



Non-Medical Internship Program Guidelines and Procedures

I. Introduction

Program overview—LifeSkills, Inc. routinely has interns and practicum students fulfill some functions within our agency. This is intended to provide guidelines for students and staff regarding the different types of internships, application procedures, travel requirements, and other pertinent information about the internship program. LifeSkills has operated in Bowling Green and the ten surrounding counties since 1966. During this time LifeSkills has distinguished itself as a leader among Community Mental Health Centers in Kentucky for our consistent use of new and innovative approaches in the treatment of Behavioral Health disorders. In keeping with this leadership role, LifeSkills strives to offer quality educational internship experiences to individuals seeking to further their expertise and advancement in a variety of mental health fields and settings.

Each of the freestanding clinics in our ten county region is staffed with fully and/or eligible licensed psychologists, social workers, marriage and family therapists, and/or professional counselors. During the course of an internship, an individual may also come in contact with psychiatrists, psychiatric nurses, school counselors, vocational rehabilitation counselors, case managers, and/or peer support. Each of these professionals offer a unique perspective and approach to the identification, understanding, and treatment of individuals with behavioral health disorders from which the intern can gain insight and understanding.

Interns will receive exposure to a wide range of mental health problems and treatment approaches. Practical experience in working with children, adolescents, and adults may be offered. An integral part of any internship program is the clinical supervision. Interns will be assigned a primary clinical supervisor with whom they will be responsible to for all aspects of their clinical work. Each intern will also be assigned an administrative supervisor or mentor that may or may not be the clinical supervisor. This mentor will provide oversight and supervision to all aspects of the intern's duties and will work in consultation with the primary clinical supervisor when they are not the same person.

All interns will receive training in traditional mental health theory and practice. Some new and innovative treatment options may also be offered. Master's level training will include instruction and practice of individual and family therapy and at times group therapy. More specialized training may also be offered for interns in a particular field of study. Other possible areas of specialized training may include domestic violence, juvenile sexual abuse

and offending, substance use, early childhood, and individuals with psychosis.

Internships are educational experiences offered in conjunction with LifeSkills and a university as part of a student's overall educational program. As such interns are required to have university approval and supervision to be considered for an internship and must provide liability insurance through the university. In addition, a signed agreement between LifeSkills and the university must be in place.

Primary objective-The primary objective of the LifeSkills internship program is to provide individuals seeking advanced education in a variety of mental health fields the opportunity to further their knowledge and skill toward the goal of preparing them for employment in a variety of mental health agencies and/or setting.

Objectives

1. All interns will receive a closely supervised and monitored training experience in the behavioral health field.
2. Each intern will develop an understanding of the benefits and need for an interdisciplinary team approach to behavioral health treatment.
3. Interns will develop knowledge and skills that will prepare them to enter the work force in a variety of capacities.
4. To develop specialized skills as the needs of the individual dictate.
5. To provide a variety of clinical experiences to allow the intern to compare different treatment settings and modalities.

II. Internship Policies and Procedures

Application for internship-Anyone interested in completing an internship with LifeSkills should begin the process by completing an Internship application that is available online at www.lifeskills.com. The completed application should be routed to Robin Gregory at rgregory@lifeskills.com or by fax to (270) 782-5927, or mailed/dropped off to the address below. The application should include the following information:

1. LifeSkills internship application

2. If internship is graduate level clinical internship then you may also include, but is not required
 - a. Resume
 - b. Personal statement that details the specific internship requirements, the individual's personal goals for the internship, theoretical orientation, areas of interest, and professional goals.
 - c. A letter of recommendation from a university professor familiar with the individual's clinical aptitude

Once completed this application should be submitted to the Internship Coordinator by any of the means mentioned above. The address is:

LifeSkills, Inc.

Attn. J. Robin Gregory

380 Suwannee Trail Street

P.O. Box 6499

Bowling Green, KY 42102-6499

(270) 901-5000 x1005

Applications should be submitted as soon as possible to allow for time to complete administrative functions such as interviews, reference checks, and orientations. Applications received less than 60 days prior to the scheduled beginning of the internship may not be considered for that internship rotation.

Orientation-Individuals who are accepted and offered internship placements will complete the standard orientation procedures as prescribed for all new employees in the LifeSkills employee handbook.

Types of internship/practicum experiences-There are two types of internships offered at LifeSkills, paid and unpaid. For the purposes of this section no distinction is made between an internship and practicum. The majority of this information refers to the handling of paid interns.

Paid interns-A paid intern is an individual pursuing a master's degree who has a bachelor's degree in a reimbursable field of study. This individual is hired through our regular employee hiring procedures following an interview, reference checks, and approval of the Vice President. Paid interns will generally fill an abbreviated staff role and will fulfill obligations similar to those of a regular employee with the support

of their abbreviated workload, clinical supervision, and university support. The specific reimbursements for paid interns will be established by the current LifeSkills approved pay scales. Paid interns will follow the same procedures to receive pay as regular employees as is described in the employee handbook. A paid intern will be billable as a mental health associate (MHA) after completing the additional MHA application. They may remain in this role for up to three years with the limited possibility of a one year extension. A paid intern functioning as an MHA cannot provide services to an individual with an intellectual disability without an established mental health diagnosis.

First Semester interns-First Semester interns are primarily conducting intake and psychosocial assessments. They may be given a small limited amount of clients to provide clinical services such as individual therapy, family therapy, collateral therapy, or group therapy. The focus of this semester is to get a feel for the agency and working in the mental health field. It will also focus on acquiring a basic understanding of the types of work available in the mental health field and the knowledge necessary to work in the mental health field.

Second Semester interns-Second Semester interns may continue conducting intake and psychosocial assessments. They will begin to see more clients and provide more direct client care hours or services. The focus of this semester is to utilize evidence based practices, utilization management, and case reviews.

Unpaid interns-An unpaid intern is one who receives no financial remuneration from LifeSkills for the services they provide. These individuals are typically pursuing a bachelor's degree or are already current employees of LifeSkills. These individuals are allowed access to LifeSkills' clients and facilities as a purely educational experience. They do not provide any direct services to LifeSkills clients without the direct assistance and observations of a clinical supervisor. Individuals who are employees of LifeSkills prior to starting their internship and who remain employed in that prior role may have access to clients without always having direct assistance and observation of a clinical supervisor. Interns may be recruited by the individual center managers of a LifeSkills clinic or program, but must apply for internship through the Internship Coordinator. The specific requirements for an unpaid internship will be determined by individual needs and the availability of supervisory staff to monitor.

III. Internship Expectations

Expectation for availability-Internships are educational experiences where the individual is exposed to a more realistic view of their chosen profession than classroom instruction is able to provide. LifeSkills recognizes the importance of this type of education and how it benefits both the student and the agency for whom the internship is completed. As such LifeSkills will strive to make the experience as true to life as possible while still respecting the primary educational objective. Interns will be expected to make themselves available at the times required by the program to which they are assigned. Accommodations to schedules will be considered, but evening and weekend hours may be required. LifeSkills will respect and observe all university observed holidays and semester guidelines, but it is the intern's responsibility to notify LifeSkills of those holidays and guidelines. Priority consideration will be given to arranging schedules around the university class schedule. Interns who are employees of LifeSkills can still work while the university is on break, but nothing will count toward university requirements (i.e. number of hours, etc.).

Expectation for behavior-As a professional organization LifeSkills conducts its business in a professional manner and will expect all interns to do the same. This includes manner of dress, appearance, and behavior being consistent with the agency expectations of all staff and the individual program to which the intern is assigned.

Expectations for travel-LifeSkills operates in a ten county region. As such there may be times when the needs of our programming require services to be performed in counties outside of Warren County and Bowling Green. These may be isolated incidents or an individual may be assigned to a county for the duration of their internship. Alterations in county, clinic, and program assignment may also change during the course of the internship to provide more varied experiences and/or as the needs of the agency require. Individuals applying for internship positions may request specific county assignments, but LifeSkills reserves the right to assign interns to locations best suited to meet the educational needs of the intern and the needs of the agency.

IV. Supervision

Supervision-Each intern will be assigned a primary clinical supervisor. This primary clinical supervisor will be responsible for all aspects of the intern's practice. The intern and the supervisor will meet no less than one hour per week. Supervision may be in the form of

individual, group, or a combination of both as the needs of the intern and the university requirements demand. The primary clinical supervisor may require increased supervision time if he/she feels the intern is in need of additional monitoring. It is the responsibility of the intern to dutifully and comprehensively inform the clinical supervisor of all types of clinical intervention he/she is performing, problems encountered, and to obtain prior permission before attempting any treatment intervention not specifically given permission to perform by the clinical supervisor or which falls outside the normal and customary standards of care for the individual field of study. In cases where LifeSkills is unable to provide a clinical supervisor that meets the needs/requirements of the university, a clinical supervisor outside of the agency will have to be arranged. The intern will also be assigned an administrative supervisor. The primary role of the administrative supervisor will be to make sure the intern is following all policies and procedures of the agency, including but not limited to such things as: payroll, documentation, and adherence to agency policies. The administrative supervisor may or may not be the same individual as the clinical supervisor.

V. Ending an Internship

Voluntary termination-LifeSkills internships are offered on a voluntary basis. The agreement to fulfill the responsibilities of an internship lies with the intern and the university. An intern may terminate the relationship with LifeSkills at any time by notifying his/her administrative supervisor in writing of his/her intent to terminate. When an internship is terminated prematurely, LifeSkills will consider this an unsuccessful internship and will communicate this to the university representative coordinating the program.

Involuntary termination-LifeSkills reserves the right to terminate any internship program at any time by notification of the intern verbally or in writing. In the event an internship is terminated involuntarily, notice will be sent to the university faculty supervisor coordinating the program along with the reason for the termination.

Employment after the internship-There is no guarantee for employment after the completion of an internship. The internship may often serve as an opportunity for an individual to decide whether LifeSkills may offer future employment opportunities as well as an opportunity for LifeSkills to do the same, however, once completed neither the individual nor LifeSkills maintains any further obligation to the other for employment.

Internship documentation-During the internship, the intern and the supervisor both have a responsibility to make sure that the hours of supervision, the supervision topic, and the hours the intern worked are adequately documented and stored. Upon completion of an internship the primary clinical supervisor will complete the evaluations forms and/or letters as requested by the university coordinating the internship.

First Semester Internship Supervision Suggested Guidelines

WEEK ONE

COMPARATIVE ETHICS AND CONSUMER PROTECTIONS

Reading Assignment

1. Code of Ethics for KY Board Licensure for Marriage and Family Therapists, KY Board of Licensed Professional Counselors, KY Board of Examiners of Psychology, KY Board of Social Work, KY Board of Certified Alcohol and Drug Counselors.
2. KY Mental Health Law: KY Involuntary procedure, consumer confidentiality and limitations of confidentiality, case law that defined duty to warn.

Practical Assignment

1. Meet with two (2) Clinical Practitioners to discuss an incident in which they had to make a decision pertaining to their code of ethics. Document their responses in a journal to be reviewed in supervision.
2. Meet with two (2) Clinical Practitioners to discuss an incident in which they had to breach confidentiality due to Duty to Warn. Document their responses in a journal to be reviewed in supervision.
3. Identify to your supervisor the necessary clinician-consumer boundaries and how you would go about developing and maintaining those boundaries.
4. Discuss with your supervisor what it means to be an “assertive advocate” for a consumer, and identify situations in which it would be inappropriate to act as an advocate for a consumer.

5. **Review two (2) case studies (provided) pertaining to boundaries and Duty to Warn. Write a summary documenting the most appropriate clinical response to the cases to be reviewed in supervision.**

WEEK TWO

DIAGNOSIS

Reading Assignment

1. Complete the “**DSM 5 Overview**” training on Relias Learning Training, and summarize the most relevant changes in the DSM-5-TR.

Practical Assignment

1. Discuss with your supervisor, what domains you would explore, besides presenting problems and current symptoms, to correctly diagnose a consumer.
2. Read one (1) case scenario (provided), and formulate your diagnostic impressions, including potential rule out(s).
3. Discuss with your supervisor what information you used to formulate your diagnostic impressions, what questions you would ask during the clinical interview for a more accurate diagnosis, and what you would do to rule out other potential diagnoses if any.

WEEK THREE

INITIAL ASSESSMENTS

Reading Assignment

1. Find one (1) article on “Strength Based Assessments” and summarize findings particularly the philosophy of “Strength Based Assessments.”
2. Familiarize yourself with the LifeSkills Initial Assessment.

Practical Assignment

1. Observe two (2) initial assessments and summarize your thoughts in a journal to be discussed in supervision.
2. Conduct two (2) initial assessments (under supervision) and process them with supervisor.

WEEK FOUR

RISK LEVEL ASSESSMENTS

Reading Assignment

1. Familiarize yourself with the Columbia Suicidality Severity Rating Scale (CSSRS).
2. Review LifeSkills emergency assessment procedures.

Practical Assignment

1. Observe two (2) emergency assessments and summarize your thoughts in a journal to be discussed in supervision.
2. Schedule a time to go to ACSU/CCSU and observe one (1) involuntary commitment assessment. Summarize your thoughts in a journal to be discussed in supervision.
3. Conduct one (1) emergency assessment (under supervision) and process with supervisor.
3. Describe to your supervisor how you would assess for suicidality and homicidally.

WEEK FIVE

PROGRESS NOTES

Reading Assignment

1. Review LifeSkills documentation policies.

Practical Assignment

1. Discuss with your supervisor what you would look for when assessing the clinical needs of the consumer.
2. After conducting individual sessions, develop three (3) outpatient progress notes (under supervision) for each session.
3. Discuss with your supervisor how you would go about determining the most appropriate intervention or course of treatment for a consumer.
4. Discuss with your supervisor your preferred theoretical approaches to providing various modalities of treatment.

WEEK SIX

TREATMENT PLANNING

Reading Assignment

1. Review LifeSkills' policy regarding the development of treatment plans.
2. Review the Treatment Plan utilized in Carelogic.
3. Review materials/book on Person Centered Treatment Planning. Attend formal training on Person Centered Planning as part of New Employee Orientation.

Practical Assignment

1. Develop one (1) treatment plan (under supervision) with a consumer in adherence to LifeSkills policy.
2. Describe to your supervisor what you see as the functions of a treatment plan.

WEEK SEVEN

ANNUAL PSYCHOSOCIAL ASSESSMENT

Reading Assignment

1. Review LifeSkills medical records policy regarding annual psychosocial assessments.

Practical Assignment

1. Review three (2) Annual Psychosocial Assessments
2. Discuss with your supervisor what to document on an Annual Psychosocial Assessment.
3. Develop one (1) Annual Psychosocial Assessment (under supervision) with a consumer.

WEEK EIGHT

LIABILITIES IN DOCUMENTATION

Reading Assignment

1. Research and review three (3) articles with different philosophies regarding “rules of evidence” as it relates to mental health documentation, and summarize your findings.

Practical Assignment

1. Discuss with your supervisor the importance of chart documentation as it relates to Subpoena Duces Tecum.
2. Discuss the meaning of “if it ain’t on paper...”
3. Review some of the agencies policies such as the Texting Policy and the Social Media Policy

WEEK NINE

MANAGING A DAILY SCHEDULE

Reading Assignment

1. Read “**7 Habits of Highly Effective People (Summary & Takeaways)**” and summarize your thoughts in a journal to be discussed with your supervisor.

Practical Assignment

1. Interview three (3) clinical practitioners about how they manage their caseload while maintaining compliance with agency policies.
2. Successfully manage a full daily schedule adhering to agency policy.

WEEK TEN

COMPASSION FATIGUE AND BURNOUT

Reading Assignment

1. Read chapters 2, 6, 7 and 9 from the “**The Compassion Fatigue Workbook**” by Francoise Mathieu and summarize your thoughts in a journal to be discussed with your supervisor.

Practical Assignment

1. Discuss with your supervisor how you would know if you were “in over your head” with a consumer.
2. Discuss with your supervisor what you would do if you felt you were “in over your head” with a consumer.
3. Schedule a time to meet with three (3) clinical practitioners to discuss an incident in which they felt “unequipped,” and steps they took to effectively manage the situation. Based on those discussions formulate a list of types of consumers in which you feel unequipped with at this time and discuss with your supervisor.
4. Beyond therapy, identify with your supervisor other clinical services you feel you are qualified to provide.
5. Complete the exercise “What’s on your plate?” (Page 92-94) from “**The Compassion Fatigue Workbook**” by Francoise Mathieu.

WEEK ELEVEN

DISCHARGE/TERMINATION PLANNING

Reading Assignment

1. Review LifeSkills policy on medical record closure.
2. Review one (1) Discharge Summary on Carelogic.

Practical Assignment

1. Describe the differences between “discharging” and “terminating” a consumer from treatment.
2. Discuss how and when you would discuss discharge from treatment with a consumer.

WEEK TWELVE

COMMUNITY RESOURCE RELATIONSHIPS

Reading Assignment

1. Locate and review three (3) articles on interagency relationships and recovering from adversarial moments within the interagency relationships.

Practical Assignment

1. Based on the three (3) articles on interagency relationships, present to your supervisor your ideas on what it takes to develop and maintain good working relationships with interagency partners.
2. With the Site Administrator, attend a meeting with a community partner. After the meeting, discuss with the Site Administrator what it takes to maintain good working relationships with interagency partners.
3. Describe to your supervisor how you would deal with a situation in which you and your supervisor were not in agreement with an assignment or decision made by your supervisor.

Second Semester Internship Supervision Suggested Guidelines

Week One

First semester review

Week Two

Identify/discuss specific populations of interest (looking for countertransference issues)

Week Three

Discuss evidenced based therapeutic approaches for identified populations

Week Four

Develop a PowerPoint presentation on chosen theory and present at staff meeting at local office

Week Five (Modules 5-7 putting theory to practice based on chosen theory)

Developing an Progress Note

Week Six

Developing an Treatment Plan

Week Seven

How to determine progress ratings

Week Eight

Medication Review

Week Nine

How to recognize when treatment is not effective

Week Ten

Specialty Services

Week Eleven

Discharge Planning

Remaining Weeks

Case Presentations/Discussions/Licensure preparation

Available Internship Opportunities

Location	Address	Description
Allen County Service Center	512 Veterans Memorial Hwy. Scottsville, KY 42164	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Park Place Recovery Center Women	49 Hillview Drive Scottsville, KY 42164	Provide a combination of therapy, case management, and/or floor tech functions to women and their children in a residential facility for women with addiction issues.
Barren County	608 Happy Valley Rd. Glasgow, KY 42142	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Butler County	222 Industrial Dr. North Morgantown, KY 42261	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Edmonson County	205 Mohawk Brownsville, KY 42210	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Hart County	118 West Union St. Munfordville, KY 42765	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Logan County	433 Shelton Lane Russellville, KY 42276	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Metcalf County	112 Sartin Dr. Edmonton, KY 42129	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Monroe County	200 N. Crawford St. Tompkinsville, KY 42167	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Simpson County	1031 Brookhaven Rd. Franklin, KY 42134	Conduct intake assessments for severely mentally ill adults, severely emotionally disturbed children, and substance use populations. Possibly carry a small case load.
Warren County Adult Services	380 Suwannee Trail St. Bowling Green, KY 42103	Conduct intake assessments for severely mentally ill adults and substance use populations. Possibly carry a small case load.
Warren County Children Services	380 Suwannee Trail St. Bowling Green, KY 42103	Conduct intake assessments for severely emotionally disturbed children. Possibly carry a small case load.
Warren County Transitions	380 Suwannee Trail St. Bowling Green, KY 42103	Provide case management services to individuals transitioning from a personal care home setting to a residence.
Warren County Supported Employment	380 Suwannee Trail St. Bowling Green, KY 42103	Provide case management services to individuals with a qualifying mental health disorder who are attempting to gain employment in the community.
Warren County Prevention Center	380 Suwannee Trail St. Bowling Green, KY 42103	Assist with multiple grant activities targeted to decrease the use of substances in youth and pregnant women. Assist in suicide prevention activities.
Warren County Clubhouse	428 Center St. Bowling Green, KY 42101	Assist in daily programming of a day treatment type program assisting severely mentally ill adults with activities of daily living and learning mental health symptom management.
Warren County ACT Team	428 Center St. Bowling Green, KY 42101	Assist in case management and therapy activities working with a small number of individuals trying to prevent severely mentally ill adults from psychiatric hospitalization.
Haven 4 Change	1500 Parkside Dr. Bowling Green, KY 42101	Provide a combination of therapy, case management, and/or floor tech functions to women and their children in a residential facility for women with addiction issues.
Child Crisis Stabilization Unit	501 Chestnut St. Bowling Green, KY 42101	Provide a combination of therapy, case management, and/or floor tech functions to children in a residential crisis facility for children currently in a mental health crisis.
Adult Crisis Stabilization Unit	822 Woodway Bowling Green, KY 42101	Provide a combination of therapy, case management, and/or floor tech functions to adults in a residential crisis facility for adults currently in a mental health crisis.
Park Place Recovery Center Men	822 Woodway Bowling Green, KY 42101	Provide a combination of therapy, case management, and/or floor tech functions to men in a residential facility for men with addiction issues.