



香港樹仁大學

HONG KONG SHUE YAN UNIVERSITY

# DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

INTERNSHIP PROSPECTUS  
Manual (2019-2020)



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# **DEPARTMENT OF COUNSELLING AND PSYCHOLOGY**

**INTERNSHIP PROSPECTUS**  
**Manual (2019-2020)**

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(Revised 2019, Hong Kong Shue Yan University)

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Published by:  
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## Department in Shue Yan University

Shue Yan University is the only university in Hong Kong that offers BSocSc (Hons) in Counselling and Psychology programme in Hong Kong, and possibly Asia. The annual intake for this academic programme is normally 90. This programme is operated by the Department of Counselling and Psychology which also offers the following academic programmes:

- Bachelor of Social Sciences (Hons) in Psychology (since 2007)
- Master of Social Sciences in Counselling Psychology (since 2010)
- Master of Social Sciences in Psychology (proposed for January 2016)
- Doctor of Psychology in Counselling Psychology (since 2015)

The Internship Programme is offered within the BSocSc (Hons) in Counselling and Psychology programme, which has a solid foundation in Psychology. The BSocSc (Hons) in Counselling and Psychology programme provides students not only with theoretical knowledge in Counselling and Psychology, but also seeks to equip them with practical skills and experience, so that upon graduation, they are prepared to embark upon careers in counselling, Psychology or related fields, or if they so aspire, to continue further education in Counselling, Psychology or related fields. To assist students' learning, the Department operates the Counselling and Research Centre with the following facilities:

1. Computer-Assisted Data Analysis Laboratory (LG303)
2. Counselling Laboratory (LG302) and Observation Room (LG301)
3. Neuropsychology Laboratory (LG304)
4. Psychological Test Library (LG102)
5. Multifunctional Room (Lib101) and the Seminar Rooms (Lib103, LSH317A, LSH317B)
6. Counselling Rooms (Lib105, LG314, LG315A, LG315C)
7. Supervision Rooms (LG541, LSH316A, LSH316B, LSH316C)
8. Office for Postgraduate Interns (LG315B)

## 1.1 Overview of the Programme

This degree programme seeks to equip students not only with knowledge of counselling and psychology; it also aims at providing multiple opportunities for students to experience the counselling process both as a counsellor as well as a counsellor.

Our programme aims to:

1. provide a broad base of knowledge in Counselling and Psychology;
2. develop students' competence in the application of principles and practices of Counselling and Psychology;

3. allow students to experience procedures in the field of Counselling, including various forms of counselling techniques as they are applied at both the individual and the group levels;
4. breed a new generation of scientist-practitioners;
5. integrate the use of technology into the programme both for teaching and learning and to prepare students for employment in a technology-enabled environment;
6. provide students with ample opportunities to engage in self-reflection, develop self-awareness, and become connected to their inner resources;
7. promote healthy life styles and the development of personal integrity;
8. help students to develop professional attitudes, conduct and ethics;
9. enhance students' appreciation of and interest in their cultural heritage per se and in relation to their training in Counselling and Psychology;
10. enable students to become independent, critical and analytical thinkers;
11. prepare students for further studies at the graduate level by developing their skills in data analysis, research and experimentation;
12. equip students with an adequate academic foundation for the pursuit of professional qualifications and certification.

Most programmes in counselling and psychology would only concentrate on creating placements for students to playacting the role of counsellors, yet it is our belief that a doctor cannot become a good doctor unless he/she fully comprehends what it is like to be a patient, and likewise, a counsellor cannot become a good counsellor until he/she has experienced what it is like to be counselled. Therefore, a unique feature of this internship programme is the "Personal Experience as Counsellee" (COUN 230).

Furthermore, since counselling takes place in a myriad of situations and students while choosing an area of concentration would like to know what is most suitable for them, the second part of the internship programme is the "Pre-internship" (COUN 240) which allows students to gain access to a number of counselling situations.

Finally, to prepare students adequately to enter the profession of counselling, a fully supervised "Internship" (COUN 461-2) experience is provided.

### 2.1 Pre-requisite Requirement for Internship

The students shall complete the following pre-requisites before they can be eligible for entrance into internship.

|          |                                                          |
|----------|----------------------------------------------------------|
| COUN 230 | Personal experience as Counsellee                        |
| COUN 240 | Pre-internship in Counselling                            |
| COUN 310 | Advanced Skills in Individual Counselling and Psychology |
| COUN 340 | Advanced Skills in Group Facilitation                    |

### 2.2 Objective

At the successful completion of COUN 230 and 240, COUN 310, COUN 340, students are now ready to try their hand at counselling. Internship training places students in real counselling situations under the dual supervision of agency supervisors and University supervisors. Internship provides the opportunity to apply theories learnt in class, and skills practiced both in class and during pre-internship training to real-life situations. It allows students to test the boundaries of their knowledge and skills, and is the formal opening to a career in counselling.

### 2.3 Specific Aims

Internship training aims to:

1. engage students in professional counselling activities;
2. allows students to apply theories to practice;
3. enhance students' professional development through clinical supervision, critical reflection and report writing;
4. guide students to reflect on the wider policies, procedures and contexts of the agencies/ institutions providing the internship training;
5. groom students to develop a life-long habit of professional learning and personal growth;
6. help students to extend their self-awareness and achieve a sense of identity with future career;
7. enable students to develop a critical approach to practice open-mindedness to new ideas and evaluate attitudes towards their performance leading to future career development.

## 2.4 Structure

Students will participate in an internship training which spans over two consecutive semesters. They are expected to spend a total of 400 hours **and** 50 full days in the training under the dual supervision of agency supervisors and University supervisors. See **Table 1** below the Internship layout.

**Table 1: Layout of Internship**

| Internship Trainings | Year | Credits | Nature                                   | Duration                                          |
|----------------------|------|---------|------------------------------------------|---------------------------------------------------|
| Fall Semester        | 4    | 4       | Concurrent Internship<br>2 days per week | Beginning of September to<br>December of the year |
| Spring Semester      | 4    | 4       | Concurrent Internship<br>2 days per week | Early Jan to April of the<br>following year       |

### 2.4.1 Areas of Training

1. Individual Counselling – including background research on the client, case diagnosis, creating a treatment plan, case prognosis, writing case entries and presenting a final report.
2. Group Counselling – including the formation of a group, setting up therapeutic goals for the group, analysing and utilising group dynamics, writing up reports and presenting a final summary of the group process.
3. Receiving Supervision – learning to interact with one's supervisor to gain the maximum amount of support and guidance, and to achieve problem resolution.
4. Handling relevant documentation – such as case entries and case reports.
5. Learning to work and stay in tune with the culture of the agency / institution.

### 2.4.2 Arranging of Internship

A suitable internship is defined as one which:

- can guarantee students the minimum number of hours of client contact required for completion of the course;
- provides sufficient and proficient supervision, and,
- offers students significant counselling challenges.

## 2. INTERNSHIP

All internships will be arranged by the University with respect to the following procedures:

1. Student will be assigned to an agency/institution in each internship period accordance with his/her preferred areas of concentration.
2. Agencies/institutions offering internship positions will appoint Agency Supervisors to work closely with the University Supervisors to ensure the smooth operation of the internship training.
3. Prior to the commencement of the internship training, each student will be assigned a University Supervisor.
4. The University Supervisors will brief students under their care about the requirements of the internship.
5. The University Supervisors will establish personal contact with the Agency Supervisors at the beginning of the internship period to ensure that all parties concerned are clear about the internship requirements and the criteria of evaluation.
6. For each student, a detailed internship plan will be worked out on his/her behalf by the University Supervisor in conjunction with the respective Agency Supervisor.
7. A student will meet with his/her University Supervisor and Agency Supervisor at the end of each semester and reflect upon the internship for the preceding period.
8. In the event of unsatisfactory performance by either the Agency Supervisor or the student, illness, replacement of the Agency Supervisors, serious conflict between the Agency Supervisor and the student, or some other event that is disruptive to the internship, the student should in the first instance inform the University Supervisors, but simultaneously attempt to work out a solution on their own. It is part of the student's learning experience to be active in resolving any interpersonal conflict that may arise while on internships. If such attempts are unsuccessful, the University Supervisor may need to intervene. Therefore it is vital that the University supervisors are kept informed about any developments which may jeopardise the student's learning opportunities in the internships.

### 2.4.3 Types of Agencies Participating in the Internship Training

A variety of internship settings are offered so that students can seek professional development in accordance with their chosen areas of concentration. These settings include counselling services for:

|                                                                            |                                                                     |
|----------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. Children & Youth in C&Y centers                                         | 2. Elderly in elderly homes, or elderly health care centers         |
| 3. Students at schools (at the kindergarten, primary and secondary levels) | 4. Clients with intellectual disabilities                           |
| 5. Clients with physically disadvantaged                                   | 6. Centers or agencies with career guidance and vocational training |
| 7. New immigrants service                                                  | 8. Students in tertiary education                                   |
| 9. Juvenile delinquent service centers                                     | 10. Clients in shelter workshops                                    |
| 11. Family counselling centers                                             |                                                                     |

From time to time, new internship placements will be sought to keep pace with changing societal needs.

## 2.4.4 The Roles of University Supervisors

1. University Supervisors will be appointed by the Head of the Department of Counselling & Psychology and the Internship Coordinator.
2. The University Supervisor will co-ordinate with the concerned agency to work out a detailed work plan on behalf of the student under his / her care.
3. The University Supervisor will take responsibility for ensuring that students fulfill the requirements, know what is expected of them, and document their learning experiences adequately.
4. The University Supervisor must inform the agency offering the internship concerning the University's requirements with regards to the internship training and clarifying any questions the agency may have.
5. The University Supervisor will provide on the average of half an hour per week of direct one-to-one supervision to each student under his/ her supervision.
6. The University Supervisor will arrange for all students under his/her supervision to meet together at a monthly case conference, so that each student will benefit from the work experience of others.
7. The University Supervisor will make arrangements to visit the students under his/her supervision in the field with a minimum of 3 agency visits (at least once every semester, plus the first visit before the internship).
8. In the event of unsatisfactory performance by agency supervisor or student, illness, replacement change of the Agency Supervisor, serious conflict between the Agency Supervisor and student, or some other event that is disruptive to the internship training, the University Supervisor may need to intervene. It is vital for the University Supervisor to always keep in view the current situation of the students under his/her care and intervene when he/ she feels that the learning opportunities of the student may be jeopardised.
9. All students are required to complete reports consolidating their experience in the internship training. The University Supervisor will review these reports. When the situation is deemed to be appropriate, the University Supervisor may share part or all of the reports with the Agency Supervisor.
10. At the end of the internship training, the University Supervisor is required to complete an assessment form evaluating the performance of the students in the internship. This assessment will count towards the final grade of the internship training of the students.

## 2.4.5 The Roles of Agency Supervisors

1. The Agency Supervisor who is allocated by the agency will be responsible for the students' overall orientation. He/she will provide information to the students under his/her supervision regarding the historical background of the agency, its aims and objectives as well as its modus operandi. He/she will also delineate clearly to the students the rules and regulations of the agency, particularly those which the students are expected to comply with.

## 2. INTERNSHIP

3. The Agency Supervisor will provide the physical facilities, supplies and equipment necessary for the students to fully participate in the internship training.
4. The Agency Supervisor will enhance the students' learning by providing adequate opportunities to the students to do counselling work.
5. The Agency Supervisor will be responsible for allocating funds and resources to enable students to perform their approved work assignments properly. If approved expenses should be incurred by the students, the Agency Supervisor will arrange for reimbursement.
6. The Agency Supervisor is expected to participate in joint evaluation meetings with the University Supervisor and the student concerned.
7. Should any problem arise during the internship training, the Agency Supervisor will liaise with the University Supervisor to work out possible resolutions.
8. In the event of changes in arrangements related to internship training, such information must be relayed immediately by the Agency Supervisor to the University Supervisor.
9. The ideal Agency Supervisor is an experienced professional who is working in the agency. The Agency Supervisor is recognised by the University through his/her appointment as Honorary Supervisor for the performance of his/her supervisory duties and is held accountable for overseeing and giving advice to students on an ongoing basis.

### 2.5 Requirements to be Fulfilled

Students are required to spend approximately 400 hours (and 50 working days) in total for the internship training. Guidelines regulating conduct during internship training as well as a code of ethics are outlined at [Appendix G2](#).

#### 2.5.1 General Requirements

1. Students must finish all the preparatory work before the 31st March Year 3, prior to the commencement of the internship training. Essential materials will be imparted and students are given appropriate guidelines to prepare themselves for their internships.
2. During the entire internship, students must meet with their Agency Supervisors no less than nine times, and meet with their University Supervisors for the average of half an hour each week.
3. Aside from direct client contact, students are expected to be involved in the daily activities of the agencies. This will provide a useful perspective to students to understand how their counselling efforts tie in with the general aims, objectives, policies and activities of the agencies.
4. When deemed appropriate by the Agency Supervisors, students should participate in agency meetings in order to align their work with that of their colleagues in the agency.
5. Students should seize every opportunity possible to understand the administrative support behind the counselling process including intake procedures, preparing agency handouts/brochures, file keeping and maintenance.



## **2.5.2 Requirements with Respect to Individual Counselling**

1. A student is expected to handle a minimum of 2 cases with a total minimum of 15 sessions focus talk of no less than 15 minutes for each session during his or her internship training in each internship period. Any special arrangement needs to be discussed with the University supervisors and the approval of the Internship Coordinator. Student is required to handle a minimum of 4 cases for the two internship periods.
2. Aside from direct contact with the clients, students are expected to be involved in such activities as contacting clients, working with agency staff on case referrals, attending case conferences with agency staff, writing reports and when necessary, pay home visits.
3. Students are expected to work independently with their clients under the guidance of the University Supervisors and Agency Supervisors. Apart from normal supervision sessions, students must take the initiative to contact their supervisors when in doubt or in the face of critical situations.

## **2.5.3 Requirements with Respect to Group Counselling**

1. A student is expected to conduct counselling for two groups (4 to 6 sessions each) during the internship training. Student should conduct one group each internship period.
2. Student will be held responsible for the whole process of the two groups, from planning, recruiting members, conducting the group and performing evaluation.
3. Student must first submit group proposal for University Supervisor's approval, then Agency Supervisor's approval prior to recruiting members.
4. Modifications or rewriting before final approval from supervisors is expected.
5. To prevent plagiarism, students are asked to submit their group proposals through VeriGuide.
6. Although students are expected to work independently, yet when appropriate for the gaining of particular experiences, they might invite agency staff to be co-leaders. Alternatively, students might also join existing groups or therapeutic teams as co-leaders if it is believed that they will benefit more from such arrangements.

### 2.5.4 Requirements with Respect to Receiving Agency Supervision

1. Throughout the internship training, each student is assigned to an Agency Supervisor who will offer practical guidance in dealing with individual clients and groups, and act as a bridge between the student and the agency.
2. Students will meet their Agency Supervisors in the company of their University Supervisors at the beginning of the internship training, at the end of the first semester, as well as at the conclusion of the training period. Additionally, students must make arrangements to see their Agency Supervisors at least nine times for both semesters.

### 2.5.5 Paperwork Requirements

1. **Log Sheets (Appendix In1 & In2)**  
Students are required to hand in log sheets to document their daily routines in the agency. The log sheets will be signed by their Agency Supervisor and University supervisors at the end of each semester. However, supervisors may ask to see the log sheets any time during the term in order to gain a clear perspective of the students' involvement in the agencies.
2. **Evaluation—Student Self-evaluation Form (Appendix E1)**  
Students will be provided with Self-Evaluation Forms for the purpose of evaluating their own performance in the internship training. One form will be completed for each semester and submitted to the University Supervisors at the end of the semesters.
3. **Evaluation—Student's Evaluation of the Internship Agency Form (Appendix E3)**  
This form allows students to give feedback on their internship experience in the agencies. Students are expected to return the forms to their University Supervisors at the end of their internships. Such feedback about their experience in the agencies can serve as useful information for the University in planning for future internships.
4. **Internship—Supervision Record (Appendix E9)**  
Students are required to sign on the record of supervision hours, prepared by university supervisor.
5. **Record of No. of Case Sessions and Group Sessions (Appendix In3)**  
Students are required to hand in the record of no. of case sessions and group sessions.
6. **For Individual Counselling Work**  
Students are required to take care of the following categories of paperwork.

- i. Transcription ([Appendix In8](#)) of a five-minute interview for each case: Students will submit a transcription of a five-minute interview with each client (with a minimum of eight dialogues), accompanied by either an audio or video recording. The permission of the client (sample of the consent form-[Appendix In9](#)) must be first obtained for the transcription and the tape to be made. Students are required to hand in four transcripts altogether.
- ii. In-take report: most agencies have their own in-take forms, but students are expected to submit their own in-take reports to the University Supervisors for the purpose of documenting their internship training.
- iii. Case notes ([Appendix In6](#)) for each interview session: students are expected to record the salient points of each interview session and draw reflective conclusions and submit to their university supervisor before the following interview session with the same client or individual supervision whichever comes first as a continued assessment.
- iv. Case final report: ([Appendix In7](#)) students will submit a final comprehensive report for each case when it is terminated. The report should reflect the student's competence as a professional counsellor in terms of identifying the problem, analysing the case, working out a counselling plan and implementing such plan. Students are also expected to give recommendations on any necessary follow-up on the case so that agency staff can continue to provide the needed service to the clients after the departure of the students from the agency. (Guide of report writing-[Appendix In4](#))

## 7. For Group Counselling Work

Students are required to take care of the following categories of paperwork.

- i. Proposal ([Appendix In10](#)): for group counselling: students will submit a proposal for a group that meets the need of the potential clients in the agency. It is important that the proposal is approved by the Agency as well as University Supervisors before the group starts. Students must first submit group proposal for University Supervisor's approval, then Agency Supervisor's approval prior to recruiting members. All group proposals must allow at least one week for the University Supervisor's approval.
- ii. Session plans ([Appendix In11](#)): The session plans can be submitted together with the group proposal or after the group proposal is approved.
- iii. Group evaluation for each session ([Appendix In12](#)): the students are expected to evaluate each group session. Areas to be covered include the student's own roles and functions in running the group, group dynamics observed and/or tackled, and the outcome of the group. Such evaluation shall be submitted to their University Supervisors before the following interview session with the same group of client or individual supervisor whichever comes first.
- iv. Overall group evaluation ([Appendix In13](#)): the students are required to provide an overall evaluation of the group as a whole. This includes, for instance, evaluation on the attainment of group goals and objectives, evaluation on group dynamics, and the student's overall performance.

### 2.5.6 Reading Requirements

Although the internship is primarily experiential in nature and is skills-oriented, students are nonetheless expected to read material relevant to the agencies' target group (e.g. alcoholics, abuse survivors, women, couples, etc.), or as recommended by their Agency and University supervisors. Furthermore, students are encouraged to find for themselves reading materials relevant to their internship target groups. It is expected that the students' final written documentation of the internship will reflect familiarity with the relevant readings.

### 2.5.7 Requirements with Respect to Supervision

The students are required to complete at least 15 supervision sessions, including group supervision and individual supervision. Absence from supervision hours (including those missed because of illness) must be made up. A clear record must be kept showing the fulfillment of the supervision hours, prepared by university supervisor ([Appendix E9](#)).

## 2.6 Absence from Internship

Students are expected to opt for 100% attendance during the entire internship training. Days missed for any reason (including those missed because of illness) must be made up. Agency and University Supervisors will work together to evolve practicable plans for the students concerned to make up the missing days.

The specifications and necessary procedures for handling different types of absence by students are as follows:

| Type of Absence             | Specifications and Necessary Procedures                                                                                                                                                                                |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Holidays                    | Students are allowed only to have holidays in accordance with the agency work-calendar during the internship period.                                                                                                   |
| Leaves for Term Examination | Students are not required to return to the internship agencies during the period of their term examination in the University. Usually in late December and early January; exact date to be announced by school office. |

| Type of Absence                                 | Specifications and Necessary Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Compensatory Leaves</b>                      | Some occasional overtime work in agency is considered normal and should be expected. Such overtime may not be credited. Extra agency time may not be accumulated by students in order to complete the required duration of internship before the regularly scheduled final day of internship. However, students are encouraged to record their overtime work, and when it is deemed to be appropriate by the University Supervisor, the Agency Supervisor and the agency concerned, and then some form of compensatory leave may be awarded. |
| <b>Illness and Absence</b>                      | Students should seek prior permission from University Supervisors and Agency Supervisors for any absence from field or supervision. In case of illness and any other unforeseen emergency requiring absence for the day, he/she should inform the Agency Supervisor and University Supervisor by telephone immediately. Sick leave certificates issued by Hong Kong registered doctors should be submitted to the University Supervisors and Agency Supervisor if the sick leave is more than one day.                                       |
| <b>Typhoon Signal and Rainstorm Warning</b>     | Students should adhere to the policies of the internship agency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Long Leave (more than four working days)</b> | Students must seek prior permission from University Supervisors and Agency Supervisors by submitting in writing the reasons for taking such long leaves.                                                                                                                                                                                                                                                                                                                                                                                     |

## 2.7 Assessment

Students are expected to complete the required number of hours of client contact and meetings with supervisors. The final grade for the internship depends on a combination of factors, namely:

- (1) the agency's evaluation of the students' performance,
- (2) the University supervisor's evaluation of the students' performance, and
- (3) the quality of the paperwork submitted by the students. The students are also given the opportunity to provide feedback to the University Supervisor ([Appendix E2](#)).

### 2.7.1 Continuous Joint Evaluation

Agency Supervisors and University Supervisors normally meet at the beginning of the internship to discuss the internship programme for the students concerned. At the end of each internship period, Agency Supervisors and University Supervisors will meet with the students under their care to evaluate the students' performance and identify areas of improvement. This joint evaluation will be repeated at the end of the second semester. Informal communication between Agency Supervisors and University Supervisors is also encouraged during the entire course of the internship to ensure that the students stay on the right track.

### 2.7.2 Agency's Evaluation of the Student (1/3 of the overall grade)

The internship agency will be provided with a formal student evaluation sheet. The Evaluation-Agency's Evaluation of Student Sheet ([Appendix E5](#)) details the professional attitudes and performance deemed essential to counselling practice. Agency Supervisors are asked to rate the students along these dimensions once at the end of the first semester, and again at the conclusion of the internship training. They can also add relevant comments as needed.

Upon completion of the form, the Agency Supervisors will sign and date it, and send it **directly to the University Supervisor** for the purpose of grading.

In addition to submitting the Agency Student Evaluation Sheet, the Agency Supervisor will meet with the student to share any viewpoints and opinions which they may have about the student's performance. Such meetings are held at least two times, once at the end of the semester and again at the end of the internship training.

### 2.7.3 University Supervisor's Evaluation of the Student (1/3 of the overall grade)

The University Supervisor shall assess the student's competence across a broad range of areas of general professional functioning, concentrating particularly on the student's skills and insights as a counsellor.

The University Supervisor bases his/her evaluation on a number of factors including his/her observation of the student at work during agency visits, communication with the Agency Supervisors, and formal/informal meetings with the students.

## 2.7.4 Paperwork (1/3 of the overall grade)

Details of paperwork to be compiled by the students are at Section 2.5.5. Based on the punctuality and quality of submission, the University Supervisor will accord an appropriate grade.

## 2.7.5 Feedback from the Student

There are formal channels via which students can provide feedback regarding their internship experience.

- i. Student's Evaluation of University Supervisor: At the end of the each semester and again at the conclusion of the internship, students are asked to provide feedback on the quality of supervision provided by their University Supervisors on a standard form ([Appendix E2](#)). The completed forms will be submitted directly to the Internship Coordinator who will then discuss these with the University Supervisors without making reference to the identity of individual students. The forms will be given back to the University Supervisors for reference only after completion of the Internship programme, and after final grades have been accepted by the Board of Examiners.
- ii. Student's Self-Evaluation Sheet ([Appendix E1](#)): At the end of the first semester and again at the conclusion of the internship, students are also asked to fill in self-evaluation sheets. They are expected to evaluate their own counselling performance. Upon completion, the forms are submitted to the University Supervisors.

Counselling Experience in the Agency: students are provided with the Overall Comments on the Counselling Experience in the Agency forms ([Appendix E3](#)) which allow them to give feedback on their internship experience. Students are expected to return the forms to their University Supervisors at the end of their internships. Such feedback is useful to the University in planning for future internships.

Feedbacks and comments among peers are encouraged to facilitate the professional growth of the interns ([Appendix E4](#)).

### 2.8 Termination from Internship

Students are expected to demonstrate the highest professional standards and behaviour during the whole period of internship programme. Student is required to respect and conform to the established programme policies to insure student/client safety and well-being, and exhibit professional behaviour consistent with the professional standards outlined under [Appendix G2](#) below.

Should it appear that a student is seriously deficient in meeting these expectations, a request can be made by university supervisor to terminate the internship. Reasons for dismissal from the programme may include, but are not limited to, the following:

- i. Chronic irresponsibility in fulfilling programme requirements (e.g., missing scheduled appointments with clients, or supervision meetings). When behaviours make it difficult for an intern to complete programme requirements, and remediate actions were effective, dismissal from the programme will be considered.
- ii. Demonstration of inappropriate professional attitude or behaviour in an educational or clinical setting (e.g., being disrespectful to clients, actively defying supervisor requests, sexual harassment, discrimination).
- iii. Mental health issues (e.g., evidence for or diagnosis of paranoid schizophrenia, bi-polar disorder, or personality disorder)
- iv. Conviction of a felony (e.g., stealing, assault, child sexual abuse)
- v. Addiction (e.g., alcohol, gambling)



(Appendices for internal use only)

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This handbook is supported by Education Bureau, the Quality Enhancement Support Scheme (QESS) under the Self-financing Post-secondary Education Fund Project No.: IA01/QESS/2018

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