

The Seattle School

OF THEOLOGY & PSYCHOLOGY

INTERNSHIP HANDBOOK

Master of Arts in Counseling Psychology

DOMESTIC INTERNSHIPS

2025-2026

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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 (2025-2026).

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 their 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.

Low Residency students will, in all probability, be creating a new Internship Site (see section on New Site Request (see Appendix Form L). It is important that Low Residency Students contact their specific state's board of counseling in order to determine hours needed for their internship. The 250 hours required for Washington State students is only for Washington State. Most other states require 600+ hours and the splits between direct and indirect hours vary from state to state. If you are having difficulties finding this information you can contact the Manager of Accessibility & Vocational Programs at The Seattle School for assistance with state requirements.

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 (for reference only). All forms should be submitted online, and can be found on the Internship Website at <https://sites.google.com/thesattleschool.edu/internships/home>.

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

Prior to Internship:

- A. Read the Internship Handbook.
- B. Attend mandatory Internship Orientation meeting on October 7, 2024.
- C. Attend the Internship Fair sponsored by The Seattle School on **Friday, November 15, 2024, 9:30-11:30 am PST, Online.**
 - i. Required for on-campus students, optional for low-residency students.
- D. Secure an internship that meets the requirements of The Seattle School.
- E. Complete the *Internship Site Agreement* (Appendix A), and the *Supervisor Guidelines* (Appendix B).
- F. Procure liability insurance if not provided at Internship Site (see FAQs/Appendix J).

Submit the following documents to the Registrar no later than Friday, May 23, 2025 at 5:00 pm PT.

- o *Internship Site Agreement*
- o *Supervisor Guidelines*
- o *HIPAA Patient/Client Rights*
- o *Proof of Liability Insurance*
- o Completed Psychotherapy Verification Final Hours Form
(Due March 31, 2025)

NOTE: SEE NOTE.

Internship:

- A. Fulfill duties and responsibilities as agreed upon in *Internship Site Agreement* (Appendix A).
- B. Attend scheduled Internship I and II classes at The Seattle School.
 - a. Please note: Students with an internship start date prior to August 15, 2025 are required to enroll in the Pre-Fall Internship Course (CSL 529).
- C. Record internship hours on the *Record of Weekly Internship Site Hours* (Appendix F).
- D. *Weekly Assessment Tool (WAT)*: There are 2 parts to the WAT, student part and supervisor part. Submit both parts weekly until able to be discontinued (Appendix E).
- E. Have Supervisors complete the Internship Evaluation Form. This form is submitted at the end of both the Fall and Winter trimesters. This evaluation form (and instructions for submission) are located in Populi and linked on the Internship website.
 - a. Please note: Supervisors should review the Internship Evaluation Form with the intern in person using the hard copy in the Appendix. Supervisors will then complete the Internship Evaluation Form online at the web address listed in the course page on Populi. Physical copies of the survey will not be accepted.

Post-Internship:

- A. Complete the *Internship Completion & Hours Form* (Appendix G), the *Internship Site Evaluation* (Appendix G), and have supervisor complete *Internship Evaluation* (as explained above in E).
- 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. The link is on the Internship Website, located on Populi.

3. INTERNSHIP PREREQUISITES AND APPLICATION PROCESS

3.1 INTERNSHIP PREREQUISITES

The prerequisites for the internship are as follows:

MACP Program

- Listening Lab Parts I & II (IDS 520/1)
- History & Systems (CSL 502)
- Professional Ethics & Law (CSL 503)
- Human Growth & Development (CSL 510)
- Helping Relationships II (CSL 543)
- Psychopathology (CSL 545)
- Pre-Internship: Counseling Practicum (CSL 553)
- Social & Cultural Diversities (CSL 509; recommended)

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 internship sites begin the application process in the early winter prior to the following fall term (see note below). **Each on-campus student intending to complete an internship anytime during the 2025-2026 academic year must attend the Internship Fair sponsored by The Seattle School.** The fair is optional for low-residency students though encouraged.

3.3 INTERNSHIP FAIR

The Internship Fair will be held online on Friday, November 15, 2024 from 9:30-11:30 am PT.

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 internship 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 5:00 pm PST on May 23, 2025 in order for the student to be eligible to begin their internship in the 2025-2026 academic year. Paperwork submitted after this date will be considered for an Internship Start Date of the Fall 2026 term.

3.4 NEW INTERNSHIP SITE APPROVAL PROCESS

Students may choose to find their own internship site, whether in Washington State, other U.S. States/Territories, or Globally. Given that the development of a new internship site can take anywhere from 1 month to 6 months, students should begin this process as early as possible. The process is outlined below.

1. Contact a proposed internship site and determine if they have an internship program currently or have had interns in the past.
2. Complete *New Internship Site Request Form* (see Appendix L). This form is submitted to the Assistant Internship Director.
3. The Assistant Internship Director will contact the internship site and ask for a Zoom meeting. At this meeting they will review internship requirements, supervision, typical client population, etc. An Internship Site Description will be created.
4. The Assistant Internship Director will then pass on this Internship Site Description to the Internship Director and Registrar for approval.
5. Students will subsequently be informed about the status of the Internship Site by email.
6. If the Internship Site is approved, the Student continues the Application Process with the Internship Site as outlined in 2.2 above. The Internship Site Description can be found in the Live Internship Resource Guide.

Please note the following:

- Communication with an Internship Site at this point is only through the student, unless there are extenuating circumstances.
- The process for Approval of new Global Internship Sites global internship sites may involve more meetings between student, internship site and Assistant Internship Director. See the Global Handbook for full details.
- The main point of contact for this process is the Assistant Internship Director.

4. CREDITS, HOURS, AND INTERNSHIP 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 service 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 service. **These hours are accumulated over two continuous trimesters at the same internship site**, with a minimum six-month commitment. If the required number of hours is not completed within two trimesters, the student must 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 EARLY START INTERNSHIPS

Students may begin counting official internship hours on July 1 of their internship year. Any internship hours completed before this date are considered voluntary and will not be counted in the requirements listed in 4.1 above. **In order to see clients at an internship site, students must be enrolled in an internship class.** Therefore, any students starting official internship sites *prior to August 15* MUST enroll in and attend a pre-Fall term internship class. This class will be charged an audit fee of \$330 and will not count for any credit or show on a student's official graduate school transcript. Please also see the late internship ending policy in section 8 below. (Washington State RCW 18.225.030)

4.3 INTERNSHIP 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 internship site does not have a written document defining the internship program, the student and the internship site supervisor need to create a document that clearly defines the internship site's internship program. This then needs to be approved by the Seattle School Internship Director. If the internship site does not meet state and Seattle School requirements an internship cannot be pursued at that internship site. A private practice setting is not considered an appropriate internship site for an internship.

4.4 SUPERVISOR, INTERN, CLIENT LOCATION

Interns, clients, and supervisors must all be located in the same US State, Canadian Province, or same country if located outside of the US and Canada. If providing telehealth services the supervisor must be licensed in the state where the client is located. In this case the intern and supervisor must still be located together. If Intern is at a Global Internship Site, refer to Internship Handbook - Global, for additional information.

4.5 SITE SPECIFIC FORMS

Some Internship Sites may have additional required forms to be completed. These additional forms are secondary to The Seattle School Internship Site Agreement and Supervisor Guidelines. The intern is responsible to submit copies of these secondary forms to the Assistant Internship Director to make sure these are in compliance with The Seattle School's Internship Site expectations.

4.6 COMPENSATION

Students are not employees of the Internship Site, and therefore not allowed to receive regular paychecks or salaries for their internship. However, some Internship Sites may elect to offer student interns a stipend to help defray the costs involved in participating in an internship and that is allowed. These types of costs may include housing, meals, public transportation, training, and related internship expenses.

4.7 INTERNS AND THE USE OF TITLE

The designated title for a student at their Internship Site is Intern. Students will list their status as Intern, MA in Counseling Psychology.

4.8 PLACEMENT TERMINATION PRIOR TO COMPLETING CONTRACTED REQUIREMENT

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

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

Note: For further clarification, see Evaluation, Remediation, Corrective Action and Due Process Section.

5. GLOBAL INTERNSHIP SITES

5.1 GLOBAL INTERNSHIP SITES

Students interested in pursuing a Global Internship refer to the Global Internship Handbook. Students must seek approval from the Internship Director prior to beginning the Internship application process. Students pursuing a

Global Internship Site are required to submit all applicable internship paperwork. Refer to Internship Website and Internship Handbook - Global for applicable Global Internship Portal Checklist deadlines.

5.2 DOMESTIC INTERNSHIP SITES

Low-residency students may pursue an internship outside the state of Washington. Internship Sites must meet the Internship Site requirements and agree to the Supervision guidelines as stated in the above section and the supervision requirements as stated in the following section. These students are still required to meet all internship paperwork deadlines as described in section 2.2 above.

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 internship 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. They do not need to be fully licensed.

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 Internship 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 countertransference 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.

6.6 DUAL RELATIONSHIP WITH SUPERVISORS

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

6.7 WEEKLY ASSESSMENT TOOL

The Weekly Assessment Tool (WAT) has 2 parts: an intern part and a supervisor part. Submit both parts weekly. Interns will submit the intern portion of the *Weekly Assessment Tool (WAT)* and submit it to their Internship Site Supervisor on a weekly basis. The Internship Site Supervisor will sign and complete the form digitally. The Internship Site Supervisor will complete their portion of the Weekly Assessment Tool on a weekly basis. The intern will review and acknowledge receipt of the form digitally. The intern is responsible for ensuring the completed form arrives to the Registrar at The Seattle School. Both parts of this form are discontinued when the Internship Site Supervisor and the Intern agree the WAT is no longer necessary as the Intern has met the necessary requirements and competencies at the Internship Site.

Please note: At a minimum, the Weekly Assessment Tool must be completed by both students and supervisors for 6 weeks before it may be discontinued.

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 (CSL 530) AND II (CSL 531) 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. Please also see policy 4.2 above for early start internships.

8.2 **REQUIRED ATTENDANCE**

Attending CSL 530 & 531 Internship I & II is mandatory. Please see the specific attendance policy in the syllabus.

8.3 **FORMAT OF INTERNSHIP I AND II (CSL 530 & 531)**

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

8.4 **INTERNSHIP III CLASS - CSL 532**

Students are allowed to see clients at their internship sites and count official hours for the duration of Fall and Winter terms, including the Christmas break time. If students need to extend their internship past the end of Winter term, below are the available options:

- **Winter term grads (April):** *Students are completing all degree requirements in Winter term - these students must apply for licensing in their respective state.* There will be a "lag" period in between when students complete their degree and when the license is issued in which they MAY NOT see clients. Students may stay at the internship site and perform other tasks, but are not allowed to be with clients.
- **Spring term grads (June):** *Students are completing all degree requirements in Spring (June) term AND have met the minimum internship hours requirement (as laid out in 4.1) - if these students wish to continue seeing clients* at their internship sites they must enroll in and attend a Spring Term internship course (CSL 532). This class will be charged an audit fee of \$330 and will not count for any credit or show on a student's official graduate school transcript.
- **Spring term grads (June):** *Students are completing all degree requirements in Spring (June) term but have NOT met the minimum hours requirement - these students must enroll in and attend a Spring Term internship course.* This class will be charged regular tuition and will show on a student's official graduate school transcript. This course will be graded P/F as with other internship courses and may not be used as elective credits or other graduation requirements.

Term	Have met hours requirements	Seeing Clients/Continuing at Internship Site
Summer BEFORE CSL 530 class in Fall term	Yes	If you are starting your internship prior to August 15 of your internship year you MUST enroll in CSL 529 Early Start Internship course as an auditor in order to see clients. You are also able to start work at an internship site WITHOUT seeing clients and then would not need to be enrolled in this course. This course will meet periodically in July and August, during Summer break.
Winter (April) Term Grads	Yes	You must stop seeing clients at the end of Winter term. You can resume seeing clients after being issued the appropriate state license. Any agreements or continued work are arranged between you and the internship site and the school is no longer involved.
Spring (June) Term Grads	Yes, but I am continuing on at my internship site	You may continue seeing clients only if enrolled in CSL 532 Internship III audit course. Also have the option to stay at an internship site without seeing clients and then would not need to be enrolled in this course.
Spring (June) Term Grads	No	Must be enrolled in CSL 532 Internship III for credit to keep counting official hours and seeing clients. Students need this course if they have not met the hours requirements in 4.1 OR need additional official internship hours to meet state licensing requirements.

9. REQUIRED FORMS

9.1 COMPLETION FORMS

Three forms are necessary to complete for the intern to receive course credit for their internship. These required forms are located on the Internship Website, which can be found linked in the relevant Populi courses.

- (1) *Internship Completion & Hours Form* (Appendix G) signed by the student and Internship Site Supervisor
- (2) *Internship Site Evaluation* (Appendix H)
- (3) *Internship Site Supervisor Evaluation* (Appendix K)

Supervisors should review the evaluation with the intern in person using the hard copy in the Appendix. Supervisors will then complete the evaluation online. **Physical copies will not be accepted.**

All three of these completed, signed documents must be submitted online 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 CSL 530 Internship I and CSL 531 Internship II, the forms must be submitted by the last day of the Winter trimester, including the Fall trimester record of weekly internship site hours. **Physical copies of the forms will not be accepted.**

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 and 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 internship 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 Internship 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 Harmful and level 5 is Exceeds Expectations (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/documentable 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 clinical or training director makes this decision in conjunction with other training staff (i.e. the medical director, chief operating officer, etc.). 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, internship 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 Internship 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 internship 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 single handedly. 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 the 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 a 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 the 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

O'Donnell Day, Ph.D., serves as the Internship Director. Dr. Day is responsible for directing the training program and has administrative authority commensurate with such responsibility. Dr. Day is a licensed psychologist. Corinne Vance, M.A. LMHC, serves as the Assistant Internship Director, and is responsible for developing, and assessing if an Internship Site meets The Seattle School clinical training criteria.

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 the 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 the Graduate School

Kelsey Wallace, Ph.D., Registrar

O'Donnell Day, MA, LMHC, Ph.D., Internship Director

APPENDIX

THESE FORMS ARE INCLUDED FOR REFERENCE ONLY.

ALL FORMS SHOULD BE SUBMITTED ONLINE AND ARE LOCATED ON THE INTERNSHIP WEBSITE.

[HTTPS://SITES.GOOGLE.COM/ THESEATTLESCCHOOL.EDU/INTERNSHIPS/HOME](https://sites.google.com/theseattleschool.edu/internships/home)

NO HARD COPIES WILL BE ACCEPTED.

APPENDIX A	<i>Internship Site Agreement</i>
APPENDIX B	<i>Supervisor Guidelines</i>
APPENDIX C	<i>Remedial Procedure Letter of Warning</i>
APPENDIX D	<i>Probation Notification</i>
APPENDIX E	<i>Weekly Assessment Tool (WAT)</i>
APPENDIX F	<i>Record of Weekly Internship Site Hours Template</i>
APPENDIX G	<i>Internship Completion & Hours Form</i>
APPENDIX H	<i>Internship Site Evaluation</i>
APPENDIX I	<i>HIPAA Patient/Client Rights</i>
APPENDIX J	<i>Frequently Asked Questions (FAQs)</i>
APPENDIX K	<i>Intern Evaluation – FOR REFERENCE ONLY</i>
APPENDIX L	<i>New Internship Site Request Form</i>
APPENDIX M	<i>Washington State Law</i>

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 on _____ days 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.

Note: Students must be enrolled in an internship course at The Seattle School in order to legally see clients at the Internship Site. If a student graduates from our program they are no longer under the auspices of the school and must apply for the appropriate state license in order to keep seeing clients. This will necessitate a short period of "down" time where students are not allowed to see clients in between completing their degree and being issued the appropriate license. Students may still complete other internship related duties during this time.

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*.

FOR REFERENCE ONLY

Hard copies of this form will not be accepted.
The form link can be found [on the website here](#).

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 service. 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 countertransference 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 countertransference 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 for a minimum of six weeks.
- 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 and 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 supervisors 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 Harmful and level 5 is Exceeds Expectations (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/document 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 a decision and indicate whether the intern regained good standing with the training program. If, however, the suspension is upheld upon appeal, the intern may choose to resign from the program.

TERMINATION

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

FOR REFERENCE ONLY

*Hard copies of this form will not be accepted.
The form link can be found [on the website here.](#)*

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 internship site specific competencies, the form may be discontinued by the Internship Site supervisor. The goal is to address training on a weekly basis. The intern is responsible to submit these weekly tools to individual supervision. *Please direct questions to the Internship Director at 206-876-6100.*

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

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

FOR INTERNSHIP SITE SUPERVISORS

Demonstrates an ability to understand and represent internship site specific culture and values.	Yes	No
Demonstrates timeliness for meetings and appointments according to internship 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

1. Professionalism:

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

Reassessed on what date:

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

2. Documentation:

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

Reassessed on what date:

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

3. Lethality/Safety:

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

Reassessed on what date:

4. Other internship site specific requirement for Intern:

Please list here:

Reassessed on what date:

Questions to ask my supervisor this week:

FOR REFERENCE ONLY

Hard copies of this form will not be accepted.

The form link can be found [on the website here.](#)

Training questions, clarifications:

I need help with:

Record of Weekly Internship Site Hours (to be submitted via Internship Completion & Hours Form)

Week	Dates	Supervision		Direct Service Hours (DS)				Indirect Service Hours (IDS)
		Individual	Group	Individual	Couple	Family	Group	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
Totals								

Total Supervision Hours		Intern Name	
Total Direct Service Hours (DS)		Intern Signature & Date	
Total Indirect Service Hours (IDS)		Supervisor's Name	
Total Internship Hours		Supervisor's Signature & Date	

Last Name _____ First Name _____
Trimester/Year _____



INTERNSHIP COMPLETION & HOURS FORM

Supervisor

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

Total Direct Service Hours: _____

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

Total Indirect Service Hours: _____

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

Name (please print): _____

Signature: _____ Date: _____

Student

You will be asked to attach a copy of your Weekly Internship Site Hours (Appendix F) to this form.

FOR REFERENCE ONLY

*Hard copies of this form will not be accepted.
The form link can be found [on the website here](#).*

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 is 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 _____

Appendix G

Last Name _____ First Name _____
Trimester/Year _____

The Seattle School
OF THEOLOGY & PSYCHOLOGY

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 internship 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:

FOR REFERENCE ONLY

*Hard copies of this form will not be accepted.
The form link can be found [on the website here](#).*

**Internship Site 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 internship 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 Workers 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**.

FOR REFERENCE ONLY

*Hard copies of this form will not be accepted.
The form link can be found [on the website here.](#)*

Frequently Asked Questions (FAQs)

1. How many hours are required? For internships completed in Washington State, an internship consists of at least 250 hours, with a minimum of 125 direct service hours. For internships completed outside Washington State (Global or Domestic), the number of hours is based on the state where the student will seek licensure. The number of hours for other states varies up to 600 hours.

2. What are the criteria for a Supervisor? The supervisor must have a Master's degree in one of the following fields: mental health counseling, marriage and family therapy, social work, psychiatry, or psychology. They do not need to be fully licensed.

3. What counts as Direct Hours? Direct services are considered: Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. These may include anything that falls under Case Management (helping a client with: academic work; job applications; helping clients learn English; parenting classes, etc.).

Not considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision. Shadowing/observation counts as indirect service hours, as you are not directly interacting with the client.

These descriptions of direct service are based on CACREP standards.

4. What do I do if my internship site doesn't have liability insurance?

You must then procure your own liability insurance. Here are some options available online:

www.trustinsurance.com/products-services/student-liability, www.americanprofessional.com/profession-page/student/

5. If I don't accumulate enough direct service hours in two trimesters can I continue my internship into an additional trimester?

Yes. You must register for CSL 532 (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 CSL 532 and finish out the necessary hours. That would give you 1 credit more than needed for internship. That credit cannot be used as elective hours.

6. 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.

7. 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 resources such as internship fair, resource guides, websites, and staff advising to assist students in their search. STUDENT MUST complete the New Internship Site Request Form (Appendix L) – this form will be automatically routed to kwallace@theseattleschool.edu and cvance@theseattleschool.edu. Completing this form does not commit the student to accepting this site, it is designed to help Academic Services in advising you on your academic program.

8. 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.

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

No.

10. 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.”

11. 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 internship site that provides supervision.

12. Am I allowed to get paid for my internship?

No - students are not employees of the internship site, and therefore not allowed to receive regular paychecks or salaries for their internship. However, some internship sites may elect to offer student interns a stipend to help defray the costs involved in participating in an internship and that is allowed. These types of costs may include housing, meals, public transportation, training, and related internship expenses.

FOR REFERENCE ONLY

Hard copies of the evaluation will not be accepted.

The online evaluation link can be found in the Internship class site on Populi

This form is to be completed by site supervisors once in the Fall term and once in the Winter term. The evaluation consists of 11 questions and space for additional comments. It should take no more than 10-15 minutes to complete.

Evaluation questions adapted from Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015)

Each evaluation question will ask you to rate the student intern's performance in a specific area using the following scale:

5 - Exceeds Expectations: demonstrates consistent and advanced competency

- *The student intern demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).*

4 - Meets Expectations: demonstrates competency

- *The student intern demonstrates **consistent & proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).*

3 - Near Expectations: developing toward competency

- *The student intern demonstrates **inconsistent & limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).*

2 - Below Expectations: demonstrates insufficient and/or unacceptable competency

- *The student intern demonstrates **limited or no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).*

1 - Harmful:

- *The student intern demonstrates **harmful** use of knowledge skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).*

Facilitation of Therapeutic Environment: expresses appropriate empathy, care, respect, and compassion for clients; is "present" and open to clients.

Professional Ethics: adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC.

Professional Behavior: behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation); is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.

Professional & Personal Boundaries: maintains appropriate boundaries with supervisors, peers, and clients.

Knowledge of & Adherence to Internship Site Policies: demonstrates an understanding and appreciation for all counseling internship site policies and procedures, including completing all weekly record keeping and tasks correctly and promptly (e.g., case management, case notes, psychosocial reports, assessments, treatment plans, supervisory reports, etc.)

Multicultural Competence in Counseling Relationship: demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.

Emotional Stability & Self-Control: demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with clients.

Motivated to Learn & Grow: demonstrates engagement in learning and development of counseling competencies.

Openness to Feedback: responds non-defensively and alters behavior in accordance with supervisory feedback.

Flexibility & Adaptability: demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Congruence & Genuineness: demonstrates ability to be present and "true to oneself."

Any Additional comments.

The Seattle School

OF THEOLOGY & PSYCHOLOGY

New Internship Site Request Form

This form is used to request the development of a New Internship Site. This would be for a Site not currently partnered with The Seattle School and not listed in our Internship Resource Guide.

General Process: Once you complete the form, the Assistant Internship Director will contact the Site and schedule a Zoom meeting. A Site Description will be created after the Zoom meeting and the Site Description will go to the Internship Direction and Registrar for decision on approval. The Student will be notified of the decision by email. If approved, the student can contact Site and continue Site's application process.

If you change your mind about a site and want to remove it from your ranking list please email the Assistant Internship Director directly.

Students Interested in Global Internship Sites: Please note that completing this form DOES NOT commit you to completing your internship at a Global site, nor does it guarantee that The Seattle School will find an International site for you.

Once you complete this form, the Assistant Internship Director will contact you and schedule a Zoom meeting. This meeting will inform you of the Application Process for a Global Internship. You will have an opportunity to ask questions specific to a Global Internship. Specifics (languages you speak, global travel experiences, etc.) will be discussed.

Student's Last Name _____ First Name _____ Student Email _____

Current Trimester/Year _____ Expected Trimester/Year for Internship _____

Prospective Internship Site:

Contact Name _____ Contact Email _____

Contact Title/Position _____

Internship Site Name _____ Internship Site Location (City/State) _____

Application Due Date _____

Rank Order (1=first choice) 1 2 3 4 5

FOR REFERENCE ONLY

*Hard copies of this form will not be accepted.
The form link can be found [on the website here](#).*

Appendix M – Washington State Law

The following Washington State Law pertains to all Internships.

WAC 246-809-221

Behavioral sciences—Program equivalency.

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

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