

# Mental Health Counseling Internship Competency Checklist

Form #3

*Updated July 2015*

Intern Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Internship #: \_\_\_\_\_

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

University Supervising Faculty: \_\_\_\_\_

Rating scale: 1 – inadequate demonstration of skill (i.e., below expectation for Internship level)  
 2 – adequate demonstration of skill (i.e., meets expectation for Internship level)  
 3 – exceptional demonstration of skill (i.e., above expectation for Internship level)

**Please note: Sections I-IV to be completed by *site supervisor* every semester. Final section completed by *faculty supervisor* every semester.**

Counseling, Assessment, & Intervention Planning Skills (Section I)	Skill Level		
	1	2	3
1. Intern demonstrates basic counseling skills. (see <i>Counseling Skills</i> list)			
2. Intern demonstrates advanced counseling skills. (see <i>Counseling Skills</i> list)			
3. Intern demonstrates basic competency in group facilitation.			
4. Intern is able to distinguish between developmentally appropriate behavior, mental health issues, and crisis or trauma reactions.			
5. Intern demonstrates ability to conduct an intake assessment, using appropriate tools including mental status exam, substance use/abuse, self harm and violence assessment, stage of change, and is able to conduct a biopsychosocial and mental health history.			
6. Intern uses the most current edition of the DSM and agency practices for appropriate conceptualization of multi-axial diagnosis.			
7. Intern displays knowledge and skills appropriate to client's cultural and social context when planning and delivering counseling services.			
8. Intern displays knowledge and skills appropriate to client's development when planning and delivering counseling services.			
9. Intern takes assessment bias into account when using assessment and intake materials.			
10. Is able to organize client information (intake, assessment tools, clinical interview) into understandings of client and client concern.			
11. Intern writes intervention goals that are appropriate to client needs, that are consistent with the problem conceptualization, and that are worded in measureable language.			
12. Intern uses intervention strategies that are appropriate to the theoretical orientation used to conceptualize their client and that are consistent with identified intervention goals.			
13. Intern applies relevant research findings to inform practice, particularly literature that outlines theories and practice approaches that are effective with special and diverse populations.			
14. Intern uses appropriate assessment practices for measuring intervention outcomes.			
15. Intern uses formative assessment, including outcome data, to guide continuing interventions with client.			
16. Intern maintains an orientation towards wellness and prevention in counseling orientation and goals, as appropriate.			
17. Intern follows agency policies in regard to client records (intake, case notes, treatment plans, termination summaries, etc), including providing well written client records completed according to policy timelines.			
18. Intern maintains regular and appropriate contact with other professionals working with the client (for consultation and collaboration).			
19. Intern demonstrates a knowledge of and ability to abide by ACA ethical and legal standards.			

Contextual and Practice Skills (Section II)	Skill Level			Not Avail at Site
	1	2	3	
1. Intern demonstrates knowledge and the ability to assess and manage suicide risk and other immediate crisis situations.				
2. Intern demonstrates knowledge of family systems theories and is able to put this knowledge into practice when working with clients and their families.				
3. Intern is familiar with current models of practice in substance abuse counseling and working with clients with co-occurring disorders, including prevention, differential diagnosis, motivational interviewing, and appropriate intervention strategies.				
4. Intern is familiar with a range of intervention delivery options (e.g., outpatient/inpatient/partial hospitalization/aftercare, peer helping/support groups/self-help, psychoeducation).				
5. Intern makes appropriate referrals for clients, as appropriate.				
6. Intern is familiar with and/or participates in prevention measures or activities.				
7. Intern provides psychoeducation and/or assists clients in accessing resources, when appropriate.				
8. Intern advocates for clients within the agency or community, particularly when clients experience some form of oppression.				
9. Intern makes referrals to the <i>Department of Children &amp; Family Services</i> (DCF) with regard to concerns of suspected child abuse and neglect, as appropriate.				
10. Intern participates in relevant agency staff (and other) meetings and teams.				
11. Intern demonstrates an ability to plan and/or participate in offering professional development and outreach activities within the agency and/or in the community.				
12. Intern demonstrates an understanding of local and mental health policies and trends, including financial and regulatory processes, and how these affect service delivery, especially for clients who live in poverty.				
13. Intern is familiar with agency legal and administrative policies and practices (organizational charts, legal and fiscal dimensions of the agency, budget and management concerns, including billing practices on site) and other professional issues related to the legal aspects of practice (court attendance, depositions, etc) (as evidenced in discussion with supervisor or experience on site).				
14. Intern is familiar with agency administrative policies and practices related to crisis response (as evidenced in discussion with supervisor or experience on site)				
15. Intern is familiar with mental health counseling credentialing and licensing procedures in Vermont.				

Personalization and Professional Skills (Section III)	Skill Level		
	1	2	3
1. Intern demonstrates insight into how his/her/zer counseling and work-related style impacts client and demonstrates a flexibility to adapt to client and or setting needs.			
2. Demonstrates awareness of diversity and multicultural issues including his/her/zer own biases. This awareness is evidenced by conversations with supervisor and peers.			
3. Intern participates in regular supervision by being prepared to discuss work and open to feedback and suggestions.			
4. Intern recognizes own limitations and seeks additional supervision and/or consultation when unsure of how to proceed.			
5. Intern participates in feedback exchange with peers and supervisor (i.e., giving feedback, hearing feedback, and incorporating feedback into subsequent client work) appropriately during supervision sessions. This is evidenced by implementation of feedback with clients and peers.			

6. Intern applies feedback from supervision appropriately in subsequent sessions.			
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<b>Personalization and Professional Skills (Section III)</b>	<b>Skill Level</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
7. Intern demonstrates a willingness to work on areas that present a personal or professional challenge.			
8. Intern demonstrates good organization and task management skills -reports, notes, summaries, and all documents are maintained appropriately and completed by due dates.			
9. Intern demonstrates good professionalism by being on time and dressing appropriately, and by conducting him or herself in a manner that is appropriate to the setting.			

<b>Goal Setting (Section IV)</b> <b>(goals identified by Intern and supervisors at start of the semester)</b>	<b>Skill Level</b>		
	<b>1</b>	<b>2</b>	<b>3</b>

Comments relevant to strengths of Intern:

Comments relevant to areas that are challenging the Intern:



**CACREP Standards –MH Internship Skills Summary Page**  
 (To be completed by *UVM Faculty Supervisor* each semester)

Rating scale: 1 – Does not meet standard (i.e., criteria skills assessed at level 1)  
 2 – Meets the standard (i.e., criteria skills assessed at level 2)  
 3 – Exceeds the standard (i.e., criteria skills at level 3)

Standard	Competency Level			*No Opportunity
	1	2	3	
Common Core Professional Orientation/Ethical Practice (1) b. <i>(Rating from: Section I: 8,17 &amp; II:9,11)</i>				
Common Core Professional Orientation/Ethical Practice (1) d. <i>(Rating from: Section III:1-4)</i>				
Common Core Professional Orientation/Ethical Practice (1) e. <i>(Rating from: Section III:3,4,5,6,7)</i>				
Common Core Professional Orientation/Ethical Practice (1) i. <i>(Rating from: Section I:7,9, Section II:7,8, &amp; Section III:2)</i>				
Common Core Professional Orientation/Ethical Practice (1) j. <i>(Rating from: Section I:19 &amp; Section II:13,15)</i>				
Common Core Helping Relationships (5) a. <i>(Rating from: Section I:16 &amp; Section II:6)</i>				
Common Core Helping Relationships (5) b. <i>(Rating from: Section I:1-19, Section II:1-3 &amp; Section III: 1-9)</i>				
Common Core Helping Relationships (5) c. <i>(Rating from: Section I:1-19)</i>				
Common Core Helping Relationships (5) d. <i>(Rating from: Section I:10-16)</i>				
Common Core Helping Relationships (5) f. <i>(Rating from: Section I: 18, &amp; Section III:4)</i>				
Mental Health Foundations –Knowledge (A) 2. <i>(Rating from: Section I:19)</i>				
Mental Health Foundations –Knowledge (A) 3. <i>(Rating from: Section I: 18 &amp; Section II:4,5,10,11,12,13,15)</i>				
Mental Health Foundations –Knowledge (A) 4. <i>(Rating from: Section II:15)</i>				
Mental Health Foundations –Knowledge (A) 5. <i>(Rating from: Section I:11-18, Section II:1,2,3,4 &amp; Section III:3-7)</i>				
Mental Health Foundations –Knowledge (A) 6. <i>(Rating from: Section I:6 &amp; Section II:3)</i>				
Mental Health Foundations –Knowledge (A) 7. <i>(Rating from: Section II:12,13)</i>				
Mental Health Foundations –Knowledge (A) 8. <i>(Rating from: Section II:13)</i>				

Standard	Competency Level			*No Opportunity
	1	2	3	
Mental Health Foundations –Skills & Practice (B) 1. <i>(Rating from: Section I:16)</i>				
Mental Health Foundations –Skills & Practice (B) 2. <i>(Rating from: Section II:4,12,13,14,15)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 2. <i>(Rating from: Section I:19)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 3. <i>(Rating from: Section II:4)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 4. <i>(Rating from: Section I:6 &amp; Section II:3)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 5. <i>(Rating from: Section II:4)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 6. <i>(Rating from: Section I:4 &amp; Section II:1,14)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 7. <i>(Rating from: Section I:4-12)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 8. <i>(Rating from: Section I:7,8, Section II:2,8, &amp; Section III:2)</i>				
Mental Health Counseling, Prevent, & Intervention –Knowledge (C) 9. <i>(Rating from: Section I:16,17,18, Section II:4,5,9,12,13,14,15 &amp; Section III:1-9)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 1. <i>(Rating from: Section I:1-19 &amp; Section II:1-14)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 2. <i>(Rating from: Section I:7,9,11, Section II:7,8 &amp; Section III:2)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 3. <i>(Rating from: Section I:16 7 Section II:3,6,7,8)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 4. <i>(Rating from: Section I:18 &amp; Section II:5,7,8)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 5. <i>(Rating from: Section I:1-19 &amp; Section II:1-14)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 6. <i>(Rating from: Section I:5 &amp; Section II:1)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 7. <i>(Rating from: Section I:17)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 8. <i>(Rating from: Section I:4,5,6 &amp; Section II:3)</i>				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 9. <i>(Rating from: Section I:18 &amp; Section II:5)</i>				
Mental Health Diversity & Advocacy - Knowledge (E) 1. <i>(Rating from: Section I:7 &amp; Section III:2)</i>				
Mental Health Diversity & Advocacy - Knowledge (E) 2. <i>(Rating from: Section I:7,9 &amp; III: 2)</i>				
Mental Health Diversity & Advocacy - Knowledge (E) 3 <i>(Rating from: Section I:7,11,12,13 &amp; Section III:2)</i>				
Mental Health Diversity & Advocacy – Knowledge (E) 6. <i>(Rating from: Section II:12)</i>				
Mental Health Diversity & Advocacy – Skills & Practice (F) 1. <i>(Rating from: Section I:18 &amp; Section II:5,7)</i>				
Mental Health Diversity & Advocacy – Skills & Practice (F) 2. <i>(Rating from: Section II:8)</i>				

Standard	Competency			*No Opportunity
	1	2	3	
Mental Health Diversity & Advocacy – Skills & Practice (F) 3. <i>(Rating from: Section I:13,14,15)</i>				
Mental Health Assessment – Knowledge (G)1. <i>(Rating from: Section I:4-16)</i>				
Mental Health Assessment – Skills & Practice (H) 1. <i>(Rating from: Section I:4-9)</i>				
Mental Health Assessment – Skills & Practice (H) 2. <i>(Rating from: Section I:5)</i>				
Mental Health Assessment – Skills & Practice (H) 4. <i>(Rating from: Section I:5,10,11 &amp; Section II:4,5)</i>				
Mental Health Research & Evaluation – Knowledge (I) 3. <i>(Rating from: Section I:12-14)</i>				
Mental Health Research & Evaluation – Skills & Practice (J) 1. <i>(Rating from: Section I:13,14,15)</i>				
Mental Health Research & Evaluation – Skills & Practice (J) 2. <i>(Rating from: Section I:13,14)</i>				
Mental Health Research & Evaluation – Skills & Practice (J) 3. <i>(Rating from: Section I:14)</i>				
Mental Health Diagnosis – Skills & Practice (L) 1. <i>(Rating from: Section I:5,6)</i>				
Mental Health Diagnosis – Skills & Practice (L) 2. <i>(Rating from: Section I:4-10 &amp; Section II:5,15)</i>				
Mental Health Diagnosis – Skills & Practice (L) 3. <i>(Rating from: Section I:4)</i>				

**Key Assessment Data Summary Chart**  
 (To be completed by *UVM Faculty Supervisor* each semester)

**Class Information Report**

Please complete the Key Assessment outcome data for the class and standards listed below and return to Sharron Bigelow by the end of the semester.

Course: (*EDCO 389 Counseling Internship*)

Semester:

Instructor:

Key Assessment: ***MH Internship Competency Checklist***

Scale: (Highest Possible Score):                      (Lowest Possible Score):

Number of MH Students in Class:

Standard	Number of Students			Percentage
	Not met	Met	Exceeded	Met or Exceeded
Common Core Professional Orientation/Ethical Practice (1) b.				
Common Core Professional Orientation/Ethical Practice (1) d.				
Common Core Professional Orientation/Ethical Practice (1) e.				
Common Core Professional Orientation/Ethical Practice (1) i.				
Common Core Professional Orientation/Ethical Practice (1) j.				
Common Core Helping Relationships (5) a.				
Common Core Helping Relationships (5) b.				
Common Core Helping Relationships (5) c.				
Common Core Helping Relationships (5) d.				
Common Core Helping Relationships (5) f.				
Mental Health Foundations –Knowledge (A) 2.				
Mental Health Foundations –Knowledge (A) 3.				
Mental Health Foundations –Knowledge (A) 4.				
Mental Health Foundations –Knowledge (A) 5.				
Mental Health Foundations –Knowledge (A) 6.				
Mental Health Foundations –Knowledge (A) 7.				

Standard	Number of Students			Percentage
	Not met	Met	Exceeded	Met or Exceeded
Mental Health Foundations –Knowledge (A) 8.				
Mental Health Foundations –Skills & Practice (B) 1.				
Mental Health Foundations –Skills & Practice (B) 2.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 2.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 3.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 4.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 5.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 6.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 7.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 8.				
Mental Health Counseling, Prevent, & Intervention – Knowledge (C) 9.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 1.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 2.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 3.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 4.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 5.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 6.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 7.				

Standard	Number of Students			Percentage
	Not met	Met	Exceeded	Met or Exceeded
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 8.				
Mental Health Counseling, Prevent, & Intervention –Skills & Practice (D) 9.				
Mental Health Diversity & Advocacy - Knowledge (E) 1.				
Mental Health Diversity & Advocacy - Knowledge (E) 2.				
Mental Health Diversity & Advocacy - Knowledge (E) 3				
Mental Health Diversity & Advocacy – Knowledge (E) 6.				
Mental Health Diversity & Advocacy – Skills & Practice (F) 1.				
Mental Health Diversity & Advocacy – Skills & Practice (F) 2.				
Mental Health Diversity & Advocacy – Skills & Practice (F) 3.				
Mental Health Assessment – Knowledge (G)1.				
Mental Health Assessment – Skills & Practice (H) 1.				
Mental Health Assessment – Skills & Practice (H) 2.				
Mental Health Assessment – Skills & Practice (H) 4.				
Mental Health Research & Evaluation – Knowledge (I) 3.				
Mental Health Research & Evaluation – Skills & Practice (J) 1.				
Mental Health Research & Evaluation – Skills & Practice (J) 2.				
Mental Health Research & Evaluation – Skills & Practice (J) 3.				
Mental Health Diagnosis – Skills & Practice (L) 1.				
Mental Health Diagnosis – Skills & Practice (L) 2.				
Mental Health Diagnosis – Skills & Practice (L) 3.				

## **Counseling Skill List**

### Basic Counseling Skills

- Listens carefully and communicates understanding to client
- Is genuine and warm with client
- Is respectful of and validates the client
- Displays appropriate awareness of the client's cultural and social context
- Displays appropriate awareness of the client's developmental context
- Appears comfortable with a variety of feelings/and or issues shared by the client as demonstrated by the ability to hold the session in an emotional space.
- Demonstrates appropriate use of feeling reflections including appropriate delivery and accuracy.
- Appropriate use of paraphrases, content reflections and summaries including appropriate delivery and accuracy.
- Appropriate use of questions, probes, and accents including appropriate timing, concreteness, accuracy and brevity.
- Appropriate pacing of session/ responses.
- Avoidance of advice-giving and inappropriate problem-solving.
- Demonstrates ability to address termination issues with client.

### Advanced Counseling Skills

- Demonstrates ability to identify patterns and use these as a basis for interventions.
- Demonstrates use of advanced-level empathy delivered accurately and appropriately.
- Demonstrates use of advanced-level interpretation delivered accurately and appropriately.
- Uses humor appropriately for relationship building, genuineness, and to regulate the session.
- Uses self disclosure rarely and only as appropriate.
- Appropriate use of immediacy.
- Appropriate use of confrontation.
- Offers client feedback, even when it may be difficult for client to hear. Feedback is appropriate and offered respectfully/appropriately.
- Uses counseling interventions that are consistent with theoretical understandings of client and client concerns.
- Upholds an orientation towards wellness and prevention when working with client.