

# The Seattle School

OF THEOLOGY & PSYCHOLOGY

## MACP Internship Handbook

2021-2022 | WASHINGTON

# The Seattle School

OF THEOLOGY & PSYCHOLOGY

## **INTERNSHIP HANDBOOK**

*Master of Arts in Counseling Psychology*  
WASHINGTON STATE  
**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**

This handbook is intended to be an aid to students, faculty, clinical supervisors, and agency supervisors in understanding internship requirements. **It is strongly recommended that each clinical supervisor read through this handbook to familiarize themselves with The Seattle School's specific internship requirements.** Each student is responsible for understanding and complying with the policies and procedures described herein and each student should refer to the most recent edition (2021/22).

### **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 plan 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 & 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](http://www.theseattleschool.edu) under the Students/Catalogs, Handbooks, and Forms link.

## **2. DESCRIPTION OF INTERNSHIP PURPOSE, TIMELINE & PROCESS**

### **2.1 PURPOSE**

The internship is a vital component of the Master of Arts in Counseling Psychology program. It is an experience in which the student intern incorporates clinical knowledge and self-awareness in a clinical setting. The internship should provide opportunities to utilize techniques of counseling and gain exposure to counselors who model appropriate professional skills and conduct. Internships are generally found in mental health agencies, hospitals, churches or other non-profit service organizations.

### **2.2 TIMELINE**

#### **Pre-Internship:**

- A. Read the Internship Handbook.
- B. Attend mandatory internship orientation meeting on November 9, 2020.
- C. Complete 4 hours of AIDS/HIV training (see FAQ's/Appendix J).
- D. Attend the Internship Fair sponsored by The Seattle School on **Friday, January 29, 2021 at 9:30am-12pm.**
- E. Secure an internship that meets the requirements of The Seattle School.
- F. Complete the *Internship Site Agreement* (Appendix A), and the *Supervisor Guidelines* (Appendix B).
- G. Procure liability insurance if not provided at Internship Site (see FAQs/Appendix J).

**Submit the following documents to the Registrar no later than Monday July 12<sup>th</sup>, 2021 to start in Fall Trimester, or October 11<sup>th</sup>, 2021 to start in Winter Trimester\*(please note special limitations to starting internships in the Winter term on page 3):**

- |                                      |                               |
|--------------------------------------|-------------------------------|
| ○ <i>Internship Site Agreement</i>   | ○ Copy of liability insurance |
| ○ <i>Supervisor Guidelines</i>       | ○ AIDS training completion    |
| ○ <i>HIPAA Patient/Client Rights</i> |                               |

**Internship:**

- A. Fulfill duties and responsibilities as agreed upon in *Internship Site Agreement* (Appendix A).
- B. Attend scheduled Internship I and II Class at The Seattle School.
- C. Record internship hours on the *Record of Weekly Site Hours* (Appendix F).
- D. Have Supervisors complete weekly assessment tool until able to be discontinued.
- E. Have Supervisors complete evaluations as administered by Seattle School through Survey Monkey.  
**\*\*PLEASE NOTE\*\*** *Supervisors should review survey with the intern in person using the hard copy in the Appendix. Supervisors will then complete the survey online at the following address. Physical copies of the survey will not be accepted.* <https://www.surveymonkey.com/r/VQDH5XX>  
*Taken from Gabbard, M.D. Glen O. 2010. Long-term Psychodynamic Psychotherapy.*

**Post-Internship:**

- A. Complete the *Record of Weekly Site Hours*, the *Internship Completion Form*, the *Internship Site Evaluation*, and have supervisor complete *Supervisor Evaluation* (See Appendix).
- B. Submit these forms to the Academic Office at The Seattle School by the last day of the term in which the internship is concluding.

### **3. INTERNSHIP PREREQUISITES AND APPLICATION PROCESS**

#### **3.1 INTERNSHIP PREREQUISITES**

The prerequisites for the internship are as follows:

**MACP Program**

- Entry into the MACP degree program
- Second Year Practicum (CSL 553)
- History and Therapeutic Perspectives (CSL 502)
- Psychopathology I (CSL 544)
- Psychopathology II (CSL 545)
- Therapy II (CSL 543)
- Co-requisite – Intro to Counseling Children & Adolescents (CSL 524) *unless taken prior*
- Professional Ethics (CSL 503)
- Approved Internship Packet as outlined in section 2.2

#### **3.2 APPLICATION PROCESS**

Internships generally operate on a nine-month schedule, usually beginning in the fall and ending in late spring. As such, most clinical sites begin the application process in the early spring prior to the following fall term (see note below). **Each student intending to complete an internship anytime during the 2021-2022 academic year must attend the Internship Fair sponsored by The Seattle School.**

#### **3.3 INTERNSHIP FAIR**

***The Internship Fair will be held on January 29, 2021 from 9:30am-12pm. More details on format to follow.***

Local internship site directors and supervisors from various mental health agencies, counseling centers and hospitals will participate in the fair. It provides an opportunity for students to meet local site directors and supervisors and begin the interview process for internship placement.

**Note: All internship forms must be secured and the *Internship Site Agreement and Supervisor Guidelines* completed and turned in to the Academic Office no later than 4:00 pm on July 12<sup>th</sup>, 2021 in order for the student to begin the internship in the Fall 2021 term. Paperwork submitted after this date will be considered for Winter 2022 term.**

#### **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 (CSL 532) 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.**

##### **4.2 SITE REQUIREMENTS/GUIDELINES**

The internship site is required to meet all State of Washington internship requirements as delineated in WAC (246-809-221). Established internship sites must have a written document that defines the internship program. This includes the training goals and objectives for interns and administrative policies and procedures relevant to the intern. The expectations of the intern are described clearly, accurately and completely. If the site does not have a written document defining the internship program, the student and the site supervisor need to create a document that clearly defines the site's internship program. This then needs to be approved by the Seattle School Internship Director. If the site does not meet state and Seattle School requirements an internship cannot be pursued at that site. A private practice setting is not considered an appropriate site for an internship.

#### **5. GLOBAL AND DOMESTIC INTERNSHIP SITES**

##### **5.1 GLOBAL INTERNSHIP SITES**

Students interested in pursuing a Global internship refer to the Global & Domestic Internship Handbook. Students must seek approval from the Internship Director prior to beginning the Internship application process. Students who have been approved by the Internship Director to complete their internships Globally are the only students who are exempt from taking Therapy II as a co-requisite to internship (CSL 530, CSL 531 or CSL 532). These students should make arrangements with Faculty to take this class without the co-requisite requirement. These students are still required to meet all internship paperwork deadlines as described on pages 3 and 4.

##### **5.2 DOMESTIC INTERNSHIP SITES**

A limited number of students may pursue an internship outside the state of Washington as long as it meets the site requirements and guidelines as stated in the above section and the supervision requirements as stated in the following section. Those students interested in pursuing a Domestic internship must seek approval from the Internship Director prior to beginning the Internship application process.

Students who have been approved by the Internship Director to complete their internships either Global or Domestic are the only students who are exempt from taking Therapy II as a co-requisite to internship (CSL 530, CSL 531 or CSL 532). These students should make arrangements with Faculty to take this class without the co-requisite requirement. These students are still required to meet all internship paperwork deadlines as described on pages 3 and 4.

#### **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 their 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 B), 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.

**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 REQUIREMENT**

**8.1 INTERNSHIP I AND II CLASS**

The Seattle School will provide Remote and/or On Campus Internship I and II Class. Each student is required to participate in the Internship I and II class while in their internship. The purpose of 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 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 F) reviewed and signed by Intern supervisor
- (2) *Internship Completion Form* (Appendix G) signed by the student and Intern supervisor
- (3) *Internship Site Evaluation* (Appendix H)
- (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.*

*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 I and Internship II, the forms are due the last day of the winter 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. 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 K). 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 C & D). 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 D), 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 medical director and/or the hospital's chief operating officer. 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, 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.

### 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, WASHINGTON STATE INTERNSHIP DIRECTOR, GLOBAL AND DOMESTIC 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. Seth Aichele, M.A., LMHC serves as the Washington State Assistant Internship Director, and Corinne Vance, M.A. LMHC, serves as the Global and Domestic Assistant Internship Director. They are responsible for visiting the sites, supervisors, and interns at Internship sites.

### 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, Ph.D., Internship Director

## **APPENDIX**

<b>APPENDIX A</b>	<i>Internship Site Agreement</i>
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Student's Last Name First Name

Trimester/Year

### INTERNSHIP SITE AGREEMENT

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 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: \_\_\_\_\_

Student's Last Name First Name

Trimester/Year

## 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 (Chapter 10 of the Internship Handbook)

### 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 (Chapter 11 of the Internship Handbook)**

### **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 K). 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 C). 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 B), 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, 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, 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 B). 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

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Signature

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Date

Please return to the Registrar at  
The Seattle School, 2501 Elliott Avenue, Seattle, WA 98121 or fax to 206-876-6195

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

**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 fax to 206-876-6195

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

**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 fax to 206-876-6195

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

## 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

#### 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:

### FOR INTERNS

Questions to ask my supervisor this week:

Training questions, clarifications:

I need help with:

Printed Supervisor Name

Supervisor Signature

Date

Please return to the Registrar at The Seattle School, 2501 Elliott Avenue, Seattle, WA 98121 or fax to 206-876-6195



## Record of Weekly Site Hours

Trimester/Year: \_\_\_\_\_

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								
14								
15								
16								
<b>Totals</b>								

Total Supervision Hours: \_\_\_\_\_

Total Direct Client Contact Hours: \_\_\_\_\_

Total Other Internship Hours: \_\_\_\_\_

Total Internship Hours: \_\_\_\_\_

Intern's Name \_\_\_\_\_

Intern's Signature \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Last Name                      First Name

\_\_\_\_\_  
Trimester/Year

**The Seattle School**  
OF THEOLOGY & PSYCHOLOGY

### INTERNSHIP COMPLETION FORM

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#### 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 Director of Internships

Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

_____ Last Name	_____ First Name
_____ Trimester/Year	

**INTERNSHIP SITE EVALUATION**  
(To be completed by the Intern)

Internship Location: \_\_\_\_\_

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

**Internship Agreement | 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

## Frequently Asked Questions (FAQs)

### **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](http://www.trustinsurance.com/products-services/student-liability), [www.americanprofessional.com/profession-page/student/](http://www.americanprofessional.com/profession-page/student/)

### **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>

### **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.

### **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.

### **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.

### **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.

### **Can I register for more than one internship or Internship I and II Class per semester?**

No.

### **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.”

### **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.

### **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.

**FOR REFERENCE ONLY – THIS SURVEY MUST BE COMPLETED ONLINE**

Thank you for taking the time to complete this survey. The Seattle School uses this evaluation to track its students' progress toward acquiring the knowledge, skills, and attitudes that are necessary to be successful therapists.

\* 1. Supervisor's Name:

\* 2. Internship Site:

\* 3. Intern's Name:

\* 4. Date:



## Psychotherapy Competency Domains: Knowledge Base, Skills, & Attitudes

Instructions: Mark the box that best describes the intern's skills in relation to your expectations of an average intern at the same stage of professional development. Please complete all sections of the form, including the sections for comments.

- OT: On Track: Demonstrates average, expected level of competence.
  - N/A: Not Applicable
1. Unsatisfactory: Demonstrates unacceptable level of competence. Needs improvement: Requires increased/modified supervision or remediation.
  2. Satisfactory: Demonstrates low-average level of competence.
  3. Good: Demonstrates an average level of competence.
  4. Very good: Frequently demonstrates a high level of competence.
  5. Excellent: Consistently demonstrates a high level of competence

## Knowledge Base

At the end of an intern's training in psychotherapy, case management, interventions, assessment, and diagnosis, an intern will have acquired a rudimentary understanding of the following information:

- \* 5. The basic psychodynamic (or list the applicable primary treatment modality of CBT, DBT, Case management, Supportive, or \_\_\_\_\_) developmental theories and their implications for clinical practice.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

☐ Please list treatment modality used

- \* 6. Mental functioning as it relates to modern neuroscience and psychotherapy practice.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 7. Transference, resistance, and countertransference.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 8. Suitability for psychodynamic (or select the applicable treatment modality of CBT, DBT, Case management, Supportive, or \_\_\_\_\_) psychotherapy, family therapy.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 9. Basic components of personality structure (ego, superego).

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 10. The hierarchy of defense mechanisms (primitive, higher order).

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 11. The difference between neurotic and borderline levels of ego organization.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 12. Mentalization/reflective functions.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 13. Psychiatric disorders, in conjunction with client suitability characteristics, that constitutes indications for case management services, crisis intervention, and psychotherapy.

OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

☐

\* 14. The elements of professional boundaries that make up the therapeutic frame.

OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

☐

\* 15. The expressive-supportive continuum of interventions.

OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

☐

\* 16. The various forms of resistance encountered in psychotherapy and how they manifest themselves.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 17. Impasse phenomena and the negative therapeutic reaction.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 18. The varieties of termination and their management.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A



\* 19. Knowledge of when to refer a client to another therapist or medical practitioner.

☐ OT

☐ 1

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☐ 5

☐ N/A

## Skills

At the conclusion of a training program involving clinical experience in psychotherapy, an intern should have acquired the following skills:

\* 20. Ability to listen empathically to the client's experience.

☐ OT

☐ 1

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☐ N/A

\* 21. Capacity to form a therapeutic alliance that enlists the client's collaboration in the understanding of symptoms and problems.

☐ OT

☐ 1

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☐ 3

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☐ 5

☐ N/A

\* 22. Ability to incorporate observations about the client's nonverbal communication into assessment and therapy.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 23. Identification of defense mechanisms.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 24. Reasonable skill at writing a psychodynamic (or select the applicable treatment modality of CBT, DBT, Case management, Supportive, or \_\_\_\_\_) formulation within the context of a bio-psycho-social model.

☐ OT

☐ 1

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☐ 5

☐ N/A

☐ Please list treatment modality used

\* 25. Capacity to establish and maintain professional boundaries with the appropriate flexibility when needed.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 26. Identifications of both transference and countertransference as they emerge.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 27. Capacity to set appropriate therapeutic goals with the client.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 28. Ability to identify, interpret, and work with anxieties and resistances.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 29. Therapeutic skill at shifting between empathetic immersion in the client's point of view and an outsider's perspective.

☐ OT

☐ 1

☐ 2

☐ 3

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☐ 5

☐ N/A

\* 30. Ability to manage and work through the termination process.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 31. Ability to observe, reflect on both internal (intrapsychic) and external (interpersonal) observations, and respond to the client..

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

## Attitudes

Measuring attitudes is particularly challenging, but a set of specific attitudes are extremely necessary for therapist's professional role. These include the following:

\* 32. Empathy and compassion.

- ☐ OT
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ N/A

\* 33. Firmness in setting limits and adhering to the therapeutic frame.

- ☐ OT
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ N/A

\* 34. Curiosity about the client's inner experience and fantasy life.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 35. Restraint in passing judgment around the client's thoughts, feelings, and behavior.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 36. Honesty and receptivity in supervision.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A



\* 37. Open-mindedness regarding the client's sexual orientations and sexual behavior.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 38. Sensitivity to cultural issues.

☐ OT

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ N/A

\* 39. Persistence in the pursuit of understanding, even in the face of a multitude of anxieties and resistances.

☐ OT

☐ 1

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☐ 5

☐ N/A

\* 40. An ethical commitment to putting the client's needs before one's own.

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N/A

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\* 41. Receptivity to countertransference feelings evoked by the client.

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N/A

42. Comments, d

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