

**Seton Hall University**  
**College of Education and Human Services**  
**Department of Professional Psychology and**  
**Family Therapy**

**Counseling Psychology Ph.D. Program**  
Accredited by the American Psychological Association

# **Guide to Internship Training**

## **2009-10**

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## **Introduction**

Counseling psychology is a broadly-based applied specialty within the science of psychology. As psychologists, we are committed to the generation and application of psychological knowledge based on scientific views of the world. As counseling psychologists, we are engaged in the pursuit and application of psychological knowledge to promote optimal development for individuals, groups, and systems, and to provide remedies for psychological difficulty.

Counseling psychology training programs are committed to the integration of a science base with practice application and the development of research that is relevant to practice. Our ideal is that each scientist would be a practitioner in some field and that each practitioner would be engaged in scholarly inquiry. All counseling psychologists are expected to develop critical thinking skills and be sufficiently skeptical regardless of professional goals. We believe that an attitude of scholarly inquiry is critical to all activities of those educated as counseling psychologists.

Internship for the counseling psychology student, as for the student in any psychological specialty area, is an extensive, supervised, structured and sequenced, practical experience in the provision of psychological services. The internship is generally a full-time experience that lasts for one full year. In some cases the internship requirement can be satisfied on a part time basis over a two year period. The practica sequence in the Counseling Psychology Program has been designed to prepare the student to make application to, and be competitive for, both APPIC (Association of Psychology Postdoctoral and Internship Centers)-approved and APA-accredited internship sites. Students are encouraged to begin planning for the internship at the start of doctoral training and final preparation for internship placement should begin a full year before placement starts. All students are encouraged to acquire the Directory of Internship Programs in Professional Psychology, published by The Association of Psychology Postdoctoral and Internship Centers (APPIC). Instructions for ordering the Directory are on APPIC's website at [www.appic.org](http://www.appic.org). This directory can be used to help familiarize the student with practicum requirements, application deadlines, and various other procedural details of the internship application and selection process. All students are expected to use, as their first resource, the nationwide pool of approved (either APPIC or APA) internship sites in selecting sites to apply to. Students should use the Program's Guide to Practicum Training as an additional resource as they begin to formulate internship plans. The Guide to Practicum Training details all program policy and procedure in regard to practicum.

## **Criteria for Internship Site**

Under no circumstances can a student complete an internship at their place of employment or at a site where they have been employed in the past. With that exception in mind, accreditation by either APA or approval by APPIC will qualify a site for internship placement. For sites not accredited by APA or approved by APPIC the following criteria will be applied in evaluating the appropriateness of a site. In addition to the following criteria, the site needs to be approved in writing by the Counseling Psychology Ph.D. Program's Director of Training.

- a. Administrative support of the internship program should be apparent in terms of adequacy and stability of resources and specific budgeting for training, including, if possible, financial support for interns.
- b. The training activities of staff members should be recognized as an integral part of the site's activities.
- c. Service agencies and sites should demonstrate a high regard for human dignity. Dehumanizing practices or other restrictions on the exercise of civil and human rights in any part of an internship program will impair the quality and nature of professional training in psychology.
- d. Staff should be sufficiently large to provide a variety of role models. There should be a clearly designated licensed professional psychologist with experience in training who is responsible for the internship training program. Excepting new staff members not yet eligible, all professional psychology staff members should be licensed to practice in the state in which the internship is located. See the section below for clarification of the licensure requirements for the State of New Jersey.

- e. The internship should provide supervised experience in an organized sequence of activities and exposure to a variety of problems. Opportunities for research in the applications of psychology should be available.
- f. In addition to group learning, intensive individual supervision must be provided. This shall include a minimum of two hours per week of formally scheduled individual supervision.
- g. Interns should be kept informed of their progress in the program by means of clearly identified evaluation sessions.

## **State Board of Psychological Examiners**

### **Regulations and Statutes**

The New Jersey Statutes annotated Title 45: Professions and Occupations Chapter 14B for Psychologists are available on the web at: <http://www.state.nj.us/lps/ca/psy/psyreg.htm>. Remember that it is your responsibility to become familiar with these Regulations and Statutes, or with the regulations and statutes of the state in which you intend to seek licensure, when you begin this Program. Listed below are two of the regulations that impact both your internship and postdoctoral supervised experience if you plan to submit these supervised hours for licensure as a Psychologist in New Jersey. Also, in the very rare case in which your predoctoral internship does not provide you with sufficient supervised experience to meet 13:42-4.1 below, you may count those practicum hours provided by a supervisor who meets 13:42-4.2 below. These regulations do not impact the definition of supervised hours reported on the APPIC Application for Psychology Internship (AAPI) form.

#### **13:42-4.1 Amount of supervision required**

(a) An applicant for licensure shall be required to document the competent performance of at least two years of full time or full time equivalent supervised experience in the practice of psychology, at least one year of which shall have been completed subsequent to the applicant's receipt of his or her doctoral degree.

(b) The equivalent of one year of full time supervised experience shall be a minimum of 1,750 hours. The 1,750 hours shall include:

1. One thousand client contact hours completed in accordance with the limitations provided in N.J.A.C. 13:42-3.6(e);<sup>\*</sup>
2. Two hundred hours of supervision. At least 100 hours shall be individual face-to-face supervision; the remaining 100 hours may be individual or group supervision. The ratio shall be one hour of supervision for each five hours of client contact per week; and
3. Five hundred fifty hours in other work-related activities such as recordkeeping, consultations, report writing, etc.

#### **13:42-4.2 Authorized supervisors**

(a) Supervision of experience for licensure purposes, including experience in exempt settings, shall be rendered by:

1. A psychologist licensed in New Jersey for at least two years; or
2. For supervised experience obtained in another state, a psychologist licensed in that state for at least two years and who is eligible for licensure in New Jersey.

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<sup>\*</sup>13:42-3.6(e) limits permit-holders to 20 hours of client contact in any week.

## **Checklist for the Internship Process**

The following must be complete before applying for internship:

- a. Ensure that prior to internship you will have completed all course work, including the five semester practicum sequence.
- b. Successfully pass the FPPP exam.
- c. Have a signed dissertation proposal form.
- d. Be certain that all documentation verifying practicum hours and supervision have been properly filed with the Practicum Coordinator.
- e. Submit the Program's Internal Internship Application (Appendix A) to the Director of Training one full year prior to beginning of internship (normally by September 30).
- f. Insure that your professional liability insurance is current.
- g. By May of the year you are applying for internship:
  - ◆ Subscribe to APPIC student list serve
  - ◆ Order copy of guide to internship application from APAGS
  - ◆ Update vitae
  - ◆ Contact possible references and determine willingness to write letters
  - ◆ Attend mandatory internship orientation meeting with the Training Director, scheduled in mid-May
- h. By May – August of the year you are applying for internship:
  - ◆ Determine 12-15 sites that match your training interests
  - ◆ Begin drafts of personal statements/statement of training goals
  - ◆ You may need to have more than one statement of training goals, as these should match your application site training goals. For instance you may need to have one that reads as a fit for a counseling center and another that fits with a hospital internship.
  - ◆ Download current APPIC application, familiarize yourself with the format and begin calculating hours to post on the updated application that is usually ready late August early September.
  - ◆ Learn how to do mail merge, as you will want to provide your references and Dr. Palmer with a mail merge ready list of addresses. This will significantly facilitate their ability to generate multiple letters for you.
  - ◆ Make a list of your sites' current training director/address/application deadline.
  - ◆ Make a schedule for yourself as to when you need to get packets in the mail to meet those deadlines and work backwards from there as to when you need to pick up letters from your references and Dr. Palmer.
- i. By Late August early September of the year you are applying for internship:
  - ◆ Contact your references again and determine their availability and how soon they want you to provide them materials for your letters. Be prepared to give them the updated vitae, your mail merge list of internship sites and clear instructions about how to prepare the letters, such as sealed/signed envelopes, whether or not you need to pick up the letters (most cases), or if they send them out separate from your application packet (unusual). Remember that this is your priority, not theirs! Give a minimum of 2 weeks turnaround time; back up from your earliest deadline by 2 weeks, be gracious and accommodating.
  - ◆ Remember, internship sites will not likely look at your incomplete or late application.
  - ◆ Download updated APPIC application form.

- j. In September of the year you are applying for internship:
  - ◆ Begin mandatory weekly meetings with Dr. Palmer, or faculty designee, to facilitate the application process. These meetings will assist you in the APPIC application process, development of the required essays, and will include mock interviews. We will continue to meet throughout the process, but at a reduced frequency once the applications are submitted.
  - ◆ Make sure you get the Internship Verification Form, complete with your information, to Dr. Palmer a minimum of two weeks before your application is due. Your packet is not complete without this form.
  - ◆ Allow more time than you think you will need.
  - ◆ Remember, many applications are due early October, so be prepared.
- k. You will submit applications between October and December, and can begin interviewing in November. Be prepared by having the flexibility and resources available to travel to your interviews. Internship notification will occur late in February.

Please note: Upon notification of the decision of the various internship sites, please inform Dr. Palmer.

### **Program Goals B1-B4 for Internship Training**

- a. Effective interpersonal functioning.
- b. Ability to make sound professional judgment.
- c. Ability to extend and expand basic assessment and intervention techniques to meet the needs of varied settings, problems, and populations.
- d. Ability to apply ethical and legal principles to practice situations.
- e. Ability to assess and intervene appropriately with clients with disabilities and individuals from different culture, gender, race, social economic status, sexual orientation, age, color, ethnicity, language, national origin, and religion.
- f. Develop a primary professional identity as a counseling psychologist.
- g. Awareness of personal strengths and limitations, openness to and value of supervision.
- h. Continued supervision, consultation, and education.
- i. Knowledge base for the proper selection of appropriate advanced training as desired.

### **Faculty Responsibility**

- a. Assure that the intern is academically prepared for the internship.
- b. Assure that the internship placement is appropriate for attaining Program goals and student needs.
- c. Maintain contact with the field supervisor or training director and receive intern evaluations (two evaluations each six months apart).
- d. Final evaluation of the intern's performance.

### **Student Intern's Responsibility**

(Note: APA or APPIC sites will have specific student responsibilities - these are general guidelines)

- a. Complete Appendix B and return a copy to the Director of Training and follow the terms of this Internship Contract.
- b. Participate actively in evaluating the internship.
- c. Submit supervisor evaluation forms to the Director of Training at the end of each semester. (If your internship site does not have a formal evaluation in place, you should ask your supervisor to fill out

Appendix C at the end of each semester.)

- d. At the conclusion of the internship, submit Student Evaluation of Internship Form (Appendix D) to the Director of Training.
- e. Keep a copy of all records, forms, and evaluations.
- f. Verify that a copy of all records, forms, and evaluations are on file with the Director of Training.
- g. Enroll in CPSY9788-9789: Internship for no credit.

### **Field Supervisor's Responsibilities**

(APA or APPIC approved sites will have specific supervisor duties - these are general guidelines)

- a. Assign specific clients and other learning experiences.
- b. Develop the intern's skills in applied areas.
- c. Schedule regular supervision of at least 2 hours individual and 2 hours group per week.
- d. Orient the intern to the placement - policy, philosophy, procedures and administrative.
- e. Maintain responsibility for all client contact and client welfare.
- f. Evaluate the intern's progress through observation, supervision, and written reports.
- g. Document the number of hours the intern has participated in supervised training, specifying the number of hours in direct service, supervision, and ancillary activities.
- h. Provide a professional psychology role model and professional socialization experiences for the intern.

### **Insurance**

Counseling Psychology doctoral students are required to maintain student liability insurance in the amount of \$1,000,000/\$3,000,000 against malpractice throughout the time they are enrolled in the Program. Once initiated it would be a good idea to maintain the liability insurance for the duration of graduate training and until the next level of professional insurance is acquired. This policy is consistent with national professional training standards and is intended to protect students.

Insurance can be obtained from the American Psychological Association Insurance Trust (APAIT). The APAIT can be contacted at: APA Insurance Trust Professional Liability Insurance Program, P.O. Box 93124, Des Moines IA, 50393, or by calling 1-800-852-9987.

### **Interns and the Use of the Title "Doctor"**

The use of the title "doctor" orally and/or in writing is the absence of an earned doctorate is a violation of the Ethical Principles of Psychologists and Code of Conduct (APA, 2002)

### **Awarding the Doctoral Degree Prior to Completion of the Internship**

All program requirements, including the internship, must be satisfactorily completed prior to awarding the doctoral degree. Seton Hall University does not allow students to participate in the graduation ceremony prior to completing all program requirements. The program cannot certify the completion of all requirements for the doctoral degree before completion of an internship because it violates accreditation guidelines. Whether or not a student has completed a dissertation prior to completing an internship does not change this situation.

According to APA, internships are designed as a training experience at the predoctoral level. The competency level of the training experience is consistent with that designation, and it would be inappropriate simply to rename the training as postdoctoral in order to graduate "early." If the student is a "respecialization" intern, the fact that the trainee has a doctoral degree in another field of the discipline does not change the predoctoral level of experience required in the trainee's field of professional respecialization.

**Appendix A: Internship Application**  
**Doctoral Program in Counseling Psychology**

**To be submitted to the Director of Training one full year before beginning an internship**

Name:

Date:

Address:

Telephone:

Anticipated starting date for internship:

Check one: Full time: \_\_\_\_\_ Half time: \_\_\_\_\_

In the space provided, indicate the date of completion for the following:

CPSY8563: Practicum in Counseling Psychology I: \_\_\_\_\_

CPSY9563: Practicum in Counseling Psychology I – Lab \_\_\_\_\_

CPSY8564: Practicum in Counseling Psychology II: \_\_\_\_\_

In the space provided, indicate the anticipated date of completion for the following:

CPSY8565: Practicum in Counseling Psychology III: \_\_\_\_\_

CPSY8566: Practicum in Counseling Psychology IV: \_\_\_\_\_

CPSY8568: Practicum in Counseling Psychology V: \_\_\_\_\_

Date of completion of course work: \_\_\_\_\_

Date of passing the Foundations of Professional Practice in Psychology Exam (FPPP) \_\_\_\_\_

Date of approval of dissertation proposal: \_\_\_\_\_

Scheduled date of dissertation defense: \_\_\_\_\_

Number of direct service hours accumulated: \_\_\_\_\_

Number of indirect service hours accumulated: \_\_\_\_\_

Number of hours of face-to-face supervision: \_\_\_\_\_

List below, and on a separate sheet of paper if necessary, the names and addresses of the internship sites you are anticipating making application to and indicate whether or not they are accredited by APA or APPIC approved sites.



*Example Only – Please obtain current forms from the Program Web Site*

## **Appendix B: Internship Contract**

Seton Hall University  
College of Education and Human Services  
Department of Professional Psychology  
and Family Therapy

Agreement dated \_\_\_\_\_ between

\_\_\_\_\_, herein called the "Site", and  
\_\_\_\_\_ a program of graduate study at Seton Hall University,  
hereinafter called the "**University**" located at 400 South Orange Ave., South Orange, NJ, herein called  
the "**Program**". The above Parties agree to the following terms of this contract, herein after called the  
**Agreement and to the terms in the Appendix, Individual Student Provisions**, herein after called  
**Appendix**.

### **Site Responsibilities**

#### **1. Administrative Services and Support**

The administration of the training site agrees to provide the following:

- a. Support. Administrative support including, but not limited to resources and specific budgetary resources for supervised Internship/internship training as described herein.
- b. Orientation. Comprehensive orientation to the site, including but not limited to policies, philosophy, procedures, protocols, rules, and expectations.
- c. Role Models. Commitment to provide a variety of roles models which represent the diversity of professionals in the field. Sites will afford students the opportunity to interact with a diverse staff and client/patient population whenever feasible.

#### **2. Supervision**

The designated supervisor at the Site shall provide the following:

- a. Continuity. The supervisor shall provide a continuity of supervision and supervised activities and experiences as described herein.
- b. Expertise. The supervisor shall be a clearly designated licensed or license-eligible professional appropriate to the degree program.
- c. Client welfare. The supervisor shall maintain responsibility for all client/patient contact and welfare.
- d. Documentation. The supervisor shall certify the number of student hours and appropriate categories of client contact, based upon the student's documentation, to the Site, Student, and program.
- e. Disciplinary Actions. The supervisor will inform the student, site administration, and program coordinator of potential disciplinary issues in a timely manner. The Ethical and Professional Guidelines of the respective accrediting bodies shall serve as the basis for such issues.

### **3. Supervised Experiences and Activities**

The Site will provide training activities/experiences that are:

- a. integral to the regular performance of the training site's normal professional functions, duties and responsibilities.
- b. affirming of and demonstrating a high regard for human dignity. Students shall not be required to participate in practices that restrict the exercise of civil or human rights of any person or which impair the quality and nature of professional training in psychology as defined by the respective accrediting entities.
- c. continuous and sequenced in an organized manner and encompass a variety of presenting problems.
- d. consistent with the fulfillment of minimum hours and categories of client/patient contact as required by the student's respective program.
- e. facilitative of audio and videotaping of student interaction with clients, if appropriate to client welfare, and not prohibited by Site policy.
- f. conducive to opportunities for research in applications of psychological theory and practice if possible and practical.

### **4. Evaluation**

- a. Each student will be evaluated according to clearly pre-defined criteria and a schedule as specified in the Appendix.
- b. Evaluations will be shared orally with the student and provided in written form to the administration of the training site, the student, and the director of the program.

## **Program Responsibilities**

### **1. Administrative services and support**

- a. Support. Administrative support, including but not limited to, resources and specific budgetary resources for supervised practica/internship training as described herein.
- b. Orientation. Comprehensive orientation to the program curriculum regarding the purpose and nature of the practica/internship experience, including but not limited to policies, philosophy, procedures, protocols, rules, and expectations.
- c. Insurance. All students involved in Internship or Internship will purchase professional liability insurance in the amount of \$1,000,000/3,000,000, and provide evidence of same to the Site supervisor.

### **2. Supervision**

The designated University Coordinator shall provide the following:

- a. Continuity. The Coordinator shall provide a continuity of supervision and supervised activities and experiences as described herein, acting as (1) the liaison between the Site Supervisor, the University, the Student, the Course Instructor of the Internship/Internship (if different from the

Coordinator) and (2) the principal monitor of the student's clinical development.

- b. Expertise. The Coordinator shall be a licensed or license-eligible professional appropriate to the degree program.
- c. Client welfare. The Coordinator shall maintain responsibility for the number of student hours and appropriate categories of client contact, based upon the verification of the Site Supervisor as provided here in.
- d. Documentation. The supervisor shall maintain documentation of the number of student's hours and appropriate categories, based upon the student's documentation, to the Site, Student, and Program.
- e. Disciplinary Actions. The Coordinator will act within University guidelines to address disciplinary issues as brought forth by the parties to this Agreement. Further, the Coordinator will intervene as the principle advocate for the student to address student concerns. The Ethical and Professional Guidelines of the respective accrediting bodies shall serve as the basis for such issues.

### **3. Supervised Experiences and Activities**

**The Program** will provide training activities/experiences that are

- a. integral to the development of clinical functions, duties and responsibilities.
- b. affirming of and demonstrating a high regard for human dignity. Instruction will be provided in practices consistent with the exercise of civil and human rights and the quality and nature of professional training in psychology as defined by the respective accrediting entities.
- c. continuous and sequenced in an organized manner and encompass a variety of presenting problems.
- d. consistent with the preparation of the Student to meet the fulfillment of minimum hours and categories of client contact as required by the student's respective program.
- e. facilitative to prepare the Student to conduct appropriate and professional interaction with clients/patients.
- f. conducive to opportunities for research in applications of psychological theory and practice if possible and practical.

### **4. Evaluation**

- a. Each student will be evaluated according to clearly pre-defined criteria and a schedule as specified in the Appendix.
- b. Evaluations provided by the Site Supervisor will be shared orally with the student and Course Instructor.

## **Student Responsibilities**

### **1. Administrative Services and Support**

- a. Compliance. The Student shall be responsible for (i) procuring Program approval and certification of eligibility for a Internship/Internship placement within the predefined schedule of

procedures as defined by the applicable Student Handbook; (ii) meeting all Site requirements of placement, including but not limited to interviews, physical examinations, and background checks; (iii) procure adequate and timely malpractice insurance (as per 1.c under Program Responsibilities, p.2); (iv) meeting all terms as set forth and agreed to in the Appendix.

- b. Orientation. The Student shall attend all orientation sessions to the program curriculum regarding the purpose and nature of the Internship/internship experience, including but not limited to policies, philosophy, procedures, protocols, rules, and expectations.

## 2. Supervision

- a. Relationship to Supervisor and Coordinator. The Student acknowledges the nature, purpose, and function of the supervision and agrees to comport his/her actions and responses consistent with the guidelines of the applicable accreditation body.
- b. Role Models. The Student agrees to seek and interact with role models that represent the diversity of professionals in the field as available at the Site. The variables of diversity include but are not limited to gender, ethnicity and race, socioeconomic status, age, religion and sexual orientation.
- c. Client welfare. The Student shall act at all times to meet his/her obligations and responsibilities for all client contact and welfare within the supervisory guidelines of the Supervisor.
- d. Documentation. The Student shall document and provide to the Supervisor the number of student hours and appropriate categories of client contact.
- e. Disciplinary Actions. The Student will immediately address and respond to potential disciplinary issues as raised by the Supervisor. The student further agrees that such issues will be resolved through the **Counseling Psychology Program's Practicum Coordinator** and in consultation with **the Supervisor or other persons at the Site. The Student shall immediately desist from any actions that are in question until such matters are resolved, as provided herein.** The Student agrees to be bound by the resolution of issues as determined by the Supervisor and Coordinator. Failure to abide by the procedures and determinations of this process will result in disciplinary action initiated by the Program and governed by due process according to University guidelines. The Ethical and Professional Guidelines of the respective accrediting bodies shall serve as the basis for such issues.
- f. Grievance Procedures. The Student has the obligation to report concerns and issues related to the performance of his/her placement which may be in violation of the Student's rights under the provision of the Agreement and professional standards and guidelines. Such potential grievances must be communicated to and resolved by the Coordinator. Under no circumstances shall the Student engage in any conduct in violation of this paragraph. Failure to abide with such procedures shall result in disciplinary action as describe herein.

## 3. Supervised Experiences and Activities

- a. The Student acknowledges that all activities covered herein are conducted solely to fulfill curriculum requirements of the appropriate Program and may not be used for any other purpose.
- b. The Student agrees to engage in training activities/experiences at the Site that are:
  - i. integral to the regular performance of the training site's normal professional functions, duties and responsibilities.
  - ii. continuous and sequenced in an organized manner and encompass a variety of presenting problems.
  - iii. consistent with the fulfillment of minimum hours and categories of client contact as

required by the student's respective program.

iv. affirming and demonstrating a high regard for human dignity. The Student shall not participate in practices that restrict the exercise of civil or human rights of any person or which impair the quality and nature of professional training in psychology as defined by the respective accrediting entities.

#### **4. Student Responsibilities With Clients/Patients**

- a. Relationship to Client. The Student's relationship to client's at the Site is restricted solely to a supervised training experience within the guidelines of the Program's accreditation body. Under no circumstances shall the Student present and/or represent him/herself to any client or other person, whether at the Site or any other location, as licensed or a license eligible professional or having any authority, responsibilities or duties outside or beyond the scope and intent, both explicit and implied, in this Agreement.
- b. Client/Patient Contact. The Student shall have responsibility for fulfilling the number of student hours and appropriate categories of client contact, based upon the certification of the Supervision, as provided herein.
- c. Client/ Patient Welfare. The Student agrees to affirm and demonstrate a high regard for dignity. The Student shall not participate in practices that restrict the exercise of civil or human rights of any person or which impair the quality and nature of professional training in psychology as defined by the respective accrediting entities.
- d. Documentation. The Student shall maintain documentation of the number of the student's hours and appropriate categories, based upon the student's documentation, to the Site, and the Program.
- e. Audio and Videotaping of Student and Client Interaction. Students shall fulfill the Program requirements of audio and/or videotaping of interactions with clients under the following provisions:
  - (i) Environmental conditions are conducive to audio and videotaping of student interaction with client/patients, as determined solely by the latter's welfare.
  - (ii) Student conduct shall be governed by rules of agency of the University and professional standards and the guidelines and requirements of the Site, providing such guidelines and requirements are within the terms of this Agreement.

#### **Joint Responsibilities**

1. It is mutually agreed and understood that nothing in this agreement implies an employee/employer relationship between UNIVERSITY INSTRUCTORS or students and the SITE.
2. UNIVERSITY agrees to indemnify and hold harmless the SITE, its affiliates, subsidiaries, and parent and their directors, trustees, officers, agents, servants and employees from and against any and all claims and liabilities (including reasonable attorney fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of acts or omissions of the UNIVERSITY'S students, faculty members, employees, servants, trustees, officers, directors, or agents.
3. The SITE agrees to indemnify and hold harmless the UNIVERSITY and its trustees, officers, employees and students from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of conditions existing at the SITE and the acts or omissions of the SITE'S personnel, including without limitation, their agents and their

supervisory duties under the Program. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above; provided however, that failure to give such notice shall not be a waiver of the party's right to indemnification from each other.

4. This agreement shall be governed, interpreted, and construed in accordance with the laws of the State of New Jersey.
5. Both parties agree not to discriminate against any student, in any manner whatsoever on account of race, creed, color, sex, age, national origin, sexual orientation, or mental or physical disability.
6. The SITE agrees to maintain and keep in effect a Comprehensive General Liability insurance policy which shall include Professional Liability covering the SITE and all employees in the Program. Upon request, the SITE will provide proof of such insurance to the University.
7. The SITE personnel shall provide clinical direction and supervision to the students participating in the clinical education program. SITE personnel are responsible for all patient care and all decisions regarding patient care; in the event of a difference of opinion concerning the care of a patient, the decision of SITE personnel shall prevail and control all parties involved. The SITE will provide work environment as necessary to meet requirements established by state policy making boards.
8. The UNIVERSITY requires that all students will carry professional liability insurance in the amount of \$1,000,000/3,000,000. And provide the SITE supervisor with evidence of same (previously noted on page2).
9. All notices to the parties must be in writing, signed by the party giving it, and shall be served personally or by mail addressed as follows:

Joesph DePierro, Ed.D., University Representative  
Dean, College of Education and Human Services  
468 Jubilee Hall  
Seton Hall University  
400 South Orange Avenue  
South Orange, NJ 07079

OR

Name & Title  
Site  
Address  
City, State, Zip

Site Representative

In witness hereto, the parties affix their signatures.

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Student

---

Site Supervisor

---

Director of Training, Counseling Psychology Program

---

Dean, College of Education and Human Services

---

President for Finance and Technology

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Vice

Appendix  
to  
Agreement  
Between  
Seton Hall University's  
Department of Professional Psychology and Family Therapy  
and  
\_\_\_\_\_  
site  
\_\_\_\_\_  
address

This student is completing a Counseling Psychology Internship Rotation:

This student is a doctoral student required to complete \_\_\_\_\_ hours throughout one calendar year.

The student will report to the site \_\_\_\_ days(s) per week. The assigned schedule is:  
(days, hours, location)

The student is required to complete \_\_\_\_\_ hours. Of these, \_\_\_\_\_ must be involved in direct client contact.

The Internship student requires:

\_\_\_\_\_ hours of seminar weekly.

\_\_\_\_\_ hours of group supervision.

\_\_\_\_\_ hours of individual supervision (as indicated).

The supervisor will complete the appropriate evaluation forms at the end of each semester.

The student's signature below indicates that she/he has read and agrees to all the provisions of the universal Professional Psychology and Family Therapy contract, to which this Appendix is attached.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Training Director: \_\_\_\_\_ Date: \_\_\_\_\_



## **Appendix C: On-Site Supervisor's Evaluation of Internship Intern**

### **Ph.D. Program in Counseling Psychology**

Due by Dec 1 & April 15 - Copy to: Director of Training and Student.

*Students: Please note that although you are not on campus, you have nonetheless enrolled in a zero credit generating course (CPSY9788 for the fall semester and CPSY9789 for the spring semester) that requires the Director of Training to submit a grade of S (Satisfactory) or U (Unsatisfactory). Unless the Director of Training receives an evaluation from your on-site supervisor by Dec. 1 for the fall semester and April 15 for the spring semester on this or in some other form (e-mail, letter, etc.), you will not be assigned a grade.*

**Intern:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

How many hours per week, on average, did you meet with this student for supervision?

\_\_\_ Individual Supervision \_\_\_ Group Supervision

Please indicate the types of supervision used during this semester:

\_\_\_ Discussion of Cases \_\_\_ Direct Observation of Student \_\_\_ Audiotape review

\_\_\_ Videotape review

In what activities did you directly supervise this student?

\_\_\_ Individual counseling \_\_\_ Group counseling \_\_\_ Family counseling

\_\_\_ Couples counseling \_\_\_ Career/vocational counseling

\_\_\_ Psychoeducation/preventive programming

\_\_\_ Consultation \_\_\_ Psychological Testing \_\_\_ Neuropsychological Testing

\_\_\_ Other \_\_\_\_\_

Using the scale below, please rate the student in areas indicated, taking into consideration the student's level of training and performance relative to other students at a similar level. ***Please comment on any rating lower than a 4.***

1	2	3	4	5	6	7	DK/NA
Minimal Competence			Satisfactory			High Competence	No basis on which to form a judgment

### Professional Behavior

- \_\_\_\_\_ Maintains schedule as agreed
- \_\_\_\_\_ Follows agency procedures
- \_\_\_\_\_ Aware of and able to use community resources
- \_\_\_\_\_ Relates well with professional staff, support staff, and fellow students
- \_\_\_\_\_ Regularly attends case conferences and other agency activities, including professional/didactic seminars
- \_\_\_\_\_ Participates appropriately in case conferences and other agency activities, including professional seminars
- \_\_\_\_\_ Seeks supervision when required, in addition to scheduled sessions
- \_\_\_\_\_ Aware of personal limits and maintains scope of practice appropriate for current level of training
- \_\_\_\_\_ Accepts and makes use of supervisor's feedback
- \_\_\_\_\_ Aware of and functions within legal and ethical boundaries
- \_\_\_\_\_ Appearance and dress are appropriate for a professional agency

Comments

### Record Keeping

- \_\_\_\_\_ Maintains records as required by the site, in a timely manner
- \_\_\_\_\_ Progress notes and other case records are well organized, clearly written, and focused on the most relevant aspects of the case

Comments:

**Assessment and Testing**

- \_\_\_\_\_ Reviews appropriate material (e.g. case histories, intake notes) in advance of initial session with the client
- \_\_\_\_\_ Interviews follow a logical format and include all information necessary for diagnosis
- \_\_\_\_\_ Uses interview, observation and testing results as applicable to form an accurate diagnosis
- \_\_\_\_\_ Conceptualizes cases within psychological theory
- \_\_\_\_\_ Considers issues of cultural and individual diversity in conceptualizing a case
- \_\_\_\_\_ Establishes rapport and maintains cooperation during interviewing/testing
- \_\_\_\_\_ Follows standard testing procedures
- \_\_\_\_\_ Adapts to client needs, within bounds of the test protocol
- \_\_\_\_\_ Scores tests accurately
- \_\_\_\_\_ Interprets results correctly
- \_\_\_\_\_ Relates test results to the presenting problem and appropriately identifies treatment implications
- \_\_\_\_\_ Aware of psychometric issues and limitations of tests
- \_\_\_\_\_ Provides appropriate feedback to clients, families and/or referral sources
- \_\_\_\_\_ Written testing reports are clear, complete, and well organized

Comments

**Treatment Planning and Intervention**

- \_\_\_\_\_ Establishes rapport with clients, and maintains client involvement in therapy
- \_\_\_\_\_ Prepares treatment plans appropriate to client's needs, with appropriate client and/or family participation
- \_\_\_\_\_ Considers relevant and current research when planning interventions
- \_\_\_\_\_ Appropriately integrates theory with practice
- \_\_\_\_\_ Able to be flexible in choosing and changing interventions as appropriate
- \_\_\_\_\_ Works effectively in an individual counseling relationship
- \_\_\_\_\_ Works effectively when systems interventions are required
- \_\_\_\_\_ Works effectively with groups
- \_\_\_\_\_ Coordinates treatment when required with other staff members or outside agencies
- \_\_\_\_\_ Attends to issues of individual and cultural diversity

Comments

**Approach to Practice Consistent with the Specialty of Counseling Psychology**

The following are additional areas of emphasis within the specialty of Counseling Psychology. Please rate the student on those areas relevant your site.

\_\_\_\_\_ Works within a brief, time-limited approach

\_\_\_\_\_ Works within a developmental framework across a wide range of client functioning

\_\_\_\_\_ Considers person-environment interactions, rather than an exclusive focus on person  
or environment

\_\_\_\_\_ Emphasizes prevention, including psychoeducational interventions where appropriate

\_\_\_\_\_ Takes into consideration the educational and vocational lives of individuals

\_\_\_\_\_ Evaluates his or her own work in light of current research and developments in the field

Comments:

**Overall Evaluation**

What are this student's strengths?

What are the student's areas for growth?

Additional comments:

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

\*Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Student's comments (optional):

\_\_\_\_\_  
\*Signature indicates review of the evaluation rather than agreement with it.

## **Appendix D: Student Evaluation of Internship Placement**

### **Ph.D. Program in Counseling Psychology**

**INTERNSHIP SITE:** \_\_\_\_\_

**SUPERVISOR:** \_\_\_\_\_

1) On a scale of 1 (Poor) to 7 (Excellent) please rate the overall quality of this internship site for Internship training: \_\_\_\_\_

COMMENTS:

2) Using the same scale as in 1 above, please rate the overall quality of the supervision you received at this internship site: \_\_\_\_\_ (Please consider not only the technical aspects of supervision, but also the openness of your supervisor to candid, give and take discussion about important practice issues.)

COMMENTS:

3) Internship training is, in part, intended to expose the student to appropriate professional role models - psychologists actively engaged in the practice of the profession. Do you believe that this placement provided you with that opportunity? Yes NO

If NO, please comment:

4) Internship training is intended to provide the student with an opportunity to begin to interact with people from other professions and disciplines - social work, psychiatry, other areas of medicine, physical therapy, occupational therapy, etc. Do you believe that this placement provided you with this opportunity? YES NO

If NO, please comment:

5) Internship training is intended to provide the student with a diverse set of training experiences (e.g., initial client contact/intake, crisis intervention, ongoing counseling, assessment, staff meetings, consultation, report/progress note writing). Do you believe that this placement provided a helpful range of training experiences? YES NO

If NO, please comment:

6) Internship training is intended to provide the student with the opportunity to share experiences with other Interns at a similar level of training. This not only helps in the learning process but is also essential in building a professional identity. Did this placement provide such an opportunity? YES NO

If NO, please comment:

7) Using a scale of 1 (POOR) to 7 (EXCELLENT), please rate the physical space, office accommodations, and facilities of this site: \_\_\_\_\_

COMMENTS:

8) Using the same scale as in 7 above, please rate the testing materials and necessary supplies (if appropriate) available at this placement: \_\_\_\_\_

COMMENTS:

9) Using the same 7-point scale please rate the library facilities available at this placement \_\_\_\_\_

COMMENTS:

10) Did it appear to you, as a Intern, that the larger internship site supported, in fact and spirit, the use of the facility as a training site? YES NO

If NO, please comment:

11) Was there any opportunity at this site to participate in psychological research? YES NO

If YES, please describe (even if YOU did not actually participate):

12) Internship training is intended, in part, to provide the student with the opportunity to interact with and work with a culturally diverse population. Did this placement provide that opportunity: YES NO

NO

If YES, please comment:

13) Please make any additional comments that you would like concerning this training experience:

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

*Due to Director of Training at end of internship.*