



## **Counseling Psychology Program**

CNP 4751

Counseling Psychology M.A. Internship

### **INTERNSHIP PACKET 2009-2010**

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UNIVERSITY OF DENVER  
Counseling Psychology M.A. Internship  
CNP 4751

**SYLLABUS**

Instructor: Barbara M. Vollmer, Ph.D.

Office: Ammi Hyde 202

Phone Numbers: Office (303) 871-3230; Cell (303) 717-3986; Home (303) 756-4110

Email: [bvollmer@du.edu](mailto:bvollmer@du.edu)

Text: Eells, T.D. (Ed.). (2006). *Handbook of Psychotherapy Case Formulation*. New York: Guilford Press.

Class Objective:

You are required to work 600 hours over three quarters at your internship site. A minimum of 300 of your hours must be involved in client service. A minimum of 75 hours are to be in face to face counseling. Your internship supervisor must agree to the conditions in the internship contract.

The goals of this class are for you to build on your strengths as a counselor-in-training and to acquire additional experience in the counseling skills you learned in your beginning practicum classes and individual techniques and group courses. Additionally, you are expected to incorporate theory into the conceptualization of your client and the counseling process and to acquire additional skills for working with different populations. Part of your role as a counselor-in-training continues to be able to look at yourself and identify areas of strength, areas where more information is needed, kinds of personality styles that are difficult for you to work with and to consult with others to develop in these areas. These two components, development of counseling skills and a willingness to look at yourself in the counseling process, are the key components in this class.

Class Organization:

During most class periods, there will be one or two case presentations by students. You will prepare an outline of your case and the class discussion will be focused on the questions you have about your case.

Class Assignments:

1. Case Presentation (20%). Each student will be responsible for presenting a counseling case to the class. You will provide a copy of your case report to all class members and they will read it. **Please email your case presentation to the instructor and to class members prior to the class.** After everyone has finished reading the report, you will begin your presentation with two or three questions you would like the class to consider during your presentation. You will summarize the report, being sure to include the following information: the progress of treatment, a description of the client from a specific theoretical orientation, and the future directions you plan to take with this client. You and the class will then discuss your case. Doing well on this presentation will be related to your organization and careful analysis of the material, your willingness to consider how personal dynamics influence your counseling, willingness to consider feedback from your colleagues, your understanding of the concepts and intricacies of the case, and your flexibility in considering other alternatives.
2. Case Report (20%). An important part of your case presentation is to learn about your case and about yourself as a counselor. By the next week you will need to turn in a one page description of what you learned about this case and about yourself from the class discussion. This one week period will give you time to consider responses to your questions and general feedback about your case. An outline for your

case report is in your packet. It is expected that your case report will be organized, thorough, and professionally written, given that these case reports are similar to what you will write when you become employed as a counselor. The case presentation includes a description of the agency, a narrative description of the client, intake information, case conceptualization, treatment planning, measurement of progress, challenges in working with the client and questions for class discussion.

The original copy of your case report will be kept in your student file.

3. Class participation (15%). Class attendance is required. You will be expected to give feedback to your colleagues when cases are presented. In addition, you also need to be able to listen to and consider feedback from your colleagues about your case presentation. If more than one class is missed without an extremely good reason, your grade will be lowered one grade.
4. Individual Consultation (25%). You will need to sign up for one individual consultation time with the class instructor. For each consultation hour you will need to provide a full transcript of the tape (i.e., verbatim, beginning to end). You may email the transcript.
  - **You will need to briefly describe the client and give an overview of your counseling progress.**
  - **You will need to comment on the transcript to demonstrate the ability to self critique.**
  - **The transcript is due 48 hours prior to your consultation time.**
  - **Note: You have an option of typing an abbreviated transcript that focuses on significant interactions and then preparing a case conceptualization paper on your client using the guidelines presented in the Handbook of Psychotherapy Case Formulation by Eells or another designated text.**
5. On-Site Supervision Evaluation, Self-Evaluation and Other Completed Paperwork (20%). Included in the grading portion of #5 is your site supervisor's comments on the evaluation form, particularly the strengths and weaknesses section. Please ask your supervisor to complete these areas thoroughly. Also take time to do a thorough self-evaluation. It is important that you begin to clearly understand your strengths, areas of progress, and areas that need to be addressed. It is your responsibility to give all of your paperwork to the class instructor by the end of the quarter. If you do not have the paperwork in, you will receive an Incomplete. Paperwork includes hours, signed contract with supervisor, supervisor's evaluation each quarter and any other paperwork in your packet. It is recommended that you conduct an informational interview in the beginning of your internship to clarify the expectations of your supervisor and learn what steps you might take to enhance your career.

#### Grading:

Grades for this class will be based on your (a) case presentation, (b) case report, (c) class participation and willingness to consider comments from others, (d) consultation sessions-some on your counseling skills, but also on your receptiveness to feedback, implementation of suggestions, etc., (e) your evaluation by your site supervisor, (f) your self-evaluation, and (g) the timeliness of handing in your paperwork.

A = Above expected level

B = At expected level

C, D, and F = Below expected level

## Case Presentation

### 1. Description of Agency

### 2. Description of Client:

Appearance, demographics, cultural background, strengths, style of communication, self concept, others' descriptions, personality traits.

### 3. Intake information:

- Initial statement, precipitating event, motivation for counseling, mental health history, family background, social support system, education/career history, substance abuse, abuse history, suicide/ dangerousness evaluation, diagnosis.
- Counseling sessions to date. Note the number of times you have met with the client, some indication about the content of your sessions, your process and progress.

### 4. Compassionate Case Conceptualization

- How did the client develop maladaptive behaviors in common language?
- How would relevant theoretical models describe the etiology of the problem?
- DSM diagnosis of the client

### 5. Treatment planning\*

- Relevant client characteristics
- Relationship factors: Include the “working alliance”: the therapeutic bond, mutually agreed upon goals and tasks.
- Techniques and interventions: Specify how the theory/model you select approaches treatment. The theory/model may be a psychotherapeutic theory, a developmental theory, and/or models specific to a diagnosis.
- Note any research that suggests empirically supported approaches.
- You also may want to consider the Treatment Planning Interview used in the clinic that focuses on client preferences, goals and readiness for change.

### 6. Measurement of progress

Specify how you know the client is improving.

### 7. Challenges in working with this client

Note how diversity impacts your treatment, any transference issues, and how you are dealing with this

#### Questions for class discussion

- Question about your approach to the case.
- Questions about any aspects of the case that present a personal challenge to you that you would like to discuss.

\*Castonguay, L. G. & Beutler, L.E. (2006). *Principles of therapeutic change that work*. New York: Oxford University Press.

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**INTRODUCTION TO MASTER'S INTERNSHIP**

The Master's Internship for the Counseling Psychology program in the Morgridge College of Education, University of Denver, is a fieldwork experience that provides a supervised transition from an academic setting to the professional field of counseling. The internship is generally undertaken during the second year of the master's program (typically Fall, Winter, and Spring quarters), and is coordinated by a professor from the Counseling Psychology program working with selected on-site supervisors (practitioners from approved field settings). Components of the internship include: 1) supervised experience in the field setting; and 2) additional individual and group consultation sessions with a Counseling Psychology staff member (the D.U. internship instructor).

The Counseling Psychology internship requires a minimum of 10-15 hours per week for Master's students. They must complete at least 600 hours of on-site work (generally 200 hours per quarter, over 3 quarters). This includes a minimum of 300 client contact hours. Of these, a minimum of 75 hours must be spent doing individual counseling. Individual counseling is defined as the student being the only counselor with one or more individual clients.

In the interest of professional standards as well as practical considerations, students are encouraged to pursue internship experiences in settings other than their normal place of employment. Internship experiences in normal places of employment may produce a conflict of obligations for the employer. Further, students must pursue internship placements that are different from their first-year practicum placements. Experiences in other settings will provide the student with a broader exposure to the counseling field, which is important in a training program. In those cases where students wish to continue their training at the same site where they completed their practicum, some change in tasks and training must occur. For example, the training experience could change from an outpatient setting to an inpatient setting at the same agency. Exceptions to these rules will be granted only on the recommendation of the advisor and with the approval of the Counseling Psychology faculty. The student must show that he/she will obtain new and relevant training and appropriate supervision if he/she remains at the site where practicum was completed.

**ELIGIBILITY**

In the Master's program, the student is eligible for internship upon (a) successful completion of the master's practicum (i.e., completing the course with a B or above) and (b) approval of the chosen internship site by the internship instructor or the Coordinator of the Master's Internships.



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**FIELD SUPERVISOR MEMORANDUM**

TO: Counseling Internship Field Supervisor

FROM: Dr. Bobbi Vollmer

SUBJECT: Supervision of Counseling Internship Students from the University of Denver

Thank you for agreeing to supervise one of our Counseling students for his/her internship. Your main requirement as a Field Supervisor is to meet with the internship student for at least one hour per week for a face-to-face supervisory conference, and to evaluate the student's performance at your site. Your comments may be based on observing the student's counseling sessions, listening to tapes, or reading session notes. It is expected that you will be responsible for screening clients and matching them with the supervisee's ability level. Students are encouraged to work with a diverse group of clients. Activities considered appropriate for the internship experience are direct services such as: individual, marital, family, and group counseling, consultation with parents and teachers, career counseling and assessment opportunities commensurate with the student's skills. Students are required to accumulate 600 hours on site over the course of 3 quarters. Of the required hours, students must have at least 75 hours of individual client contact. Students are also required to tape at least one of their sessions per quarter for review purposes at D.U. In addition, each student will be asked to present some of his/her counseling case material to the internship class on campus. Client names will not be used so that confidentiality is observed. When appropriate and if it is allowed by you and your agency, one or two site observations of the student by a D.U. supervisor may be arranged. If any of these requirements cannot be met at your site, please contact the internship supervisor at D.U. as soon as possible. The student must be able to meet these requirements in order to complete the internship course.

We highly value the time and effort you will give to the supervision of this student. In exchange, we expect the internship student will give you service of good quality. It is the policy of our department at this time that supervisors will not be compensated by either the student or the University for supervision time.

Enclosed is your copy of the student's internship evaluation form to be completed independently by you. The student is responsible for evaluating him/herself on a duplicate form and arranging a joint feedback session. Both forms must be returned by the student to the internship supervisor by the end of the quarter.

Please contact Dr. Bobbi Vollmer at 303.871.3230 with any questions or concerns.



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**AGREEMENT**

THIS AGREEMENT, by and between

1) Counseling Psychology Program  
Morgridge College of Education  
University of Denver  
Denver, CO 80208

2) School or Agency Name \_\_\_\_\_

Field Supervisor Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email: \_\_\_\_\_

3) Student Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email: \_\_\_\_\_

Is for the purpose of providing Master's Internship experience for the above named student for:

Course Number: CNP 4751

Credits \_\_\_\_\_

Quarter \_\_\_\_\_

It is mutually agreed that the above-named school or agency will provide the following services and supervision for the above-named student:

1. An orientation to the school or agency and specific student duties.
2. Individual supervision with Field Supervisor for a minimum of one hour per week.

In addition it is agreed that:

3. Supervision of the student will be done in accordance with the guidelines established by the school or agency for all regular personnel.
4. The supervisor will actively work with the University of Denver staff in eliminating problems that might arise during placement.
5. The supervisor will submit a final evaluation on each student completing an internship and share the evaluation with the student.
6. The supervisor will be responsible for determining that assigned cases are within the ability of the student.
7. The student will be allowed to audiotape or videotape client for review by the DU Instructor.

It is mutually agree that the student will:

1. Arrange for own transportation.
2. Be at the agreed upon location at the following days and times (minimum 10-20 hours/week):

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3. Be assigned the following specific duties and responsibilities:

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4. Be accountable directly to the agency or school supervisor.
5. Follow the policies/regulations of the agency or school. Maintain client confidentiality.
6. Attend weekly seminars to discuss common problems and experiences. Dates of seminars will be arranged.
7. Keep a log of the time spent in the internship (dates, hours) and the duties performed.
8. Write an evaluation of his/her experience in the field to be submitted to the faculty instructor at the end of the quarter.

It is mutually agreed that the University of Denver Counseling Psychology faculty will provide the following:

1. Advise the student as to the requirements (seminars, reports, evaluations) involved in the internship course.
2. Provide coordinating seminars to discuss common problems and experiences and assist the student in report writing.
3. Maintain periodic contact with the field supervisor and the student to discuss the student's progress.
4. Give the student feedback regarding the faculty's consultation and maintain appropriate records for registration and grading
5. Provide consultation for audiotaped samples of counseling interviews.
6. Actively work with the agency in eliminating problems which arise during placements.
7. Observe confidentiality of information.

It is the expectation of all three parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement with the above-stated conditions:

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

University of Denver Instructor \_\_\_\_\_ Date \_\_\_\_\_





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**EVALUATION OF STUDENT'S INTERNSHIP PERFORMANCE**

Name of Student: \_\_\_\_\_

Quarter: \_\_\_\_\_ Year: \_\_\_\_\_

DU Course Title and Number: CNP 4751: M.A. Internship

Name of Field Supervisor: \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Internship Site: \_\_\_\_\_

Address: \_\_\_\_\_

How many Ph.D. students have you supervised? \_\_\_\_\_

How many M.A. students have you supervised? \_\_\_\_\_

Which of the following activities have you performed as a supervisor?

- Observed students directly
- Listened to tapes of students counseling
- Read session notes
- Discussed cases with students
- Other (please specify)

What percentage of overall internship hours did Student spend in direct and indirect client activities?

\_\_\_\_\_ % Direct Client Activities (Counseling)

\_\_\_\_\_ % Indirect Client Activities (e.g., case conferences, staff meetings, consultation, administrative duties)

Which of the following activities has the student performed?

- Individual Counseling
- Group Counseling
- Couple and Family Counseling

- Career Counseling
- Assessing
- Consulting
- Other (please specify) \_\_\_\_\_

The following evaluation is designed to facilitate the development of the student's professional skills. Our suggestion is that you and the student fill out copies of the evaluation separately, then set aside time to compare and discuss the results.

The evaluation is designed to be a developmental tool and not a tool to assign a grade. There are no sharply defined lines between the levels because growth is a continuous process. A trainee at any specific level may have ratings both above and below that level. For each evaluation area, circle the number where you believe your trainee's behaviors would fall. Your ratings can be marked anywhere on the scale. If you feel that the scales are too restrictive or if you want to elaborate on a specific area, please feel free to write your comments at the end of this section or in Part II. We greatly appreciate your feedback.

### Evaluation Part I

Relationship Skills	Remediation Needed ←	→ Independent Professional Level	N/A						
1. Talks at appropriate language level with clients.	1	2	3	4	5	6	7	8	
2. Uses language, tone of voice and other behaviors (eye contact, expression, etc.) which convey interest in the client.	1	2	3	4	5	6	7	8	
3. Communicates his or her interests, feelings and experiences to the client when appropriate.	1	2	3	4	5	6	7	8	
4. Other (please specify)-	1	2	3	4	5	6	7	8	

### Assessment Skills

#### A. Observational Skills:

1. Reports client's behaviors accurately (including client posture, expression, and verbalization).	1	2	3	4	5	6	7	8	
2. Backs up inferences about client characteristics (e.g., defensiveness, anxiety, attitudes, etc.) with specific behavioral observations.	1	2	3	4	5	6	7	8	

#### B. Use of Assessment Procedures:

At the end of this section, please list tests given by the student

1. Selects appropriate assessment procedures based on referral information, initial contact and continuing interaction with client.	1	2	3	4	5	6	7	8	
2. Demonstrates skill in administering assessment instruments: instructions are given clearly and administration is paced appropriately.	1	2	3	4	5	6	7	8	
3. Demonstrates skill in scoring; recording is sufficient for full and accurate scoring.	1	2	3	4	5	6	7	8	
4. Combines test data, referral information, observations and client statements into clear, theoretically verifiable statements about the client. Separates facts based on material at hand from speculations based on theory. Indicates basis for inferences.	1	2	3	4	5	6	7	8	
5. Discusses evaluation results with client in language client can understand. Makes clear to client the status of assessment, statements, whether fact or hypothesis. Spells out for client how assessment is to be used in facilitating treatment.	1	2	3	4	5	6	7	8	

6. Reports are written in non-technical language and with absence of jargon. Reports address questions raised by referrer--implications of assessment results are spelled out.	1	2	3	4	5	6	7	8	
7. Other (please specify)-	1	2	3	4	5	6	7	8	

### Intervention & Therapeutic Process Skills

#### A. Individual:

1. Demonstrates knowledge of principles and processes of theoretical framework underlying mode of treatment used.	1	2	3	4	5	6	7	8	
2. Formulates specific demonstrable and realistic treatment goals--discusses them with client.	1	2	3	4	5	6	7	8	
3. Takes appropriate therapeutic actions.	1	2	3	4	5	6	7	8	
4. Makes appropriate referrals when required.	1	2	3	4	5	6	7	8	
5. Other (please specify)-	1	2	3	4	5	6	7	8	

#### B. Group:

1. Demonstrates awareness and knowledge of group development and process.	1	2	3	4	5	6	7	8	
2. Formulates specific, demonstrable and realistic treatment goals--discusses them with client.	1	2	3	4	5	6	7	8	
3. Takes appropriate therapeutic actions.	1	2	3	4	5	6	7	8	

### Administrative Skills

1. Demonstrates knowledge of agency policies and procedures.	1	2	3	4	5	6	7	8	
2. Reports for work on time.	1	2	3	4	5	6	7	8	
3. Sets appropriate fee -- discusses fees with client in a professional manner.	1	2	3	4	5	6	7	8	
4. Other (specify)-	1	2	3	4	5	6	7	8	

### Ethics

1. Demonstrates knowledge of ethical practices code.	1	2	3	4	5	6	7	8	
2. Behaves in accordance with code of ethical practices.	1	2	3	4	5	6	7	8	
3. Shows judgment and responsibility in actions regarding client	1	2	3	4	5	6	7	8	
4. Respects the privacy of the client -- does not violate confidentiality and does not refer to clients disrespectfully.	1	2	3	4	5	6	7	8	

### Professional Relationships

1. Interacts with consultants and other professionals in such a way as to facilitate communication and foster cooperation.	1	2	3	4	5	6	7	8	
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Relationship with Supervisor:

1. Keeps appointments with supervisor.	1	2	3	4	5	6	7	8	
2. Reads suggested material related to assessment or therapy.	1	2	3	4	5	6	7	8	
3. Acknowledges and incorporates supervisor's suggestions.	1	2	3	4	5	6	7	8	
4. Accepts feedback.	1	2	3	4	5	6	7	8	
5. Identifies own affect, needs, etc., in counseling relationship.	1	2	3	4	5	6	7	8	
6. Other (please specify)-	1	2	3	4	5	6	7	8	

Additional comments for any of the preceding areas:

## Evaluation Part II

Summary of student's strengths and outstanding professional skills. (These are skills which are above the level to be expected of a student with comparable training and experience.)

Summary of student's skills which need improvement. Please make brief suggestions for working on these skills. (These are skills which are not far below the level expected of a student with comparable training and experience, but which most immediately stand in the way of professional growth.)

Summary of deficient areas which need immediate correction. Please make brief suggestions for working on these skills. (These are skills considerably below the level to be expected of a student with comparable training and experience.)

Summary of populations or types of clients the student would benefit from working with in the future.

Other:

Use Additional Pages if Necessary

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Signature of Supervisor

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Date Signed

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Signature of Student

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Date Signed

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**MONTHLY INTERNSHIP LOG**

Name: \_\_\_\_\_ Quarter: Fall \_\_ Winter\_\_ Spring\_\_ Summer \_\_ Year \_\_\_\_\_ Month \_\_\_\_\_

Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Dates:

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>(Week 5)</b>

**Direct Client Contact Hours**

<b>Individual</b>							
<b>Group Counseling</b>							
<b>Group</b>							

**Other:**

Couples Counseling							
<b>Couples</b>							
Family Counseling							
<b>Family</b>							
Testing							
<b>Testing</b>							
Consultation w/ Clients							
<b>Consult.</b>							
Workshop/Presentation by Student							
<b>Workshop</b>							
Other: (Specify)-							
<b>Other</b>							
<b>Subtotal:</b>							(A)

**Subtotal**

							(B)

**Supervision**

Individual							
Group							
Staff Meeting/Training							
Other: (Specify)-							
<b>Subtotal</b>							(C)

**Administrative/Case Management**

Progress Notes							
Test Scoring/Interpretation							
Case Report Writing							
Audio/videotape Review							
Program Planning							
Faculty Case Consultation							
Observation							
Research (reading, etc.)							
Other (Specify)-							
<b>Subtotal</b>							(D)

**A + B + C + D = Total Hours This Month**


Previous Hours: \_\_\_\_\_

Total Cumulative Hours: \_\_\_\_\_

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**INTERNSHIP HOURS – QUARTERLY SUMMARY**

Student's Name \_\_\_\_\_

Quarter:  Fall  Winter  Spring  Summer Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Address: \_\_\_\_\_

	Hours From Previous Quarters	Current Hours	Cumulative Hours
<b>Direct Client Contact Hours</b>			
Individual Counseling			
Group Counseling			
Vocational/Career Counseling			
All Other Direct Client Hours			
<b>Subtotal</b>			

**Class Hours**

<b>Subtotal</b>			
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**Supervision and Consultation Hours**

<b>Subtotal</b>			
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**Administration/Case Management Hours**

<b>Subtotal</b>			
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**Total Hours:**

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**SITE EVALUATION**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Site: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Student level: \_\_\_ M.A. \_\_\_ Ph.D

Academic quarter: \_\_\_ Fall \_\_\_ Winter \_\_\_ Spring \_\_\_ Summer Year: \_\_\_\_\_

DU Internship Course Title and Number: \_\_\_\_\_

Check all the counseling opportunities that are available at this site:

- Individual Counseling
- Men
- Women
- Adolescents
- Children
- Special Populations (specify): \_\_\_\_\_
- Career Counseling
- Marriage and Family Counseling
- Group Counseling (specify populations): \_\_\_\_\_
- Consulting (specify with whom): \_\_\_\_\_
- Assessment
- Other (specify): \_\_\_\_\_

Types of clients served: \_\_\_\_\_

What kind of supervision is provided?

- Individual Supervision Hours/Week: \_\_\_\_\_
- Group Supervision Hours/Week: \_\_\_\_\_ Number of Students in Group: \_\_\_\_\_

What are the on-site responsibilities of the student (e.g. biofeedback with inpatient pain patients, short term groups with alcoholics, etc.)?

What is the theoretical orientation of the supervision (i.e. quality and style)?

Are there unique demands of this site that have not already been discussed? (full-year commitment, requires at least 15 hours weekly, etc.)

Do you have any comments about this site you feel would be helpful to an interested student?

Is there an opportunity for a paid practicum or internship?  No  Yes How much? \_\_\_\_\_

Would you recommend this site?  No  Yes

Yes--under the following conditions (e.g. must have prior experience with alcoholism, request a specific supervisor, family counseling is the main type of service)

## INFORMATIONAL INTERVIEW

1. Name: \_\_\_\_\_ Date: \_\_\_\_\_
2. Agency: \_\_\_\_\_
3. Person Interviewed: \_\_\_\_\_ Title: \_\_\_\_\_
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### **Possible questions to ask:**

- What is the mission and/or philosophy of the agency?
- Describe the types of services offered?
- How do clients obtain services?
- What is the fee structure?
- What data are collected on clients?
- How is treatment effectiveness monitored or assessed?
- Describe the staff (numbers, specialties, and/or different divisions of the agency)
- What types of clients are not served and/or referred?
- When staff is hired, what criterion is used?
- What are the expectations of an intern?
- What criteria would an outstanding intern fulfill?
- What advice do you have?
- Are there any special projects that an intern might do to help the agency?