

**SYRACUSE UNIVERSITY  
Counseling and Human Services Department  
INTERNSHIP AGREEMENT**

This document describes and formalizes requirements concerning the placement of students for the counseling internship experience connected with the Master's Degree program in Counseling at Syracuse University. As such it represents an agreement between the Counseling and Human Services Department and the Internship Site.

**Internship Site:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_ **Ext.** \_\_\_\_\_

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

**Phone Number:** \_\_\_\_\_

**Email:** \_\_\_\_\_

(Supervisors will be included in Department supervision communications by email.)

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**Student:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phone:** (\_\_\_\_) \_\_\_\_\_ **(Home)**

(\_\_\_\_) \_\_\_\_\_ **(Work)**

**Email:** \_\_\_\_\_

**This contract is for 3 semester credits.**

This contract covers the period of \_\_\_\_\_ to \_\_\_\_\_. I,

\_\_\_\_\_, am / was enrolled in the Internship course  
Student

during \_\_\_\_\_ . \_\_\_\_\_ is the instructor of record.  
Semester/Year Faculty Member

**A. The Internship Site will provide the following services and support for the intern's professional development:**

1. an orientation to the structure, operation, and policies of the setting necessary for an understanding of the organization within which the internship takes place.
2. a job description and time schedule (see Section C below).
3. a qualified site supervisor who will coordinate the internship.
4. release time for the site supervisor to attend one 3-hour on-campus meetings per semester. These meetings will focus upon exchange of information between the Internship Instructor and the site supervisors concerning the intern's performance. Meetings will also serve as a supervision case conference for the benefit of both site and faculty supervisors.

Describe the clientele to be seen in the internship setting:

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**B. The Site Supervisor will be the primary contact person and will:**

1. complete a Site Supervisor Information Form (intern will provide)
2. provide a minimum of one hour per week of clinical supervision conducted by the site supervisor. (Our department's national accreditation requires that supervision be formally arranged. Internship students are strongly encouraged to tape counseling contacts for purposes of supervision by site supervisor.)
3. provide appropriate space for the intern, as well as the opportunity to tape-record clients.
4. be available to the intern in case of emergency at the site
5. work with the intern to assure that internship requirements and activities specified in the contract will be completed.
6. evaluate the intern's performance at the mid-term and end of the semester.

**C. THE INTERN WILL:**

1. maintain the following time schedule, agreeing to formally notify the site supervisor for approval if a change is necessitated. It is understood that the schedule will conform to the work calendar of the internship site.

a. number of hours per week: \_\_\_\_\_  
 \*Note: this must allow for the accumulation of 600 total clock hours across the span of the internship.

b. Specific days and hours making up the schedule:

Day	Time
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____

2. carry out the specified activities and responsibilities that meet the internship requirements as related to the specific placement site (See attached: Learning Activities of Internship Student)  
 \*Note: must include a minimum of 240 hours of direct service to clients over the span of the internship.
3. keep a log that records time spent in the field setting, and includes weekly descriptions of activities. Logs will be reviewed and signed by the site supervisor during the weekly supervision session.
4. attend regularly scheduled internship seminars (group supervision) held on the Syracuse University campus and meet all internship course requirements.

**D. THE COUNSELING AND HUMAN SERVICES DEPARTMENT (SYRACUSE UNIVERSITY) WILL:**

1. orient the intern to site and campus-based course requirements.
2. conduct regular on-campus internship seminars (group supervision).
3. maintain regular contact with the site supervisor and the intern to monitor progress of the site experience.
4. maintain records necessary to evaluate and certify the nature and extent of the intern's experience in the various aspects of the internship experience.

This agreement is accepted by the three parties with the expectation that its conditions will be met. In the event that those expectations are not met, the concerned party agrees to initiate communication to identify and discuss the difficulty, and to explore how barriers can be removed.

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

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

Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Goals and Learning Activities of Internship Student

The Goals and Learning Activities of the Internship Students should be:

- outlined and discussed with the University and Site Supervisors
- typewritten
- signed by all three parties
- attached to the contract.

Goals and learning activities should be specific including time frames, numbers of clients and sessions, etc.

### Student goals should reflect:

1. Counseling practice goals
  - a. Process goals
  - b. Skills the student wishes to emphasize and develop
  - c. Personal growth goals
2. Learning activity goals

The learning activities to be completed over the course of the internship semester should reflect general and specific CACREP/CORE objectives. At minimum the following should be addressed (a minimum of 240 direct service hours are required):

- a. Individual Counseling/Client Interviews
- b. The opportunity for long-term contact with the same client
- c. Group Counseling

Depending on the placement site, include the following where appropriate:

- Consultation with staff, teachers, family members, etc.
- Testing/Assessment (administrating and interpretation of the results)
- Classroom Guidance (elementary, middle, and high school)
- Training and Development (develop and conduct structured educational experiences for staff, clients, family members, teachers or students)
- Referrals (participate in, or observe, the process of referring clients to other community agencies or other services within the school or agency.)

These goals and learning activities will be incorporated into student evaluations.