

COLORADO STATE UNIVERSITY

COUNSELING AND CAREER

DEVELOPMENT

Internship Manual

Welcome to the Internship Experience!

The internship experience is a capstone opportunity in your graduate program. Truly, it is one of the graduate experiences where you can put into practice all of your graduate training and development. As a faculty, we encourage you to do just that. In addition, the internship site should be a place where you are afforded the opportunity to continue to develop your professional identity and skills. In light of this ultimate goal for internship, this manual serves as a guide to seeking out and securing your internship site and provides several suggestions for you to keep in mind when deciding on the internship site that best meets your professional goals.

Furthermore, the Internship Manual shares the Counseling and Career Development program's expectations, policies, and procedures related to the internship experience and the standards of our accrediting body (Council for Accreditation of Counseling and Related Educational Programs; CACREP). We hope this will support you during your internship. You will find all the resources, forms, and counseling supervision materials for internship within the clinical training management system (Tevera).

For questions prior to enrolling in internship, please contact Dr. Kody Roper, the Field Experience Coordinator at Kody.Roper@colostate.edu, or (970) 491-8798.

Once you have enrolled in internship, your primary faculty contact will be the supervisor of your internship course section.

Congratulations on achieving this milestone in your program. We hope you find this journey to be an exciting and engaging time of your growth as a counselor.

Sincerely,

The Counseling & Career Development Faculty

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Counseling & Career Development Internship

Supervised fieldwork is critical to a student's educational program and professional development. The fieldwork experience is designed to enhance and refine professional counseling abilities and integrate professional knowledge and skills appropriate to the student's program focus area. It is expected that each student will be able to incorporate, utilize, and apply counseling theory and skills in providing direct services to clients.

Counseling & Career Development (CCD) Clinical Training Management System (Tevera)

The CSU Counseling and Career Development program utilizes a cloud-based clinical training management system call Tevera. All forms, evaluations, and counseling supervision training materials can be found within Tevera and the Fieldwork Experience Coordinator is available to assist you as you learn the system.

Definitions

Internship is defined as an advanced supervised experience in counseling. Internship is designed to provide an in-depth and breadth of experience required in practical work settings. Internship is a post-practicum experience in which the student gains practical and professional experience in the work setting.

Site refers to any setting where the student works to complete training requirements. Such sites include schools, higher education counseling centers, higher education student services, and higher education or community career counseling centers.

Site Supervisor refers to the staff member at each site to whom the student is directly accountable while working at the site. Per CACREP, site supervisors must hold a minimum of a master's degree in counseling or a closely-related field, possess at least two years of pertinent professional experience in the specialty area where the student is interning, and have relevant certifications and/or licenses.

Faculty Supervisor refers to the CCD faculty member who provides group supervision, instruction, and administrative coordination. This individual acts as the liaison for the University and is the contact person for the site supervisor during the intern's tenure at the site.

Field Experience Coordinator is a CCD faculty member whose role centers on coordinating fieldwork experiences. This individual is the point of contact for the internship search process, the Tevera Internship Registration course, questions regarding forms or Tevera, and other logistical aspects of internship placement. This individual is also responsible for orienting students and site supervisors to internship procedures, processes, and requirements.

Student Qualifications for Internship

To qualify for internship, students must:

- ✓ Be currently enrolled in the Counseling & Career Development program and have successfully completed core prerequisites to include: EDCO 625, 650, 651, 652, 656

- (highly recommended), 693 (highly recommended), & EDCO 686 (practicum)
- For an internship in the career specialization, students must also have successfully completed EDCO 500 and either EDCO 660 or 661
- For an internship in the clinical mental health specialization, student must also have successfully completed EDCO 670
- For an internship in the school specialization, students must also have successfully completed EDCO 550
- ✓ Students not currently enrolled in the Counseling & Career Development may be accepted to complete an internship in the program if they completed an initial internship in the CCD program and wish to seek an additional internship.

Goals of the Internship Experience

Through their internship experience, student interns will:

- Gain exposure to policies, laws, legislation, recognition, reimbursement, and the right to practice in the professional setting
- Experience organizational, fiscal, and legal dimensions of the professional setting
- Experience and practice strategies related to intervention, consultation, education, and outreach
- Experience and practice networking with other human services programs
- Understand and implement their professional role in counseling settings and in collaboration with other professionals across various disciplines
- Become familiar and work with the clientele that is served in the professional setting and the agencies that work with the intern's setting to offer additional services
- Utilize and evaluate programs and models within the setting that focus on some or all of the following: prevention and intervention strategies; risk, trauma, and abuse assessment and appropriate reporting policies/procedures; peer/client support groups; peer/supervisee facilitation training; parent/client education; career/occupational information, education, and counseling; self-help strategies; use of technology in counseling
- Understand and promote client awareness of and access to community services
- Become familiar and engage with professional advocacy role and strategies when it comes to public policy and clients' equality and access to services
- Apply appropriate counseling modalities (individual, couple, family, group) and theoretical approaches through the stages of the counseling process
- Continue to develop their professional counseling identity
- Discuss the importance of ACA and its divisions as well as the roles, functions, preparation standards, credentialing, and licensure of a professional counselor
- Discuss institutional and social barriers that hinder clients as well as identify and implement ways they might advocate for these populations
- Gain support from other students in sharing internship experiences and in developing the supervisor-supervisee relationship with one's site supervisor

Policies and Procedures

Internship Site Requirements

1. Internship experiences need to be completed in a setting that protects clients from dual relationships. Employment or assistantships with primary responsibilities congruent to

internship duties do not present an untenable dual relationship situation and can meet internship requirements as long as due diligence to ethical guidelines are followed. For example, clinical supervision should go well beyond administrative supervision. For classroom teachers wishing to complete their internships within their school of employment, care must be taken and assurances made that students served in the counseling relationship are not the same students for which the intern has evaluative power. Interns should work under the supervision of someone other than their present supervisor who carries the power to make employment decisions.

2. The site must provide opportunities for the intern to develop audio/video recordings for supervision, and/or at a minimum, provide live supervision. This requirement will be verified through the Field Experience Final Documentation (required at the end of the internship experience), as well as by ongoing supervision and consultation from the Faculty supervisor. Consent form templates for recording sessions can be found within Tevera.
 - a. Any recordings must be captured and stored in accordance with all current ethical/legal (state and federal) requirements.
3. The site must provide the capability for the student to achieve the minimum standard of direct service time. A minimum of 240 hours over the course of the 600-hour internship experience needs to be in direct service to clients. Direct service includes such activities as individual, group, and family counseling; consultation; workshop presentations; guidance lessons; assessment; and referrals. See the internship time log on Tevera for further details.
4. The site must provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.

Site Supervisor Requirements & Responsibilities

Per CACREP standards, site supervisors have (1) a minimum of a master's degree, in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

- a. Students completing the clinical mental health counseling track need to seek supervision by a licensed mental health professional (i.e., licensed counselor, licensed social worker, psychologist, educational psychologist).
- b. Students completing a school counseling internship must be supervised by a counselor holding a Colorado Department of Education School Counseling Endorsement (or equivalent if completing internship out of state).
- c. Students completing the career counseling track need to seek supervision from a counselor (licensure not required) with expertise in career development and counseling. If the supervisor does not hold an LPC, the Certified Career Counselor (CCC) or Certified Clinical Supervisor of Career Counseling (CCSCC) credentials from the National Career Development Association are recommended.

In addition to these CACREP requirements, site supervisors are responsible for the following:

1. Work with the counseling intern to complete student learning goals and objectives.
2. Review and sign all necessary forms provided by the counseling intern (through Tevera), including, but not limited to: Internship Site Agreement, Application for Internship, Site

Supervisor Qualifications Document, Field Experience Final Documentation, and when applicable/approved, the Waiver for Supervision. This waiver is for students who begin training prior to the start of the CSU fall semester, or for students working at their internship site over the winter break.

3. Provide one hour of supervision weekly. Supervision should include, and is not limited to:
 - a. Instruction for the intern in all matters related to delivery of services at the site, including knowledge of emergency and administrative policies and procedures, and ethical and legal aspects of working at the site.
 - b. Assistance for the intern in the development of counseling and consultation skills.
 - c. Assurance that the policies of the site are understood and carried out.
 - d. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
 - e. Clinical critique and supervision of the audio/video recordings and/or the personal observations of the intern's direct counseling work.
 - f. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
4. Provide the intern with sufficient experiences in areas typically part of the site supervisor's role and function.
5. Complete a midterm and final evaluation of the intern that will serve as a basis, in consultation with the faculty supervisor for the student's final semester grade (satisfactory/unsatisfactory).
6. Be dedicated to intern professional development and commit to providing appropriate oral and/or written feedback. The site supervisor will communicate in a timely manner with the Faculty supervisor if concerns about the intern or internship site arise.

Requirements & Responsibilities for Digital Delivery of Supervision (if applicable)

Providing supervision in a digital environment is different than that of providing it in person. When using technology for digital delivery of supervision, supervisors must be competent in the use of those technologies. Supervisors must take the necessary precautions to protect the confidentiality of all information transmitted during digital delivery of supervision to be aligned with federal (example: HIPAA, HITECH, FERPA) and state statutes.

Current approved internship sites that provide these services will be requested to detail how they meet these requirements during routine site visits with the faculty supervisor. Prospective internship sites that identify as intending to utilize digital delivery of supervision services will be asked to provide information regarding how their platforms meet federal and state requirements. This information will be a part of the review process in approving internship sites for the CCD program.

Student Intern Requirements & Responsibilities

In addition to their internship site responsibilities, student interns will:

1. Complete and obtain required signatures for the following forms prior to registering for internship: Application for Internship, Internship Site Agreement, and Site Supervisor Qualifications Document.
2. Obtain liability insurance prior to beginning their internship. Students who are members of

the American Counseling Association (ACA) or the American School Counseling Association (ASCA) have minimal liability insurance as part of their membership. For membership applications, visit the associations' website: ACA at www.counseling.org or ASCA at www.schoolcounselor.org. Students are required to provide proof of active membership (i.e., membership card, copy of liability proof) PRIOR to starting their internship experience and EVERY semester that they are enrolled in internship.

- a. Students offered paid internship sites while holding an ASCA membership must confirm that their employment is under a W-2 status. Per CSU General Counsel, no student can be assigned a 1099 employment status while competing field experiences within the position responsibilities.
3. Work with the site supervisor to develop student learning goals and objectives.
4. Meet with the faculty supervisor and other interns during seminars in the internship class for group supervision and consultation (average of 1.5 hours/week). Absences in excess of two class sessions may necessitate remediation.
5. Attend and actively participate in weekly site supervision with site supervisor (1 hour/week).
6. Facilitate at least one case study during internship class.
7. Coordinate site visits conducted by the faculty supervisor each semester. In situations with excessive travel or challenging schedules, site visits may occur through the use of technology such as web conferencing. Site visits or web conferences can be requested at any time by the student, faculty supervisor, or site supervisor.
8. Attain a minimum of 600 hours of internship, of which 240 hours must be in direct service. If the internship is completed over two semesters, this equates to 300 hours/semester and 120 hours of direct service/semester.
9. Assure all internship paperwork is completed in a timely manner and ensure that the site supervisor knows how to access them through Tevera.

Faculty Supervisor Requirements & Responsibilities

Per CACREP standards, counselor education program faculty members serving as the faculty supervisor for internship have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

Internship faculty supervisors are responsible for the following:

- Provide orientation and consultation to site supervisors as needed. The student, faculty supervisor, or site supervisor can request consultation with the faculty supervisor at any time. Please note that the Fieldwork Experience Coordinator also provides orientation and consultation to site supervisors prior to the start of internship regarding internship procedures, processes, and requirements.
- Conduct at least one internship site visit per semester. In situations with excessive travel or challenging schedules, site visits may occur using technology such as web-conferencing.
- Work closely with the site supervisor and the intern regarding any issues/concerns involving the intern and/or internship site.
- Advocate for, and facilitate, a healthy and beneficial internship, and a productive relationship between the supervisor and supervisee and between the internship site and the CCD program.

- Provide timely and appropriate feedback to the supervisee concerning issues brought into the group supervision sessions and/or issues brought forth by the site supervisor.
- Work in collaboration with the intern and the site supervisor to ensure that policies and procedures are followed.
- Facilitate an average of 1.5 hours/week of group supervision (internship class).
- Be dedicated to intern professional development and commit to providing appropriate oral and/or written feedback.
- Communicate in a timely manner with the site supervisor if concerns about the intern or internship site arise.
- Oversee student intern evaluation for the course which includes: reviewing initial paperwork obtained by fieldwork experience coordinator, including proof of liability insurance; tracking class attendance; reviewing formal evaluations by the on-site supervisor; verifying completion of required clock hours; ensuring completion of required class activities (e.g., case study); and maintaining all necessary records/documentation.

Digital Delivery of Orientation, Consultation, and Professional Development by Faculty Supervisor and/ or the CCD Field Experience Coordinator

Due to the CCD Program being a residential instruction program, the majority of internship sites are in a geographically commutable location. Thus, faculty conduct in-person site visits each semester. However, when in-person site visits are not possible (due to distance accessibility, quarantine, etc.), services may be rendered via digital delivery.

The CCD program takes the necessary precautions to protect the confidentiality of all information transmitted during digital delivery of orientation, consultation, site visits, and professional development to be in line with federal (for example, HIPAA, HITECH, FERPA) and state statutes. Faculty are trained to use Microsoft 365 and the student management system (Tevera) in alignment with HIPAA and HITECH best practices for confidential materials and personal privacy. A BAA is also in place with the programs Microsoft 365 products to support compliance with federal and state statutes. These services utilize robust encryption standards to ensure privacy delivery. Should consultation, site visit, or training workshops need to be rendered via digital delivery, the CCD program will utilize the programs listed above to ensure confidential material is secured.

In addition, the CCD program’s online FERPA-compliant Tevera portal offers asynchronous orientation and training modules for site supervisors. These resources include modules to help sites establish and/or expand competence with the platform as well as enhance supervision skills . An internship student's primary direct site supervisor is also offered low-cost continuing education credit from CSU Online by the CCD program. Information regarding this can be accessed through Tevera.

Securing an Internship

Registration for Internship

1. Read this manual and understand the requirements and responsibilities of the student, site supervisor, site, and faculty supervisor.
2. Attend internship orientation meetings held in the late fall and early spring semesters.
3. Begin the placement process by starting the Internship Registration Course located in Tevera.
Please note that certain sites have specific placement processes, so please contact the CCD Field Experience Coordinator prior to contacting sites.

4. Upon securing an internship, complete the following three forms located in the Tevera Internship Registration Course:
 - the Application for Internship
 - the Site Agreement
 - the Site Supervisor Qualifications Document (if you do not yet have specifics on your site supervisor, please contact the CCD Field Experience Coordinator)
5. Upon documented completion of these forms within Tevera, you will be provided with a registration override for the internship section to which you have been assigned and you may then register for EDCO 687.
6. A student must be concurrently registered for the internship class while documenting internship hours to be covered by Colorado State University's accident liability insurance. Students completing internship over two semesters (20 hours/week) will register for 3 credits each semester. Students completing an internship in one semester (40 hours/week) will register for 6 credits. Students are required to sign up for a minimum of 3 credit hours of internship for each semester they are enrolled in internship, unless CCD faculty has approved otherwise. This translates into 600 clock hours of internship experience.

Choosing an Internship Site

The internship site you choose should represent the type of work site you wish to work in after graduation and should provide you with the ability to gain the counseling skills needed for your future career goals. Please consult with faculty members to gain perspective on this, especially if you are considering a site that has a very narrow focus.

Second, the internship experience needs to provide opportunities for you to continue to develop your professional skills and identity as a counselor. Therefore, during the internship site interview it will be important for you to identify the specific experiences in which you wish to participate and to ask questions about the site's (and supervisor's) philosophy regarding fieldwork experiences in relation to your future professional identity. You will also want to learn of potential training and professional development opportunities that may be available to you as well as what types of activities and responsibilities you can expect as part of your internship. The more specific this conversation can be, the better you and the site personnel can determine whether the site offers a good match.

Third, it is important that you think about the type of supervision you wish to receive and the experiences in supervision you would like to have. Supervisors have different styles and backgrounds in supervision and you will want to discuss this in your internship interview. You will also want to provide feedback regarding yourself as supervisee and what you tend to find helpful to your growth and development as a counselor.

Below is a list of possible internship site interview questions to help you get started. Please be sure to do your background homework on the site prior to going to an interview.

- What is the philosophy of the current counselors? Of the administration?
- How much/what type of supervision will be available? (Please be sure to go over requirements for supervision – live/recorded, 1 hour/week, supervisor qualifications)
- Can you explain what typically happens in a supervision session? What will feedback look like?
- Will I have more than one supervisor?
- Can you explain your policy on confidentiality?
- How much client contact can I expect? (You may need to explain direct client hours and

requirements.)

- How are clients provided? (Referrals, drop-ins, assigned own caseload, etc.)
- What would my responsibilities be?
- Will I be facilitating or co-facilitating groups?
- How involved is the school in career development and readiness? (for school counseling specialization)
- How much developmental career counseling can I expect to facilitate? How many drop-in hours will I be expected to cover? (for career counseling specialization)
- How structured is the internship? Is there formal training? When?
- Is there any ongoing professional development or training? Will conferences be available?
- Will I be able to shadow (the supervisor and other counselors) in the beginning? When will it be appropriate?
- How have interns in the past (if any) contributed with new ideas?
- How do you expect me to contribute as a member of the staff? Is there administrative support for interns?
- What types of meetings will I be attending? Any staff meetings?
- Can you tell me about commitments required outside of the school/work day? (meetings, workshops, parent-teacher conferences, training, etc.)
- What record keeping is completed here? What are your policies and time frames?
- Appropriate attire?
- Where is my working space? Where will I see clients?
- Tell me about your last intern, how did it go? Can I give them a call?
- Any interactions with special education students? (school counseling specialization)
- Are there possibilities to work with specific populations (name any you might be interested in)?
- Have you hired previous interns? If so, what made this intern stand out?
- Do you provide a stipend or provide financial assistance with professional development conferences, parking passes?

It may also help to let the site know of possible benefits of supervising interns, such as:

- Interns at a site may bring positive feedback on present functioning procedures and create new ideas for improvements.
- Interns can lessen the workload of a site and may increase service capabilities.
- The communication and interaction between the site and the Counseling and Career Development program can be increased and mutually productive.
- Site supervisors can receive elective graduate credit from Colorado State University through EDUC 695-600. Specifically, one credit for supervision of a 20-hour/week internship is available (2 credits for 40-hour/week intern). The Fieldwork Experience Coordinator contacts all site supervisors each semester via email regarding applying for the available graduate credits.

Internship Student Learning Goals and Objectives

During the first and second week of the internship experience, the student is required to outline a list of learning goals and objectives around the professional experiences in which they wish to participate and what they hope to gain in supervision. These objectives should be guided in part by

the direct service and supervision requirements of the program. To assist in getting the most out of the internship experience, objectives in the contract should be as specific as possible. The following objectives are provided as examples:

Direct Services: To continue to enhance my skills in direct service I will do the following:

- Provide counseling to as many as ten clients during the week.
- Help organize and co-facilitate a parents' support group for eight weeks.
- Administer and interpret ten interest inventories to clients.
- Consult with on-site personnel (i.e., teachers, administrators, other counselors) and others (i.e. parents) on an as needed basis.

Supervision: To obtain the most from supervision I will do the following:

- Record my counseling sessions for review by my supervisor.
- Develop a list of issues or questions I need addressed for each supervision session.

Other responsibilities: To better understand the organization's purpose and function I will do the following:

- Attend weekly staff meetings and read the procedures and policies manual.
- To develop professional skills in counseling related issues I will attend three in-service training sessions.

It is also highly recommended that students address goals surrounding counseling skills, theoretical conceptualization, and personal growth. For example, the following could be included in the "direct service" sections

- To discuss in supervision career development and counseling theories in case conceptualization for at least 10 clients throughout the semester
- To increase comfort level of confrontation and taking risks from 5 to 8 throughout the course of the semester.

And in the "supervision" section:

- To dig deeper by building relationships with clients, asking open-ended questions, and being present and reviewing my progress with these during weekly supervision.

Evaluation

Factors contributing to the final grade (Satisfactory/Unsatisfactory) earned by the student include:

- Participation in class meetings/group supervision. Students who are absent for more than 3 class sessions will require remediation of these absences.
- Participation in individual site supervision
- Completion of required number of clock hours (both direct and indirect hours)
- Timely and accurate completion of documentation (client and course record keeping)
- Completion of course assignments
- Performance on the Counseling Competencies Skills-Revised (CCS-R; Lambie , Mullen, Swank, & Blount, 2015) and the specialization-specific evaluation addendum

The CCS-R (Lambie et al., 2015) provides an established measure of counseling skills and facilitation of therapeutic conditions (Part 1) and counseling dispositions and behaviors (Part 2).

The ratings are in comparison to expectations of a beginning professional counselor (i.e., a graduate of a counseling program in their first year of work). As such, it can provide a measure of development over time. Site supervisors assess counseling interns twice each semester—at midterm

and at the end of the semester.

It is expected that students will progress over the course of their internship to eventually obtain a 4 (meets expectations of a beginning level counselor) on the majority of categories by the end of their internship experience.

- Students earning a 1 (i.e., "harmful") on any category of the CCS-R or the specialization-specific evaluation addendum will meet with their site and faculty internship supervisors to review their performance in internship and may include the possibility of the student providing video and/or audio recordings of sessions. Jointly, the student and supervisors will develop a remediation plan for each of the problem areas. If the student does not make satisfactory and time-sensitive improvement, the CCD faculty will conduct a review with potential remediation and/or re-evaluation of the student's participation in the counseling program.
- Students earning a 2 (i.e., "below expectations/unacceptable") on any category of the CCS-R or the specialization-specific evaluation addendum will meet with their site and faculty internship supervisors for a review of these categories to include the possibility of the student providing video and/or audio recordings of sessions. The student will work with their site and faculty internship supervisor to develop an improvement plan for each of these areas. If the student does not make satisfactory improvement, the CCD faculty will conduct a review with potential remediation and/or re-evaluation of the student's participation in the counseling program.

Please note that extensive absences from the internship site and more than three absences from class (without remediation) may mean receiving an Unsatisfactory grade resulting in the need to repeat the internship experience and possible remediation and/or re-evaluation of the student's participation in the counseling program.

The grade "Satisfactory" indicates the student has met the previously described CCS-R and specialization-specific evaluation addendum criteria, participated in the appropriate amount of individual and group supervision, completed the required number of clock hours (both direct and indirect), and completed all required course documentation in a timely and accurate manner.

A student may earn a grade of "I" (Incomplete) only in cases where the student has failed to meet the required number of clock hours due to acceptable extenuating circumstances. Failure to complete the requirements within the following semester (excluding summer) will result in re-evaluation of the student's continued participation in the counseling program.

Ethical Standards and Considerations

American Counseling Association Ethical Standards

The Counseling and Career Development program at Colorado State University subscribes to the American Counseling Association (ACA) Code of Ethics and Standards. Students are expected to review the ACA Code of Ethics and behave in the subscribed ethical manner. Students are also expected to adhere to the ethical and professional standards of the following (based on their specialization and their internship site):

- American School Counseling Association (ASCA)
- National Career Development Association (NCDA)
- National Association of Colleges and Employers (NACE)

- American Mental Health Counseling Association (AMHCA)

The following are a few ethical highlights, but in no way cover the entire counseling ethical code.

Confidentiality and Informed Consent

Confidentiality has long been considered an integral part of the counselor's role with clients. Most counselors agree that maintaining the right to privacy is a basic ingredient in maintaining human dignity. The ACA code reflects this in Section B., an important section for the intern and the practicing therapist to know. As the internship is a learning experience that will introduce this along with several other issues, it is important that the intern understand the responsibility for the protection of the client's rights.

The intern must take special care to obtain adequate consultation in cases that may present problems outside of the intern's range of competencies. It is the ongoing communication between the site supervisors and the intern that will assist in addressing any issues that may arise in the internship experience.

The legal counterpart of confidentiality is informed consent. Given that the client has a right to confidentiality and privacy, a valid procedure needs to be followed to inform clients of the limits of confidentiality. Ideally, such information is given before counseling starts and discussed with the Site supervisor prior to seeing any clients. The site may have specific forms and procedures. Independent expectations need to be clarified for the intern prior to seeing and clients within the site. A Disclosure Statement and Consent forms for both adults and minors can be found on the CCD Internship website.

Roles and Relationships with Clients

Appropriate roles and relationships with clients are specifically covered in the ACA Code of Ethics Section A.5 and A.6. Please note that "Sexual or romantic counselor-client interactions or relationships with current clients, their romantic partners, or their family members are prohibited" (Section A.5.a.; see also section A.5.b. regarding former sexual/romantic relationships). Dual relationships are another area in which extreme care and thought should attend any decision-making and actions.

Supervisory Relationship

Please see Section F of the ACA Code of Ethics. "Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees." (Section F introduction, 2014 ACA Code of Ethics).