of these principles and of their avenues of recourse should problems arise.
2. Program staff is accessible to the interns and provide them with a level of guidance and supervision that encourages successful completion of the internship. The staff provides appropriate professional role models and engages in actions that promote the interns' acquisition of knowledge, skills, and competencies consistent with the program's training goals.
3. The program shows respect for cultural and individual diversity among their interns.
4. At the time of admission, the program provides interns with written policies and procedures regarding program requirements and expectations for interns' performance and continuance in the program and procedures for the termination of interns. Interns receive written feedback on the extent to which they are meeting these requirements and performance expectations. The feedback should address the intern's performance and progress in terms of professional conduct and psychological knowledge, skills and competencies in the areas of psychological assessment, intervention, and consultation. Such feedback should include:
 - a. Timely written notification of all problems that have been noted and the opportunity to discuss them;
 - b. Guidance regarding steps to remediate all problems (if remediable); and
 - c. Substantive written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.
5. The program should issue a certificate of internship completion to interns successfully completing their training program. In all matters relevant to the evaluation of interns' performance, programs must adhere to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of interns.

Internship Supervision Code of Ethics

The Supervision agreements below list the ethical guidelines that are expected of an internship experience. Should you require additional information about those guidelines we encourage you to refer to them per the following:

American Counseling Association - <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Psychological Association - <http://www.apa.org/ethics/code/>

Student's Last Name First Name

Trimester/Year

APPENDIX B - Internship Site Agreement/Contract

This agreement is made on _____, 20__ between The Seattle School of Theology & Psychology,
Date

_____, and _____.
Internship Site Name Intern

This agreement will be effective for:

The period of _____ months from _____ to _____, for _____ hours per week.

Purpose: The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of counseling. **The Internship Site agrees to** (1) assign an on-site internship supervisor who has appropriate credentials, experience, time and interest for training the student intern; (2) provide the intern one hour of supervision for every 10 hours of direct client contact; (3) provide opportunities for the intern to engage in a variety of counseling activities under supervision; (4) provide the intern with adequate work space, telephone access and staff to conduct professional activities; (5) provide written evaluation of the intern; and (6) provide malpractice/liability insurance. **The Intern agrees to** (1) fulfill the time commitment and clinical work agreed upon for this internship; (2) complete the Record of Weekly Site Hours as a means of accounting for time spent in counseling, supervision, training and other professional activities; ensure form is signed off each trimester by the on-site supervisor; and (3) upon completion of the internship complete the Internship Completion Form and Site Evaluation and return it to the Registrar at The Seattle School.

Type of clients seen (in general): _____

Approximate schedule for meeting with clients: _____

Approximate schedule for meeting with individual supervisor: _____

The Seattle School's Global and Domestic Assistant Internship Director agrees to (1) facilitate communication between the school and the internship site; (2) be available for consultation with both site supervisor and student; (3) contact the site should any problem or change in relation to the student or The Seattle School occur; and (4) provide the intern's supervisor with the Supervisor Guidelines and Supervisor Evaluation.

Signatures:

Supervisor Name (please print): _____

Supervisor Email Address: _____ Phone #: _____

Type of license or certification: _____ Years licensed or certified: _____ License #: _____

Internship Site Address: _____

Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

Seattle School Internship Director: _____ Date: _____

APPENDIX C - Supervisor Guidelines

The Seattle School of Theology & Psychology requires internships of all counseling students.

Master of Arts in Counseling Psychology (MACP) interns are required to complete a 250-hour internship with at least 125 hours of direct client contact. These hours are accumulated over two continuous trimesters, with a minimum six-month commitment.

Each intern is required to have an on-site supervisor with a Master's degree in one of the following fields: mental health counseling, marriage and family therapy, social work, psychiatry, or counseling psychology. For every 10 hours of direct client contact, an intern is required to have at least 1 hour of direct supervision with her/his on-site supervisor. Supervision can be individual or group. The intern's site is responsible for providing the supervision. In addition, The Seattle School will provide an on-campus class. Each student enrolled in the Internship course is required to participate.

The intern's supervisor assists in assessment, diagnosis, treatment, goals, professional development and possible counter-transference issues. To assist the supervisor, the following general objectives for supervision are listed:

The on-site supervisor:

- Guides the intern toward the acquisition of specific skills and knowledge related to working with a specific client population.
- Provides the intern with counseling opportunities in which they may gain experience in application of counseling methods and techniques, while paying close attention to counter-transference issues.
- Helps the intern develop positive working relationships with supervisors and peers.
- Communicates with The Seattle School Internship Director as needed.
- Completes and signs during supervision the Weekly Assessment Tool.
- Completes an intern evaluation form (provided by the school) and shares the evaluation with the intern prior to returning the evaluation to The Seattle School.
- Reviews the intern's record keeping, signs off on documentation, and signs the internship completion form.

INTERN RIGHTS AND RESPONSIBILITIES

INTERN RIGHTS

Intern Rights at designated Internship site recognizes the rights of interns, which include:

- Clear statement of general rights and responsibilities upon entry into the internship training program in Counseling Psychology Internship Program at _____.
- To be trained by professionals who behave in accordance with the ACA, CACREP, and/or APA Code of Ethics.
- To be treated with professional respect.
- To ongoing evaluation that is specific, respectful, and pertinent.
- To engage in ongoing evaluation of the internship training experiences.
- To initiate an informal resolution of problems and/or concerns that might arise in the internship training program.
- To due process.

INTERN RESPONSIBILITIES

The designated Internship site and the counseling, and psychology supervisors expect that interns function within the bounds of ACA, CACREP, and the APA's Ethical Principles of Psychologists and Code of Conduct, APA's Standards for Providers of Psychological Services and Specialty Guidelines for Delivery of Services, and the laws and regulations of the State of Washington, as they pertain to the work of counselors social workers, or psychologists. The interns are also expected to perform according to the policies and procedures delineated by the Human Resources Department, as applicable, to the designated Internship site. In addition to performance within the bounds of professional, legal, ethical, and site rules, the interns are required to carry out their clinical, assessment, and intervention procedures with clinical soundness and appropriate knowledge of scientific literature, as such knowledge develops and refines during the internship year. The interns are required to participate in training provided at the site in a multidisciplinary setting, through didactic

seminars with their supervisors, and in events offered in the community at large. This requirement is designed to cross a wide range of activities with a frequency appropriate to that of a practicing counselor and the quality required for the obtainment and maintenance of the professional license.

EVALUATION, REMEDIATION, CORRECTIVE ACTION, DUE PROCESS

EVALUATION

The designated Internship site holds responsibility for assisting the interns to successfully complete their internship year and the eventual achievement of their master degree. All supervisors provide the interns with continuous feedback informally throughout the day about the performance of their duties. Weekly feedback is provided orally during formal individual supervisions. Also, the Weekly Assessment Tool is completed weekly by site supervisor and interns. Formal evaluations submitted to their respective schools occur twice a year, quarterly, or as required by each native program. These are written evaluations on the extent to which the interns are meeting requirements and performance expectations. The interns expect clear statements by their supervisors about the standards and expectations of their performance. All hours of supervision, both individual and group, with each supervisor, are excellent opportunities for receiving evaluations in an effort to balance the program requirement with the intern's need to learn. Feedback includes not only evaluation of clinical performance, but it is also an opportunity to improve misconduct or deficiencies that may be encountered. The three competencies are assessed formally and informally. The formal assessment is structured through a 5-point, Likert-type scale, where level 1 is Not Acceptable and level 5 is Proficient (Appendix Q). Inadequate performance is defined as performance of a rating of 1 or 2 in one of the three competencies. Informally, the training director and primary supervisor requests continuous information from the other supervisors who have direct experience with multiple facets of the intern's performance. The training director discusses with each intern their progress and areas that may need further attention. As well, the training director assists the intern in formulating a plan to address such areas. The informal assessment of the three competencies occurs as outlined in the supervision section above, i.e. throughout the day and during individual and group supervision.

REMEDIATION PROCEDURES

FOCUSED COMPETENCY GUIDANCE

In the event that the intern's performance in any area of training or competencies falls below the expected level, i.e. a rating of 1 or 2 in any of the competencies, the issue is discussed in individual supervision. If necessary, this is discussed multiple times, to provide the intern with enough structure and guidelines to remedy the issue. These supervision sessions contain: identification of issue, understanding of the intern regarding the issue, explanation of the issue, and recommended action for remediation. Supervision sessions with the supervisor identifying the issue will continue to provide continuous support. In the event that such supervisor is not the primary supervisor and director of training, the latter is notified and informed regarding what has transpired and steps taken for remediation.

At the time a letter of warning is the next step to be issued to the intern, the designated Internship site supervisor (training director, etc.) will contact the Internship Director (ID) at The Seattle School. The purpose is to inform the ID and to discuss the details of the Corrective Action Plan.

WRITTEN LETTER OF WARNING

In the event that these actions are not taken, a letter of warning is written to outline the intern's failure to achieve timely and sustained improvement after all the remediation procedures have taken place (Appendix E). This action is taken by the primary supervisor/director of training when an intern receives one or more rating(s) of 1 in the areas of professional competencies and conduct. The letter of warning includes: (a) description of unsatisfactory performance, (b) contextualization of the unsatisfactory performance within the applicable Necessary and/or Practical Competencies (outlined above in paragraph 4.2), (c) Notification that the intern is no longer considered in "good standing" with the training program, (d) outline of measures already taken and implemented to address the concern, (e) expectations of successful outcome, (f) consequences of unsuccessful outcome, and (g) timeline for completion. The supervisor in charge provides the intern and the training director with copies of this letter. In the event that the intern successfully completes these requirements, a letter is placed in their file, stating the intern's efforts and successful completion. The intern is notified that they are once again in good standing with the training program.

SUPERVISION SCHEDULE MODIFICATION

Supervision schedule increases in the following ways: (1) increasing individual supervision time with the same or other supervisor, (2) changing the emphasis of the supervision focus, (3) recommending personal therapy, (4) reducing or modifying the workload, and (5) requiring specific academic coursework in the affected area. The timeline for the modified schedule is determined by the training director and in conjunction with the supervisor identifying the issue.

CORRECTIVE ACTION PLAN

PROBATION

Interns placed on probation are those who are not successfully completing the requirements of the internship year and for whom the remedial actions have not been successful. The probationary period consists in more closely scrutinized supervision by more than one supervisor. In conjunction with other supervisors, the training director closely supervises the probation period. Probation is described to the intern in written format (Appendix F), including: (a) description of reason(s) for probation, (b) required supervisory schedule modification, (c) time frame during which the problem is expected to improve, and (d) the criteria based on which the resolution of the problem is determined. In this letter, the intern is notified that they are no longer in good standing with the program. Failure to demonstrate improvement may result in an extension of the probation period, suspension, and/or termination. Factors that are considered when placing an intern on probationary period are severity of violation, number of violations, known/documented past history of non-compliance, whether the intern was appropriately trained in the rules and regulations that were violated, whether the violation was negligent or intentional in nature, or whether there is evidence of personal gain.

SUSPENSION

In the event of a suspension, the training director makes this decision in conjunction with the primary leadership at the site. Suspension is triggered if the intern fails to comply with the state or federal law, internship sites' human resources policy, and demonstrates unprofessional and unethical behavior that may or has jeopardized the welfare of the patients they serve and that create risk for their fellow interns, site staff, and training program. During the suspension period, the intern is notified that they are no longer in good standing with the training program and site. The suspension may be overturned by appeal during the due process procedures. As above, the suspension is communicated both in-person and via written letter to the intern and the ID. Similarly, if, upon appeal, the suspension is overturned, the intern's human resources file will reflect such decision and indicate whether the intern regained good standing with the training program. If, however, the suspension is upheld upon appeal, the intern may choose to resign from the program.

TERMINATION

Termination means the permanent separation of the intern from the designated Internship site and withdrawal of all site privileges. This action is triggered when intern: (a) violates state and federal laws, such as HIPAA, and in which physical or psychological harm to patient is imminent; (b) severely violates the ACA, CACREP, or APA Ethical Principles and Code of Conduct; (c) severely violates the policies of the designated Internship site, engendering the safety of patients and staff; and (d) has not fulfilled remediation attempts and the original concerns have not been addressed. The intern may also be terminated when they are unable to complete the program due to severe physical and/or mental deterioration that results in compromising the acceptable standards of care. As in the case of suspension, the decision of termination is not made lightly and singlehandedly. It is made jointly by the training director, supervisor, and Human Resources officer. The decision to terminate is communicated to the intern face to face and a written letter is provided.

DUE PROCESS

OVERVIEW AND PURPOSE

The primary purpose of due process is to provide a mechanism by which all decisions made by the training program regarding an intern's evaluation, remediation, and corrective action, and status in the training program can be fairly reviewed. Due process is a mechanism by which an intern may challenge any decision made by the program. Interns will not be subject to reprisal in any form as a result of participating in the due process procedure. This procedure applies to all interns in training at the designated Internship site. This procedure is not intended for disputing quarterly, semi-annual, or annual evaluation of the intern's performance at the designated Internship site.

INTERN'S WRITTEN CHALLENGE TO DECISION

If an intern objects to the results of a program decision or an evaluation, or wishes to challenge any remedial or corrective action initiated by members of the training staff, the intern may request a review of the decision or action (Appendix C). In order to challenge any such decision, the intern must notify the director of training, and/or supervisor in writing as soon as possible after receipt of the decision. This written notification shall include the following information: (a) name of intern, (b) date of letter, (c) date and description of decision under dispute, (d) description of intern's disagreement with decision, including supporting information, and (e) description of intern's objective/goal for resolving dispute.

HEARING AND HEARING COMMITTEE

A hearing committee is appointed by the training director (or lead supervisor) within 5 business days from reception of intern's appeal letter. The hearing committee consists of no fewer than three members and may not contain the supervisor with which the intern has the dispute. This may also include the training director, if letter of warning, probation, or suspension have been written by the latter. The hearing committee also honors the intern's request to include members of his or her choosing, who are licensed professionals and part of the program leadership.

The hearing is held within 10 business days from receipt of intern's appeal letter. All relevant material is presented. The intern has: (a) the right to hear all facts about the concern, (b) to present supporting material of his or her own, and (c) to dispute or explain the disputed concern. Ten business days after the hearing, the hearing committee will make a final decision, by majority vote and submitted to intern and training director.

APPEAL POST-HEARING

If unsatisfied with the committee's decision, the intern may appeal the decision to the executive team of the designated Internship site (i.e. Chief Operating Officer (COO), Medical Director, Board, etc.). Within 5-10 business days, the Executive Team may consult with their designated personnel. The decision taken at this step depends on the legal and regulatory practices of the Human Resources department, as they apply to all employees at the designated Internship site. The intern may direct his or her appeal to the Human Resources consultant.

I agree to these guidelines.

Printed Name

Signature

Date

Please return to the Registrar at
The Seattle School, 2501 Elliott Avenue, Seattle, WA 98121 or scan to academics@theseattleschool.edu

Any questions or concerns can be directed to The Seattle School Internship Director at 206-876-6100.

APPENDIX D - Remedial Procedure Letter of Warning

Intern: _____

Supervisor: _____

Date: _____

Description of Unsatisfactory Performance:

Applicable Necessary and/or Practical Competencies:

Check if applicable:

Intern no longer in good standing with the designated Internship training program. ☐

Description of Measures Taken and Implemented to Address the Present Concern:

Expectations of Successful Outcome:

Consequences of Unsuccessful Outcome:

Timeline for Completion:

Supervisor's Printed Name

Signature

Date

Please return to the Registrar at
The Seattle School, 2501 Elliott Avenue, Seattle, WA 98121 or scan to academics@theseattleschool.edu

Any questions or concerns can be directed to The Seattle School Internship Director at 206-876-6100

APPENDIX E - Probation Notification

Intern: _____

Supervisor: _____

Date: _____

Description of Reason for Probation:

Required Supervisory Schedule Modification:

Timeframe for Resolution/Improvement:

Determining Criteria for Resolution/Improvement:

Timeline for Completion:

Printed Name

Signature

Date

Please return to the Registrar at
The Seattle School, 2501 Elliott Avenue, Seattle, WA 98121 or scan to academics@theseattleschool.edu

Any questions or concerns can be directed to The Seattle School Internship Director at 206-876-6100

APPENDIX F - Weekly MACP Internship Assessment Tool

Purpose: To assess and evaluate on a weekly basis with the MACP Intern the following areas. When the intern has met site specific competencies, the form may be discontinued by the site supervisor. The goal is to address training on a weekly basis. The intern is responsible to bring these weekly tools to individual supervision. *Please direct questions to the Internship Director at 206-876-6100.*

Student Name:		INTERNSHIP I AND II FACULTY:	
Site Name:			
Date began use of tool:		Date terminated use of tool:	

FOR SITE SUPERVISORS

FOR INTERNS

1. Professionalism:

Demonstrates an ability to understand and represent site specific culture and values.	Yes	No
Demonstrates timeliness for meetings and appointments according to site standards.	Yes	No
Demonstrates honesty, integrity, and ethical practice.	Yes	No
Demonstrates an ongoing openness to learning and supervision.	Yes	No
Demonstrates a positive working relationship with supervisors and peers.	Yes	No

If no, to any of the above, the corrective plan and expectations include:

Reassessed on what date:

2. Documentation:

Documentation has been evaluated weekly by my direct supervisor.	Yes	No
Documentation meets expectations of site.	Yes	No
Documentation is submitted in a timely manner according to expectations of site.	Yes	No
If applicable, coding reflected in documentation.	Yes	No

If no, to any of the above, the corrective plan and expectations include:

Reassessed on what date:

3. Lethality/Safety:

Assessed & documented according to site expectations.	Yes	No
Communicated with supervisor and any ancillary staff.	Yes	No
Follow up with patient and/or family as needed.	Yes	No

If no, to any of the above, the corrective plan and expectations include:

Reassessed on what date:

4. Other site specific requirement for Intern:

Please list here:

Reassessed on what date:

Questions to ask my supervisor this week:

Training questions, clarifications:

I need help with:

Printed Supervisor Name

Supervisor Signature

Date

Please return to Registrar at The Seattle School 2501 Elliott Avenue, Seattle, WA 98121 OR scan to academics@theseattleschool.edu

Appendix G - Global and Domestic Travel Details

Passports

If you don't already have one, you should apply for a passport immediately. You should plan on at least six weeks for standard processing.

U.S. and non-U.S. citizens need a passport both to enter other countries and to return to the United States. If you already have a passport, make sure it is valid until at least six months after your return date. New U.S. passports take six to eight weeks for processing, depending on the time of the year. Passports are valid for ten years. Apply early to avoid complications caused by misplaced original birth certificates and similar problems.

Passport forms are available at many federal and state courts, probate courts, some county/municipal offices and some post offices. They can also be downloaded at the U.S. Department of State website. This site will also link you to the procedures and the form for renewing your passport. This can take just as long as applying for a new passport.

For complete information about passport services, visit the U.S. Department of State website. For first-time applicants age 16 and older, a ten-year passport is \$110.

With your completed application, you must also have the following:

1. Proof of U.S. citizenship (i.e., certified birth certificate)
2. Proof of identity (i.e., a valid driver's license)
3. One photograph (2 inches x 2 inches with white background)
4. \$110 payment
5. Your social security number
6. Driver's License

You must submit your application to a post office. Do NOT send your application by mail.

If you need a passport in a hurry, you can get your passport quickly through expedited service at the [U.S. Department of State Passports and International Travel](http://travel.state.gov/content/passports/en/passports.html) (<http://travel.state.gov/content/passports/en/passports.html>)

If you need more detailed information, review the back of your passport application. If you still have questions or need to renew your current passport, please contact a post office.

Once you have your passport, be sure to sign it and fill in the emergency information page. Take extra photos abroad in case you lose your passport and need to have it replaced quickly.

Visas

A visa is an entry/residency permit and official permission granted by the authorities of the countries where your site is located. The visa itself is frequently a stamp in your passport, not a separate document. **You will need a passport before applying for a visa** (and the entire "passport-plus-visa process" may take three to four months, so start early). If you are a U.S. citizen (carrying a U.S. passport), a visa is not required by most Western European countries if you are spending fewer than three months in the country. However, the regulations change regularly, so check with The Seattle School or the embassy/consulate of your host country.

The cost and requirements for obtaining visas vary. It is your responsibility to determine visa requirements for all countries you plan to visit while abroad. This includes the country where your site is located as well as countries that you plan to visit before or after your internship is complete. You can do so by consulting a travel agent, calling the consular offices of those countries, or checking the [Travel Document Systems](#) website.

You may be denied entry into, or be deported from, a country for which you have not obtained a required visa. The Seattle School is not responsible for obtaining visas, nor are they in any way responsible for visa or entry denial. For some countries, certain medical requirements must be met before a visa will be issued. Many countries will not issue visas to persons with any type of police record!

NOTE: If you are not a U.S. citizen, you should also consult the embassy or consulate of the countries you will visit to learn their document requirements. You should check the U.S. Department of State websites for [Foreign Consulate Office listings](#) and for the listings of [Embassies and Consulates](#).

The procedures that you will follow may be different than those for U.S. citizens. It is important to initiate this process as soon as possible in order to assemble documents and allow time for lengthy procedures.

International Student Identity Card

Your regular student ID may not be honored in some countries. The [International Student Identity Card](#) (ISIC) gives students a single, uniform document recognized worldwide as proof of student status. Basic ISIC cards are \$20 and are available for purchase online to any student in a degree-seeking program during the current academic school year. The ISIC card is only available for full-time students. You will need to provide proof of identity (valid driver's license, state issued ID or valid passport), and one of the following documents:

- A document that proves that you are currently studying full time at a recognized school, college or university (Course Schedule or Tuition Receipt)
- Or a copy of your university or student ID, which is dated and clearly indicates you are currently a full-time student

Card benefits vary widely from country to country, but may include student discounts on airfare, transportation, accommodations, and reduced admission to museums, theaters, cultural events, and other attractions. Besides the student discounts, the ISIC provides free travel insurance (good for before and after your program dates), an emergency help line, and a communications system (phone card). If you should need to use the insurance benefits, you will need to have a copy of your card and proof of purchase for any claim.

Please note that The Seattle School has had limited knowledge on the usefulness of the ISIC. In some cases, the card has not been honored as expected. The phone card can only be used at public phones. Usually, the greatest benefit to having the card is receiving the reduced airfare.

Vaccinations

Many countries will require visitors to have immunizations prior to granting a visa or entry into the country, and you will also want the immunizations for your own health. You may visit <https://wwwnc.cdc.gov/travel/page/travel-vaccines> in order to determine the vaccinations or other medical services you may need prior to departure, and to learn about relevant health conditions. During your pre-trip planning you should consider that some vaccinations must be administered up to 4 to 6 weeks before travel. **Remember to photocopy your immunization record and bring a copy with you when you travel.**

If malaria is endemic in the country to which you will be traveling, start and follow your prophylactic malaria treatment conscientiously.

Health Insurance and Medications

You must have health insurance and you should be familiar with what is covered and what is not when traveling abroad. Also, before traveling, you should acquaint yourself with the health care system in your destination country, including the quality of facilities and cost of services. It is recommended you purchase International Health Insurance. The U.S. State Department <https://travel.state.gov/content/travel/en/international-travel/before-you-go/your-health-abroad/insurance-providers-overseas.html> has a helpful site when considering your healthcare needs overseas. Know about health issues (outbreaks, epidemics) in host country and/or other countries you might visit.

It is also recommended that you enroll in the STEP program through the U.S. State Department <https://step.state.gov/step/> STEP (Smart Travel Enrollment Program) is a free service that allows U.S. citizens traveling or living abroad to receive the latest security updates from the nearest U.S. embassy or consulate.

Medications can become an emergency situation, if your prescription runs out. It is recommended that, if you are taking any medications on a regular basis (OTC or prescribed), to bring with you a six-month supply. Check to make sure your medication is legal in the countries you are traveling to (for example: Adderall and Ritalin are illegal in Japan). Medications that are easily accessible here in the U.S. may not be so accessible in your host country. Continue to take your prescription medication while abroad. **Keep meds in original packaging; bring prescriptions; keep in carryon luggage when traveling.**

Don't forget to take spares of glasses, and/or contacts just in case they get lost or broken. Take personal first-aid kit: Band-Aids, antibiotic ointment, cold/allergy, fever reducer, aches/pain, digestive medicines, hand sanitizer, sleep aids such as earplugs, eye cover, and neck pillow.

Global Communication (Internet, Email, Cell Phones, Texting)

Cell phone: Known internationally as mobile phones. There are a variety of ways to organize cell phones while at your site. Some sites may provide local phones for your host country, so check with your program provider first. Other options include: purchasing or renting a cell phone upon arrival; getting an international calling plan for your U.S. cell; or, purchasing an international mobile phone or SIM card before departing the U.S. from a company such as PicCell Wireless or T-Mobile. Each option has different costs and benefits, so you will need to research the best option for you taking into consideration how you plan to use the phone and with whom you'll be communicating most.

E-Mail: For security purposes, you may want to open a new account with Google, Yahoo, or Hotmail and use that as your primary email communication. Please check your TSS account regularly, however, as that is the one that TSS will use to send important announcements or other updates.

Skype/Face-Time/WhatsApp: These is a convenient and cheap method for communicating but keep in mind that you might not have as much high-speed internet access abroad as you are used to at home.

Telephone: It is important to know the telephone numbers for the program administration abroad and in the U.S. both during business hours and in case of an emergency. Make sure you and your family know the number for getting an international line (when making an international call from the US, dial 011 first), the country code (when you call the U.S. from abroad you will need to dial "1" before the area code), and then the area code of your host city.

International calling cards: There are a variety of cards and services that can be purchased in the U.S. and abroad. They can be a cheaper option for making international calls from a local cell phone abroad.

Mail: Find out the mailing address for both the site as well as mailing address for where you will be living before you go abroad. The national mail system of other countries may not be as fast as the U.S. mail service, so allow for extra time when mailing from abroad.

Banking and Financial Information

Consider using several different forms of payment for your expenses. Traveler's checks, credit cards, ATM cards, and cash can all be used effectively depending on the country.

Pre-arranging money matters: You will be living abroad for 6 months, so considering before you leave the form of payment you will use for housing, food, etc. is a good idea. Your contact at your site will be the best resource to ask those questions. It is a good idea to make a budget and then live by it so you don't run out of money.

ATM and credit cards: A debit/check card is typically the main way you will access money while abroad. Notify your bank and credit card company that you will be abroad, so that they won't block your card! Check before you leave to be sure that your PIN can be used overseas. You may need to change it to four digits and memorize it as numbers and not by letters. You may also need a PIN code for your credit card. More and more countries require credit cards to have a chip-check with your bank/credit card company. Additionally, be aware of your bank's regulations and fees for using foreign ATMs. The exchange rate between banks via ATM may be the best but transaction fees may be high. Credit cards can be used abroad for purchases. They are accepted in most countries, but may not be accepted as widely as in the US.

Currency exchange: Traveling with large amounts of cash is not recommended but it is always good to have some local currency when you arrive on site (around \$200 is a good amount). Currency exchange upon arrival at the international arrival airport is handy but has the highest commissions. It is recommended that you exchange cash at the major national banks throughout the world.

You can also obtain traveler's checks in U.S. dollars and some foreign currencies at most banks and travel agencies. Some of the companies that offer traveler's checks are American Express, Citicorp, Thomas Cook, etc. Traveler's checks usually are the most expensive to exchange but have the added value of safety if lost or stolen so it is important to keep the serial number list separate from the actual checks. It is best to get the checks in \$100.00, \$50.00, and \$20.00 denominations. That way you can regulate the amount of money you want rather than changing huge denomination checks. Check with your site contact to see if traveler's checks are easily exchanged in your host country.

Travel arrangements

Many students find it desirable to travel with other students participating at their internship site, especially when going abroad for the first time. You may reserve a flight with the travel agency or make independent arrangements if you wish. **However, you should wait until you receive official notification of acceptance before making your final booking and payment.** To protect yourself against unexpected changes, you should consider purchasing cancellation insurance.

Suggested inexpensive airfares can be booked through websites such as:

- [Student Universe](#)
- [STA Travel](#)
- [Travel.Org: The Directory for Travel](#)
- [Airtreks](#)
- [Travelocity](#)
- [Expedia](#)
- [Orbitz](#)
- [Hotwire](#)
- [Cheap Tickets](#)

STA Travel specializes in discounted airfare, including an [airfare deposit program](#) that allows students to lock in airfare with a small deposit and pay the balance just prior to departure.

You are expected to be at the site location the day the program begins and to remain for the duration of the program. If you arrive early, you need to make your own housing arrangements. If you are not on the group flight (if available) as planned, or if you do not check in on the first official day of the program, this will be considered an emergency and the emergency contact listed on your application will be contacted.

As you begin your arrangements, you may consider having a friend or family member accompany or visit you while abroad. Although The Seattle School staff may be able to make some recommendations, the school cannot provide administrative support (transportation, housing, childcare, etc.) or assume responsibility for non-participants. Accompanying non-participants are not part of the program and therefore cannot attend classes,

field trips, or any other activities formally associated with the program. If such individuals become disruptive to the program, it may be grounds for your dismissal.

Once you are accepted, you will be asked to submit your flight itinerary as part of your **PORTAL CHECKLIST** (see End of Appendix G)

Whether you are leaving to go abroad or to return home, you must confirm your flight well in advance of the scheduled departure. Arrive at the airport at least two-and-a-half hours before departure. If you experience difficulty with your flight, you should contact the travel agent and/or airlines. If it is a travel emergency, inform The Seattle School and we will work with the appropriate travel agent to try to resolve your problem.

Be prepared for flight changes and delays by writing down the cell phone numbers of your program leader and other travelers to facilitate communication; having cash in U.S. dollars and the currency of your host country for meals and incidentals; and, most of all, by being flexible.

Program Housing & Flights

Program housing

Housing arrangements may be made by the site, but only for the official program dates. If you intend to arrive earlier or stay later than the program dates, you must make your own housing arrangements and be prepared to pay on your own for these additional nights. The Seattle School cannot make special arrangements regarding your early arrival or late departure.

You are expected to stay in the official program housing for the full length of the program and must vacate the accommodations on the morning of the last official day of the program. If circumstances require you to leave early, you must first obtain permission by notifying, in writing, the program leader and on-site personnel. No refund will be given for early departures.

Your program housing may be in a home with a host family, in a university residence hall, in an apartment, or at a modestly priced hotel. In some locations, students have the option of arranging their own housing. In others, participation in program-arranged housing is mandatory. If you choose to arrange your own housing at a site where this is allowed, you must notify The Seattle School of your intent when you apply and provide the staff with your address and phone number abroad as soon as possible. In most programs, housing includes all necessities such as sheets and pillows and you will normally have access to public laundry facilities.

If you are dissatisfied with your housing, notify the program leader. You must consult with and/or inform your program leader and/or local staff before making any changes in housing arrangements. Every attempt will be made to improve the situation. Reassignment of housing, if necessary, will be provided only once during the program. Depending on the circumstances, you may not be financially responsible for a housing relocation; however, no housing refunds will be provided for additional moves. Furthermore, since housing payments are commonly done on a monthly basis, any moves made in the middle of the month will result in a forfeit of that month's rent. Payment to the new housing provider must follow the program's established program procedure. You are not permitted to move to another home without permission, even if it is permissible by the new homestay family. Additionally, in the case of homestays, gifts given to the original host family cannot be reclaimed.

In the event of serious infractions of housing regulations, The Seattle School personnel, in consultation with staff, will warn students in writing about possible expulsion from the housing facility or other consequences. Repeated offenses or severe infractions of the housing rules and regulations as established by the local facilities may result in expulsion without notice from housing and expulsion from the study abroad program. If a student is removed from housing but remains in the program, the student will be responsible for locating and paying for the alternative housing. If alternative housing cannot be found, the student must return to the U.S. and forfeit academic credit and any financial refund.

You will be held responsible for all damages you cause to the home, dormitory room, apartment, or classroom as well as any outstanding bills for phone use and the like. If you depart without having paid your bills, including the cost of breakage or damage, a charge will be put on your student account. If you shared a room or apartment with other participants and The Seattle School is unable to determine who is responsible for the unpaid bill, the bill will be divided evenly and all occupants will be charged the same amount.

Documents, etc.

These documents should be carried with you (not in your luggage):

- Passport
- Tickets and rail passes (leave copies with your family)
- ISIC card (if purchased)
- Hostel membership card (if purchased)
- Cash, travelers checks, credit cards, ATM card
- Medical insurance ID card (sent as an email)

Flights

Preparing for Flight Interruption and Delays

Some programs travel as a group, whereas other programs require students to meet at a certain location abroad - in the airport or at the residence. Either way, prior to a U.S. departure it is important to monitor your email for schedule changes. Such messages will likely come from the program leader for students on group flights or from the airline directly for individually booked flights. If the group incurs delays upon return to the U.S., the program leader will provide students with schedule updates. Students are then expected to share these updates with concerned friends or family members. The Seattle School staff will do their best to inform host country representatives of any student delays.

Please keep in mind that The Seattle School has no authority over airlines with regard to delays or cancelled flights. Students are encouraged to remain calm and follow the instructions provided by airline personnel and to prepare themselves for the stress involved with the uncertainty of travel delays/disruptions.

Related Costs

The costs related to airline delays or cancellations are the responsibility of the student. Specifically, costs related to such airline delays or cancellations that occur prior to The Seattle School-sponsored program's official start date or after the program has concluded are the responsibility of the student (unless the entire program is traveling as a group).

With this in mind, The Seattle School recommends that students purchase travel insurance (this is not health insurance). The types vary but be sure to consider coverage for trip cancellation (check to verify if "acts of God" are covered) and lost/delayed luggage.

For more information about weather-related travel delays, please consult the following resources:

- [U.S. Geological Survey](#)
- [World Meteorological Organization](#)
- [Europe-wide Airspace Agency](#)
- [International Flight Tracking and Airport Information](#)
- [UK MET](#) (National Weather Service)

Airport Security

In addition to X-raying cabin luggage, limiting carry-on liquids to three-ounce containers, and requiring the removal of one's shoes, belt, jackets, sweaters and other accessories in order to pass through security, the [Transportation Security Administration](#) (TSA) requires that all air travel passengers go through a metal detector or a full body scan. Travelers who refuse or set-off the detector or scanner will be subjected to an enhanced pat-down. For more details about these procedures, please consult the TSA website entitled [What to Know Before You Go](#).

Portal Checklist

For Global Internship students, the following items MUST be emailed 1 month before you leave Seattle.

1. Signed copy of The Seattle School of Theology & Psychology International Internship Liability Release Waiver (attached). Send to Kristen Houston, cc to O'Donnell Day and Corinne Vance.
2. Completed Medical & Emergency Contact Information (attached) – Send to Kristen Houston, cc to O'Donnell Day and Corinne Vance.
3. Copy of your Passport – Send to Kristen Houston, cc to O'Donnell Day and Corinne Vance.
4. Copy of Vaccinations – Send to Kristen Houston, cc to O'Donnell Day and Corinne Vance.
5. Copy of Medical Insurance Card – Send to contact at Site, Kristen Houston, O'Donnell Day and Corinne Vance.
6. Completed and Signed Supervisor Guidelines – Send to Kristen Houston, O'Donnell Day and Corinne Vance.
7. Completed and Signed Global and Domestic Internship Site Agreement(attached) signed by On Site Supervisor – Send to Kristen Houston, O'Donnell Day and Corinne Vance.
8. Proof of HIV Training
9. HIPPA Compliance

Appendix H - Application and Preparation Forms

Goals Worksheet

It is important for you to be able to clearly articulate your short and long-term training and career goals. To do this, you should begin taking inventory now. It is always good to write your ideas down on paper so that you can revisit and revise them regularly. What you write here will help you as you compose the Statement of Purpose (see page 34).

1. *I have a lot of experience in:*
2. *I am lacking experience in:*
3. *My supervisors suggest that I should learn more about:*
4. *Do I want a generalist or a specialty experience on internship? Why?*

My goals for internship are:

- 1.
- 2.
- 3.

My short-term career goals are:

- 1.
- 2.
- 3.

My longer-term career goals are:

- 1.
- 2.

Reprinted with permission from: McWilliams-Nickelson, C. W. & Prinstein, M.J. (2013) Internships in Psychology. Washington, DC: American Psychological Association.

Components of a Good Autobiographical Statement

The following questions will help you construct a cohesive and meaningful autobiographical statement.

1. Who am I? How would others describe me?
2. How did I become interested in psychology?
3. What are my career goals?
4. What experience I do have?
5. What experience am I lacking?
6. How has my experience, or lack thereof, led to the development of my goals for internship? (This should not be a re-statement of your CV. It should be a broad summary of skills you have or have not obtained at this point in your training.)
7. What are the themes (e.g., lots of assessment experience, all child or health oriented, mostly outpatient work) of my training that help to define my educational experience so far?
8. What is my research experience and how does this relate to my clinical experience (if applicable)?
9. How might my goals be well matched to the Internship site?

Reprinted with permission from: McWilliams-Nickelson, C. W. & Prinstein, M.J. (2008) Internships in Psychology. Washington, DC: American Psychological Association.

Global and Domestic Internship Milestones-At-A-Glance

	<u>Date Completed</u>
1. Verify that you are Internship Eligible	<hr/>
2. Express interest in a Global and Domestic Internship site and request a Global and Domestic Internship Handbook from Internship Director	<hr/>
3. Read through the Global and Domestic Internship Handbook and verify that you are Global and Domestic Internship Eligible	<hr/>
4. Read through and answer Goals Worksheet and Components of a Good Autobiographical Statement (Appendix H)	<hr/>
5. Prepare Curriculum Vitae and complete Global and Domestic Internship Application (Appendix I)	<hr/>
RELAX AND WAIT	<hr/>
6. Request and review information about specific sites	<hr/>
7. Upon Global and Domestic Internship Eligible and acceptance of your Application package, an interview will be scheduled with: <ul style="list-style-type: none">• Internship Director• Assistant Director of Global and Domestic Internship• Approved site	<hr/>
8. Request list of required readings and trainings	<hr/>
9. Once approved for site, begin process below: <ul style="list-style-type: none">• Request information regarding amount of funds needed from the starting date to the ending date (including travel) of the internship• Read through carefully Appendix G (Travel Details)	<hr/>
10. Verify completion of items on Portal List (Appendix G Travel Details)	<hr/>

Appendix I - Application for Global and Domestic Internship

I. Personal Information

Name (Last, First, Middle):	
Primary telephone:	
Secondary telephone:	
Primary contact address:	
City, State, Zip:	
Email address (that will be active for 12+months)	

II. Educational Background

College/University (specify branch or campus):	
City/State Dates Attended:	
Major:	
Graduate or Trade School(s)/Institution(s):	
City/State Dates Attended:	
Major:	

III. Internship Related Information

Academic Year you are applying for:	
Location(s) at which you are interested in completing an internship:	
Please note any special skill(s) you have which may be utilized at a Global and Domestic Internship site (i.e.: fluent foreign languages, etc.)	
What interests you most about a Global and Domestic Internship?	
How does this internship pertain to your field of study or career?	

IV. Previous Internship(s)/Work Experience

Please list two of your most recent intern/work experiences:

1. Company/Organization Name	
Address	
City, State, Zip	
Telephone	
Supervisor Name	
Start & End Dates	
Duties & Responsibilities	

2. Company/Organization Name	
Address	
City, State, Zip	
Telephone	
Supervisor Name	
Start & End Dates	
Duties & Responsibilities	

V. Statement of Purpose

Please compose a two-paragraph, typed statement including information on why you wish to Intern at a Global and Domestic Internship site. This statement should include:

- your future career goals
- how a Global and Domestic Internship would be beneficial to your pursuit of those goals
- why you are qualified to undertake this position

VI. Approval of Associate Dean of Teaching and Learning

Signature

Date

Checklist

Please enclose the Statement of Purpose, your Curriculum Vitae, Letters of Recommendation (Faculty, Peer, Past Employer), and all appropriate transcripts with this application.

Letter of Recommendation

The Seattle School of Theology & Psychology
2501 Elliott Avenue, Seattle, WA 98121

Phone: 888.977.2002

Email: info@theseattleschool.edu

<http://theseattleschool.edu/>

Please note the expectation that the completed form be no longer than 2 pages

Date:

Name of student:

Name/contact information for referee:

Briefly describe the nature of your involvement with student and how long you have known them:

Briefly describe the activities performed by the student under your guidance:

Briefly describe the student's focus/career aspirations/developmental trajectory:

Briefly describe the student's strengths and growth areas. Since both APA and CPA accreditation are now focusing on the assessment of competency, please include any of the following competencies with which you are familiar: Research, Ethical and legal standards, Individual and cultural diversity, Professional values and attitudes, Communication and interpersonal skills, Assessment, Intervention, Supervision, Consultation and interprofessional/interdisciplinary skills:

Summary recommendation:

Appendix J – Intern Support Systems

In terms of the site, Global and Domestic sites, (international and outside of Washington State) what comprises your support systems?

1. Who do you foresee as being part of your support system?

2. In what ways do you see them as being supportive?

3. Where do you see drawbacks/limitations in terms of your support team while you are at your site?

4. What will be the impact on your finances while you are at your sites?

5. What classes will you need to take while you are at your site? Are these classes at Seattle School or will you have to take at another educational institution?

Appendix K - Record of Weekly Site Hours

Week	Dates	Supervision		Direct Client Contact				Other Internship Hours
		Individual	Group	Individual	Couple	Family	Group	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
Totals								

Total Supervision Hours		Intern Name	
Total Direct Client Contact Hours		Intern Signature & Date	
Total Other Internship Hours		Supervisor's Name	
Total Internship Hours		Supervisor's Signature & Date	

Last Name First Name

Trimester/Year

Appendix L - Global and Domestic Internship Completion Form

Supervisor

By signing below, I certify that the student has completed the stated internship hours.

Total Direct Client Contact Hours: _____

Total Supervision Hours: _____
(1 supervision hour for every 10 direct client contact hours)

Total Internship Hours: _____
(Direct client contact, supervision, training, etc.)

Name (please print): _____

Signature: _____

Date: _____

Student

By signing below, I certify that I have completed the above-stated hours.

Student Signature: _____ Date _____

In order to receive credit for this internship, this form must be returned to the Registrar by the last day of the term in which the internship is completed.

*This section to be completed by Seattle School staff only, after all forms have been received from the student.

The Seattle School Internship Director

Approval Signature: _____ Date _____

Last Name First Name

Trimester/Year

Appendix M - Global and Domestic Internship site Evaluation
(To be completed by the Intern)

Global and Domestic Internship Location: _____

Global and Domestic Internship Supervisor: _____

On questions 1-6, please rate on the five-point scale (1 = least favorable response and 5 = most favorable response).
Space is provided for additional feedback.

1. General satisfaction with your internship experience:

Dissatisfied 1 2 3 4 5 Very Satisfied

2. Appropriateness of site for your personal and professional growth:

Inappropriate 1 2 3 4 5 Very Appropriate

3. Availability and attentiveness of supervisor:

Inconsistent 1 2 3 4 5 Very Responsive

4. Exposure to diverse clinical populations:

Limited 1 2 3 4 5 Quite Diverse

5. Exposure to other clinicians, staff and interns:

Limited 1 2 3 4 5 Extensive

6. Sense of openness and interest in your Seattle School experience/education:

Closed 1 2 3 4 5 Open/Engaging

7. Any additional comments/feedback regarding your internship site:

Please return this form to the Registrar

APPENDIX N | Notice of Privacy Practices
HIPAA Patient/Client Rights
Health Insurance Portability and Accountability Act of 1996 (HIPAA)

This notice describes the use and disclosure of medical information of the patients/clients you will be treating as part of your MACP Internship. Please review it carefully. A copy of this statement is always available upon request. All information revealed by patients/clients in an Internship setting and most other information (all medical records or other individually identifiable health information) **cannot be distributed to anyone else without a patient/client's express informed and voluntary written consent or authorization**. Exceptions to this are defined at the bottom half of this document.

My Responsibilities and Commitment to Protecting the HIPAA Rights of my Internship Patients/Clients:

1. I will not take patient/client identifying information or files (physical or digital) off my Internship Site. *The only exception to this would be audio/visual/verbatim data from actual sessions needed for Internship I and II Class or Supervision. I am still responsible for the security of these files and will destroy/delete them immediately following their use for the specific supervision/consultation event.*
2. I will not use any identifying information (names, addresses, etc.) when referencing my patients/clients for any reason.
3. I will not send patient/client information via any communication outside my Internship Site's security measures.
4. I will not verbally discuss or reference any client information outside my internship site supervision context or TSS Internship I and II Class.
5. If a patient/client chooses to release any protected health information, they will be required to sign a Release of Information form detailing exactly to whom and what information they wish disclosed. *A particular site-specific permission form is advised for all patients/clients to sign for any audio/visual information collected for supervision/Internship I and II Class use.*

As part of the MACP Internship program at The Seattle School, it is necessary for you to sign this certificate indicating that you have received, read and understood this document. This certificate will be placed in your permanent file. Please do not sign the certificate if you do not understand any part of your responsibility, as an Intern, to protect your patients/clients HIPAA Rights.

Use or disclosure of the following protected health information does not require patient/client consent or authorization. In these circumstances, I will consult my Internship Site Supervisor first and then consult my Internship I and II Faculty and/or the Head of the MACP Internship Program:

1. Uses and disclosures required by law - *like files court-ordered by a judge.*
2. Uses and disclosures about victims of abuse, neglect, or domestic violence - *like the duties to warn explained in the Disclosure statement.*
3. Uses and disclosures for health and oversight activities - *like correcting records or correcting records already disclosed.*
4. Uses and disclosures for judicial and administrative proceedings - *like a case where a client is claiming malpractice or breach of ethics.*
5. Uses and disclosures for law enforcement purposes - *like if a client intends to harm someone else.*
6. Uses and disclosures to avert a serious threat to health or safety - *like calling Probate Court for a commitment hearing.*
7. Uses and disclosures for Worker's Compensation - *like the basic information obtained in therapy/counseling as a result of a Worker's Compensation claim.*

I acknowledge that I have received and read the **HIPAA Patient/Client Rights**. My signature below confirms that I understand and accept all the information contained in the **HIPAA Patient/Client Rights**.

Printed Name of Intern

Signature of Intern

Date

Form Revision Date September 17, 2015

Appendix O – Washington State Law

The following Washington State Law pertains to all Internships.

WAC 246-809-221

Behavioral sciences—Program equivalency.

Behavioral science in a field relating to mental health counseling includes a core of study relating to counseling theory and counseling philosophy. Either a counseling practicum, or a counseling internship, or both, must be included in the core of study. Exclusive use of an internship or practicum used for qualification must have incorporated supervised direct client contact. This core of study must include seven content areas from the entire list in subsections (1) through (17) of this section, five of which must be from content areas in subsections (1) through (8) of this subsection:

- (1) Assessment/diagnosis.
- (2) Ethics/law.
- (3) Counseling individuals.
- (4) Counseling groups.
- (5) Counseling couples and families.
- (6) Developmental psychology (may be child, adolescent, adult or life span).
- (7) Psychopathology/abnormal psychology.
- (8) Research and evaluation.
- (9) Career development counseling.
- (10) Multicultural concerns.
- (11) Substance/chemical abuse.
- (12) Physiological psychology.
- (13) Organizational psychology.
- (14) Mental health consultation.
- (15) Developmentally disabled persons.
- (16) Abusive relationships.
- (17) Chronically mentally ill.

APPENDIX P - Frequently Asked Questions

1. **How many hours are required?** For internships completed in Washington State, an internship consists of at least 250 hours, with a minimum of 125 direct client contact hours. For internships completed outside Washington State (Global or Domestic), the number of hours is based on the state where the student will seek licensure. The number of hours for other states varies up to 600 hours.
2. **What are the criteria for a Supervisor?** The supervisor must have a Master's degree in one of the following fields: mental health counseling, marriage and family therapy, social work, psychiatry, or psychology.
3. **What counts as Direct Hours?** The hours that may be counted toward Direct Hours for Internship include the following:
 - 1) Individual face to face Therapy sessions
 - 2) Group Therapy
 - 3) Shadowing with a colleague or Supervisor
 - 4) Family Therapy
 - 5) Anything that falls under Case Management (helping a Client with: academic work; job applications; helping Clients learn English; parenting classes, etc.)

*****Any other hours worked are counted as **Indirect Hours** (Trainings, Consultation with Licensed Colleagues, Assigned Readings by On Site Supervisor). Please note that the guidelines above apply to Non-Licensure Hours only. These guidelines DO NOT apply to Licensure Hours.
4. **If student is also doing Certificate at Antioch, can hours count for both Antioch's requirement as well as TSS?** Check with Registrar's office.
5. **Can I apply for Global and Domestic if I am doing the Trauma Track?** Check with Kristen Houston for academic advising on your program.
6. **Who covers the cost of a Global Internship?** You, as the student, cover the cost for travel and housing. Some NGO's are able to help find inexpensive housing. Some students have raised funds from supporters. The cost varies depending on the country. Can be as much as \$10,000.00.
7. **How long is a Global Internship?** Global Internships tend to be shorter because students tend to work more hours per week at their Site and almost all hours can be counted as Direct Hours. Global Internships can be anywhere from 4-6 months.
8. **Are there certain times I can begin/end a Global Internship?** Begin and end dates for Global Internships are dependent on Internship I and II Class, which runs concurrently.
9. **What do I need to do if I am interested?** Complete the [Global and Domestic Interest Form](#) and email to khoutson@theseattleschool.edu and cvance@theseattleschool.edu. Completing this form does not commit you to a Global/Domestic Internship. Completing this form WILL HELP Academic Services in advising you on your academic program.
10. **When do I need to start this process?** If you are considering Domestic Internship, it is best to start the process in the Spring of 1st year/Fall of 2nd year. Global Internships, start the process in your 1st year.
11. **What do I do if my internship site doesn't have liability insurance?** You must then procure your own liability insurance. Here are some options available online: www.trustinsurance.com/products-services/student-liability, www.americanprofessional.com/profession-page/student/
12. **Where can I get my AIDS/HIV training?** Courses approved by the Washington State Dept. of Health are located here: <http://www.doh.wa.gov/YouandYourFamily/IllnessandDisease/HIVAIDS/Prevention/Training>
13. **If I don't accumulate enough direct client hours in two trimesters can I continue my internship into an additional trimester?** Yes. You must register for CSL532 (and participate in Internship I and II Class) in order to complete those

hours, but any additional credit hours over those required for your degree cannot go toward your elective hours. For example, if you are an MACP student you need 4 required credits in CSL530 & CSL 531 in order to graduate. If you only complete 90 of your total required hours during two trimesters, you would sign up for CSL532 and finish out the necessary hours. That would give you 2 credits more than needed for internship. Those two hours cannot be used as elective hours.

14. **Can my work in my private practice count as an internship?** As a general rule, the answer is no. It is our responsibility to provide you with clinical, experiential training in addition to the coursework you complete. Please talk directly with the Internship Director for further clarification.
15. **Do I have to find my own internship site, or will The Seattle School help me out?** Yes and yes. The primary responsibility is yours. We do, however, have a resource that lists all previous internship sites. That may be a great place for you to start. Further, the Internship Director will meet with you one-on-one to talk about this further, providing both suggestions and assistance.
16. **The Seattle School is in Washington, but I plan to seek licensure in a different state. Does that matter?** Yes. You need to do the research necessary to determine what the pre-graduate internship hour requirements are for your particular state. Once having that information, you will need to coordinate your internship toward that end – accruing the necessary number of hours for your state of interest. The Seattle School will not be responsible for having or complying with such stated requirements, but will do all we can to assist you toward that end.
17. **Can I register for more than one internship or Internship I and II Class per semester?** No.
18. **What are the Washington State internship requirements for licensure?** Please refer to WAC 246-809-221 – “Either a counseling practicum, or a counseling internship, or both, must be included in the core of study..... An internship or practicum used for qualification must have incorporated supervised direct client contact.”
19. **How does The Seattle School clarify or amplify that requirement?** The school does not consider internships within a private practice setting as meeting the requirements of the internship. A clinical internship is considered a training site that provides on-site supervision.
20. **Am I allowed to get paid for my internship?** No. Master’s students fall under Washington State Code RCW 18.19.040 meaning that they do not need to obtain any special credential in Washington State as long as they are practicing counseling as part of a supervised university or college counseling program and performing counseling services for no fee. If students were to be paid for an internship, they would fall outside of these guidelines and need to seek additional credentialing with the State of Washington; however to our knowledge no credential currently exists that fits the criteria of a current student. Please see the WA State Department of Health guidelines for further information.