

**UNDERGRADUATE INTERNSHIP
IN THE DEPARTMENT OF PSYCHOLOGY AT THE
UNIVERSITY OF NEW HAMPSHIRE**

A Manual for Interns and Supervisors

The UNH Psychology Department offers advanced undergraduate majors the opportunity to gain experience in the area of human services through a field placement program, Psychology 793 (Internship). In addition to providing students an opportunity to apply concepts and principles acquired in previous psychology courses to the world of work, the program facilitates career orientation, exploration, and definition. It also helps some students gain entry into programs of graduate education and/or employment in human services.

Prerequisites for admission to the course are: psychology major, Psychology 762-Counseling (as pre- or co-requisite), suitable internship placement, and tentative learning agreement. Enrollment is limited to 15 students. Preference is given to seniors who submit an approved learning agreement by the announced deadline. Internship, Psychology 793, also fulfills the capstone requirement for psychology majors.

Overview

The program offers a broad range of educational experiences. Cooperating agencies include but are not limited to public and private schools from preschool through university levels, community mental health centers, crisis centers, diagnostic and rehabilitation centers, residential placements for children and adults, specialized school settings, after school programs, forensic sites, recreational rehabilitation programs and programs that provide support for children who are victims of violence. Work performed by interns is hands-on and supervised by personnel in the agency.

Within a general framework provided by the course syllabus and instructor, an intern tailors the field placement experiences to his/her own needs and interests and to the interests and expertise of the agency and agency supervisor. The experiences are guided by a learning agreement written by the intern in consultation with the supervisor. The instructor provides suggestions for agency placements, facilitates and encourages the intern's understanding of concepts and theory related to human services, is available for consultation with both the supervisor and intern, and coordinates the evaluation/grading of the intern. The internship coordinator provides a contact between the University of New Hampshire Psychology Department and the internship sites and oversees contracts between the University and the sites as well as between the student and the University. The internship coordinator facilitates internship informational meetings each semester with the internship instructors.

In addition, interns participate in a three hour per week seminar that includes readings and three or four assigned papers. The seminar provides classroom instruction on beginning clinical skills, ethics and offers discussion by interns of various experiences at their internship sites.

Credits and Field Placement Hours

Internship is offered for a total of four, five, six, seven or eight credits. Internship students report that the more hours they put into their placement activities, the more they learn. Taking Psychology 793 for four credits typically does not permit the kind of sustained and deep involvement with clients and staff that an

eight credit commitment permits. For this reason, most former interns recommend taking Psychology 793 for eight credits.

For each credit, two hours of agency placement time is required in addition to the three-hour per week seminar. Thus, four credits equal eight hours of agency work per week or a minimum of 112 hours over the 14 week semester, six credits equal ten hours per week for a minimum of 168 hours per semester, eight credits equal 16 hours per week or 224 hours per semester. Travel time from home or UNH to the agency is not included in the placement hours, nor is at-home reading time. Only activities at the agency or other professional activities such as visits to client's homes, interagency meetings, etc. are included in the placement hours. A student who enrolls in internship after the first week of classes or who, for whatever reasons, misses one or more scheduled days of work at the agency must make up the missed days, such that all of the required placement hours are completed by the last day of classes. **Students who do not complete the required internship hours by the last week of classes will receive an automatic F for the course. Please make sure that you are up to date with your hours and make up any missed time well before the end of the semester.**

Some placements require a minimum involvement of more than eight credits per semester. In these instances, students can take eight credits of Internship combined with up to four credits of Independent Study. Prior approval by the instructor is necessary for such arrangements.

No more than two psychology 793 interns per section may work at a particular agency during a given semester. This guideline serves the purpose of insuring that many different agencies are represented in the course. It is the responsibility of the potential intern to check with the agency and make certain that this guideline is observed. Exceptions to this guideline can be made by permission of the instructor.

Advanced Internship (Psychology 794), which can be taken for four to eight credits, typically is offered each spring semester. When arranging an agency placement for the fall, students interested in enrolling in psychology 794 in the spring may wish to mention this possibility to agency staff, particularly the intern supervisor.

Approval of Agency and Supervisor

Agencies that have never hosted a UNH psychology intern, or that have not hosted an intern during the last three years, must be approved, or reapproved, by the internship coordinator and clinical faculty. The instructor must receive, either from the student or prospective supervisor, a copy of the latter's resume and a Internship Site Approval form that, when completed, describes the nature of the agency and its suitability for hosting a UNH psychology intern. Copies of the Internship Site Approval form can be obtained from the Psychology Department office and are in Appendix B of this manual. Approval of the agency and supervisor by the instructor should be obtained *before* the learning agreement, described below, is submitted to the internship assistant.

Currently Approved Agencies

A listing of our currently approved agencies can be found on our website at:

<https://cola.unh.edu/psychology/opportunities/internships>

Additional information about the psychology internship program is listed under the Psychology Department, Opportunities and then Internships. Please note that the listing of internship sites on the

department website is a listing of **contact information only**. If you wish to view information about the agencies in more depth, please stop by the psychology office in McConnell Hall, room 468 to view our binders.

Learning Agreement

By the announced deadline each semester, *two* copies of a learning agreement between the intern and site supervisor, signed by both parties, must be submitted in *typewritten* form to the Internship Assistant, Robin Scholefield, in 468-A McConnell Hall. The agreement should specify clearly all requirements of both the intern and the supervisor. In conjunction with the course syllabus, the agreement constitutes the working structure of the course. The learning agreement should not be considered inflexible. It can be revised/alterred at any time by simply discussing the changes with the supervisor and submitting a copy of the proposed changes to the instructor for approval. Learning agreements generally are about two typewritten pages, plus or minus a paragraph or two. The following format is suggested:

Student Information. Student's name, local address, email address, phone numbers (home and cell).

Course Information. Number of credit hours for the course; placement starting and stopping dates; weekly work schedule at agency.

Supervisor Information. Supervisor's name, title, agency, agency address, email address, agency phone number, and times most easily reached. A copy of the supervisor's resume should be attached if the department does not have a current one on file. Check with the Internship Assistant to see if a copy of the resume must be included. If a resume is needed it should include such relevant information as degree(s) earned, field in which degree was earned, previous work experiences, additional training, and type of current work and responsibilities. This information should be submitted to the Internship Assistant, Robin Scholefield.

Course Goals and Methods of Reaching Goals. The intern should give careful thought to what he or she wishes to learn and then discuss with the supervisor these wishes in the context of what can and cannot be taught in the field placement. Then, a list of goals, typically four to six in number, should be agreed upon along with activities designed to help the intern achieve each goal. In this way the intern and supervisor should be able to relate most of the intern's activities and responsibilities to specific learning goals. Some examples follow:

Goal: To determine if I have the potential and interest to become an effective counselor.

Activities: I shall work as counselor-in-training with three to five residents of Granite State Home (GSH). This will involve seeing each resident for one-half hour per day, two days per week. These contacts will be directed toward establishing rapport with residents, helping them to better interact with staff and other residents, helping them to leave the institution on shopping trips with me as chaperon, and helping them to think about eventual discharge. My supervisor will help me address questions and problems I encounter while engaging in these activities.

Goal: To understand the relationship of state supported institutions to needs and services in the community.

Activities: I shall seek information on joint planning between GSH and community agencies by attending inter-agency conferences on a weekly basis, and by interviewing directors of community relations, admissions, patient follow-up services, and public relations.

Goal: To learn and understand how GSH's Research Department conducts research projects, to gain some hands-on experience in mental health research, and to determine whether or not I want research to be part of my future (i.e., career).

Activities: I will be sitting in on research interviews to observe how the interviewers rate the clients' physical and psychological behavior. I will become familiar with the Brief Psychiatric Rating Scale (BPRS) prior to the interviews, and I will help out in various ways (e.g., data entry) to see each research project succeed.

Goal: To learn and understand Dialectical Behavior Therapy (DBT).

Activities: I will be attending DBT sessions every Tuesday and review DBT charts every Wednesday.

The learning agreement can be altered at any time by the mutual consent of the supervisor and the intern and by sending a statement of the changes to the instructor for their approval.

Supervision. Describe the type (individual or group), frequency and length of meetings with the supervisor. This is a most important aspect of the learning agreement and should be *spelled out clearly*. If at all possible, indicate a specific meeting day and time (or times) each week.

Evaluations. The learning agreement should include a statement, initialed or signed by the supervisor and the student, indicating the supervisor agrees to submit both a mid-course evaluation containing an "estimated grade-so-far" and an end-of-course evaluation that includes a grade representing overall intern performance. One copy of these evaluations is to be sent to the instructor and a second copy presented to and discussed with the student. The copy sent to the instructor should be mailed in care of the Internship Secretary but with the instructor's name on the envelope also.

In addition, the intern should make a statement regarding his or her intention to write at the end of the semester an evaluation of the internship experience that conveys impressions of the agency, overall quality of work performed there, and the quality and quantity of supervision received. For the dual purposes of maintaining a quality internship program and informing potential interns about various internship possibilities, interns are strongly encouraged to write candid evaluations. The evaluations will be read by the instructor and made available to students seeking information about agency placements. In some cases having an intern evaluate the agency and supervision might place the intern in a difficult, possibly compromising position. For this reason, the statement of intention to write an evaluation of the internship experience is not binding, and accordingly, the evaluation statement is not a requirement for successful completion of Psychology 793. Interns who do not wish to submit an evaluation of their agency must discuss this option with the course instructor.

Internship Consent and Release Form

Upon submission of a signed learning agreement to the Internship Assistant, Robin Schofield, students must also complete and sign an internship consent and release form (see appendix A). This document outlines the potential risks of the internship course and is signed by both the student and the internship instructor. Copies of the signed consent and release forms are then retained by the Internship Assistant.

Supervisor's Responsibilities

In agreeing to supervise an intern the supervisor accepts two responsibilities: that he or she will 1)

meet regularly with the intern and 2) assess the intern's performance.

Meetings. The supervisor should arrange regular meetings which allow for planning and monitoring of the intern's work, and for answering the intern's questions and concerns. The intern will generate a learning agreement from the initial planning sessions which will formalize the semester's activities. Subsequent meetings should provide the intern with opportunities to ask questions, to address any difficulties and problems encountered with clients or staff, and to receive feedback.

Part of the learning agreement may include a *brief* bibliography containing readings that familiarize the intern with agency treatment approaches, philosophy, research, types of clients served, and so on. The bibliography is brief, as the intern is expected to spend most of his/her time engaged in "hands on," experiential learning.

Assessment of Intern Performance. The supervisor is responsible for writing two evaluations of the intern's work, one at mid-term and the other toward the end of the semester. The most relevant criteria for such an evaluation will be the several goals included in the intern's learning agreement. Other criteria might include goals stated in the initial paragraph of the Psychology 793 syllabus. Still other possible areas of evaluation include facility in dealing with clients, use of constructive criticism, clinical acumen, industry and curiosity, any special strengths and weaknesses, and so on. Supervisors should select criteria and guidelines they consider relevant for providing an evaluation appropriate for the particular setting and intern.

The supervisor is also expected to provide an estimated grade-so-far for the mid-semester evaluation and an end-of-semester grade for the final evaluation. The evaluation must be reviewed with the student and signed by the site supervisor and the student. The supervisor should send the completed mid-semester evaluation to the instructor by the second Monday of October or first Monday of March, and the end-of-semester evaluation by the first Monday of December or last Monday of April. Approximately 40 percent of the final course grade is based on the end-of-semester grade provided by the internship supervisor.

Seminar

Interns attend a weekly seminar conducted at UNH. The seminar provides a learning setting where students acquire basic counseling skills, learn the APA ethical standards, discuss common difficulties and concerns, and both give and receive personal and professional support. Attendance at the seminar is *required*. Participation in the seminar and related assignments count for about 60 percent of the final course grade.

UNH Contacts for the Internship Course Psych 793

Robin Scholefield
Internship Assistant
Office: McConnell 468-A
Department of Psychology
University of New Hampshire
Durham, NH 03824
(603)862-2369
Robin.scholefield@unh.edu

Joan Glutting, Ph.D.
Clinical Associate Professor
Internship Coordinator
Office: McConnell 420
Department of Psychology
University of New Hampshire
Durham, NH 03824
(603) 862-3170
joan.glutting@unh.edu

Appendix A

University of New Hampshire Department of Psychology Acknowledgment of Risk and Consent for Internship Course Participants

Section 1 (To be completed by internship student)

In consideration of being given the opportunity to participate in an internship course offered in connection with my studies in the Department of Psychology at the University of New Hampshire, I hereby:

Acknowledge that there are certain risks inherent in my participation in the internship course that are different in kind and nature than studying in a classroom, including, but not limited to risks arising from:

- Driving to and from the internship site, or while in the course of internship activities;
- Unpredictable or violent behavior of certain client populations served by the internship site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other bloodborne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Internship Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations, which the Internship Site may recommend or the University require. I agree to complete any additional pre-screening procedures required by the internship site including criminal background checks. I represent that I am otherwise capable, with or without accommodation, to participate in this internship.

I fully and voluntarily accept and assume all such risks and all responsibility for losses, costs, and damages I incur as a result of my participation in the internship course.

Should I require emergency medical treatment as a result of accident or illness arising during the internship, I consent to such treatment. I acknowledge that the University of New Hampshire does not provide health and accident insurance for internship participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that I have been given the option to purchase students' health insurance through the University. I will notify my Internship Instructor if I have medical conditions about which emergency personnel should be informed. I understand that for the purpose of this internship I am neither an employee of the University of New Hampshire nor of the internship site.

I release, hold harmless, discharge, and covenant not to sue the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees, (the Releasees) from and against all claims, demands, actions, and causes of action for damages I may have due to personal injury, death, or property damage arising from my participation in the internship course, whether or not the result of negligent acts or omissions on the part of the Releasees.

I will defend and indemnify the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees from and against all claims, demands, actions, and causes of action for damages sustained or incurred by anyone other than me due to personal injury, property damage or death, arising from my willful misconduct while participating in the internship course.

I agree to abide by the code of ethics of the American Psychological Association in all my work at the internship site and during the internship course. I agree that if I am unclear on the ethics of a situation during the course of internship that I will seek consultation with the internship instructor for my course. I agree to follow all agency policies and regulations except where they may conflict with the ethics code of the American Psychological Association.

I agree to complete all hours of my internship course as delineated in my individual learning agreement. I agree to be bound by the policies of the internship course as outlined in the internship packet.

By my signature below, I acknowledge that I have read, understand, and agree to abide by the terms of this agreement.

Name of Internship Site: _____

Address of Internship Site: _____

Appendix B

Psychology Undergraduate Internship Site Approval Form (ONLY needed for NEW sites)

This form is to be completed by supervising staff at the agency and signed by both the potential intern and the site supervisor. You can either write on this form or attach a document addressing all the content areas. When completed the student will submit the form to Robin Scholefield in the Psychology Department office at the University of New Hampshire. Once submitted the site will be reviewed by clinical faculty and either approved or denied. Sites are evaluated on their ability to provide students with both appropriately challenging clinical experiences and quality supervision.

Date:

Agency Name:

Agency website address:

Agency Address:

Site Supervisor: (person providing supervision to intern)

Please attach resume(s) for all Site Supervisors.

Supervisor Phone #:

Supervisor Email:

Hours agency is open:

Type of Agency:

Population Served:

Possible Student Activities:

Uniqueness of Agency:

(What might this agency offer to students which they might not get elsewhere? For example, intense contact with inpatient psychiatric patients; 1-1 adolescent counseling; work with developmentally delayed children, etc.)

Recommended Student Characteristics (if any):

Pre-requisite Skills (if any):

Special Requirements (if any): (i.e., must a student be in attendance at agency at a particular time each week?)

Transportation:
(i.e., walking distance, UNH bus, own car)

Student requesting approval:

Printed Name	Signature	Date
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Student contact information (cell phone & email):

Site Supervisor:

Printed Name	Signature	Date
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For department use only:

Site approved: _____

Clinical faculty signature	Name	Date
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Site approved: _____

Clinical faculty signature	Name	Date
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Site not approved with reason:

Clinical Faculty Signature	Name	Date
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(revised: 4/2019)

Grading Guidelines for Site Supervisors

A quality work demonstrates a very high level of understanding and engagement with work and learning activities. Students go “above and beyond” what is asked or required of them. They are good at asking questions and demonstrate an excellent level of professionalism. The student has completed all required internship hours. The student makes excellent use of supervision hours and relationships with other staff members to enhance their learning and improve their quality of their work with clients. Student is willing and able to learn from their mistakes.

B work demonstrates an awareness of what is expected of them. The student completes the basic goals outlined on their learning agreement. The student makes good use of supervision but may demonstrate more limited understanding of issues that arise and how to handle them. The student has completed all internship hours. Student is able to learn from their mistakes.

C work describes students who have not fulfilled or are not adequately making progress on all outlined learning goals due to their own motivation or initiative (we realize sometimes learning goals developed earlier need to change due to needs of the agency, etc.). The student’s level of initiative or motivation is adequate but not outstanding. Student may have some difficulty in willingness or ability to learn from mistakes and in their use of supervision. Student has completed all required internship hours.

D/F work is deficient and fails to demonstrate progress on any learning goals outlined. Student has frequent absences and has not completed all required internship hours. Student misses supervision appointments. Student does not behave professionally and does not make changes when given feedback from supervisor or staff at the agency.

V. Banyard, Ph.D., April 2013

Sample Learning Agreement
Learning Agreement for Student X at Granite State Home

Student Intern Name: Student X
Student Intern email: student@wildcats.edu
Student Intern cell phone: 555-555-1234
Student Intern address: Mills 415
Semester: Fall 2015
Credits registered for Internship course: 4 credits

Date: March 10, 2015

Internship Start Date: August 24, 2015
Internship End Date: December 4, 2015
Internship Schedule: Tuesdays and Wednesdays 1-5pm

Internship Site: Granite State Home
Address of Internship Site: 16 Pleasant St., Madison, NH
Internship site supervisor: Barbara Blasé, M.S.W
Phone and email contact for site supervisor: 603-555-5555
Barbara.blase@granitestatehome.org
Supervision Schedule: Tuesdays at 4 pm

Internship Goals

Goal #1: To determine if I have the potential and interest to become an effective counselor.
Activities: I shall work as a counselor-in-training with 3-5 residents of Granite State Home (GSH). This will involve seeing each resident for ½ hour per day, 2 days per week. These contacts will be directed toward establishing rapport with residents, helping them to better interact with staff and other residents, helping them to leave the institution on shopping trips with me as a chaperone, and helping them to think about eventual discharge. My supervisor will help me address questions and problems I encounter while engaging in these activities.

Goal #2: To understand the relationship of state supported institutions to needs and services in the community.
Activities: I shall seek information on joint planning between GSH and community agencies by attending inter-agency conferences on a weekly basis, and by interviewing directors of community relations, admissions, patient follow-up services, and public relations.

Goal #3: To learn and understand how GSH's Research Department conducts research projects, to gain some (albeit minimal) hands-on experience in mental health research, and to determine whether or not I want research to be part of my future (i.e., career).
Activities: I will be sitting in on research interviews to observe how the interviewers rate the clients' physical and psychological behavior. I will become familiar with the Brief Psychiatric Rating Scale (BPRS) prior to the interviews, and I will help out in various ways (e.g., data entry) to see each research project succeed.

Goal #4: To learn and understand Dialectical Behavior Therapy (DBT).
Activities: I will be attending DBT sessions every Tuesday and review DBT charts on Wednesdays. The learning agreement can be altered at any time by the mutual consent of the supervisor and intern

and by sending a statement of the changes to the instructor.

Supervision: Student X and Site Supervisor will meet for half hour of the individual supervision at 10 am on Tuesday afternoons. In addition, Student X will attend group supervision meetings one a month for one hour.

Evaluations: The site supervisor, *insert supervisor name here*, agrees to submit a mid-course evaluation containing an “estimated grade-so-far” and an end-of course evaluation that includes a grade representing overall intern performance. Both mid-course and end-of-course evaluations must be reviewed with the student intern and signed by both the student and supervisor. One copy of these evaluations is mailed to the instructor and a second copy presented to the student. The copy sent to the instructor via post mail to the instructor at the Psychology Department, McConnell Hall, University of New Hampshire, Durham, NH 03824.

Student Intern: _____
Signature Printed Name Date

Site Supervisor: _____
Signature Printed Name Date