Community Mental Health Certificate Program
Health Education Department
City College of San Francisco

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Fourth Edition
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PROGRAM and INTERNSHIP
MANUAL

WELLNESS & RECOVERY

A Guide for Students, Faculty and Agencies Participating in the
Community Mental Health Certificate Program

Funded by the San Francisco Department of Public Health
Mental Health Services Act, Proposition 63
ACKNOWLEDGEMENTS

The vision to develop the Community Mental Health Certificate (CMHC) Program began in 2005 after the passing of the Mental Health Services Act. The preliminary phase of formative research was extensive and supported by individuals who contributed their time and energy to make the vision a reality. We want to acknowledge the people who spearheaded the movement to develop the CMHC program and through their commitment and contributions fueled the project through fruition.

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## Table of Content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>2</td>
</tr>
<tr>
<td>Contact Information</td>
<td>2</td>
</tr>
<tr>
<td>Community Mental Health Certificate Program</td>
<td>4</td>
</tr>
<tr>
<td>Program Summary</td>
<td>7</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>9</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Internship Program</td>
<td>10</td>
</tr>
<tr>
<td>Skills &amp; Competency Development</td>
<td>11</td>
</tr>
<tr>
<td>Goals of Internship Experience</td>
<td>12</td>
</tr>
<tr>
<td>Responsibilities of the Student Intern, CCSF Staff, and site Supervisor</td>
<td>13</td>
</tr>
<tr>
<td>Administrative Procedures</td>
<td>15</td>
</tr>
<tr>
<td>Tips to Succeed in Health 105</td>
<td>17</td>
</tr>
<tr>
<td>Responsibilities for Student &amp; Internship Site Supervisor</td>
<td>18</td>
</tr>
<tr>
<td>Responsibilities of Program Director/Associate Director</td>
<td>19</td>
</tr>
<tr>
<td>Internship Forms</td>
<td>20</td>
</tr>
<tr>
<td>Personal Interest Inventory (Form 1)</td>
<td>20</td>
</tr>
<tr>
<td>Agency Profile (Form 2)</td>
<td>21</td>
</tr>
<tr>
<td>Learning Objective Example</td>
<td>22</td>
</tr>
<tr>
<td>Learning Objectives (Form 3)</td>
<td>23</td>
</tr>
<tr>
<td>Contract between Student and Agency (Form 4)</td>
<td>24</td>
</tr>
<tr>
<td>Confidentiality Agreement (Form 5)</td>
<td>25</td>
</tr>
<tr>
<td>Code of Ethics (Form 6)</td>
<td>26</td>
</tr>
<tr>
<td>Monthly Internship Time Log (Form 7)</td>
<td>27</td>
</tr>
<tr>
<td>Student Evaluation of Agency (Form 8)</td>
<td>28</td>
</tr>
<tr>
<td>Student Self-Evaluation (Form 9)</td>
<td>29</td>
</tr>
<tr>
<td>Supervisor Evaluation of Student (Form 10)</td>
<td>30</td>
</tr>
<tr>
<td>NOTES</td>
<td>32</td>
</tr>
</tbody>
</table>
Community Mental Health Certificate Program

The Community Mental Health Worker Certificate (CMHC) at City College of San Francisco (CCSF) is a 16 unit program based on the wellness and recovery model in mental health. The curriculum is designed to train a diverse group of front-line health workers to provide culturally responsive mental health and recovery services in San Francisco. The program is focused on engaging mental health consumers, their family members, field practitioners, and other interested individuals and communities. It is comprised of courses that promote the development of skills needed to become gainfully employed as a mental health worker and enhance the knowledge base of those already employed. As part of their education, students will complete an internship with a local agency serving patrons of mental health services and family members. Textbooks are offered on loan to students while in the program. **Students may also apply for the CMHC Scholarships to help with tuition, supplies, and transportation.**

The curriculum infuses the wellness and recovery model in behavioral health, motivational interviewing, cultural responsiveness, trauma recovery, computer literacy, writing skills, career planning, and person-centered strength based restorative approaches intended to support health and wellness. Instruction is tailored to meet diverse learning styles and integrates an experiential approach. Academic readiness and skills are surveyed in the introductory course.

Admission to the program is based on the completion of the prerequisite course HLTH 91D, Introduction to Recovery Model in Mental Health (1 unit) with a grade of C or higher. Students who reveal a need to build their academic readiness skills will be referred to the appropriate college courses (such as English, writing, composition, etc…) or community based programs such as the Peer Specialist Program at RAMS or the MHSA Training Institute. Once these students complete the recommended coursework or programs, they may re-register in HLTH 91D to pursue admissions into the Community Mental Health Certificate Program.

**Supportive Services**

The CMHC program incorporates supportive services designed to enhance student retention, access, and success. Support includes, but is not limited to assistance and direct personal link with:

- College Application and Course Registration
- Student Health Center
- Learning Assistance Center
- Tutoring and Mentoring
- Office of Financial Aid
- Disabled Student Programs and Services (DSPS)
- Extended Opportunities Program and Services (EOPS)
- Career Development and Counseling
- Academic Counseling
- Peer Career Mentors
- Systems Navigator
Access to Faculty and Staff

At the CMHC program, students will have access to the program director, associate director, faculty, and administrative assistant. Each student will also be encouraged to meet one-to-one with a Peer Career Mentor (PCM) and the Behavioral Health Specialist (BHS) at least one time per semester. Meetings with the PCM and BHS will serve as consultations and check-in regarding progress, accomplishments, and needs.

The PCM team consists of two advanced CCSF certificate students, two graduate students, and Dr. Sal Núñez, Program Director. The peer career mentors and behavioral health specialist offer peer-based outreach, linkage, mentoring, and mentoring services to new and continuing students in the CMHC. They facilitate “survival tips” workshops and on-going individual peer counseling and social-support groups. They draw on student centered and motivational interviewing skills to collaboratively support students. The PCM also help students develop personalized and comprehensive wellness and recovery plans tailored to address needs. Such needs may include, but not limited to: tutoring, computer literacy skills, financial aid, parenting classes, peer based counseling and coaching, health care, and other services.

Community Collaborations

Currently, the CMHC program is developing collaborative partnerships with other community based organizations and educational institutions. These stakeholders may function as internship sites, pathway programs leading into the CMHC, post certificate extended training programs, and undergraduate degree and graduate program for those interested in further education. Students interested in further education will receive additional academic counseling and support geared to facilitate their transition into degreed programs. Additionally, the CMHC coursework is transferable into the California State and University of California educational systems.
The following list continues to evolve and includes current partners, stakeholders, and alliances.

- Pathways to Discovery
- San Francisco Department of Public Health
- San Francisco State University (Student Success Center)
- California Institute of Integral Studies
- Peer Internship Program (DPH)
- Veterans Administration, Psychosocial Rehabilitation Program
- Richmond Area Multi-Services (RAMS)
- Family Service Agency of San Francisco
- Mission ACT
- Mission Mental Health
- California Institute of Behavioral Health Solutions
- Mental Health Association of San Francisco
- San Francisco Board of Mental Health
- San Francisco Vocational Task Force
- SAGE
- Saint Vincent De Paul’s Wellness Center
- Saint Vincent De Paul’s Riley Center
- Hospitality House
- Institute on Aging – Friendship Line
- A Better Way
- San Francisco FIRST – South of Market Mental Health
- Horizons Unlimited
- National Alliance on Mental Illness San Francisco
- Health and Safety Associate (HASA) – San Francisco Public Library

Graduates from the Community Mental Health Certificate Program at City College of San Francisco will possess the skills, knowledge, and competencies to effectively perform as behavioral health workers, care managers, community advocates, psychosocial educators, peer counselors/coaches, group facilitators, systems navigators, team coordinators, and other behavioral health related positions. The certificate may also enhance promotional opportunities at work, and is currently accepted by the San Francisco Department of Public Health for Health Worker positions.
Program Summary

Prerequisite Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 91D</td>
<td>Introduction – Recovery Model in Mental Health – Prerequisite</td>
<td>1</td>
</tr>
</tbody>
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Program Requirements

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>HLTH 88 Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 102 Helping Relationships: Wellness and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 103 Community and Group Forums</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 104 Internship Preparation and Professional Conduct</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 105 Internship Placement and Performance</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
</tr>
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</table>

Students will need 16 units to graduate, but may have more than 16 units if the elective they choose is a 2 or 3 unit course. See the Approved Elective list on page 9.

First Semester (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HLTH 102 Helping Relationships: Wellness and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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</tr>
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Second Semester (Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 103 Community and Group Forums</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 104 Internship Preparation and Professional Conduct</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

Third Semester (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 88 Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 105 Internship Placement and Performance</td>
<td>3</td>
</tr>
<tr>
<td>Internship Placement 120 hours 8 hours per week for 15 weeks</td>
<td>(6)</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
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</table>

Total (16)
General Course Descriptions

HLTH 91D - Introduction to the Recovery Model in Mental Health (1)

The introductory course offers an overview of the recovery model in mental health and certificate program requirements and expectations. It examines recovery as a central tenet of mental health services, including the shifting roles for providers and consumers of mental health services. Practical methods commonly used to promote recovery, and related public policy is reviewed. This course also infuses basic career planning, academic success skills, and an overview of supportive services.

First Semester

HLTH 102 - Helping Relationships: Wellness and Recovery (3)

This course offers an introduction to the applied and theoretical principles of recovery, wellness, and psychosocial rehabilitation with individuals in behavioral health settings. The course emphasizes consumer-directed goal setting, collaboration, motivational interviewing, assessment, wellness and recovery action plans, documentation, systems navigation and linkage, advocacy, cultural humility, crisis management, trauma recovery, and recovery movement policy.

Approved Elective (1)

Approved electives are specialized courses and offer in-depth instruction on selected topics. See page 11 for a list of approved electives.

Total (4)

Second Semester

HLTH 103 - Community and Group Forums (3)

This course offers an introduction to community evaluation methods, action planning, community and group dynamics, and leadership and group facilitation skills. The course includes facilitating social and support groups, community forums and events, meetings, developing and leading workshops, and basic group counseling skills. It prepares students to work in the fields of behavioral health recovery, chemical dependency, trauma, and HIV/STD prevention education.

HLTH 104 - Internship Preparation and Professional Conduct (3)

The course prepares students for internship placement in behavioral health settings. Emphasis is placed on reviewing and practicing course counseling skills, legal and ethical issues, standard documentation of service delivery, expectations and responsibilities, supervision requirements, cultural humility, self-care, and placement strategies including resume writing, career planning, and employment interviewing skills. Students will secure an internship placement by the end of this course.

Total (6)
**Third Semester**

**HLTH 88 - Family Systems (3)**

This course offers an introduction to the applied practice and theoretical principles of working with family systems in behavioral health settings. The course examines the definition and impact of family roles, rules, dynamics, and communication styles. Social systems, stigma, trauma recovery, and chemical dependency are considered.

**HLTH 105 - Internship Placement and Performance (3)**

This course mentors students through the process of completing all internship placement requirements in behavioral health settings. It prepares students to complete the community mental health certificate program and to provide services in the field of mental health recovery. This course will monitor the progress of students; serve to review clientele presentations, support students in developing a professional portfolio, update professional resume and refine career plan, discuss internship related accomplishments and challenges, address ethical and professional behavior, and discuss placement satisfaction and learning outcomes.

**Field Placement 120 hours = 8 hours per week for 15 weeks**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HLTH 66</td>
<td>Chronic Conditions Management</td>
</tr>
<tr>
<td>HLTH 90B</td>
<td>Harm Reduction and Health</td>
</tr>
<tr>
<td>HLTH 90C</td>
<td>Trauma and Recovery: An Introduction</td>
</tr>
<tr>
<td>HLTH 116</td>
<td>Conflict Resolution Skills in the Health Care Workplace</td>
</tr>
<tr>
<td>IDST 17</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>IDST 80A</td>
<td>Diversity: Racism</td>
</tr>
<tr>
<td>IDST 80B</td>
<td>Diversity: Sexism</td>
</tr>
<tr>
<td>IDST 81A</td>
<td>Diversity: Ageism and Adultism</td>
</tr>
</tbody>
</table>

**Approved Elective Courses**

Students must complete at least one (1) unit from the following list of electives
**Program Learning Outcomes**

**Upon successful completion of the program students will be able to:**

1. Comprehend, apply, and evaluate information on wellness and recovery promotion, mental health management, evidence based approaches, and community defined practices.

2. Demonstrate entry-level proficiency in skills including care brokerage, advocacy, outreach, systems navigation and linkage, documentation, and counseling.

3. Demonstrate the ability to work with members in diverse communities including children/youth, adults/older adults, families, and consumers of mental health services using principles of wellness and recovery and cultural humility.

4. Demonstrate the behavioral, ethical, and professional interpersonal skills necessary for employment in the field.

**Internship Program**

The internship experience is an integral part of a student's total educational preparation for completing the Community Mental Health Certificate. The internship placement, offers students the opportunity to socialize into the field of behavioral health as a service provider and as a participant of a multidisciplinary team at a community organization. The purpose of the field placement is for students to practice their service delivery competencies in a professional setting; participate in multidisciplinary team forums; promote recovery and wellness through collaborative interactions with community members; serve as systems navigators, advocates, and community organizers; and experience professional development through supportive supervision.

**Field Placement Objectives**

In preparation for the field placement, students will identify several applied objectives that they will focus on during their field placement. The objectives, in part, will serve to determine the type of activities the student will need to engage in order to achieve their field placement goals. The objectives will be negotiated between the student and internship site and approved by the course instructor. The objectives will derive from the Program Learning Outcomes listed above (page 12) and designed to develop and refine practical service delivery skills and competencies. Following are some general objective categories, skills and competencies.
Skills and Competency Development

1. **Practice Basic Counseling Skills** – Basic counseling skills include, but are not limited to active listening, reflection, summarization, prompting and encouragement, affirmations, motivational interviewing, trauma recovery, and other skills designed to support people in their recovery journey. These skills are to be applied in collaboration with individuals, groups, families, and community forums.

2. **Interviewing and Information Discovery Skill** – These skills focus on creating a space that is conducive to assisting people feel at ease and welcomed. They are specific to discovering information related to the person’s life experience, the discovery of information may be accomplished by having authentic conversation with a person, asking specific questions, completing an intake or assessment form, and evaluating for protective and risk factors.

3. **Develop Conceptualization Skills** – Conceptualization is the process of critically analyzing the information (history) collected through the discovery process and in collaboration with the consumer considering the effects of that history on current activity, aptitude and wellness. In collaboration with the consumer, the information is used to develop an action plan.

4. **Person Centered and Collaborative Approach** – In addition to an approach based on collaboration, empathy, genuineness, and unconditional high regard, students strive towards promoting hope, empowerment, self-determination, personal responsibility, and relate in a manner that promotes dignity to community members. These principles honor mutual respect, validate lived experiences, focus on offering choices and options, and support the concept that each person is the expert on themselves.

5. **Utilize Wellness and Recovery Model Principles and Service Documentation** – Wellness and Recovery Model principles are intended to assist individuals design a program that will help them maintain wellness and further their recovery. Through the use of the Wellness and Recovery Model individuals can identify the course of action that will support their individual journey in wellness and recovery. Students also become familiar with other tools, such as the WRAP (Wellness and Recovery Action Plan), creating a motivational space and collaboratively supporting community members through crisis planning and post crisis advanced directive. Competencies also include developing standard service delivery documentation skills.

6. **Professional Conduct and Ethics** – Special attention will be given to the importance of ethical conduct for Community Mental Health Workers in accordance with professional ethical standards and federal and state laws. Students will be required to demonstrate familiarity with the process of ethical problem solving, conflict resolution, professional boundaries and conduct, and implementation of reporting mandates and service delivery documentation.

7. **Systems Navigation and Advocacy** – Service providers frequently engage in linking individuals to community services and resources that support their wellness as well as their journey through recovery. Successfully supporting individuals through the process of systems navigation requires resourcefulness, patience, advocacy, community organizing, and other specialized skills. While practicing these skills students also enhance their motivational strategies, networking, and care management competencies.
8. **Develop Self-Awareness and Reflection Skills** – An important component of being an effective service provider is the development of self-awareness and reflection skills. Since counseling is an interpersonal process, successful interactions require the service provider to be in a constant state of reflection and self-evaluation. Students will be provided reflection, self-evaluation, and cultural humility exercises throughout their courses in the Certificate program.

**Goals of the Internship Experience**

While the major focus of the Internship experience is on the operations of the agency at which the student accepts assignment, the total value of the Internship experience takes other goals into account. By providing a vast array of learning experiences, the student, CCSF educators, and site supervisor can work together to help each student's development as a Community Mental Health Service Provider.

**Internship Experience**

1. To provide the student the opportunity to integrate theory and practice in the student’s professional education.

2. To provide the student an opportunity to promote and broaden the student’s philosophy and understandings of the Wellness and Recovery model.

3. To demonstrate an understanding of the social and cultural diversity issues in the field of Behavioral Health including psychosocial, cultural, racial, gender, sexual orientation, and disability differences; sensitivity to social and cultural elements; and application of strategies for intervention, self-awareness, and self-development based on the Wellness and Recovery model.

4. To enable the student to obtain information which can be used as a basis for making choices in relation to future jobs and/or further study in the field of mental health.

5. To enable the student to realize the student’s own strengths and challenges.

6. To provide the student an opportunity to gain experience in the administrative functions within community mental health settings.

7. To help the student gain an understanding and appreciation of the roles, duties, and responsibilities of a community mental health service provider, and socialize into the professional field of mental health.

8. To develop the student’s skill in various program areas; to increase the student’s knowledge of the organization and administration of mental health delivery services, and Wellness and Recovery model in behavioral health.

9. To provide the student with experiences that will enable the student to develop sound human relations.

10. To strengthen relationships between City College of San Francisco, community mental health agencies and the community-at-large.
RESPONSIBILITIES OF THE STUDENT INTERN, CCSF STAFF, AND THE INTERNSHIP SITE SUPERVISOR

Responsibilities of the Student:

- Develop learning objectives with the assistance of site supervisor;
- Behave ethically as a member of the agency and abide by the policies and expectations of the agency;
- Conduct self professionally at all times while in contact with staff and consumers;
- Strive toward higher levels of personal and professional growth;
- Complete and submit all Internship reports, following specified guidelines, within the designated time requirements; and
- Notify the agency supervisor and Coordinator/Director immediately if a situation warrants special attention.

Guidelines for Students with Disabilities or Special Needs:

Students with disabilities and special needs have access to internships under the same guidelines and criteria established for all students. It is important, however, for students to discuss in advance any special arrangements or accommodations with Coordinator/Director, Disabled Student Programs and Services and Internship Site Supervisor so that the internship experience can be as positive as possible. Documentation must support request for any special arrangements or accommodations via the DSPS office.

While Coordinator/Director will endeavor to establish internship sites that are able to provide similar support and accommodations to those received on CCSF campus, some internship sites may not be as accessible as others. The accommodations should not compromise the essential elements of the experience, but should provide equal access to all facets of the program.
Responsibilities of the Agency/Internship Site Supervisor:

- Provide the best possible environment for working and learning;
- Help the student develop learning goals and objectives, including the determination of specific duties and assignments;
- Evaluate in writing, the student’s work and performance and interpret for the student the content of the evaluation, and submit the evaluation in a timely manner;
- Assume shared responsibility with the Program Director/Associate Director for relationships between CCSF and the agency in regard to Internship;
- Confer with the student periodically as to his/her progress;
- Notify the student and Program Director/Associate Director immediately if a situation warrants special attention;
- Recognize that the student is in a learning role as well as a working role;
- Provide expertise related to the Wellness and Recovery Model and practice obtained in the classroom setting;
- Provide the opportunity for interns to participate in trainings and in-service workshops;
- Establish opportunities for cooperative relationships which extend beyond the Internship Experience; and
- Provide, at the minimum, individual supervision every other week for 30 minutes OR group supervision twice per month, not both.

Responsibilities of CCSF Faculty and Program Director/Associate Director/Health 105 Faculty:

- Assist the student in setting realistic goals and objectives;
- Provide students with listings of internship sites and contacts;
- Provide individual assistance with site placement when needed;
- Confer with the student periodically, including when possible, on-site visits, as to his/her progress;
- Maintain open communications with the student and agency supervisor so that any problems can be handled effectively for all concerned;
- Evaluate all Internship reports and provide appropriate feedback to the student and agency supervisor;
- Track the student’s learning process via classroom activities and homework assignments;
- Track the student’s time commitment to the agency of 120 hours per semester;
- Serve as a resource person for both student and agency supervisor;
- Determine the final grade of the student with input from agency supervisor; and
- Remove the student from an agency when either the student or the agency is not presently suited to the Internship program.
**Administrative Procedures**

**MUST COMPLETE PERSONAL INTEREST INVENTORY FORM**

**Locating an Internship site** – The first task is to locate an internship site. The site should be one in which mental health services or Wellness and Recovery approaches in behavioral health are offered. You will benefit most from an agency with a broad range of services that are in line with your personal and professional interests. Must include RESUME.

**MUST COMPLETE AGENCY PROFILE FORM**

- **Assessing the Potential Internship Experience** – The internship site should provide as many opportunities as are possible. If you choose your current employment, it is important your employer is able to provide different or added responsibilities from your usual employment responsibilities. *Please consult with the Community Mental Health Certificate Associate Director or Health 104 Faculty beforehand.* The agency hosting the student should be willing to provide an onsite supervisor that will, at the minimum, engage in individual supervision every other week for 30 minutes OR group supervision twice per month, not both. We encourage the student to work with as diverse a population as possible.

**MUST COMPLETE THE FOLLOWING FORMS:**

- CONTRACT BETWEEN STUDENT AND AGENCY
- CONFIDENTIALITY AGREEMENT
- CODE OF ETHICS FOR COMMUNITY MENTAL HEALTH WORKER
- LEARNING OBJECTIVES

***Above forms MUST be submitted together***

**Contract Between Student and Agency** – The Contract Agreement *must* be on file with the CCSF Certificate program office before the student is allowed to deal directly with clientele regardless of where you are employed. Once your internship site is selected, contact the CMHC Associate Director to discuss and obtain approval for the internship site.
MUST COMPLETE THE FOLLOWING FORMS:

STUDENT EVALUATION OF AGENCY
STUDENT INTERNSHIP SELF-EVALUATION
AGENCY SUPERVISOR STUDENT EVALUATION

***Above forms MUST be submitted together***

Internship Evaluation Process – Evaluation is an essential component of the internship process. Evaluation is a multifaceted process, which engages all of the individuals involved in the internship. Students will be evaluated on their knowledge, skills, attitudes, and professional behavior, and will provide evaluations of supervisors, and of the internship site. Site supervisors will provide an evaluation of the student, as well as of the support provided by the Community Mental Health Certificate program. The following are the evaluations that must be completed and submitted in order for the student to receive a grade in Health 105.

The student evaluation of agency and the agency supervisor’s evaluation of the student will take place at the end of the semester. A conference call including the student, site supervisor, and faculty representative may be needed at the end of the semester, to review the internship experience.

All evaluations must be received by the last day of class, or credit will not be granted for the internship. All evaluation forms are provided at the back of the internship manual. Please make copies of all evaluation forms and retain for your records.

MUST COMPLETE THE FOLLOWING FORM:

INTERNSHIP TIME LOG

Internship Time Log – Each student will need to log at least 120 hours of internship activities. An Internship Time Log Form is located at the back of the internship manual to record the time you spend in internship activities. Indicate the date, amount of time spent, and the activity to represent what it was you were doing. Copies of this form may be used if additional space is needed. All forms must have your signature and that of your site supervisor, or they will not be accepted. Submit the time log to the Associate Director or Health 105 Faculty. Retain copies of the time log for your records.
Tips to Succeed in Health 105

➢ Stay current with your daily log! Get into the habit of writing your log at the end of each day. This will enable you to complete a more accurate log and not have to play catch-up at the end of the semester.

➢ Stay focused on the goals you set at the start of your internship and re-think your goals throughout the course of your internship. You want to learn as much as possible from this experience, including an ability to set and reach goals.

➢ Do not be afraid to ask questions! Asking questions is one of the most valuable tools you will have during your internship. You will be surprised how much more this will allow you to learn!

➢ Be on time – even early – to work and meetings! This exhibits a level of professionalism and respect.

➢ If you are bored, or find you have nothing to do, ask for more work! If you are going to be there anyway, why not learn and challenge yourself?

➢ Add value to your work. Build upon your background knowledge of mental health and apply your best effort in everything you do.

➢ Do not get discouraged if you feel overwhelmed or confused. Meet with your supervisor and/or Coordinator/Director to discuss any difficulties you may be facing. You can also speak with your Health 105 instructor.

➢ Be professional and appropriate at all times. Know how to behave professionally and with maturity in a comfortable, friendly manner.

Joining a National Professional Organization - Students are encouraged to join a professional organization, but it is not required. Professional organization membership is an important part of the process for professional identity development. It assists in the process of gaining additional skills and knowledge through continuing education and staying current in the field. It facilitates the socialization process, and provides new professionals the opportunity to engage the profession at a national level. Most organizations have a reasonable student rate for membership.
RESPONSIBILITIES FOR STUDENT & INTERNSHIP SITE SUPERVISOR

The responsibility of the student:

- Work with the internship site supervisor to develop learning objectives.
- Meet with the supervisor individually or in group at least twice per month to discuss events, troubleshoot problems, work on class assignments, etc.
- Maintain a professional attitude and work style.
- Follow all procedures and protocols of the internship site.
- Maintain confidentiality of all client information.
- Arrive on time.
- Call your site contact/supervisor if you will be late or are sick.
- Keep a log of internship hours performed.
- Complete and turn in all required forms (see forms in this manual) by the due dates.
- Schedule your mid-semester and exit interviews with your supervisor in advance.

The responsibility of the Internship Site Supervisor:

- Provide job orientation concerning company/clinic office procedure, staff relations, and duties of intern, and contact information for calling in sick or late.
- Provide information on company procedures and protocols including confidentiality.
- Work with the student to develop and meet learning objectives.
- Provide the student with rich learning opportunities.
- Provide, at the minimum, individual supervision every other week for 30 minutes OR group supervision twice per month, not both. The student should have a contact person to ask if s/he has any questions.
- Arrange a mid-semester and an “exit interview” with the student in order to provide the student with feedback regarding his/her overall performance.
- Complete all necessary forms including student evaluation in a sealed envelope.
- Communicate with the CCSF Health 105 Faculty; Program Director or Associate Director as needed.

Sal Núñez, PhD Program Director (415) 452-7387 snunez@ccsf.edu
Edith Guillen- Núñez, JD, LMFT Associate Director (415) 452-7477 eguillen@ccsf.edu
RESPONSIBILITIES OF THE PROGRAM DIRECTOR/ASSOCIATE DIRECTOR

- Invite potential internship sites to present on their agencies and internship possibilities.
- Provide students with listings of approved internship sites and contacts.
- Provide individual assistance with site placement when needed.
- Maintain open communication with both student interns and site supervisors to address any issues or questions that might arise.
- Provide site supervisors with all current contact information.
- Monitor intern’s progress through discussions with internship-site supervisor and intern.
- Evaluate the intern’s progress throughout the program with participation from the site-supervisor, student, and instructor.
FORM 1: PERSONAL INTEREST INVENTORY

Name: ____________________________

Present Address: ____________________________

Street: ____________________________ City, State, Zip

CCSF E-mail Address: ________________ Personal E-mail Address: ________________

Phone number: ____________________________ Status: Full time □ Part time □

Are you bi-lingual? If so, which languages?

________________________________________________________________________

State your interest and career objectives in the health profession:

________________________________________________________________________

________________________________________________________________________

Certificate/Academic Goal(s):

________________________________________________________________________

________________________________________________________________________

Specific learning experiences you hope to gain:

________________________________________________________________________

________________________________________________________________________

General Interest Area:

________________________________________________________________________

________________________________________________________________________

PLEASE ATTACH YOUR RESUME
The following should be completed by the student:

Agency Name: _____________________________________________________________

Agency Administrator or Director: ____________________________________________

Agency Address: ___________________________________________________________________

Agency Telephone: ______________________________ Fax: ______________________

Agency Website: __________________________________

Name of individual who will be responsible for supervising student once/week:

Name________________________ E-mail Address________________________ Phone #: ____________

Names of additional staff members who are designated as mentors, or will be responsible for your administrative needs and may provide some supervision:

Name________________________ E-mail Address________________________ Phone #: ____________

Name________________________ E-mail Address________________________ Phone #: ____________

List of Services Offered by Agency: __________________________________________
                                                                                     __________________________________
                                                                                     __________________________________
                                                                                     __________________________________

Agency’s Mission: _______________________________________________________
                                                                                     __________________________________
                                                                                     __________________________________
                                                                                     __________________________________

Please attach any brochures and written material describing agency and specific programs of agency.
EXAMPLE:

LEARNING OBJECTIVE: To gain experience in facilitating support groups.

ACTIVITIES:

1) Shadow an experienced facilitator for 4 weeks, observing 4 support groups.
2) Facilitate a support group, with observation from supervisor.
3) Meet with supervisor and get feedback.
4) Facilitate another support group, with observation.
5) Meet with supervisor and get feedback.
6) Facilitate an unsupervised support group.
7) Get evaluation from support group members.

__________________________

ACTIVITIES:

1. 
2. 
3. 
4. 
5. 

LEARNING OBJECTIVE: __________________________

__________________________

ACTIVITIES:

1. 
2. 
3. 
4. 
5. 
Both student and the Internship Site Supervisor have worked on developing the above learning objectives and activities. Both agree that the objectives and activities will be completed within the **120 internship hours**. If any problems arise, it is the responsibility of the student to notify the Internship Site Supervisor and the Health 105 Faculty.

**Signatures:**

Student ___________________________________________ Date ________

Internship Supervisor _________________________________ Date ________

Health 105 Instructor ________________________________ Date ________
The following is an agreement between:

___________________________________________________________________________

(Community Mental Health Intern)

and ________________________________________________________________________

(Internship Site/Internship Site Supervisor)

Agency Commitment to Student
- Agency agrees to provide interns a setting in which to gain experience and learning opportunities, in the following competencies:
  - Consumer Interviewing and Intake
  - Behavioral Health Supportive Counseling (individual, group, family)
  - Systems Navigation, Referrals, and Community Resources
  - Documentation and Reporting
  - Utilize Wellness and Recovery Model Principles
- Provide a stimulating and supportive learning environment.
- Provide, at the minimum, individual supervision every other week for 30 minutes OR group supervision twice per month to discuss events, problem-solving, provide support, offer feedback, guidance, and recommendations, etc.
- Expose student to a breadth of service delivery experiences and acquaint student with as many phases of agency services as possible.
- An internship to student for 16 weeks for 8 hours per week, 120 hours total, to cover learning objectives chosen by student.
- Complete internship forms in a timely manner.

Student Commitment to Agency
- Commit to an internship of 8 hours per week for 16 weeks between August and December. Accumulate at a minimum 120 hours.
- Abide by all policies and procedures of the agency; be receptive to direction, and adhere to the code of ethics and legal mandates.
- Work openly and cooperatively with co-workers at the internship site.
- Treat the internship as a professional job upholding timely responsibilities.
- Maintain confidentiality of all clientele information.
- Meet with supervisor to discuss events, problem-solving, and other related issues.
- Ask for assistance from supervisor when a problem or concern arises.
- Learn about the services provided by agency and its Mission Statement.
- Be responsible for the completion and the return of all internship forms in a timely manner.

Student _________________________________ Date ________
Internship Supervisor ______________________________ Date ________
Health 105 Instructor ______________________________ Date ________
Students in the Community Mental Health Certificate Program may be working with clientele records in various types of health care facilities and in the classroom.

The following factors must be considered that are relative to student use of records in the educational process:

1. Legally any violation of the confidentiality of client information is punishable in a court of law.
2. The professional code of ethics stipulates that maintaining confidentiality of client information is part of professional responsibility and integrity.

Because of these legal and ethical considerations, any student enrolled in the Community Mental Health Certificate Program who reveals contents of a clients file or record (except as it relates to the educational process in the classroom or at the internship site) is subject to immediate expulsion from the program.

Having read the above, I ________________________________, do hereby agree to maintain confidentiality of all clientele information that I am exposed to as a Community Mental Health Certificate student.

Signatures:

Student ________________________________ Date ____________
Internship Supervisor __________________________ Date ____________
Health 105 Instructor __________________________ Date ____________
As an intern, I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I am interning. I assume the responsibility for my ethics while working in this agency and expect to account for my actions. I agree to abide by the ethics for Community Mental Health Service Providers.

I promise to bring forth an attitude of open-mindedness, a willingness to learn and to bring to it interest and attention. I believe that my attitude towards my internship work should be professional. I believe that I have an obligation to my internship, to those who direct it, to my colleagues, to those whom it is performed for and to the community.

Being eager to contribute all that I can to this internship, I accept the code to be followed respectfully.

**Signatures:**

Student _________________________________ Date __________

Internship Supervisor _________________________________ Date __________

Health 105 Instructor _________________________________ Date __________
FORM 7: MONTHLY INTERNSHIP TIME LOG

Due Date: All monthly time sheets are due at the end of the semester.

MONTHLY INTERNSHIP TIME LOG

______________________________
Month Year

Each student will turn in a report each month indicating the number of hours worked that month. Please include as part of your hours any time spent in orientation and trainings. Please be as honest as possible so that we can support making your internship experience productive and enjoyable.

Student Name: _________________________________________________

Agency: _______________________________________________________

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Student Signature: ____________________________ Date: ____________

Internship Supervisor Signature: __________________________ Date: ____________
FORM 8: STUDENT EVALUATION OF AGENCY

Student Name: ____________________ Student Signature: ____________________ Date: ______

Agency Name: ______________________________________________________

Supervisor: ________________________________________________________

A. Supervision:

Were you able to apply the skills learned in the classroom at the agency?

1. Was the supervision you received adequate? Why or why not?

2. Did you feel support from the supervisor? Why or Why Not?

B. Were you able to meet your objectives easily at the agency? Why or Why not?

C. Do you consider this site an appropriate intern site? Why or Why not?

D. Would you recommend this site to others? Why or why not?
FORM 9: STUDENT SELF-EVALUATION

Student Name: ___________________ Student Signature: ___________________ Date: ______

Agency Name: ______________________________________________________

Supervisor: _________________________________________________________

1. Please note the areas relating to your field experience in which you display the greatest strengths:

2. Please note areas in which you need to grow or gain more knowledge and/or experience:

Please list learning objectives from worksheet and complete the following for each objective (attach a separate paper).

A. What did you learn?

B. Methods used in learning:
FORM10: SUPERVISOR EVALUATION OF STUDENT

(To be completed by Internship Site Supervisor along with the intern, recommended to use as an opportunity to offer final feedback and constructive guidance, to be submitted at end of placement)

Student’s Name: ______________________________________________________________
Agency: ______________________________________________________________________
Internship Supervisor: __________________________________________________________
Internship Supervisor Signature: ____________________________ Date: _______________

Fieldwork Dates: ________________ to ________________ No. of hours __________

1. Please describe the job responsibilities of this internship.

2. Did the student show up on time as scheduled? Please describe any discrepancies.

3. Did the student meet the Learning Objectives as outlined at the beginning of this internship? Please explain.
4. How much supervision did the student require?

5. What were the strengths of the student?

6. What were the challenges, improvement and growth opportunities faced by the student? How did the student respond to these?

7. What additional skills or competencies would have helped this student excel in this position?

8. If you had a position opening in this field, would you hire this student?

9. Was the student’s performance in this internship satisfactory?